



# **San Ramon Valley High School**

*San Ramon Valley Unified School District*

*501 Danville Blvd.*

*Danville, CA 94526*

## ***SELF-STUDY REPORT***

**November 4-7th, 2018**



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San Ramon Valley High School  
Focus on Learning  
2018-2019

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## **Leadership Team**

Jason Krolikowski	Principal
Janet Willford	WASC Coordinator
Megan Keefer	Assistant Principal

## **Focus Group Leaders**

### **Organization**

Don Busboom	Social Studies
Kyle Nash	Theater

### **Curriculum**

Katie Henderson	Science
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### **Instruction**

Traci McMullen	English
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### **Assessment**

Kelley Isom	English
Jeffrey Davis	Social Studies

### **Climate and Culture**

Chad Cochran	VAPA
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### **Consultants**

Kerri Knapp	WASC Coordinator DVHS
Carrie Doyle	Lead parent writer/editor

Focus Groups: [2017-18 SRVHS WASC FOCUS Groups 11.1.17](#)

## **Home Groups**

Classified Staff

Counseling

CTE

English

World Language

Math

PE

Science

Social Studies

Special Education-SPED

Visual and Performing Arts/Career Technology VAPA/CTE

## **Site Council**

Jessica Ringwood

Co-Chair/Teacher-Librarian

Anthony Tovani

Co-Chair/Special Education Teacher

Jason Krolikowski

Principal

Olivia Hanley

Assistant Principal

Merian Purcell

Secretary/Spanish Teacher

Kim Tretten

Treasurer/Biology Teacher

Carlie Braden

Member at Large

Nicky Jewett

Parent

Michelle Clawson

Parent

Kim Lonergan

Parent

Lexi Daetz

Student

Taylor Jewett

Student

## **San Ramon Valley High School**

### **Site Administration**

Jason Krolikowski	Principal
Olivia Hanley	Assistant Principal
Megan Keefer	Assistant Principal
Thomas Martin-Edwards	Assistant Principal

### **District Administration**

Rick Schmitt	Superintendent
Toni Taylor	Deputy Superintendent Educational Services
Gary Black	Assistant Superintendent Facilities & Operations
Keith Rogenski	Assistant Superintendent Human Resources
MaryAnn Frates	SELPA/SPED Executive Director
Melanie Jones	Director Certificated
Nancy Gamache	Director Classified
Linda Rowley Thom	Director Special Education
Greg Pitzer	Director Technology
Elizabeth Graswich	Director Communications & Community Relations
Daniel Hillman	Director Facilities
Sheri Glaser	Director Transportation
Gregory Medici	Chief Business Officer
Gael Treible	Director Fiscal Services
Jon Campiano	Executive Director Secondary
Carol Loflin	Executive Director Elementary
Kathy Moore	Director Instructional Services
Kenneth Nelson	Director Student Services
Jasmine Gacusan	Director of Purchasing, Warehouse & Duplicating
Bruce Hall	Director Child Nutrition



## Board of Directors

Mark Jewett: President, Ken Mintz: Vice-President, Rachel Hurd: Clerk,  
Greg Marvel: Member, Denise Jennison: Member

## Certificated Staff

Abrams, Kenneth	Herron, Geraldine	Neach, Shannon
Aburrow II, Paul	Heupel, Savannah	Ochs, Gregory
Agostino, Kirsten	Hobbs, Hillary	O'Connor, Charles
Annas, Caitlyn	Holliday, Allison	Polugar-Laub, Dylan
Arotzarena, Julie	Horvath, Paul	Purcell, Merian
Becker, Aaron	Hunt, Carolyn	Resendiz, Nicole
Bird, Alan	Isom, Kelley	Reynoso, Luis
Blake, John	Isseks, Olivia	Robison, Matthew
Bonnar, Karen	Jackson, Nicholas	Rossi, Meghan
Botteen, Brian	Johnson, Steve	Rowell, Suzanne
Bowers, Sarah	Johnson, Wendy	Salge, Alicia
Braden, Carli	Kamal, Shirin	Santos, David
Budhabhatti, Sherna	Koster, Kristina	Schar, Bonnie
Burke, Elizabeth	Leach, Jon	Seabury, Thomas
Busboom, Donald	Lecky, Jayne H.	Sekera, Cindi
Carvalhoira, Jessica	Lee, Benjamin	Shaffer, Dana
Chang, Klinton	Lee, Rebecca	Speckles, Alison
Chole, Leah	Libby, Samantha	Stephens, Matthew
Cochran, Chad	Lillig, Giana	Stevens, Timothy
Csider, Gene	Maio, Kristen	Stowers, Craig
Dalziel, Preet	McMullen, Traci	Swent, Julianna
Davis, Jeffrey	Mead, Douglas	Tovani, Anthony
Davis, Penelope	Melvin, Eric	Tretten, Kimberly
Drake, Kirsten	Meyer, Nicholas	Velasquez, Robin
Farahani, Pamela	Milani, Lauren	Wallace, Stephen
Glass, Cheryl Yee	Moran, Liam	Ward, Joan
Hamilton, Echo	Muirragui, Janet	Weisenberg, Erika
Hammerson, Lisa	Murrow, Ryan	Willford, Janet
Henderson, Katie	Naritomi, Tracey	Williams, Andrew
Henze, Eric	Nash, Kyle	Winkler, Jil

## General Data

<b>School:</b>	San Ramon Valley High School
<b>Address:</b>	501 Danville Boulevard, Danville, CA 94526
<b>District:</b>	San Ramon Valley Unified 699 Old Orchard Drive, Danville, CA 94526
<b>Principal:</b>	Jason Krolikowski
<b>Superintendent:</b>	Rick Schmitt
<b>Year this school was established:</b>	1910
<b>Year of last WASC accreditation:</b>	2012
<b>Grade levels served:</b>	9 – 12
<b>Total current enrollment:</b>	2107

## Schools in District

### Elementary

Alamo  
Neil Armstrong  
John Baldwin  
Bella Vista  
Bollinger Canyon  
Country Club  
Coyote Creek  
Creekside  
Walt Disney  
Golden View  
Greenbrook  
Green Valley  
Hidden Hills  
Live Oak  
Montair  
Montevideo  
Quail Run  
Rancho Romero  
Sycamore Valley  
Tassajara Hills

Twin Creeks  
Vista Grande

### Intermediate/Middle

Charlotte Wood  
Diablo Vista  
Gale Ranch  
Iron Horse  
Los Cerros  
Pine Valley  
Stone Valley  
Windemere Ranch

### High

California  
Dougherty  
Monte Vista  
San Ramon Valley

### Alternative Education Program

Venture Independent Study

## **Continuing Education School**

Del Amigo High School

### **Athletic Director**

Peter Scarpelli

### **Student Activities Director**

Janet Willford

### **Counselors**

Melissa Bergstedt

Olivia Isseks

Nancy Conti

Jenifer Levy-Wendt

Kirsten Drake

Cadence Scharff

### **Support**

Lisa McClun

Psychologist

Cara Messina

Psychologist

Megan Nguyen

Speech Therapist

Kathy Rooney

Nurse

### **Library**

Jessica Ringwood, Teacher Librarian

### **Security/Supervision**

Anthony Adragna

Campus Supervisor

Charlena Gusman

Campus Monitor

Ernie Petagara

Campus Monitor

Kyle Rhoton

Resource Office

### **Clerical**

Krystin Alcaraz

Patricia Theobald

Teri Bauhs

Cheryl Wurnitsch

Michele Bellamy

Attendance

Murali Cummaragunta

Copy Clerk

Savanna Czerwinski

Financial Analyst

Linda Ficenec

Computers Systems Assistant

Sonia Freitas

Library Media Coordinator

Cathy Anne Hatter

Textbook Clerk

Mary Hazle

Data Entry Clerk, Attendance

Candace Molano

Attendance

Barbara Murray

College and Career Coordinator

Christina Riley

Office Manager & Principal's Secretary

Jillian Schratz

Registrar

Eric Sun

Counseling Tech

College and Career Coordinator  
Computers System Assistant

Facilities & Testing Coordinator  
Counseling Secretary

## **Paraprofessionals**

Mabbie Alani  
Thania Alfaro  
Lillian Amos  
Yvonne Awai  
Lazwanti Bhaia  
Suzanne Burfield  
Valerie Caplan  
Sharon Castellanos  
Abigail Coulson  
Susan Coulson  
Joan DeGarmo  
Brian Dowling

Mary Eskes  
Noralyn Giles  
Carrie Hanna  
Deborah Hibbs  
Geeta Kudikyala  
Rosa Lange  
Martha Lee  
Daniel Pottorff  
Shyamala Prakash  
Alexa Turner  
Meena Upadhyay  
Susan Wilson

## **Custodial**

Alec Brewster  
Cruz Eloy Carillo  
Adolfo Cazares  
Long Duong  
Jonathan Johnson

Emiliano Ochoa  
Kunal Prasad  
Van Tran  
Chau Trinh  
Julio Valerio

## **Child Nutritionists/Food Service**

Anna Lee  
Jennifer Maguire  
Enedina Medina

Ana Siguenza  
Janice Stuhlmacher  
Revathi Sunderrajan

## **Grounds/Maintenance/District Personnel**

John Hillmon  
Craig Cesco

Director of Custodial & Community Services  
Director of Maintenance and Grounds



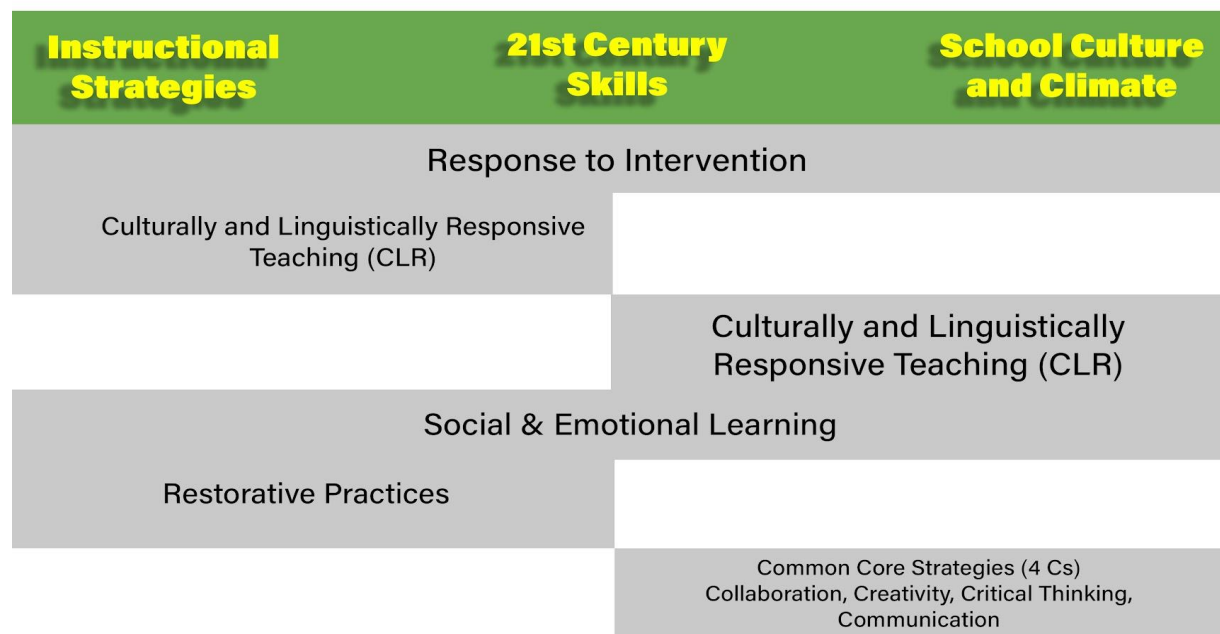
## San Ramon Valley High School Initiatives 2018-2019

### Core Values and Beliefs

SRVHS believes that a meaningful education is a shared responsibility involving students, staff, family and community. We value a safe, inclusive, and academically rigorous environment, where students will have the opportunity to achieve their maximum potential as ethical, resilient, and innovative global citizens.

### Schoolwide Learner Outcomes

1. San Ramon Valley High School students will demonstrate proficiency in curricular knowledge and essential skills.
2. San Ramon Valley High School students will demonstrate creativity, critical thinking, communication, and collaboration.
3. San Ramon Valley High School students will demonstrate integrity and personal responsibility and citizenship.
4. San Ramon Valley High School students will demonstrate inclusivity, empathy, and compassion within their community.



## SRVHS WASC Self Study Timeline

SRVHS	TIME/GROUP MEETING	MEETING TOPIC/GOALS	LOCATION	Documents
10/11/17	Faculty Meeting 7:30-8:45	WASC Intro Teachers complete Google Form to sign up for WASC Focus Group	Commons	<a href="#">SRVHS PD 10.11.17 Agenda</a> <a href="#">SRVHS WASC Slide Deck 10.11.17</a>
10/25/17		Janet Willford asked to be WASC coordinator	Admin Office	
11/1/17	Faculty Meeting 7:30-8:45	Overview of WASC- invitation to join committees	Commons	
11-4-17	Classified Meeting	Recruit Classified Personnel, Students and Parents for WASC	OSL	<a href="#">Parent request for WASC Stakeholders</a> <a href="#">Classified Request for WASC</a>
11/6/17	Focus Group Leader Training	Focus Group Overview & Training & Outcomes. Look at category and criterions. How to establish findings and supporting evidence	SRV Admin Office	<a href="#">WASC Nov Agenda</a>
11/7/17	3:25-4:25 Focus Group Meeting	Begin Looking at each chapter. Establish ways to examine and answer questions.	Various Classrooms	<a href="#">WASC Nov Agenda</a>
11/8/17		Meeting with Kerri Pike, Megan Keefer, Jason Krolikowski to train for WASC	SRV Library	<a href="#">Parent request for WASC Stakeholders</a>
11/12/17	7:30AM Focus Group Leader Meeting	Debrief. Review how the first meeting went- what went well, hurdles, and how far did you get in going through your category?	SRV Admin Office	<a href="#">WASC FGL Agenda 11-12-17</a>
12-5-17	7:30AM Focus Group Leader Meeting	Review the past data, and figure out how to begin the Core Values and SLOs	SRV Admin Office	<a href="#">FG Agenda 12-5-17</a>
12/12/17	3:25-4:25 Focus Group Meeting	Review the data to begin the Core Values and SLOs	Various Classrooms	
1-8-18	7:30AM Focus Group Leader Meeting	Review critical area follow up assignment and begin discussion of the Mission and Vision	SRV Admin Office	<a href="#">2017-18 Focus Group Task #1: Critical Areas of Follow Up</a>
1-9-18	3:25-4:25 Focus Group Meeting	Review critical area follow up assignment and begin discussion of the Mission and Vision	Various Classrooms	
2-8-18	7:30AM Focus Group Leader Meeting	Review findings and discuss 2-13 agenda	SRV Admin Office	<a href="#">FGL Agenda 2-8-18</a>

SRVHS	TIME/GROUP MEETING	MEETING TOPIC/GOALS	LOCATION	Documents
2/25-27, 2018	Megan on WASC visit	Two day mid term visit	Los Banos High School	
3- 2018	7:45-8:45 am Special SLO focus group	Looking at revised Vision, Mission, and SLOs and FINALIZE!	R16	<a href="#">Refining the Core</a>
3-2018	3:30-5pm: Site Council	SPSA goals aligned	Library	<a href="#">2017-18 SRV Core Values &amp; SLO's</a> <a href="#">Align SPSA with WASC</a>
3-2018	Student Council Meeting	WASC Chair shared vision, mission and SLOs with student leadership.	R16	<a href="#">2017-18 SRV Core Values &amp; SLO's</a>
3-9-18	3:30-4:30pm: Focus Group Leader Meeting	Review Agenda for 3-13-18 Meeting	SRV Admin Office	<a href="#">FG Agenda 3-13-18</a>
3-13-18	3:25-4:25 Focus Group Meeting	Revise Core/SLO's Prioritize areas of strength and areas for growth within your category.	Various Classrooms	<a href="#">FG Agenda 3-13-18</a>
4-2018	Staff Meeting AM	Present final draft of Vision, Mission, and SLOs.	Commons	<a href="#">2017-18 SRV Core Values &amp; SLO's</a>
4-2018	Leadership Meeting	Review of questions for parent, staff, and student survey.	Principal's Office	
4-9-18	3:25-4:25 Focus Group Meeting	Chapter 3 brainstorms on each question. Prioritize areas of strength and growth.	Various Classrooms	
5-1-18	Perception Survey Open	Sent by principal to entire school community	Via email	
5-7-18	WASC Leadership Meeting	Review Data and the proposed critical areas	Admin Office	
5-8-18	WASC Meeting postponed	Due to a tragic accident		
5-16-2018	Staff Meeting	WASC Coordinator summarizes data, and critical areas presented	Library	<a href="#">Critical Areas Presentation</a>
5-18-18	Perception Survey Closes	With recent tragedy asking for data is inappropriate		
6-2018	7:30am: Coordinator meet with Leadership team	Discuss new vision, mission, and SLOs. incorporate them into more things around campus.	Principal's Office	

