

FOUNTAIN VALLEY HIGH SCHOOL



Chapter Three: Student/Community Profile—Overall Summary from Analysis of Profile Data and Progress



Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

In April of 2013, all stakeholders met together to analyze and comment upon School/Community Profile data. The purpose of this meeting was to use the data to develop critical learner needs for the school and pave the way to our action plan. Stakeholders sat in Focus Groups to discuss the data and were asked to provide at least three critical learner needs they saw as a result of analyzing the data. These suggestions and comments were tabulated and ranked.

The top six concerns were extremely evident as the WASC coordinators tabulated the suggestions. The majority of stakeholders listed the following as their top critical learner needs for FVHS:

1. College and Career Readiness
2. Writing (EAP)
3. Math Skills
4. D&F Intervention
5. a-g Eligibility
6. Subgroup success

With a focus on these six critical learner needs, Focus Groups worked together to determine how FVHS plans to make these actionable items and part of the action plan for the next six years. As a result of our self-study process, the following critical learner needs have been identified:

1. Prepare all students for college and life after high school.

FVHS stakeholders are deeply concerned about the number of students ineligible for college or life beyond high school. Our API, CST scores, and AP participation indicate a population of students who should be qualified in higher numbers for admission to UC/CSU schools or other colleges and universities. The fact that 42% of our students are ineligible is something we will not hide from. Over the past two years, FVHS has altered course offerings to reflect the need for a-g courses for all students. In addition, FVHS conducted a schoolwide “College and Career Day” on October 16, 2013 where all students were either testing or attending workshops on post-high school options. These are just the first steps in many to come to address this critical learner need. Many of the suggested critical learner needs that were offered by stakeholders in April 2013 were combined under this one umbrella need category.

2. Develop and introduce interventions that support the achievement of all students, with an emphasis on students at risk of receiving a D or F.

After careful analysis of our data, stakeholders believed that attention to students who are earning grades of D or F in any course on campus is of great concern. While FVHS has a

“Homework Club” offered to students three days a week, attendance is voluntary and sometimes sparsely attended. Stakeholders feel that more systematic forms of intervention need to be developed and implemented to assist students who are struggling academically. A committee of staff is already working to shore up our Muti-Tiered Systems of Support.

Not to be overshadowed by the D and F data, we are also concerned with the academic performance of specific subgroups who are not achieving proficiency in core subjects. Specifically, English Language Learners and Students With Disabilities continue to warrant additional focus and strategic intervention.

3. Implement and integrate Common Core State Standards.

FVHS stakeholders are well aware of the changes coming to public education with the Common Core Standards. The administration and staff are dedicated to using this transition to realize our mission of maximizing student learning and to address the previously mentioned Critical Learner Needs. FVHS teachers believe that the first line of defense is quality instruction - what is becoming known as “best first instruction.” Teachers feel that this can be achieved through implementation and assessment of the Common Core Standards in all core courses.

Much of the work at FVHS has centered on continuous development of instructional practices as the most important element to maximizing learning for every student. Instructional Rounds, sharing of best practices and targeted professional development towards Common Core-type instructional practices has dominated the FVHS professional landscape and continues to be the focus of our Action Plans.