SRVHS	TIME/GROUP MEETING	MEETING TOPIC/GOALS	LOCATION	Documents
Summer	WASC Coordinator Meets with Leadership Team	Writing and writing and Data collection!	Home	Via phone, text, and emails
8-8-18	Focus Group Leader Meeting	Review Agenda for 8-10-18	Principal's Office	<a href="#">FGL Agenda 8-8-18</a>
8-10-18	Staff Development Day	WASC overview for staff, reminder of Focus Groups	Commons	
8-27-18	Focus Group Leader Writing Party	Refine and Revise Chapter 3!	Conference Room	<a href="#">WASC Agenda 8/27/18</a>
8-28-2018	Focus Group Meeting	Focus Groups proofread their entire section and provided feedback.	Various Classrooms	
8-31-2018	Staff Meeting	Chapter 3 Evidence Refinement	Commons	<a href="#">Agenda for 8-31-18</a>
9-3-18	Meeting with Carrie Doyle	Review of Survey Data, discussion of its implications. Revise action plan, areas of strength and areas of growth as needed	Home	
9-4-2018	Virtual Meeting with Team	Update to Large Group	Email	<a href="#">The Final Countdown</a>
9-11-2018	Focus Groups 3:25-4:25	Topic: WASC Chapter 5 Action Plan	SRV Commons	
9-11-18	Focus Group Meeting	Groups look at revised Action Plan, offer feedback, and brainstorm ways to meet these goals over the next 3-6 years.	Commons	
9-12-18	Visiting Committee Chair Visit		Admin Office	
9-12-18	3:30-5pm: Site Council Meeting	Coordinator presents revised Action Plan Items and asks for feedback.	Library	
9-13-2018	6:30-7:30pm: PTSA Meeting	Coordinator attends PTSA Meeting to discuss the WASC visit with parents, and share information about how to be involved	Library	<a href="#">WASC Presentation</a>
9-17-18	PROOFREADING PARTY	All Focus Group leaders, WASC Leadership team members, community members are invited to proofread everything when they can throughout the day.	Via Google Docs	



SRVHS	TIME/GROUP MEETING	MEETING TOPIC/GOALS	LOCATION	Documents
9-17-2018	Formatting Meeting	Formatting meeting with Chad, Colby and Tommie		
9-18-2018	Student Senate Meeting	Coordinator attends Student Senate to discuss the WASC visit with students	Commons	<a href="#">WASC Presentation</a>
<b>9-18-18</b>	<b>Final Proofreading</b>	WASC Leadership team members and writers	Via Google Docs	
<b>9-19-18</b>	<b>Staff Final Read</b>	All Staff Meeting to review the report	Commons	<a href="#">The final staff WASC plea</a>
TBA	Focus Group Meeting	All Staff Meeting to review the logistics of the visit.	Commons	
<b>9-24-18</b>	<b>WASC Report Due</b>		Written and electronic	
<b>11-3-18</b>	<b>Accreditation Visit</b>	Welcome to SRV!		

*San Ramon Valley High School*

# Chapter



*Progress Report*

## Chapter I: Progress Report

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### WASC Visit

San Ramon conducted its last full self study and visit in March 2012. San Ramon received a 6-year clear accreditation. The third year progress report was completed in March 2015.

### Procedures for managing San Ramon Valley High School's Action Plan

- In preparation for our 2017 WASC, SRVHS did not begin the self study process as it should have in January 2016. No WASC Self-Study Coordinator was named, and no mention of WASC was made to staff. Our Principal resigned in February 2017, and as we entered into the school year, our staff became concerned about the lack of work we had done to prepare for the visit that spring. Our new Principal, Jason Krolkowski, took on the process immediately, asked for an extension, and began shaping teams and looking for a WASC Coordinator. In the past six years we have had significant staff changes, and finding a person who wanted to take on the job was not an easy task. Jason approached Janet Willford, our Leadership and Speech and Debate teacher, and asked if she would take on the WASC Coordinator role. Janet has been at SRVHS since 1997, so she had more history of the school and community than most, and enjoys collaborating with the staff to do an actual self study. Janet began as the WASC Coordinator in late October 2017.
- Focus Groups were allotted time to meet once a month on Tuesdays after school and they promptly revisited our Vision, Mission, Schoolwide Learner Outcomes, Critical Learner Needs, and much more. The conversations were honest, interesting, and raised great questions that we are still answering.
- After discussing the areas of critical growth and recording the areas of strengths and weaknesses, the results were reviewed by the Leadership Team. The Leadership Team crafted a rough draft of the Mission and Vision Statement and reviewed the ESLRs. The Leadership Team decided to overhaul the ESLRs and drafted the SLOs. The drafts then were presented to the departments and the Focus Groups. All groups gave input and made changes in wording. One significant change was wanting to change the name of our "Mission and Vision Statement" to "Core Values and Beliefs". The WASC Coordinator then found a small productive group of staff volunteers who wanted to look over all the revisions and reworked the SLOs and Core Values. The team edited and made a second draft. The WASC Coordinator then presented the findings to Student Leadership and got feedback and input for few more tiny changes. The document was then finalized and presented at a staff meeting and a PTSA meeting in the spring. It was met with positive results. The SLOS are now on our ID cards, in our student planner, and every classroom has them posted in their room.
- Each Focus Group reviewed, discussed, and provided drafts of their findings for Chapter Four over the course of several meetings. Each group also discussed and wrote their areas of strength and areas of growth and provided them to WASC leadership to collate and use to move the self-study process forward.

- We also ran surveys to gauge the various perceptions within our community, staff, and our students. The three WASC surveys were developed by all stakeholders and groups throughout the process. They were vetted, and then administered to our staff, parent community, and student community. The Focus Group leaders then met, reviewed the rankings, found commonalities, and from that our school-wide areas of strength and areas of growth were identified. At a staff meeting in August all staff were broken into data groups and asked to review and summarize five different pieces of data: WASC Parent Survey, WASC Student Survey, WASC Staff Survey, Climate and Culture Survey, and the Healthy Kids Survey. Each group reviewed the data and wrote up summary points. The WASC Coordinator also met with a few students, focus group leaders and parents to review and see if the findings were accurate. We have used those findings throughout the report to measure our strengths and weaknesses with other needs that have emerged through discussion.
- After analyzing the critical areas of strengths and weakness, it became very obvious about the areas of growth. As the Focus Groups began answering the Chapter Three questions and reporting out information, the WASC Coordinator was hearing and seeing very similar patterns and concerns. While reading over the results of the surveys, the Action Plan items were easily targeted and developed by the WASC Leadership Team. The Leadership Team wrote up a draft of the three critical areas of need using all of the areas of growth placed in each area. This report was then presented to the staff in May and was met with a unanimous discussion that we had listened and written the draft accurately. After a few months of summer writing, meetings with staff, and reflection, the chapter 5 report was drafted and then presented to the staff for review and editing on September 11, 2018. The WASC Coordinator then reviewed the plan with the Student Leaders group, Student Senate, and the PTSA. All provided useful and productive feedback that is reflected in this final self-study.
- SRVHS is very proud of the efforts of all stakeholders groups throughout this process. People were engaged, thoughtful, honest, and invested. Despite all the changes in administration and staffing, and experiencing community tragedy, it is clear that SRVHS is an incredibly special place, a Home of Champions, and all stakeholders are interested in continually improving.

**Other procedures for managing the Action Plan include:**

- The WASC Leadership Team calendars meetings for the school year
- The WASC Leadership Team plans the agenda for WASC Focus and Home Group meetings
- WASC Coordinator is responsible for WASC meeting agendas
- WASC Coordinator and Focus Group Leaders responsible for WASC minutes for all meetings
- WASC report/update is given at staff meetings
- WASC report/update is given to e-bulletin, PTSA Academic Boosters, Athletic Boosters,
- WASC report/update in Student Senate, Student Leadership
- WASC presentations are given to the staff clarifying yearly progress
- WASC reports are given at our Site Council meetings
- WASC Action Plan and Single Plan for Student Achievement goals have been integrated to create common goals for both. These common goals are also aligned with the district LCAP goals.

**The following pieces of data are reviewed at least annually to fulfill our Action Plan tasks:**

- Fall or Spring Writes
- CAASPP data
- AP Exam analysis
- D/F report
- 504 student data
- PSAT/SAT performance data
- California Healthy Kids Survey
- Student Connectedness data
- WASC Parent Survey
- WASC Student Survey
- WASC Staff Survey
- Staff Development evaluations

**Significant School Changes and Developments**

Since 2012, tragedy, along with staff and student stress, has been far too abundant as well as a constant distraction and obstacle for our administration and leadership team. Over the past five years, SRV has had a tremendous amount of hardship. In 2013, the day before school started, a senior student was killed in a car crash due to a fellow driver's speed. In 2016, the day before graduation, a senior was paralyzed in an off-campus pool/diving incident. Recently, on May 8, 2018, we had a student accidentally drown during a swimming unit in PE. A few months ago, a recent graduate died of cancer after a three year battle, while others on our staff, or in our community have also been fighting illness, trauma, or horrible loss. Through all of these tragedies, our staff and student community has shown incredible compassion and resilience. We have had memorials on campus, vigils, dedicated days to support the families, fundraisers, shirts made to show support, and district events to give all students a chance to support our community. Our sense of community, we believe, is incredible especially amidst tragedies that have been far too often and unexplainable. Through all of the tragedy, our students state that they feel cared for, and safe emotionally at school; however, the energy and time to triage these different events has taken a toll on our staff, student, community, and our site's leadership focus. While we feel like we are able to triage well, we are concerned at the overall and long-term impact it might have on our beloved community.

Since our last full WASC report/visit in 2012, much has changed in terms of education standards and testing-- not only at San Ramon Valley High School but in the San Ramon Valley Unified School District and in the State of California around education philosophy and practice. California adopted the Common Core Standards, along with many other states. The spring of 2013 was the last administration of the CST tests from which the goals in our previous Action Plan had been set. 2014 saw the first administration of the California Assessment of Student Performance and Progress (CAASPP) Tests.

With all of the above in mind, we have taken the following steps over the last six years when addressing our Action Plan and Critical Areas for Follow Up:

- Over the last six years, we have had an incredible amount of turnover in staff, especially in regards to administration. We have had three Superintendent changes and three different Principals who have all brought in different values and core philosophies that have disrupted or modified SRV's educational practices and development. [SRVHS Turnover Document](#)
- 48 percent of our staff was hired after 2012 (last WASC report). In 2015 alone, 14% of our current staff was hired, many of them first time teachers or teachers who were new to the District. While these teachers have been strong additions to the SRV community, given the learning curve of teaching in general and of the requirements of WASC and Common Core and CAASPP in particular, this turnover has made work on our Action Plan difficult, to say the least.
- There have also been a number of different administrators in the Assistant Principal positions, which has made consistency in leadership challenging at times. There have been approximately fifteen different Assistant Principals occupying these positions since the WASC visit in 2012, which has made stability in staff support difficult.
- Some new positions have been an incredible addition. The District funds a Mental Health or Student Support Counselor as a new position, which has been very beneficial for struggling students dealing with mental health or emotional challenges.
- From 2013-2017, the District provided Teachers on Special Assignment as coaches for each site and SRVHS had a 1.0 TSA for Literacy (Common Core implementation). In 2014, SRVHS also had a 0.4 Math TSA (Common Core implementation). This .4 Math TSA wanted to return to the classroom in 2015, and the position was not replaced. However, the District did hire a Curriculum Coordinator for math who currently oversees K-12 math instruction. Starting in 2013, district TSA's were hired for inclusion, RtI, Science, CTE, Special Education, ESL, as well as technology, and they serve all school sites and can provide training to our staff whenever needed. When the current Superintendent took over, funding for TSAs decreased. While we still have district TSA support for all initiatives, most of the TSAs are no longer full time.
- Professional Development over the last six years has been built around 'six shifts' for literacy and math to focus our professional development, with overarching goals around skill development in the areas of Speaking and Listening, Reading, Writing, and Use of Technology. As part of this shift, the District has also incorporated Response through Intervention (RTI) and Culturally and Linguistically Responsive teaching and learning (CLR) to achieve excellence in three areas of focus: Rigor, Relationships, and Relevance.
- In 2009-2010, we changed our school schedule to allow for a freshman study hall and to implement a systemic intervention program for the rest of the school. This program met with some success and some difficulties and after a staff-wide vote at the end of the year, it was decided not to continue the intervention program or the

freshmen study hall the following year. In 2012-2013, staff and students expressed an interest in adjusting the bell schedule and minor adjustments were made. In 2016, the staff explored an entirely new bell schedule that would add in once a week Homeroom periods, and two Access periods that were long enough for intervention and make-up work; these additions required a modified block two days a week. Based on brain research, the decision was also made to have as many “late starts” (class beginning at 9:00 am) as possible, and so three days a week most classes (other than A period) begin at 9:00 am. To reduce athlete absences, school ends on Fridays at 2:45. This schedule also allows an extension of staff meeting time from a one hour meeting to an 80 minute chunk. Each month follows the same cycle: Staff Meeting (week one), Department Meeting (week two), and Subject Level Team Meetings (weeks three, four, and five) The new schedule was launched in 2016-17 school year, and was met with positive reviews from students, staff, and parents. Staff who wanted a longer period to explore deeper critical thinking assignments were thrilled to have the long period, and student Access was immediately a bonus. Students have found more time for help from a teacher on assignments they do not understand, advancement, or make up work. Staff love not having to give up every lunch period to help with these issues. Our next push is to have more structured intervention for those students who could use more help, a program that we are working to pilot in the 2018-19 school year.

- In the 2016-17 school year, the District decided to change the academic calendar to end first semester before Winter Break so that students did not have the prospect of final exams hanging over their heads over the Winter Break. While the change was based on the claim that it would reduce student stress and improve student performance, the evidence of this at SRVHS is mixed. This change caused yet another disruption for the school, especially for teachers of semester-long courses: the Fall semester is several weeks shorter than the Spring semester.
- Over the past twelve years we have gone through major construction and renovation. Our biggest change came in 2016 when 49 classrooms were demolished and 45 portables were brought in and covered the practice field while a new, state-of-the-art three story building is being constructed. This shifted most of the teachers into portables and split the campus as the new building being constructed sits in the middle of campus. In 2018, our new quad was renovated, opening up room and seating for the 2018-19 school year. The construction has led to some issues of students making it across campus in time for class, but both students and staff have adjusted to the traffic and the issues have largely been mitigated. During the transition, the staff worked with students to help them navigate the traffic. Classes very far away would release about a minute early and other staff knew what students were coming from a far distance if they needed to be lenient in the tardy policy. All together students adjusted quite quickly and improved their speed to move to classes on time.
- There were also major reorganizations in terms of office and department locations. Some departments were geographically fractured, so World Language and Math teachers’ moved rooms in order to create some proximity to other department members. The location of the Counseling Office, the Attendance Office, and the

Assistant Principals' offices were switched to provide better service for students and parents. Given the success of these moves, every effort was made to group departments in the portables to maximize collaboration.

- SRVHS first began work on common assessments in 2006 under the directive of the then administration, which was trying to incorporate more Professional Learning Communities (PLC) strategies. However, it was not until 2013 that the shift to Common Core brought the creation of organized Subject Level Teams (SLTs) based on common courses. Teachers were asked to lead their teams in creating a Course Framework outlining percentages for assignments as well as refining practices around make up work, homework load, participation, and other course norms. SLTs also developed various common assessments to collect data on student performance and to then analyze this data for curricular readjustment. These assessments included both content and skills-based tasks. More information about these common assessments and the subsequent analysis is discussed in the Assessment chapter. [Essential Standards Planning Folder--SRVHS](#)
- Under the tenure of the past Principal we initiated some policies to help with attendance. Now our campus monitors address attendance challenges (cuts and tardies) as quickly as possible. When a student is identified as having difficulties making it to class, a campus monitor has a quick conversation with the student to impress upon them the importance of making it to class (and on-time). In addition, our site funds a .4 Attendance TSA to conduct interventions. Data and student input shows that this human contact has a huge impact on student behavior.
- Technology has been a huge area of focus since the 2012 WASC visit. In 2015, we launched a pilot Bring Your Own Device (BYOD) model on campus starting with the freshman class (second semester 2015). We are now at a one-to-one model and 60 percent of the student devices are brought from home. The "21st Century Learning Foundation" was established at SRVHS in 2013. Their focus is on fund-raising for both maintenance and replacement of existing technology and the acquisition of new technology. This group also pays for training of teachers on the use of new and existing technologies. The thoughtful and purposeful addition of technology has transformed curriculum, instruction, and assessment and over the last three years we have made giant steps in improving technological access for staff and students on campus. Alongside this goal, we have been provided extensive training for staff in how to use tools like the Google Suite (Docs, Drive, Slides, Classroom) for instruction, student collaboration, and assessment. We also replaced every computer on the campus by taking out a \$200,000 lease and we have upgraded our entire network. Fifty five document cameras have been purchased (Hovercams) by PTSA and can be found in most classrooms. Sixty-four Wireless Access Points (WAPs) were installed to provide the students, faculty, and guests with a secure and robust wireless network that can be reached from all corners of the campus and allows our students to use devices for their education. We have three working computer labs, 10 carts of Chromebooks, and two carts of laptops that are housed and managed within departments or in the Technology Center. Additionally, the Technology Center has two full time Computer Systems Assistants and one TSA for three periods that can help students and teachers with technology issues.



- Communication in a school the size of SRVHS can be challenging because we offer so many academic resources, events in the athletics and arts departments, community building activities that build spirit, and donations. Our objective is to meet our community where they are, and to reach them in as many places as possible. There are several facets to communication that we have been investing time and energy into. Over the past six years, we have worked to improve our website to ensure that it is as current, clear, and user friendly as possible. Many people contribute to the website and while we recognize it is not perfect, it has come a long way from where it was. We also adopted a new electronic communication system this year that allows us to blast information out to our entire parent community by grade level or as a whole. This system, Constant Contact, is supported by our SRVUSD Council of PTAs. We were the only school site in the district not using this tool that is free to us as a campus and we have discovered much more effective in terms of the numbers of readers it reaches. For the last two years, we had been dependent on an “opt-in” system that was only reaching about 1/3 of our parents alongside School Loop (our teacher-student communication portal). As a result, we are now able to distribute a cohesive PTSA bulletin to our entire parent (and staff) community once a week instead of sending individual messages on individual topics on a daily or as-needed basis. Prior to this year, two staff members were sending our ebulletins, one through School Loop and one through School Messenger. This new shift reduces the email load on parents, helps parents use the newsletter as a reliable source of information, and keeps messaging consistent, equitable, and representative of all areas on campus. The weekly newsletter (“Wolf Pack Weekly”), includes content from all departments and extra curricular areas in our school. We can also use it to direct parents to updated websites for follow up and details. We have also been using more surveys to collect feedback on a multitude of issues. Finally, a few years ago, we streamlined our fall school registration process using an online program, which has made the process more efficient for staff and parents, and has increased our overall financial donations.
- To celebrate success, our Principal, Assistant Principals, numerous departments, and our Student Leadership class have Twitter accounts to celebrate and highlight all the great things that are happening across the school. Student communication is mainly handled by our Leadership class and the “What’s Up at SRV” email goes out weekly to highlight events, notify students about various sign ups, and important spirit days or events. The class also manages schoolwide Twitter and Instagram accounts and five Remind applications, as well as a new spirit application that tracks student participation at extracurricular events. Prizes are given to top leaders weekly, monthly, quarterly, and yearly.
- Over the last six years our [student handbook](#) was revised under previous administration, and at the start of this year a new [staff handbook \(in development\)](#) was created to provide information to new and returning teachers on processes and procedures, such as meeting norms, safety drills, attendance, discipline, and professional development. This had not existed for a very long time. The administration is working with department leaders to continue this practice and revise the binders with useful information.

- We have focused on targeted training of paraeducators, special education teachers, and general education teachers in the different models and benefits of the co-teaching (supported) model. Every Resource teacher pushes into two sections of a general education classroom that matches the needs of the resource students. The Master Schedule is addressed to ensure that students are correctly placed into these supported classes.
- We are currently in the process of implementing tier two interventions. The first program is called Targeted Access and this is for students who seemingly lack motivation but may also need support in executive function. Our other target group seemingly lacks connection with others for a variety of reasons. The second phase of this is to pilot a program of two SLTs, one in English and one in math, that work to reteach, complete makeup work/quizzes, and enrich. The Targeted Access Committee spear headed by Kelly Isom and our support counselor, Cady Scharff, will keep data and evaluate each program.
- Culture and Climate: Over the summer of 2014, students were asked to create our new "Community Values." Our Principal at the time steered away from the WASC ESLRS and focused on these "Community Values." They were adopted campus wide and students educated our student body about these values; however, they were long and not user friendly. They were defined during student assemblies, printed on the student's ID cards, and on the backs of staff t-shirts, which are worn each Friday. In 2017, we wanted to simplify things and return to our decades-old, tried and true motto, so we went back to our "Home Of Champions" slogan. It is important to our community that we are a *home* of champions, not a *school* of champions. That small word sends a very clear message of welcome. Over the course of 2017, the SLO's were written and now we are trying to hold to those with our Core Value statement for students to recognize and understand.
- We have partnered with Stanford University in the Challenge Success program, beginning in 2015. Some of the major initiatives we have implemented are a Challenge Success Student Council, which is entirely student-driven. This club strives to identify the most current and pressing needs of students and provide resources via communication with the Challenge Success site team. The team consists of multiple stakeholders, such as parents, teachers, admin, counselors, and students. The team and club have spearheaded several initiatives such as "A Day in the Life of a Student", where teachers shadowed students throughout the day to better understand their experience as a student at our school. Additionally, we have implemented Conflict Calendars and other stress-awareness projects. Last year, and continuing this year, we are working with the PTSA offering documentaries on relevant issues related to the increasing pressure on teenagers. *Screenagers* and *Angst* were shown to our parent community and all students. Our school's Challenge Success team is focusing on providing our students with opportunities to sleep more, stress less, and be of support to one another. The philosophy of the program is for our community to challenge how society defines success and to encourage students to embrace their own paths and passions for a well-lived, well-balanced, and rewarding life.

- We have added a number of new courses and electives. To increase awareness of and enrollment in our elective program, we held the first annual Course Offering Fair in the spring of 2018. Showcased at the fair were a number of programs not offered at SRV in 2012: Philosophy, Sociology, Forensic Science, and AP Computer Science.
- In 2017-18, the District introduced Personalized Learning Initiatives (PLIs) which, among other things, reduced the total number of units required for graduation, allowed students to take online and off-campus classes to fulfill graduation requirements, expanded the middle school World Language program, and allowed students to use sports to fulfill PE credits. All of these changes have created opportunities and challenges for SRV and have added to the many changes that have happened to the school since the last WASC visit. This is the first year the PLIs have been implemented and both the District and our site are working to evaluate the efficacy of these programs and their impact on our staff and students. Currently, perceptive anecdotal data from staff is not overwhelmingly positive; however, other data is not yet available. We plan to analyze the data once it is available and will work to develop any next steps as we see fit. [PLI Info](#)
- We have a growing multi level Special Education program at SRVHS and, since 2012, we have increased a Mild and Moderate Special Day from one to two classes. We moved Transition students from SRV to the Del Amigo campus in the summer of 2016. Those students continue to visit our campus weekly to assist with office tasks and deliver a weekly paper to staff members. The Pre-Transition class at Monte Vista HS was moved to SRV in the summer of 2018. Due to the massive size of this class, we have expanded the program to an additional classroom and hired another instructor and paraprofessional for this class.

### **School-wide key areas for follow-up from our WASC visit**

The progress we have made on each of our critical areas for follow up is delineated below. We have made strides toward addressing each of these areas while we have also begun to make adjustments to our Action Plan in light of the shift from the California State Standards to the Common Core State Standards as well as changes made at the District level.

Each year, San Ramon's Site Council analyzes the Single Plan for Student Achievement (SPSA) and updates it as needed to align with the WASC critical areas of follow up, the Schoolwide Learner Outcomes (SLOs), and SRVUSD Local Control Accountability Plan (LCAP). The Site Council also monitors and evaluates the progress toward achieving each goal. Once the plan is updated, the most current plan is annually shared with the staff by department representatives. Moreover, the SRV staff utilizes our Tuesday monthly afternoon meeting for WASC Home or Focus Groups to monitor progress, give input on changes, and/or work towards achieving one or more of our Action Plan goals.

Targeting our critical academic needs and student learning outcomes is an ongoing process.

### **Original Critical areas for follow-up not in the current plan**

In 2012, the visiting committee had four critical areas that were asked to be addressed over the last six years at San Ramon.

**Progress on Critical Area #1: Critical Thinking: Increase critical thinking and problem solving skills of students in all disciplines:**

- We have continued to have all departments make critical thinking a focus. Since 2012, the Common Core State Standards (CCSS) were developed and embedded in SRVHS curriculum. Since the prior report CCSS has required significant changes across all curriculum areas - especially in Math, English, Social Studies and Science. All courses are now expected to incorporate CCSS into their curriculum with quarterly common assessments that are analyzed by each subject level team. Based on the data collected (API, AP scores, CAHSEE, EAP, CAASPP, etc.) since the report, critical thinking skills continue to be a priority to increase outside assessment scores. Teachers utilize timed and process writing to evaluate critical thinking, and teachers utilize discussions to evaluate student thinking. Teachers are also utilizing technology, a variety of assessment types, and inquiry based activities to encourage student engagement and critical thinking. SRVHS has incorporated Webb's [Depth of Knowledge \(DOK\) Levels](#) to identify learning activities that promote critical thinking.
- This past year, we made great improvement with our CAASPP scores, and our SAT and ACT scores indicate that our students do have solid critical thinking skills. SRV has changed the parent and student community mindset of the importance of the CAASPP tests, as can be seen from our performance and participation scores. On the tests that the community values strongly (SAT, ACT, AP), SRV's performance is completely in-line with the District as a whole, which outperforms the State as a whole. While there is room for improvement, given that in a typical year over 550, 10-12 graders at SRV take an AP test, the school is encouraging students to strive and achieve high standards of academic skill, including critical thinking and writing skills.
- Adding an Access period has allowed students to take charge of their academic growth and to make their own decisions regarding options and possibilities. The modified block schedule allows staff to go deeper into content and allow students to use many modalities to learn. For example, now a Science teacher can lecture on a given topic and do a lab right away to help students follow up and learn the concepts at a deeper level.
- Overall, we see staff using teaching methods to strengthen critical thinking such as problem based learning projects, research papers, student presentations with audience questioning, Socratic seminars, and other discussion models.
- The English department has used: essays (analytical, expository, analysis, argumentative, and synthesis), Socratic seminars, levels of questions (developing depth of knowledge and higher level thinking), literary criticism, grammar, editing, analyzing character traits, differences in culture across space and time, study strategies for language acquisition (context clues, vocabulary, flash cards, repetition). More types of assignments and teaching include: debates, research papers, presentations, in-class discussions, timed argument essays, creation of podcasts, literature evaluations, poetry breakouts, and a senior research project has been assigned throughout the department. These assignments can point to the major improvement the English department made with current CAASPP scores. The

Expository Reading and Writing class (EWRC) is now offered at the senior level and all teachers who teach it go to training put on by the California State College system. The ERWC class heavily focuses on close reading and critical thinking of nonfiction texts. All of this and more has been created with the need in mind to improve critical thinking skills.

- In the Visual and Performing Arts Department, all our electives require critical thinking/problem solving; in particular, we have created a writing critique used throughout all classes. Other projects for courses include: iQuest and Careers in Teaching, which requires research and real world experience case study reviews. Our Dance class uses student choreography for dance shows. Students teach and learn from one another on a daily basis in all of our programs. Students are asked to analyze performances and to improve the quality of their colleagues' and their own work. The number of students receiving college credit through Diablo Valley College and Sonoma State College has increased through articulation agreements with our Careers in Teaching pathway. Photography also gets credit with Diablo Valley College.
- World Language is a natural course for critical thinking and the department can constantly be seen using tools like: literature packets with comprehension questions, language lab recordings (Audacity and Sanako), flash cards, essays on readings, AP prompt writing, artist presentations, culture presentations on Spanish and French-speaking countries, sample DBQs, and research papers.
- In our Social Studies department there is a skills ladder that runs from the freshman to senior level. Freshmen in World Geography develop their core skills of research, writing, and presenting with multiple assignments, including area studies presentations and analytical paragraphs. World History builds on this work with essays that include "canned" research (provided to students) as well as student-research. The US History classes write at least one formal research paper in the junior year (some write two). These papers require the use of both primary and secondary sources to craft an argument. Students develop the research skills required for writing in Social Studies, including proper citation and bibliographies. Students are either assigned or they choose topics that require them to grapple with complex and relevant issues. Students report that this research paper is one of their most valuable experiences in becoming prepared for college. This ladder culminates in the senior year where the Economics classes have developed problem based learning projects such as "Running in Place" and "Food Court" from the Buck Institute to teach not only content but also the skills of working productively in teams to tackle complex issues and present creative solutions. The Government courses focus on bringing all of these skills into writing and speaking opportunities, including research papers, mock senates, and other assignments that require students to use all the skills and knowledge they have gained over their four years in the Social Studies department.
- Math is also a naturally analytical thinking course and the push has been to align the skills ladder and use common assessments for chapter tests and the final. Last year, the department all did CAASPP pretesting and were proud of their 11% improvement in scores. However, our Math scores still seem to be under performing

for our population.

- In the world of Science, there has been a complete overhaul of curriculum with the adaptation of new standards (CA Science standards to Next Generation Science Standards) to put learning in students' hands. In all Science classes, labs are done to apply critical thinking and problem solving skills.
- We highly value our extra curricular programs, especially our academic programs that value critical thinking. We the People, Speech and Debate, and Robotics are programs that have been a part of the fabric of SRV for many years and these programs have pushed students to go beyond the classroom experience and to put their critical thinking skills to use in the area of academic competition.
- We have revitalized our AP Comparative Government (Comp Gov) program, which is a cross-curricular, co-taught set of courses that link the Social Studies class and an English 12 course: all of the students from Comp Gov are enrolled in the same English 12 course. Students learn not only the curriculum of the two courses, but also work across the fields to analyze political events in multiple countries (the US, Nigeria, Mexico, Russia, China, Iran, Britain, and the European Union) through the lens of world literature. Because the classes are blocked together, and because the two teachers have a prep period during the other class, there are usually two teachers in the room creating a unique experience for the students. High school students often complain that their education often feels chopped-up, with the learning from one period/class to the next unrelated; this program helps to rectify that and to create a learning community that truly feels that learning does not stop at the classroom door. Students produce a student-edited [online news analysis magazine](#) that highlights their knowledge and insights. SRV's program has been so successful that it became the model for Dougherty Valley's program.
- The addition of new courses like Forensic Science, AP Computer Science, Sociology, and Philosophy all show a continuing commitment to developing students problem solving abilities, analytical skills, passion for learning, and, obviously, critical thinking.

**Progress on Critical Area 2: Improve the ability of students to comprehend and write informational (expository) texts across all disciplines.**

- Administration and department leaders have encouraged cross-curricular collaboration around academic writing opportunities and strategies to ensure alignment among departments. For example, 11th grade English and History teachers have met on three different occasions to talk about expectations for research writing. The school writing focus is not merely exposition, but also includes argument and analysis as this is how our students are now being assessed. The goal shifted in 2015 and was adjusted to read as follows: *Improve the ability of students to comprehend and write informational and argumentative texts across all disciplines.*
- The English department has worked hard to align writing to mirror the skills which will be expected of students on the CAASPP. Additionally, the state has embedded the EAP (College Writing Proficiency Early Assessment Program) into the CAASPP test. Several English teachers on our site have completed the ERWC training to teach and analyze the EAP results within CAASPP. Last year, we ran 9-11 classes through the interim CAASPP test then analyzed the data to inform instruction. The results on last year's CAASPP test reached not only a 12% growth, but reached the highest earned score of 81 over the last three years. We are currently meeting our target. [2017-18 SRVHS CAASPP DATA District/State CAASPP Data](#)
- In general, we are seeing more writing in all our courses with an emphasis on reading informational texts, like: textbooks, online sources, primary sources, charts, graphs, tables, and using programs like Google Classroom to collect writing on a more frequent basis.
- In our Visual and Performing Arts Department, we spend a long time developing and implementing our writing critique. Students must see a live performance and then write a critique on the performance. However, this type of critique is done daily in class as we look at all types of student work and evaluate how we can grow and learn, the writing element is done formally quarterly.
- The Science department has implemented many types of assignments to focus on writing and comprehension CLOSE reading and case studies in science. In STEM classes, expository writing is the only method of writing as it is evidence and data based. Specifically, STEM writing includes lab write ups, graphing and other data explanations. Biology does expository lab write ups: claim/hypothesis - defend with evidence. Student work samples of biology lab write ups are used as examples to help improve writing. In Anatomy classes, students receive small excerpts from various texts about digestion process and have to synthesize the information in a final report.
- The English department is a main component of pushing these writing goals and strategies. We have added the ERWC course (English Reading Writing and Composition) which emphasizes real world writing applications, and the program has increased in numbers and popularity. Other classes where we are pushing writing include strategies such as: AP prompt responses, literature packets, magazine sets (PTSA), analytical paragraphs and essays, reading a wide range of text types, and research papers. Students are also reading text sets (pairing fiction and nonfiction), writing, creating infographics on texts, and much more. Our English



teachers assign academic summaries to hone students' abilities to read texts carefully and accurately. Student writing samples of literary analytical paragraphs, academic summaries, and argument writing are used on a consistent basis with common aligned rubrics for grading. We have added and grown courses like Journalism, Creative Writing, Shakespeare, Yearbook, and Women's Literature in order to give students the ability to engage with the kinds of reading and writing that they love and which will make them lifelong readers and writers.

- In our Math department, Common Core has redesigned our Algebra program and increased focus on student performance on word problems on math exams. The new curriculum has provided a rigorous, focused, and coherent curriculum for Algebra 1, Geometry, and Algebra 2. The program requires the students to explain their thinking and analyze word problems and exercises. "Modeling with Mathematics" problems require critical thinking skills, abstract reasoning, and solving the problem in context of a real-life situation.
- The Social Studies department has a huge focus on reading and writing (see discussion of skills ladder above [Essential Standards Planning Folder--SRVHS](#)). Students read a wide variety of texts (primary and secondary, written, visual, and numerical) and write a range of different forms: op-eds, journals, essays, paragraphs, short answers, and newspaper articles. The epitome of this is the junior-year research paper, which requires extensive research into a wide variety of writing types. Most of the writing in Social Studies is thesis-driven and analytical. Many teachers use AP history prompts and activities (DBQs, LEQs, short answers) in their AP course, and modified versions in their college-prep courses. For example, for a DBQ students are given a set of primary source documents and tasked with writing a coherent, argumentative essay that incorporates both the documents and outside information. These DBQs cover a wide range of topics, from sports and nationalism in 19th and 20th Century Europe to the effect of the Vietnam War on politics and culture in the US during the 1960s. College-prep courses use either shortened versions of these document sets, or otherwise adapt the assignment for their students. These activities are often the end result of a set of activities that focus on primary source evaluation, paragraph writing, citation mechanics, summarizing, and note-taking with a writing focus. With the modifications in the AP curricula for Social Studies, there has been an increased focus on historiography and academic summaries (which the Social Studies department has worked with the English department to ensure students have mastered).
- The linked AP Comparative Government-English 12 program, also requires students to write across the curriculum, literally, by fusing fictional and non-fiction sources into coherent, argumentative essays.



**Progress on Critical Area 3: Enhance student engagement and learning through the appropriate use of twenty-first-century technology.**

- For our third critical area, we have made major improvements and completely transformed the ability to use technology on campus for all staff and students. We have had a tremendous focus on technology and we are extremely proud of the major progress and developments we have made in the area of technology since our last visit.
- While technology can be a distraction from learning (as anyone who has been in a college lecture hall full of students surfing the web rather than paying attention can attest), and while the research on the effects of technology on learning is mixed, SRV teachers have been trained to not turn to technology as a substitute for learning but as a means of enhancing it. This has meant that teachers, especially in the freshman year (but continuing through the students' four years at SRV), have spent considerable time on technology etiquette and appropriate use, have encouraged students to self-evaluate whether their devices aid their learning or distract from it, instructed students on the use of technology for effective note taking, digital citizenship, and improved students' technology proficiency in general. This has been required because, despite the claim that students are "digital natives," our experience has been that many students are shockingly inept at using technology for educational purposes. Additionally, as the world has (re)learned in the last few years, information on the internet must be carefully evaluated and vetted for accuracy and bias; many of our teachers spend considerable time on these issues through activities such as website analysis, cross-referencing multiple sources on a single topic, as well as how to identify website publication information and reliability.
- On the other hand, teachers have discovered that technology can aid students in engaging in meaningful discussion, especially through sites such as Classroom, Padlet, Socrative, Kahoot, PBWorks, and Pear Deck. While the anonymity of the internet breeds "trolls", the careful use of online discussion boards can aid introverted students, students who take longer to process ideas, and all students in having meaningful and considered discussions of topics that might otherwise be only shallowly covered during an in-class discussion. Teachers balance online discussions with in-person seminars in order to reach as many students as possible.
- Technology has also been successfully used to encourage student accountability through the posting of assignments on School Loop, Google Classroom, Google Sites, and other learning management sites. Students no longer have an excuse for forgetting when assignments are due or what was covered in class as many teachers post their agenda including handouts and lecture notes/slides on their sites. Websites like Turnitin.com have reduced student plagiarism, and electronic submission and editing (whether through Turnitin or Google Drive) has reduced paper usage, sped up turn around time, and generally eased the paper work of teaching and learning.
- We employ a Technology Emperor (our beloved TSA technology coordinator), for three periods a day and have hired two Computer Systems Assistants. The funding for the two positions is split. SRVHS currently employs one Computer Systems

Assistant (CSA) and the SRVUSD employs an additional CSA to work full time on the SRVHS campus. Their work includes many technological responsibilities including but not limited to; network upkeep, teacher/student log-in issues, small repairs, audio visual maintenance, and inventory for the department. In addition to the two full time technology employees, SRVHS also has a Teacher on Special Assignment (TSA) responsible for education technology, professional development, and coordinator of the Bring Your Own Device (BYOD) program on the SRVHS campus. A general list of their responsibilities can be found [here](#).

- The district WIFI Infrastructure: We have completely updated the network capabilities on the our campus. We have 60 Cisco access points on campus to evenly distribute WIFI across campus. Our internal/incoming bandwidth is currently 1G but when the new building is completed (spring 2019) the capacity will be upgraded to 10G. The external/outgoing bandwidth is 500Mbps currently, with a 1 Gbps system being integrated with the completion of the new building.
- In January 2013, we began a BYOB one- to-one technology pilot. We started with 360 of our 2100 students and we are now involving all students. All students are using their Chromebooks or laptops every day; which is now a 100% ratio for students and teachers. This program is the first in the District and has been considered a large success. SRVHS is being looked at as a model for the program by other schools in the District as well as schools outside the District. The current inventory of Chromebooks at SRVHS is 1,600. This includes loaned devices to students, carts available for special events, and teacher Chromebooks. All personal devices connect to the BYOD network, and there is also a “Guest” network for those on campus in other capacities (presenters for professional development, guest speakers, etc.).
- Technology in the classroom has become a daily expectation by the students and staff of SRVHS. Each teacher has the freedom to choose how the technology is used, allowing for creativity and intrinsic needs for professional growth in available technology.
- SRVUSD has a [Technology Plan](#) that was approved by the state in 2014. This plan was set to expire in 2017 and the District Technology Committee is working on updating the plan for another three year extension.
- Currently we have: 1,600 Chromebooks, 201 desktop computers, 2 computer lab classrooms, 1 drop-in computer lab, and 1 World Language lab.
- We also have a wide variety of software and subscriptions. Currently, SRVHS supports the following software on campus: Illuminate, School Loop, Infinite Campus, Haiku, Naviance, Adobe Creative Suite, Newsela, Microsoft Office Suite, Windows 10 + Windows 7, Edlio, Turnitin.com, Google Classroom.
- Additionally, the Library hosts links to active databases for all students and teachers to access on its website: <http://www.srvhslibrary.com/>. SRVUSD pays for some subscriptions: Students in Context, Science in Context, Global Issues in Context, and Artemis. SRVHS Site Council paid for US History in Context. The State of California now provides extensive student access to databases that are new to us: CultureGrams, eLibrary, ProQuest, Schools & Educators Complete, and SIRS Discoverer.

- Overall staff are encouraging and using technology in their classroom. This includes, but is not limited to: language labs, NGSS - inquiry based instruction in the Science department, Google Classroom, Big Ideas math curriculum (which was new in 2016), student/parent surveys, Socrative, Illuminate, Newsela, PBWorks, Prezi, library databases, Desmos, Pear Deck, Microsoft Office, Google Drive, School Loop, podcasts, digital textbooks, music and video editing software, and more.
- SRV uses Naviance to help guide students in their college and career goals. All students are enrolled in freshman year and use it continuously in their junior and senior years as they begin the transition to post-high school life.
- In Art, we are incorporating technology, such as making GIFs with student made drawings, which maintains the right brain beauty of art, yet brings in 21st century technology.

**Progress on Critical Area #4 Culture: Maintain and strengthen a safe and welcoming school culture that fosters student engagement and learning.**

- SRV's unofficial motto is: "A school is where you pass by for four years-- a home is where you invest part of your life." We take seriously our commitment to being the "Home of Champions." We have long been the school in the District where students who have been bullied, harassed, or who otherwise feel unwelcome transfer to become part of a community that strives to welcome all students and empower all abilities. SRV has long led efforts at the site and District level to increase inclusion of all students, whether it was the work of our GSA club, Leadership and ASB, Special Education department, Comrades Club, or staff and administration. SRV has long been at the forefront of social justice in the San Ramon Valley. While SRV is in the San Francisco Bay Area, that does not mean that we are always the center of acceptance that outsiders assume. Despite the backlash and opposition to these efforts on campus and off, SRV staff and leadership have shown courage and commitment to our students through hard times and the results are clear: we are not perfect, but all of our students know that they are loved, not despite who they are but because of who they are.
- For example, while other campuses reduced their Special Education enrollment, SRV expanded our program, adding more classroom space to accommodate a larger Special Day class and displacing a teacher into another room that had been the staff copy room. This required a major reshuffling, but our students stepped up to welcome the students and make them feel at home through our Comrades Club and student teaching assistants who stay after school to work with our students with special needs.
- Further, in the 2017-18 school year, our Homecoming queen was an openly lesbian student and our king was a young man in a wheelchair. This was not a joke like in "Carrie," but the heartfelt choice of our student body to honor their classmates for their bravery in being themselves. These are small examples of the acts of kindness that our students engage in daily without any desire for recognition or reward. The students of San Ramon Valley are truly the best thing about our school and it is the privilege of all our teachers to work with, mentor, guide, and love them.
- The CA Healthy Kids survey in 2011-2017, shows that our students overall felt safe and connected to people, and this trend continues today. In our last report in 2016-17, 87% of our 9th grade students, and 86% of our 11th grade students felt connected at San Ramon Valley High School. In 2011, 26% of 9<sup>th</sup> graders and 21% of 11<sup>th</sup> graders reported that they had experienced harassment or bullying. This increased to 34% and 31% respectively in 2014. However, in 2016-17 we dropped the numbers to 31% and 27% respectively. We believe the small increase is from students now feeling more empowered to report harassment/bullying. Current world trends and data points to cyberbullying as the greatest area of concern. Due to Smartphones and an increase in the number of social media sites/technologies (Twitter, Snapchat, etc.), the type of bullying/harassment is continuing to shift to more cyber-bullying. We are working with students and parents to not only deal with the situations where they are the victims but also to recognize when they may be "bullying" someone else through the types of comments that they post. This area

has been a consistent focus for both student and parent education. Two years ago we showed the movie “Screenagers,” to all staff in a staff meeting, all students through their English classes, and we hosted a parent viewing. Our Technology Director has a brown bag lunch with parents and a “Teens and Tech Night” to talk about the dangers of technology and social media. We talk about ways to help their teen with the social media pressures. We also had a digital citizenship assembly to talk about the dangers of your digital footprint. We do believe that with our last survey showing only a 5% and 6% increase, our work to monitor and discipline cyberbullying and help educate students on the dangers of this form of bullying, we are showing a downward trend. Unfortunately, the CA Healthy Kids survey was not given to SRVHS students, in 2017-18 (a decision made by the District), therefore we cannot completely compare the numbers to see if we are trending downward, as we believe it has.

- As a staff and a District, we have taken school safety seriously. Our staff support the Districts anti-bully program with posters in every room, course policies that reflect these philosophies, and we are trained and asked to be diligent to listen for harassment.
- One way we know we are succeeding with our culture is the number of transfers we receive from our own District schools. This past year the transfer requests into San Ramon from within the district were 106 students. There were 64 students who wished to transfer out of San Ramon. So we had a net gain of 42 students who wanted to be at San Ramon Valley High School. In addition, we had 11 new interdistrict transfers to San Ramon as well. Our numbers are strong and we believe we have a good reputation in the community as a welcoming and safe school within our community.
- Student Leadership, the College and Career Center, and our Leadership teams are always trying to reach all students through recognition in the form of awards. We have many awards, including Renaissance Awards that are given every quarter to students with a GPA of 3.5 and higher. Other awards include Leader of the Pack, an award presented in front of the school at each rally to phenomenal students that embody what it means to be a wolf in all aspects of their lives, as well as Wolves of the Week encouraging all positive contributions to the SRV Community. An awards committee in the Leadership class works to constantly improve and recognize a variety of students for the many things they bring to SRV. GPA awards, Leader of the Pack, and Staff Choice awards, are based off WASC Core Values and SLO’s.
- We have several programs dedicated to welcoming students: Building Bridges, Link Crew, and Breaking Down the Walls. Last year, in an attempt to increase ways to relieve stress and connect, SRV incorporated the Breaking Down the Walls (BDTW) program with Phil Boyt. Staff and students participated in the program twice during 2017-18 school year for staff and students to better understand and appreciate each other. We just completed our 2018 fall program with over 500 participants. Over 22 staff have also attended and been trained at Breaking Down The Walls.
- In 2018, we established a Freshman Leadership course to help freshmen build a sense of community and pride among students and give more students involvement in campus related activities. The Leadership teacher, Janet Willford, wrote the

curriculum and the district approved the new course four years ago. Since then, all four high schools now have this class as an elective.

- Dads on Campus has been fostering community through sharing experiences and coffee since 2015. Dads explore issues and challenges facing fathers and raising kids during adolescence.
- One thing we are extremely proud of is our work with the Comrades Club. Inclusion of special needs students to classes and activities is important and this club helps foster this inclusion. We have been hosting the January Special Olympics basketball tournament for the past six years, and literally every student on campus wants to come watch, cheer, and volunteer for our kids.
- The Student Support Counselor position started in 2014, providing an additional counselor for all students with the focus of social and emotional support. Students can self-refer to the student support counselor, in addition to being referred by parents, teachers, administrators and counselors. This counselor is available for individual and group counseling, along with mediation facilitation and classroom presentations.
- A focus of the student support counselor is mental health and wellness. Since 2014 there has been an annual presentation given to staff on the topics of supporting students with anxiety, depression, and other mental health issues in the classroom, including what to do when a student discloses suicidal thoughts. Mental health presentations are also given to all [9th](#) and [11th](#) grade students through Health and History classes. Open to all students during one Access period a week is a stress management technique called [Dynamic Mindfulness](#), led by the student support counselor for the past two years.
- Last fall, a senior student worked with our Leadership class and student support counselor to begin our Student-2-Student (S2S) program. S2S is open to all students and meets once a week during Access. It provides a safe space for students to meet for icebreaker activities and conversation. The goal is to help students who might not feel connected to have a way to build connections with students they otherwise would not meet.
- This year S2S expanded with an additional group called [S2S Link](#), made up of a 5-6 student leaders in each grade level. The S2S Link students were trained at the beginning of the year to work with students who are having trouble making connections and with our new student transfers (anyone arriving mid-school year). S2S Link students are partnered with a new student to give tours of the campus, introducing them to their teachers, and helping them to learn supports at SRV. The goal is for new students to not feel like the “new student” for long. S2S Link students also match up any current students who are struggling to make connections with peers. Our staff can write in anytime when they see a student who is alone at lunch or seems to be having a hard time making social connections in class. S2S programs partner with Leadership to offer new student lunches throughout the year, and the two classrooms R16 and R17 are open for students who do not have a place on campus to hang out.
- To help look at ways we can relieve stress, our PTSA serves healthy breakfasts for students during both finals weeks and a PTSA and Leadership run “low stress week.”

During these weeks, student Leadership works with our PTSA to do things like encourage healthy eating, provide stress free coloring at lunch, bring in the therapy dogs who are proven to reduce stress, and some staff do stretching and breathing exercises in class. In order to meet the needs of the new [California's Social and Emotional Learning Guiding Principles](#), we are implementing dynamic mindfulness to both staff and students.

- Every year we have assemblies with speakers such as: Phil Boyt, Kevin Laue, Keith Hawkins, and Mike Smith. These assemblies have focused on creating empathy, compassion, making smart choices, and creating a culture all students want to be proud of.
- At our rallies every year, a staff member sets the tone about what it means to be a Home of Champions. Retired staff member Hans de Lannoy coined our phrase, “A school is where you pass by for four years, a home is where you invest part of your life.” His motto is something our staff constantly refer to as we remind students that our school is a HOME not merely an academic institution.
- Every year during Homecoming, we have our annual parade with our floats, royalty, sports teams, Mr. and Mrs. San Ramon (staff), alumni, future students, and clubs represented. The community lines the streets as we show off our school.
- In 2014, we won the State Championship for Men’s Basketball. We provided buses for the playoff games, and had a huge outpouring of support at the final game in Berkeley. After the championship we had a parade in downtown on a minimum day. The parade was optional but attended by the majority of our students and a large part of our community due to its incredible support. This is just one example of the amazing community we have and the support we receive.
- Our rallies have been on an optional after school schedule for over six years. Our rallies are always packed and well attended due to our students desire to be together and support their class and show their school spirit. Having such high turnout despite it being optional shows that our students embrace their school spirit and enjoy attending rallies.
- We have consistently run the Every 15 Minutes program since 1999 every three years. At San Ramon we stress more than drunk driving, but use the program to remind students to make smart choices in all areas of life. Students report through surveys, journal responses to teachers during the week, as well as emails that parents and students write thanking Leadership, that the program has had a positive impact on their behavior surrounding not just substance abuse and texting-and-driving, but also in their social emotional learning and interpersonal experiences on and off campus.
- Red Ribbon Week can be viewed as an elementary activity, but we find it to be another way to reinforce a chance to speak on character and integrity. Decorating the campus in red, giving out ribbons or buttons, teaching to all homerooms the history of Red Ribbon Week, and doing lunchtime activities that remind kids in silly ways like “only flowers are into pot,” are all reminders that a healthy lifestyle should be valued. We are also fortunate to have Jeff Davis, a Social Studies teacher, who has spoken for several years at optional Access assemblies of approximately 500 students per year to raise awareness of the realities of drug use in our community

and about how students can address these difficulties in their own lives and in the lives of their loved ones. Jeff shares his own story and struggles with a brother who is a drug addict. Students line up after the presentation and thank Jeff Davis for his courageous words. They tell him they are so glad to know they are not alone.

- Our Gender and Sexuality Alliance (previously the Gay Straight Alliance) has participated in multiple site and District activities to raise awareness and build community within and between the LGBTQ+ community and the larger community. This has included weekly club meetings, outreach to students at lunch and other times, hosting and participating in the GSA Forum for students across the District, and meetings with site and District personnel to provide training and give input on climate issues. GSA students helped provide professional development to staff on how to address harassment and bullying more effectively through role-playing and discussion activities. GSA students have also provided targeted, one-on-one training with staff who have asked for assistance on learning about gender and sexuality and how to address bigotry in a manner that both keeps LGBTQ+ students safe without alienating students. GSA partnered with Leadership to ask the School Board to designate an all gender, multi-stall bathroom at all high schools in the District, and at the end of the 2018 school year SRV inaugurated its all gender bathroom. While there were concerns of a possible backlash, students overwhelmingly welcomed the bathroom and in a very short period of time the bathroom became normal. This speaks to both the character of our community and to the inclusion of LGBTQ+ students in the decision-making process at our site and District. While there are still struggles, GSA students report feeling far safer and more included on campus than they did in 2012.
- Challenge success-[Challenge Success Running Agenda](#) “The mission of Challenge Success at SRVHS is three-fold: student, staff, and parent. For the student: focused on empowering and encouraging students to create balance in their lives with school academics and interests, and to begin to redefine what it means to be a “successful” student; For staff: to give teachers the tools to redefine the culture of success at SRVHS, to provide tools to help teachers facilitate a reduction in student stress through scheduling, homework loads/effectiveness, and classroom culture; For parents: to give them the tools and resources needed to help them to shift their expectation of what it means for their student to be “successful”, looking at how their student’s time is scheduled and often, overcommitted time to play and be well balanced beings, in and out of school.” SRVHS has used Challenge Success to drive changes in our bell schedule in order to create Access and Homeroom, to inform and direct professional development (such as the “student for a day” program where teachers shadowed students and reported back out to staff on their experience, which raised teacher awareness of difficulties around getting food, passing periods, parking, and stress which has increased teacher empathy for student issues), and to rededicate ourselves to meaningful student activities designed to increase student engagement academically and socially (such as Breaking Down the Walls, student-led discussion panels with teachers, student recognition programs, and student-to-student inclusion activities).



- SRVHS has begun to more consistently incorporate Culturally and Linguistically Responsive (CLR) curriculum and pedagogy into teachers' activities. There has been an increase in CLR trainings from the District, including the incorporation of a staff CLR liaison who coordinates between site leadership, staff, and District personnel. In the 2018-19 school year, for example, the initial professional development day before school began was focused on imparting the thinking behind CLR to the staff and training staff in how a focus on brain research can tie together the District's goals of Rigor, Relationships, and Relevance. CLR team members have performed lesson studies for staff members on how to improve student learning through activities that enhance engagement by all students. Many staff members also have adjusted their curriculum to include more deliberate and thoughtful community and team building activities based on CLR research. We will follow-up on these changes to evaluate their success both in performance data and climate and culture surveys.
- In the last few years more teachers are starting their courses with team building exercises. A growing contingent of our educators embrace the value of peer interaction, where our young people take part in focused conversation and collaboration with their classmates to problem-solve and create authentic products of learning. Limiting teacher-centered practices requires students to take more agency of their learning, so each person in the room becomes a possible source of information -- instead of considering the instructor as the only source. By overcoming social barriers early in the year, our students more easily communicate with their peers and staff, while tending to find more meaningful connections in topics beyond the classroom walls.
- A group of SRVHS educators founded a cohort last year, where teachers meet weekly after school to share best practices and build cross-curricular vocabulary. "Team Awesome" expands into its second year with the mission to open up communication on our campus through universal language (read: school-wide rubrics) and community-building, especially for new teachers to the school.
- The Academic Boosters provided funding to keep the library open later with a classified staff member starting in 2017-2018. The library now serves students from 7:30 am to 4:00 pm Mondays through Thursdays, and from 7:30 am to 2:30 pm on Fridays. The after school hours have proved very helpful for underclassmen waiting out the time between end of school and their sports practice.
- Our attendance rates have stayed above 96% over the last four years, and our chronic absenteeism rate is 3.7% lower than the county rate, and 3.8% lower than the state rate.
- Based on data from student surveys and work with Challenge Success, we created the Access and Homeroom periods. While Access primarily addresses the need for time for Tier 2 intervention and provides students with time to catch up on assignments and retake tests, Homeroom was created to provide time for community building. For the first few years, Homeroom time was used for school-wide assemblies and educational activities, such as anti-bullying presentations, the basics of gender and sexuality, and the proper use of social media. Since then we have moved away from using Homeroom for assemblies because students reported that this was not an effective use of the time. We are still

transitioning in our use of Homeroom, and while at the moment Homeroom is mostly used as a short Access period for students to complete work, more teachers are beginning to look at other ways to use Homeroom for community building and educational activities. Both of these chunks of time are useful for reducing student stress, and we are working on balancing this usage of the school day with activities and practices that will more directly improve Rigor, Relevance, and Relationships.

### **Original critical Area not in the Current Plan**

From our past Critical Areas of Follow Up, we have incorporated all of the areas into our new Action Plan; however, we have made some major modifications about technology. Because we have been able to expand our technology tremendously and grow our school into a “one to one school” in four years, we believe we have adequately addressed our technological needs. We can continue to grow as technology evolves, but our main focus will be on implementation and educating the staff on best practices integrating technology in the classroom. We also want to collect and analyze data to assess the strengths of technology in our educational environment. Another focus will be examining and exploring the best methods to inform students of safe use policies and implement digital citizenship education.

### **Plan for Student Achievement**

San Ramon Valley Unified School District’s Framework for Excellence (Rigor, Relevance, and Relationships) informs the District’s four overarching goals of Common Core, Inclusion, Response to Intervention, and Culturally and Linguistically Responsive teaching. Using the District’s foci as a base, San Ramon has developed our Core Values, Student Learning Outcomes, and Single Plan for Student Achievement.

We have incorporated all of the above specific goals that are enumerated in both our Single Plan for Student Achievement and our WASC action plans. In 2017-18, as we developed our Single Plan for Student Achievement (SPSA), we considered our WASC actions plans and endeavoured to incorporate them in the single plan. All stakeholders will analyze this new plan and update it, as needed. The Site Council will monitor and evaluate our progress toward achieving each goal. Through our Tuesday morning collaboration time, WASC home groups, and focus groups, staff, students, and parents will give input on changes, and/or work toward achieving one or more of our action plan goals.

*San Ramon Valley High School*

# Chapter



## *Profile Data & Findings*

### **Chapter II: Student/Community Profile and Supporting Data and Findings**

## **History and Background of the School**

San Ramon Valley High School (SRVHS) was founded in 1910 and serves students from Alamo, Danville, and San Ramon, California. It is one of four comprehensive high schools in the San Ramon Valley Unified School District (SRVUSD). Located approximately 30 miles east of San Francisco, SRVHS serves a population of approximately 2,050 students in grades nine through twelve.

The school was awarded California Distinguished School status in 1988, 1996, 2001 and 2009 as well as the National Blue Ribbon School award in 2002. SRVHS has a long-standing tradition of excellence, with a wide variety of both academic and extra/co-curricular programs. The instructional goals are aligned to Common Core State Standards and district guidelines, as well as to our Expected School-wide Learning Results (ESLRs/SLOs). In the 2018-2019 school year, we implemented a series of Personalized Learning Initiatives (PLI) that allow students more flexibility in planning their educational program at SRVHS.

San Ramon Valley Unified School District (SRVUSD) encompasses an 18 square mile area that includes the communities of Alamo, Blackhawk, Danville, Diablo, and San Ramon, as well as a small portion of Walnut Creek and Pleasanton. This school district has 36 schools, 22 elementary, 8 middle, 4 high schools, and two alternative high schools. Over 31,000 Students are enrolled in preschool through 12th grade. Overall, The District employs approximately 4,500 people and operates with an annual budget of \$340 million.

Parents and private parties donate well over one million dollars a year to SRVHS through school-based education and technology funds, and the community has a parcel tax that was renewed by voters in 2015, which generates \$6.7 million per year for The District. SRVUSD has earned more National Blue Ribbon and California Distinguished School distinctions than any other Northern California district. SRVUSD is a thriving community of educators, students, and parents.

The SRVUSD is also the 4th lowest funded unified school district per student in the state of California under the Local Control Funding Formula (LCFF). Despite this reality, the Board of Education and this administration continually strive to prioritize, and are committed to providing, fair and competitive compensation to our employees. In fact, despite receiving tens of millions of dollars less each year from the state than many surrounding school districts, SRVUSD has provided, and continues to provide, one of the highest total compensation packages - i.e., salary, health and welfare benefits, and retirement contributions - for employees in the region.

For the last two years, the District's main initiatives have been focused around Response to Intervention (RTI), Culturally Responsive Teaching and Learning (CLR), inclusion, and implementation of the California State Standards. Much has been done at the District level to support these initiatives, including hiring Teachers on Special Assignment for four years to help transition us to the new state standards. As of this year, the District has eliminated

many of the Teachers on Special Assignment (TSAs) and have shifted toward the Personalized Learning Initiatives (PLI). The initiatives are reflected in our Action Plan Items (which are also our Single Plan for Student Achievement goals), both of which are aligned with the district Local Control Accountability Plan (LCAP).

This year, the Superintendent's goal is to focus on safety and mental wellness. We combine these topics in recognition that poor mental health can lead to unsafe situations. We also know that students must feel safe in order to learn. Over the summer, we worked on a number of areas to address student and campus safety. This work is being led by our district's new Safety & Wellness Coordinator, James Corral. At a Board of Education workshop in July, we updated the Board on enhancements to our current programs, such as Culturally Responsive Teaching and Learning, which address positive school culture and climate.

Our approach aligns with many of the findings of the recent Secret Service report on school violence prevention. This same report reiterates the importance of our message "if you see something, or know something, say something." In the coming weeks, we hope to release a new student-friendly reporting system to allow students and our community to anonymously report information. Currently, the information below is posted on our website and on the District website:

To report any acts of school violence or vandalism, students, staff members, parents and community members are encouraged to call the district's anonymous Tip Line. (925) 820-5632 Callers can leave an anonymous message or have their call returned during business hours, Monday through Friday. For those who feel threatened or know of someone who feels threatened by violence, the Contra Costa Crisis Center has set up a hotline with access to counselors 7 days a week. 1-800-863-7600.

[https://srvusd-ca.schoolloop.com/safe\\_schools](https://srvusd-ca.schoolloop.com/safe_schools)

We have also calendared a number of required staff trainings to address safety and will be working with students and our PTA partners to identify supports for parents. Finally, we are continuing our commitment to a multi-tiered effort to install fencing and gating at our schools and security cameras. These efforts include our Board of Education's \$2 million commitment to safety improvements. We will update staff and our parents as we refine both our approach and the budgets for these programs.

In 2018, 95% of our students report being college-bound to two- and four-year colleges. This same class reported 75% of students enrolled at a four-year college/university, and 20% of students enrolled in a two-year college. The remaining students enlisted in the military or joined the workforce.

Many parents in our community are well educated with 89% having earned a Bachelor's degree or higher, and 45% of our parent community report having achieved an education level beyond an undergraduate degree. As a result, the community has very high expectations for the education of its children. Many parents are employed by companies located throughout the Bay Area in professional, executive, health care or managerial positions. Major professional office parks nearby include Bishop Ranch in San Ramon, and Hacienda Business Park in Pleasanton. Residents also commute to Oakland, San Francisco, and Silicon Valley for employment. Major employers include: Amgen, Chevron, Cisco, Genentech, Salesforce, Tesla, Workday, Wells Fargo, Kaiser Permanente, and John Muir Medical.

Community and parent support for schools is exceptional. The San Ramon Valley Unified School District has the second lowest revenue limit for unified school districts in the state of California. However, SRVHS, like all other schools in our district, is able to rely on local support and private donations to provide comprehensive course offerings and quality co-curricular and extracurricular activities. SRVHS parents volunteer significant time and money to enhance our school. During registration for the current 2018-2019 school year, parents donated over one million dollars to SRVHS through booster groups, classroom contributions, and for student activities.

<b>Dollars Raised during Registration to Support SRVHS</b>		
	2019	2018
Academic Boosters	351,052	198,647
21st Century Learning	37,233	23,908
Athletic Boosters	66,567	48,480
SRVoices	24,298	10,724
Wolftones	4,556	3,561
Theater Boosters	8,118	3,315
Dance Boosters	9,755	19,434
PTSA	115,992	23,425
Total raised at registration across school/boosters/PTSA	<b>\$1,129,872</b>	<b>\$695,713</b>

We have nearly 2,000 members in our PTSA. This number fluctuates from year to year, but this school year (2018-2019), we are at our highest level from the last four years at 1,935 members.

## **A Description of the School Programs**

### **Parent Involvement and Engagement**

Parents in the SRVHS community are very involved in academic, athletic, and extracurricular life. They contribute over a million dollars each year and cumulatively contribute over 80,000 volunteer hours to our campus community.

Parents demonstrate their involvement and dedication to our community by giving both time and resources to the priorities set forth by our administration, and in the areas where their own students spend their time and energy. Many of these communities are represented by our parent booster and support groups. These groups allow us to meet technology and facility expansion goals.

### **PTSA**

PTSA provides support to the school community in ways that benefit all students; everything we do is to positively impact the lives of our students. Student registration has been online for five years and is organized and conducted by our PTSA. This process raised over \$1,000,000 to support SRVHS programs in the 2018-2019 school year.

PTSA provides teacher grants and facilitates staff appreciation events to improve the positive climate for teachers and staff. Research shows that students of teachers who rate their work environment positively, do better in school.

PTSA provides parent/caregiver education on teenage development, statewide education initiatives such as our K-12 science content standards - Next Generation Science Standards (NGSS), Common Core, as well as school-wide initiatives like Challenge Success. PTSA also facilitates meaningful volunteer opportunities for parents - because when parents and caregivers are meaningfully engaged in the education community, their children do better academically and socially.

PTSA also engages in advocacy of all types; advocacy is considered a pillar of the organization. PTSA alerts and educates our community about pending bills and new legislation that affects our students and schools. PTSA advocates for special needs, health and wellness, inclusion and diversity, arts education, social emotional learning, career technical education, college and career readiness, and equity. Parent leaders participate in school and district level advisory committees, hold events such as student voter registration and the national Reflections Art contest, and parents also support student representation in our committees. PTSA's largest expenditures this year have been \$10,000 for the Breaking Down the Walls program for students to reflect and practice on inclusivity, and also \$10,000 for Stanford University's Challenge Success program so that we can continue to engage students, staff, and families in practices that support a healthy student



body amidst the pressure to achieve. PTSA allocates around \$12,000 for teacher grants. Finally, PTSA invests approximately \$100,000 to provide a safe and sober graduation event for all our seniors, every year.

PTSA collaborates with and manages the communication for different stakeholder groups on campus since home-to-school communication is another National PTA “pillar.” PTSA also is the mechanism for many events to receive financial oversight, regulatory monitoring, and insurance.

### **Academic Boosters**

The SRVHS Academic Boosters is a non profit 501(c) (3) dedicated to supporting the academic environment and achievement of all students. 80% of funds raised provide additional class sections. In the 2018-2019 school year, Academic Boosters was able to contribute \$398,000 to fund 18 additional class sections in the master schedule to reduce class size and fund electives. An additional \$70,000 was raised by Academic Boosters to fund academic support services, which subsidizes the salary for two part-time employees in our on-campus College and Career Center. It also pays to staff the library after school four days a week (until 4:00pm) and funds the After School Support Lab (tutoring) run by SRVHS staff to assist students with all levels of Math, Biology, Chemistry, Physics, English, and Spanish.

Academic Boosters provides \$2,000 in grants to academic clubs, \$2,000 in scholarships to graduating seniors, and funds the Academic Letter Awards, a recognition program for all students who achieve a 3.5 GPA and above.

Academic Booster volunteers coordinate a full calendar of standardized test prep courses offered on campus. These courses are paid for by parents on an as-desired basis, and are facilitated by outside companies (ie. Kaplan, Ames, Revolution Prep, and Catalyst), who run mock ACT/SAT tests, bootcamps, seminars, and college essay writing workshops.

### **The 21st Century Learning Foundation**

The 21<sup>st</sup> Century Learning Foundation is an affiliate of our district’s Education Foundation which focuses on raising money for technology support, tools, and training. This booster group has made a significant impact on our school since our last WASC report. All students are now able to borrow a Chromebook for the year and they use these devices in class every day. This organization has raised between \$40,000 and \$50,000 annually over the last four years. The membership is composed of parents from the community, a teacher representative, and an administrative representative. The goal of the organization is to make sure the school has the technology and resources needed to successfully integrate technology into educational programs at SRVHS.

### **Athletic Boosters**

The Athletic Boosters raises funds for sports equipment and capital improvements. In 2018, this group generated revenue of \$193,378 through memberships, sponsorships, and other

fundraising programs. The Athletic Boosters raises funds for team equipment (ie. football helmets, lacrosse helmets, wrestling mats, etc.), maintenance, and facilities' improvements.

Since 2000, the Athletic Boosters have worked with the District to help fund a new swimming pool, an all-weather track, baseball and softball field improvements, and permanent bathrooms on the stadium field. In 2017, the Athletic Boosters helped provide financial support for a new video digitized scoring table that is used at many of our sporting events, which is also a way of promoting our athletic teams and athletes.

We also have an athletic trainer employed on site who provides proper conditioning instruction for our student athletes. This position is paid for by LCAP funds at the site level, and is part of the annual decision making process of our School Site Council as they set their budget. Though these funds do not come directly from our Athletic Boosters, their extensive support in other areas frees up our LCAP budget to be able to make budgeting decisions such as the hiring of an athletic trainer, that supports the health and wellness of our athletes. The Athletic Boosters represents all athletic programs at SRVHS and includes a liaison from each team at their monthly meetings to help coordinate volunteering and fundraising efforts.

### **SRVoices**

The Vocal Music Boosters (SRVoices) raised approximately \$90,000 in 2018. These funds allow our vocal music students to enjoy the benefit of having an 80% in-class accompanist/assistant as well as funding the vocal music program at large and also assisting with scholarships for families with need.

### **Theater Boosters**

Theater Boosters raises approximately \$12,000 annually, which is used for enrichment programs and field trips. In past years, the booster monies have paid for the entire department to go to student matinees at local professional theatres such as Cal Shakes and Berkeley Rep. In addition, special programs in stage combat, movement, and voice have all been offered because of booster support. SRV Theatre pays for production costs for over 30 performances a year through ticket sales.

### **Dance Boosters**

Dance Boosters - our newest booster group - raised nearly \$10,000 in 2019 for a classroom stereo and computer upgrades as well as costumes and other expenses for the winter and spring dance shows.

### **Wolf-Tones**

Wolf-Tones (Officially known as the SRVHS Instrumental Music Foundation) is the music booster group for San Ramon Valley High School supporting the long and illustrious history of instrumental music we are so fortunate to have at this school! Wolf-Tones, Instrumental Music Boosters (The Foundation for Instrumental Music at San Ramon Valley High School), raises between \$85,000 to \$95,000 per year to support all instrumental music students. These funds cover all costs for sheet music purchases for every performing ensemble (5-6

performances), festival and competition fees, transportation for most off campus performances, major concert performance recordings, instrument purchases, repairs and replacements, coaches and specialty clinicians, classroom furniture and supplies, marching uniforms and equipment, tuition awards (private coaching), music awards and scholarships. The program also assists with students and families in need of support.

Parents provide both volunteer time and financial support for many other programs at SRVHS, including the Library, Speech and Debate, Robotics and individual classroom support and supplies. Collected parent donations during registration for departments and electives last year totaled over \$80,000, and increases every year..

San Ramon Valley High School parents and community provide leadership by serving on our School Site Council. SSC is where we establish school-wide goals, examine student progress, and allocate resource to support those goals. The makeup of our SSC is aligned with CA State recommendations: 25% students, 10% principal, 30% teachers, 25% parents, 10% other staff. All parties are required to be selected by their peers. Parents and community members also serve on the Facilities' Master Plan Committee and on numerous District committees such as Measure A Proposition, Parcel Tax Oversight, and one serves as a member of the Board of Education.

### **Extracurricular Activities**

SRVHS takes pride in our many extra-curricular and co-curricular programs which help students discover and pursue passions outside the core academic subjects. We offer a wide range of programs for students to partake in outside of class. From over 90 clubs, to countless sporting teams, extremely successful choral, dance, band, and theatre programs, there is truly something for everyone. SRVHS athletics have been extremely successful in East Bay Athletic League (EBAL) competitions as well as in the North Coast Section (NCS). In fact, many of our teams are ranked nationally and travel all over the state to compete.

The arts are also an essential element of our culture, with many students participating and competing in concerts, competitions, and performances multiple times a year. SRV Theatre puts on over 30 performances a year ranging from Improv to musicals to deeply important works like "The Laramie Project". Our renowned Choir program boasts phenomenal programs from Men's and Women's Ensemble to highly competitive Chambers classes that involve hundreds of students. The choral program has traveled all over the country and abroad performing and competing. Concert Choir features 80 advanced singers, mostly juniors and seniors. They have been the winners of the California Golden State Choral Competition six times, most recently in 2014. They will host seven concerts during the year, including a fall dinner show, a winter concert, a pops concert and attend the Town of Danville Tree Lighting Ceremony after Thanksgiving.

Student-run clubs also thrive on campus, from various philanthropic opportunities such as National Honor Society, Pledge to Humanity, and California Scholarship Federation, to career-oriented clubs such as Health Occupation Students of America (HOSA). In fact, if any

student on campus feels they have not found the program for them, they can easily make their own club with the help of a staff advisor. The Robotics program also works hard every year, putting in hours in school and outside of class building a multifunctional robot to bring to competition. The Leadership program is also integral to campus culture, running countless programs and initiatives behind the scenes that really impacts what life as a student includes on a daily basis.

### **Leadership Program**

The Leadership program develops a school community of which we can be proud and promotes a positive school experience. The welfare of our students is our top priority and leadership students work with peers, school staff, and the community to promote our culture and develop a strong and positive school culture.

“Home of Champions” is our overriding theme driving spirit and leadership planning throughout the school year. Outreach is our mission and we support the larger Danville and Alamo communities as well as reaching out to everyone on campus. The SRVHS Leadership program has two devoted leadership classes. Two classes are Student Government classes, consisting of 19 elected officers, and the rest of the positions are appointed and placed in the following committees: Multimedia, Comrades, Staff Support, Student Support, Rally, Community Special Teams, Sound, Publicity, Awards, Spirit, Co-Curricular, Awards, and Athletics. ([SRV 18-19 Constitution](#).) In total, there are about 130 student government leadership students. All students work in committees together to create and promote a positive and spirited school environment. Twelve ASB officers help lead the class. The ASB officers' mission is to inspire, serve, lead, and support fellow students to uphold SRV's atmosphere of spirit and positivity.

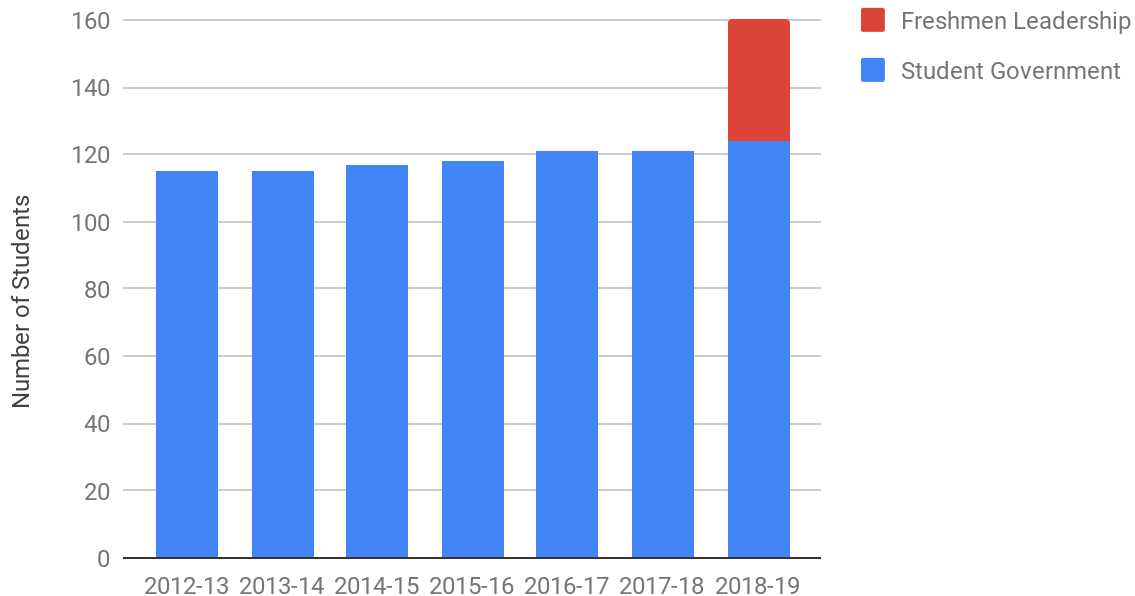
Some events and programs the class puts on include but are not limited to: dances, rallies, senior trips such as Hurricane Harbor, Homecoming Week, the Homecoming Parade, Red Ribbon Week, spirit days, Renaissance Awards, fall and spring dodgeball, kickball, 3v3 basketball, ultimate frisbee, music in the quad at lunch at least twice a week, the Talent Show, GQ, Battle of the Classes, Junior Prom, Senior Ball, Every 15 Minutes, Sophomore Cruise, Greek Games, Love Week, Make a Wish Week, and Baccalaureate. Being involved in the leadership program requires a commitment to complete 100 SRV service hours over the course of the school year and partaking in a Secret Pal Program to encourage and support staff. The class values tradition but also implements new projects every year to continue making SRV a safe and fun place outside and inside the classroom.

Everything we do should create an atmosphere of spirit and positivity, and establish community. Our end goal is to always strive to make SRV the Home of Champions for every staff and student at SRV. [Leadership Back to School Presentation](#)

This year, we started a new Freshmen Leadership class taught by Shannon Neach. This class is working to connect all freshmen by creating events that will promote school spirit as well as a sense of community and inclusion. Leadership skills such as communication,

cooperation, problem solving, critical thinking, listening, strategizing and public speaking are the focus of classroom activities.

### Number of Students Participating in Student Government



### Awards

San Ramon recognizes student achievement through many programs. The Renaissance Program (run by SRV Leadership) rewards students with a 3.5 GPA or higher, every quarter, with small gifts funded through Leadership. Counselors and Academic Boosters keep track of the honor roll with Academic Letter Awards, which rewards students who achieve a GPA of 3.5 and above with a chenille block “letterman’s jacket” letter and torch patches. Seniors who have achieved seven semesters of 3.5 or higher are issued a braided cord to wear with their gown at graduation ceremonies. We have approximately 130 students honored at graduation every year.

Attendance awards are given every quarter for strong attendance and low tardies. We also recognize perfect attendance for the end of the year for those students with no full or partial day absences and 3 or fewer tardies.

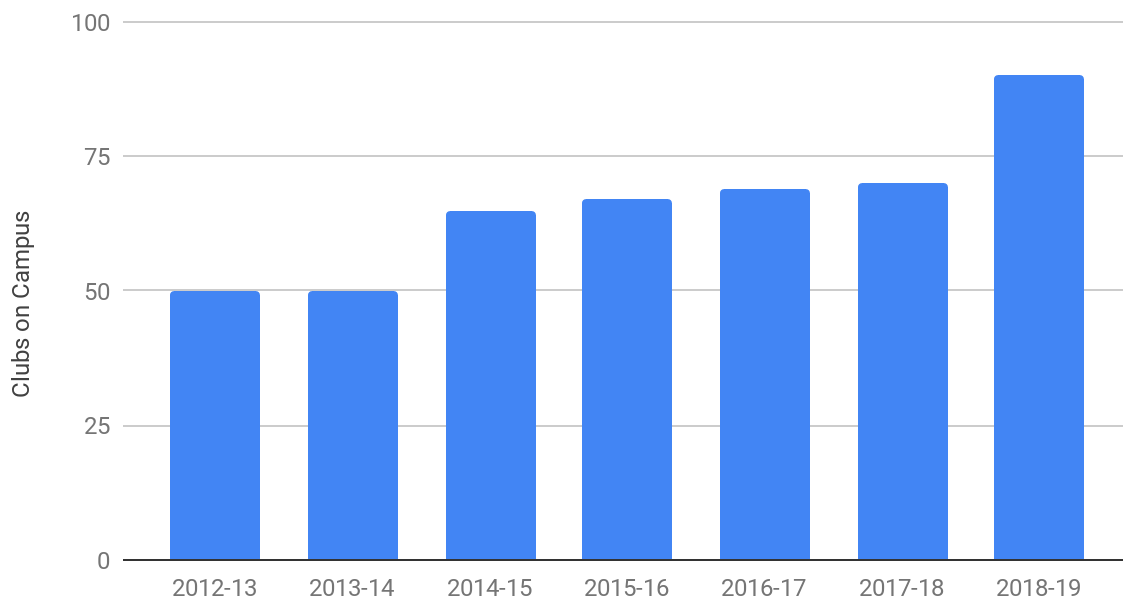
Before every school spirit rally, leadership students nominate their peers for Leader of the Pack awards, which reward strong role models and leaders inside and outside of school. In the same vein, Wolf of the Week rewards students for exemplary, thoughtful actions, and strong moral character. There are weekly and month award celebrations run by our leadership program.

In the Spring our College and Career Center organizes a huge Senior Awards Celebration. Every year we honor more than 70 seniors who have won local/school based scholarships, Scholar Athletes of the Year, Principal's Award, Athletes of the Year, and Department Awards.

### Clubs

In the 2017-2018 school year, SRVHS had a total of 65 active clubs on campus. In 2018-19, that increased to 90 active clubs. We encourage students to create clubs in an area of interest and find a staff sponsor. There is something for every student to get involved in at SRVHS. We host a Club Fair as the school year begins to encourage students to explore opportunities. Our 90 clubs include such things as: American Cancer Society Club, Book Club, Ping Pong Club, Playwriting Club, Engineering Club, and STEM club. Academic Boosters offers funding to academic oriented clubs to assist in entry fees, mentor programs and club promotion. [2018-19 Club list](#)

Number of Clubs on Campus



### Link Crew

Link Crew is our student-led Freshman Orientation program. This year, 537 freshman went through the program with 129 Junior/Senior leaders. 120-140 junior and senior leaders apply in the spring and are selected for various reasons, but all are passionate about what SRVHS has to offer every student. Teacher recommendations are a valuable tool for the coordinators to seek out students who may not think of themselves as leaders but would be a great asset to the Link team. This helps to ensure that our leaders are comprised of a cross-section of our student body and not just our leadership students. Selected leaders commit to a year-long responsibility of connecting with and mentoring a group of ten

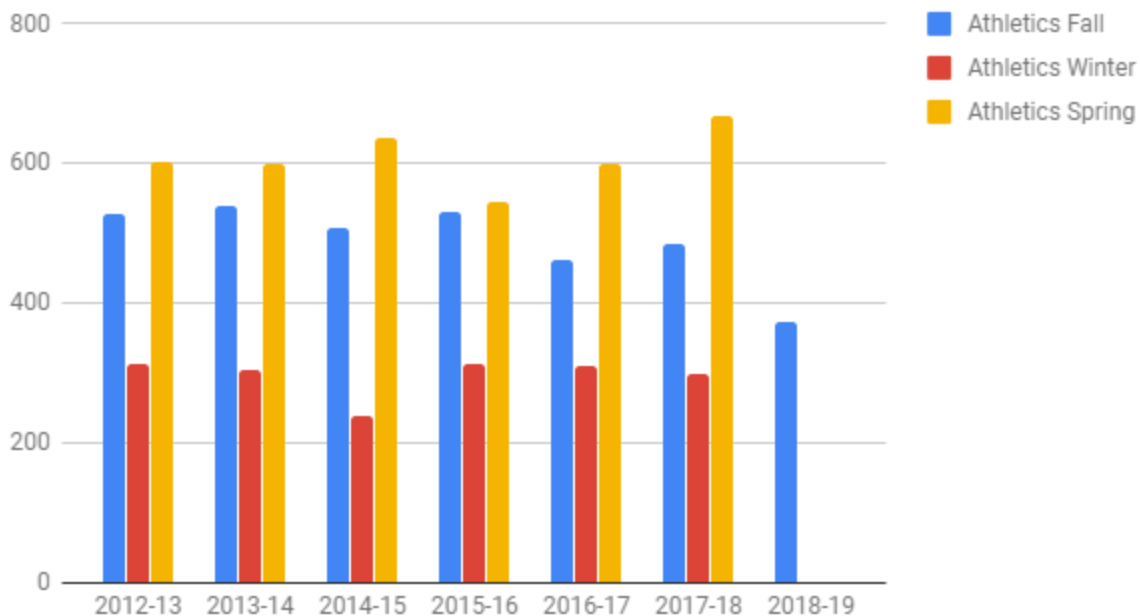
freshmen. They are rigorously trained beginning in May, and then again over the summer before orientation. The idea behind Link Crew is two-fold. First, Orientation Day is designed for incoming students to meet other freshmen, learn a little about the culture of SRVHS, and ease some of the angst that may be associated with the first couple weeks of school (ie. where to sit at lunch, where classes are, “will I be able to manage all the classes and homework?”, “what do I do if I’m late?” etc.).

More important, freshman make a connection with the upperclassmen leaders. Their leaders are two automatic friends that know the ropes and care about them and their experience at SRVHS. Orientation is followed by structured and unstructured social events. The freshman tailgate, lunchtime picnics, and homeroom check ins are examples of structured events. Informally, Link leaders invite their freshmen to other school events such as Improv, choir shows, theatre, and other sporting events. Some leaders offer academic support to their crew. Link Crew also provides these same services to student transfers of all ages, typically run by leaders who experienced the same challenges of switching high schools. They are passionate about making these students feel welcome and a part of our family. Many students report that they apply to be Link Crew Leaders because they had such positive memories and interactions with their Link Crew Leaders when they were new, incoming students. They want to provide that same experience for new students, which speaks volumes as to the impact of this program.

### **Athletics**

SRVHS athletic programs are part of the NCS/CIF. We have over 1,500 students that participate each year in 22 sports in the East Bay Athletic League (EBAL). We are very proud of all the EBAL, NCS championships and the scholar athletes that are awarded each year. We are also very proud of the number of teams and levels we are able to offer to allow so many students the opportunity to participate, including at least one non-cut sport each athletic season.

Number of SRVHS Students Participating in Each Athletic Season



### Co Curricular Activities

Many of the co-curricular electives listed below also require time spent outside of class. For example, all of the performing arts classes perform in shows throughout the school year. These include vocal music, theatre arts, speech and debate, dance, and instrumental music. They also are extremely active in touring, festivals and competitions, which all take place out of normal class time.

### Instrumental Music

The philosophy of the San Ramon Valley High School Instrumental Music program is to provide a positive environment in which students may develop an understanding for the music they perform, the ensemble they partake in, the instrument they play, and themselves as individuals. Through music, students gain a better understanding of aesthetics and use this with the developed discipline of mind and body to produce a quality performance. In the process of learning music, the students learn responsibility, sensitivity to others, and a sense of accomplishment in the attainment of a specific individual, and more importantly, group goals. Students compete for spots in the Contra Costa County Honor Band, as well as the All-State Honor Band. The music program aims to provide a program of quality where residents of this entire valley may take pride in the many talents and accomplishments of its members. A musical environment provides the student with an environment that allows individuality while offering group identification.

### Theatre Arts

The SRVHS theatre program is one of the only high school programs in the Bay Area to have five different courses; one Intro level, three Acting technique, and one Technical. This



student-centered program allows students to develop self-expression and performance skills in a safe yet challenging environment. Students in this program are involved heavily in the creation and production of the over 30 performances given annually. In addition, Theatre competes in local regional theatre competitions. \_\_\_\_\_

### **Vocal Music**

The SRVHS vocal music program is highly regarded throughout the state. Students are exposed to a wide variety of repertoire, styles, and cultures. In addition, the singers perform and compete at college level. There are five choirs offered in the curriculum and many of the students go off to college to pursue degrees in music. There is also a Jazz Vocal Ensemble which is an extra-curricular choir serving the needs of the most talented and dedicated advanced students. Singers also have the option to audition for the regional and state honor choirs as well as participate in the musical production which takes place every other year.

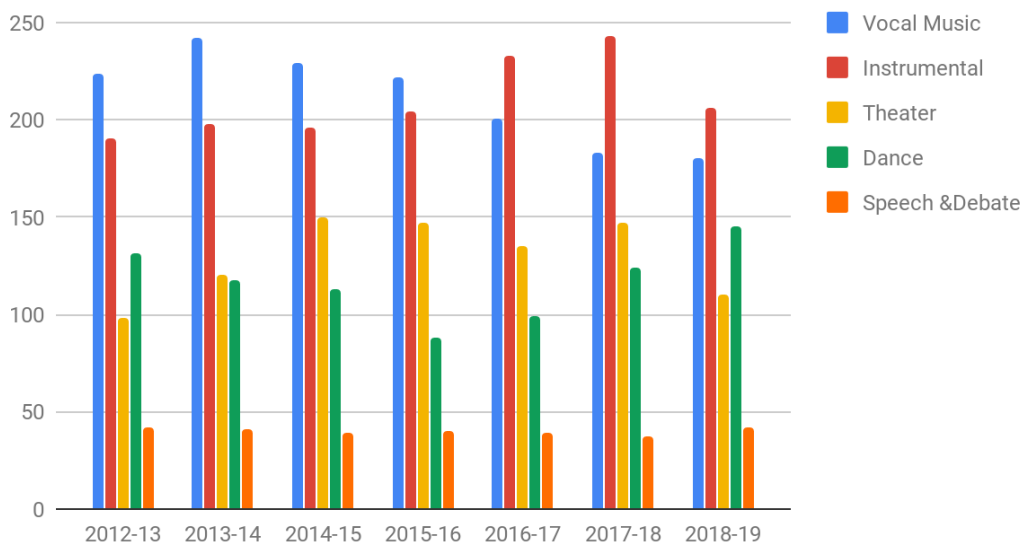
### **Speech and Debate**

Speech and Debate gives students extended practice in the major speech forms: expository, persuasive, debate, original prose and poetry, impromptu, congress, and literary interpretation. Speech 2 is specifically designed to prepare students for speech competition. Students compete in the Golden Gate Speech Association League.

### **Dance**

The SRVHS Dance program is the largest dance program in the district with five levels, one introductory level and four levels of performance classes. These performing classes are highly student centered which allows for them to express themselves through the art of dance. They learn the intricacies of putting on a dance production from choreography, costume and lighting design, music editing, and most of all teaching and learning from their peers. The program also has a Dance Line team that challenges the most elite dancers through competing at dance conventions and performances at venues such as Disneyland. The program puts on two productions a year, which results in six nights of sold out performances as well as a Benefit Show that raises money for local charities.

Number of SRVHS Students Participating in Performing Arts



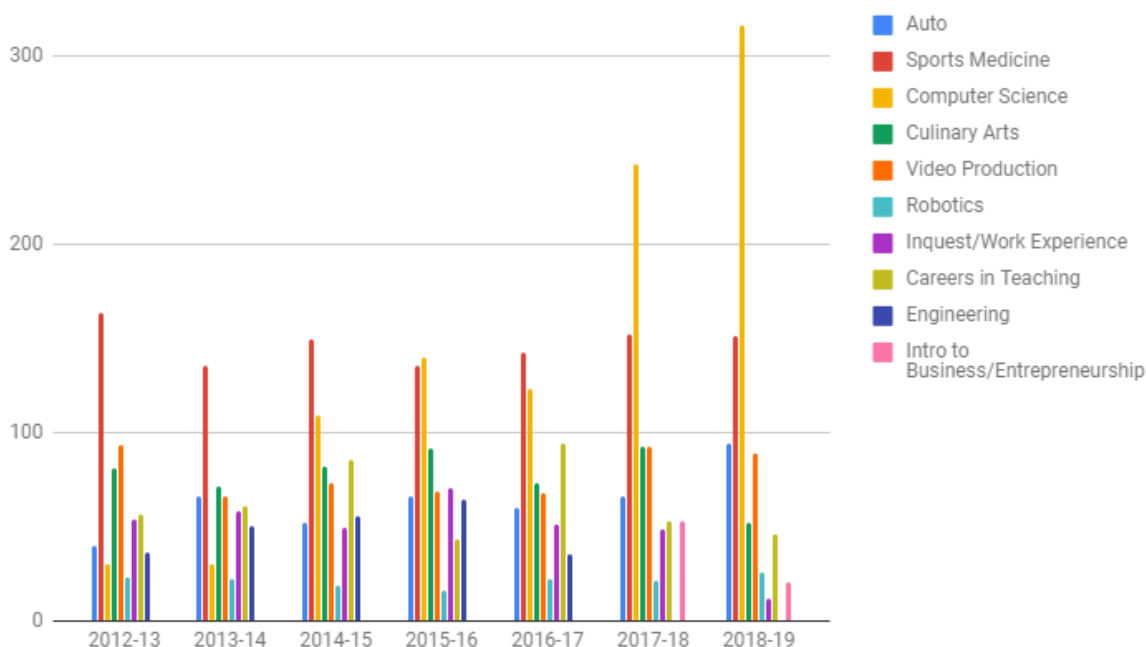
### Career and Technical Education (CTE)

- **Careers in Teaching 1 and 2:** These courses give students a preview of what a teaching profession will look like. Careers in Teaching 1 is articulated with Diablo Valley College. Students are able to receive three free college credits from the work they do along with their Internships at various local elementary schools. Careers in Teaching 2 is articulated with Sonoma State College and students are able to receive three free credits for their work and Internship through SRVHS. All credits are transferable to other California colleges.
- **Robotics and Building Basic Robots:** These courses provide students the opportunity to engage in the design and build process common in the engineering field. The areas of concentration are safety, design process, project management and “product” testing. These courses also help feed students into the SRVHS First Robotics Team- “The Ragin’ Seabiscuits.” This program provides students a way to employ their skills in concrete ways.
- **Video Production 1 and 2:** Students will acquire the visual arts skills to create quality video productions. Emphasis is on the uses of communication and organizational skills. Students learn the basic skills to produce their own videos while exploring aspects of pre-production, script writing, camera work, lighting and sound.
- **Auto 1, 2 and Auto Tech:** The Automotive Technology program consists of three classes with Auto Tech being the capstone course. These classes offer students practical experience in a shop environment. The program is growing in student numbers and we have added a section this year. Auto 1 and 2 focus on basic shop safety, major automotive systems and theory with multiple projects to allow students to practice safety and simple repairs in a live shop environment. Auto Tech is centered around NATEF/ASE tasks and require more diagnostic problem solving

using the understanding gained in prior courses. We are in the process of articulating the Auto Tech course with local community colleges to allow students to gain three credits.

- Computer Science: SRVHS offers students three year-long computer science courses in two CTE/ICT pathways: Students may take Visual Studio.NET and AP Computer Science A in one pathway or AP Computer Science Principles and AP Computer Science A in the other pathway. Some students elect to take all three courses. Students learn the programming languages C#, JavaScript, and Java among possibly Python using Visual Studio.NET, Blue-J, Eclipse, Python, or other Integrated Development Environments. The pathway has expanded from one full-time computer science teacher to two this year with the growth and interest of computer science. Both teachers are supported by Code.org cohorts and professional development. Both teachers meet the requirements to receive Perkins funding, which enhances the resources, equipment, professional development, college and career guidance, training, and work-based learning opportunities for students and staff. Professional development attended by teacher(s) include College Board AP Summer Institutes for both AP-CSA and AP-Computer Science Principles, Beauty and Joy of Computing, and Code.org Teacher-CON during teacher summers and personal time.
- Sports Medicine: Sports Medicine is a year long course CTE course. We offer beginning and Advanced Sports Medicine. Students will learn skeletal and soft tissue anatomy as well as physiology of the human body. Students are taught to identify bony landmarks and perform basic injury assessments. Students are instructed in various taping techniques CPR and First Aid. Advanced Sports Medicine students also serve as student trainers at all athletic practices and games.
- Culinary Arts 1: is a year-long, entry level culinary course that teaches students how to work in small groups in a professional kitchen. Students will gain knowledge in basic cooking techniques, kitchen safety and sanitation, nutrition, culinary terminology, and culinary math. An emphasis is placed on lifelong skills such as leadership, teamwork, organization, and communication.

Number of SRVHS Students Participating in CTE



The largest growth area in our CTE electives has been computer science, growing tenfold from 30 students in 2012-13 to 316 students in the current school year of 2018-19. Our computer science program expanded in 2014-15 to include V.S. Net Programming. In 2015-16, we added AP Computer Science A, and in 2016-2017, we added AP Computer Science Principles. Art of Video Production was reclassified from a Fine Arts class to a Career Tech Ed class in 2016-2017. It still allows students to use the course as a category “f” Fine Arts course for California public college admissions. Introduction to Engineering was dropped after 2016-2017 because the teacher retired. No replacement was hired. Auto 1, 2 and Auto Tech was taught the same time until 2018-2019.

When we compared VPA for 2017-2018, we discovered that we climbed from 57 to 70 classes. This is due to the CTE growth especially the addition of a 1.0 computer science teacher and continuing to run some classes as combo (ie. Advanced Art 5, AP Art and Building Basic Robots with Robotics classes). It is also important to note we have at least one 0.8 teacher operating as a 0.4 TSA due to decline in Culinary Arts, and an Art Teacher teaching Personal Finance. On the other hand, PE course offerings decreased from 12 electives in 2017-2018, to 9 electives this year. The decline in PE enrollment is a direct result of the District’s Personalized Learning Initiatives.

### Special Education

SRVHS offers a full range of Special Education services to our students. Credentialed teachers in the Special Education department have a unique job as they have all the responsibilities of a teacher, but also have to manage IEP’s, handle testing, train and oversee paraprofessionals, and support general education classes. Historically, many teachers have

worked above their caseload and have agreed to take on extra responsibilities when the District has been unable to staff teaching positions.

A big concern throughout the District, and at SRVHS, is the large caseload and class size, which is often a result of inadequate staffing (both classified and certificated). This year, the District has added a 0.8 resource position, which brings our total of number of resource specialists to 5.8. At this time, we are still waiting for a new hire's credential to clear at the state level, so that they can begin work with us. A 29-hour paraeducator position was also added to the resource personnel team. In the past, hiring for the paraeducator positions has been problematic. We are fortunate that we were able to push forward three candidates to Human Resources to fill the new position, and two open positions made available when staff either left the District or moved to another position. We are hopeful that these will be processed quickly. The moderate and intensive special day class teachers and staff coordinate the hosting of Special Olympic events each year that bring students to our campus from around our district, county, and surrounding area. We are a unified champion school, meaning we are a partner for the Special Olympics Northern California Schools. Additionally, they coordinate the hosting of a Valentine's Day Dance for the moderate, intensive, and transition programs in the area.

Depending on the specifics of a student's IEP, some have 1:1 paras, some with Autism Specialist Paraprofessional training provided by the District. Others who are medically fragile have licensed vocational nurses that accompany them throughout their day.

We have 141 students with a 504 who receive services and accommodations in line with their specific educational needs and goals. We have 202 Special Education students who have an IEP. IEP or Special Education services may include some of the following services depending upon their IEP: psychological services, speech services, assistive technology services, occupational therapy, adaptive PE, etc.

### **Health Services**

We have two psychologists on campus. One is full time; the other, we share with Del Amigo High School. We also have a 0.8 speech and language pathologist on campus to support student with language acquisition and expression issues.

Some of the mental health supports that SRVUSD is implementing for 2018-2019 include mandatory staff trainings that address violence prevention, the addition of two district-wide mental health social workers, the creation of school-based intervention teams, a mental wellness task force, and the addition of new social emotional learning curriculum. These are valuable with support from parents, community members, students, and district employees.

In the 2014-2015 school year, the District agreed to begin funding one Student Support Counselor at each comprehensive high school site. This role was created to help manage 504 caseloads, and to support the social-emotional needs of our students, which helps relieve the burden on the five academic counselors. This counselor is an expert in crisis

management and uses this expertise to help provide students, teachers, and parents with the tools they need to navigate tough emotional situations. Counseling sessions can be provided in short bouts, as well as in group counseling format when appropriate. The Student Support Counselor also teaches about suicide prevention and mental health awareness to freshman and junior classes, as well as in presentations to staff and parents. Teachers, academic counselors, and school administrators can refer students to this counselor for follow up. This position works very closely with the school nurse when handling health-related 504 plans, and any other medical referrals. The Student Support Counselor has brought welcome relief to all staff who find their caseload already overwhelming, and who often feel unprepared to handle the emotional turmoil some of our students live with. Having this position has been enormously helpful in working to reduce student stress, and staff stress, which is important at SRVHS, especially with all of the community tragedy that SRVHS has endured. Last year, the Student Support Counselor had roughly 950 students (many were repeat students) seek support in some form, either on a drop-in situation or a scheduled appointment for follow up. It is difficult to rely only on measurable data to prove that the Student Support Counselor position has been effective in reducing student and staff stress, but we can explain some of the programs we have been able to create as a result of having this position:

- Last September, we hosted a moving Breaking Down the Walls (BDTW) event. BDTW has allowed participants to feel connected and appreciated on campus. We then hosted a second program in January, and just completed another one this fall.
- We also reorganized and ran our Impact program last year. Trained SRVHS students visit the local middle schools during their fourth period and lunch period on select Tuesdays to build a sense of excitement and pride to help eighth graders integrate into SRVHS culture prior to attending.
- The Student-2-Student program has been remarkably successful in building long-lasting connections for prospective students. At the beginning of last year, the goal was for everyone to have a place to sit at lunch, and Student-2-Student has enabled for this wish to become a reality. Student-2-Student meets about three times a month during Access. Last year a total of 62 students attended an Access gathering.
- The Peer Tutoring Program at SRVHS was implemented and continues to run as a student led program. Students can sign up through the SRVHS web page (under student support) to request a peer tutor. They complete a student contract online when they make the request. Then students are matched with a Peer Tutor. Students can meet with their Peer Tutor during A period, Access, or lunch to receive extra help in core subject areas. This year the program is being co-led by two student leaders and they are assisted by four student program officers. The counseling dept. has assisted the Peer Tutoring leads with suggestions/input on the student contract, as well as marketing and recruitment efforts.

We can and do speculate that the Student Support Counselor has been effective, just by looking at the programs we have been able to establish and maintain. However, the need for

social-emotional support has grown far beyond what we can cover. Some of the mental health supports that SRVUSD is implementing for 2018-2019 include mandatory staff trainings that address violence prevention, the addition of two districtwide mental health social workers, the creation of school-based intervention teams, a mental wellness task force, and the addition of new social emotional learning curriculum.

We also have 141 GATE students who are allowed to study and explore subjects based on their individual determination of advanced, honors, or AP classes. The PLIs are also allowing more credits to be taken off site at colleges or Heritage schools to expand to areas of study not offered at SRVHS and still receive credit and have the class reflected on their transcript.

### **AVID**

Advancement Via Individual Determination (AVID) is currently in its seventh year at SRVHS. We have 56 students enrolled this year. The purpose of the AVID college readiness elective program is to close the achievement gap by preparing all students for college and other postsecondary opportunities. At SRVHS, the AVID elective is taught at each grade level and aims to teach skills and behaviors for academic success, provide intensive support with tutorials and strong student/teacher relationships, create a positive peer group for students, and develop a sense of hope for personal achievement gained through hard work and determination.

Currently, SRVHS has eight AVID-trained staff members, and AVID strategies are being used in many classrooms around campus. SRVHS has an AVID Site Team comprised of elective teachers, a counselor, and an administrator. The biggest part of having an AVID program is the elective class itself, where we identify students in the middle who are doing well in their classes, but could use a little push to reach their full potential. The identification process begins with a list of students whose GPA is between 2.5 and 3.5. These students are invited to learn about AVID through a letter followed by an information session for prospective parents and students. The application process includes a written application and interview, with teachers determining who would be a good fit for the program. There are times that we do need to turn students away, especially if they say that the reason they are taking AVID is because their parents want them to. Without student buy in, the program is not successful. In the past, there have been times we have accepted all students who applied but have since learned this is not the best strategy. We are now strictly using the criteria set forth by the program at the national level, which sometimes makes it difficult to fill sections. Though we have always had students at each grade level participating in the program, we have struggled to maintain “pure” grade levels classes, and thus often have a combination of two grade levels in our electives. Enrollment has fluctuated due to many other factors as well, including changes in administrators and teachers, shrinking AVID class sizes at the middle school level, and trouble identifying students with the right profile for the program. However, despite some difficulty in filling pure grade level sections, we have graduated three classes of AVID seniors. Our most recent class had a 100% graduation rate, and all but one student were admitted to a four year college.

### **Summer Bridge Program**

The Summer Bridge Program was developed as a way to help struggling 8th grade students transition more successfully to high school. Summer Bridge students are identified through a coordinated effort between high school and middle school counselors. Eighth grade students who have earned a “D” or “F” in courses necessary to graduate eighth grade are offered an olive branch: If they agree to participate in the Summer Bridge Program, they will be allowed to participate in eighth grade graduation. The Summer Bridge instructor follows up with students monthly, during Access. She notifies counselors when a student needs additional support. This year, counseling has been allotted an extra 0.2 FTE to track these students and other academically at risk students more closely.

The goal of the program is for students to improve their academic skills and become prepared for high school. Over the course of four August mornings (8:00-11:00 am), students work with a teacher on a variety of skills and facilitate various introductions around campus. Students are taught and regularly practice many of the AVID note-taking and study skills. Students are also led through activities and lessons that help them develop self-advocacy skills and discover how to be proactive rather than reactive. Leadership students speak about how to get involved in various activities and clubs on campus and they host a discussion around what school culture looks like at SRVHS. This past summer, we had 15 signed contracts of students who were committed to attend the Summer Bridge Program, yet only 12 showed up.

SRVHS ran an Academic Enrichment course, similar to a program at Dougherty Valley High School (another high performing comprehensive high school in our district) several years ago, but the previous administration cut the course in order to be able to redirect funds for sections of AP classes. This was a disappointing decision as Academic Enrichment provided small class support for struggling students. This class is geared to support students who do not qualify for Special Education services and are in danger of “falling between the cracks” of the educational system. While the numbers of students taking the course were low, it was intentional to better support and serve students. Staff are currently working with the new administration to discuss ways to support this portion of our student body.

### **Academic Performance**

We offer a wide range of college preparatory classes each year in English, Mathematics, Science, Social Studies, Visual and Performing Arts, World Language, and Other. These include 26 Honors and Advanced Placement courses.

### **AP Classes**

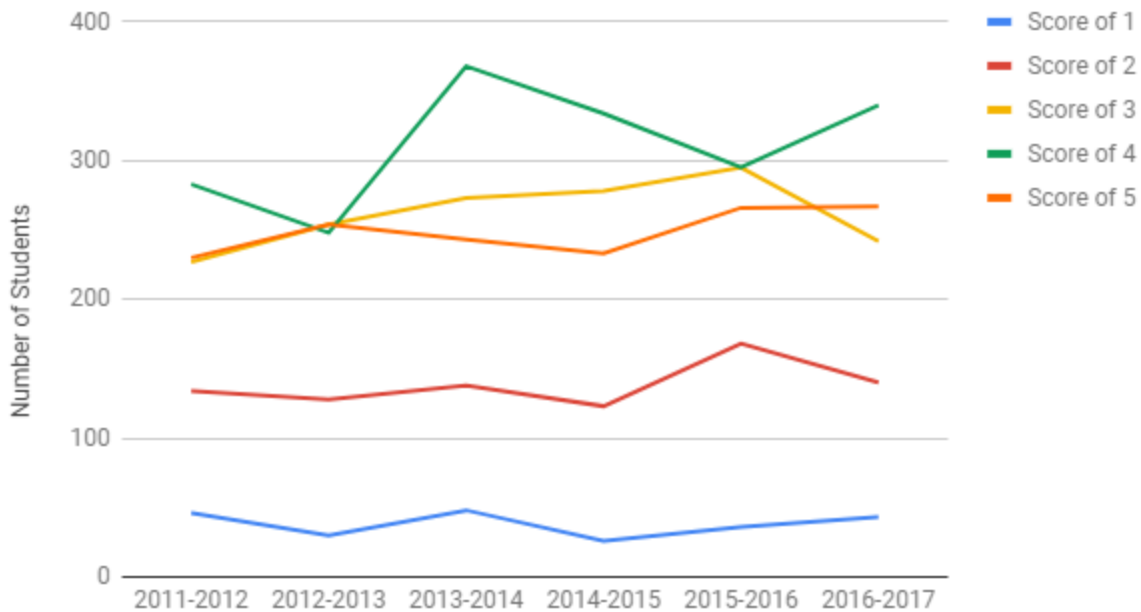
Five hundred and twelve students took a total of 964 AP Exams in May of 2018. Twenty four percent scored a five on these exams, 30% scored a four and 25% scored a three.

A complete list of AP offerings is below and underlined courses are new since our last WASC report. AP courses offered in 2018-2019 school are: AP English Lang & Comp, AP English Literature & Composition, AP Studio Art, AP French Language and Culture, AP

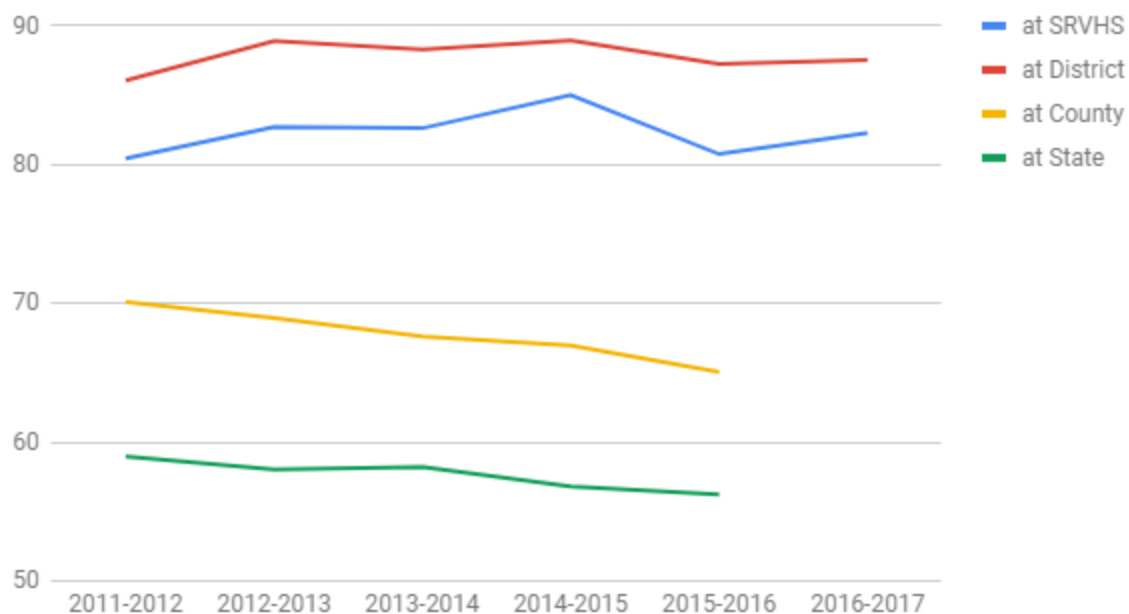


Music Theory, AP Spanish Language and Culture, AP Calculus AB, AP Calculus BC, AP Statistics, AP Government & Politics United States, AP Biology, AP Chemistry, AP Environmental Science, AP Physics C, AP American Government, AP Microeconomics, AP European History, AP Psychology, AP Government & Politics Comparative, AP United States History, AP Computer Science Principles, AP Computer Science A, and AP Human Geography.

SRVHS AP Exam Score Trends



## Percent of AP Exams with a Score of 3 or Above

**College/Career (CCI)**

College Connect is a dual-enrollment opportunity for students to enroll in a shortened high school schedule so that they may attend college courses during their 11<sup>th</sup> and 12<sup>th</sup> grade years. This program was introduced to SRVUSD in the 2016-17 school year. In the 2016-17 school year, we had 14 students in the program. In the 2017-18 school year, 26 students participated in the program (two students graduated early). 25 students are enrolled in College Connect for the 2018-19 school year.

College Connect students can complete up to thirty units of transferable credit aligned with the University of California (UC) and California State University (CSU) Intersegmental General Education Transfer Curriculum (IGETC) requirements. College Connect students have the opportunity to complete their first year of college by the time they graduate from high school.

There has been a very *slight* impact to elective programs with the College Connect program. This is something we will continue to monitor.

## California School Dashboard Performance Indicators and other Local Measures State Indicators

### Graduation Rates

SRVHS has a 98% graduation rate, which is in line with the district SRVUSD trend.

Our school profile is aligned with our community profile. Below is the ethnicity broken down by year. 2016-17 was the last reporting we could access, and as you can see we have stayed very consistent in our enrollment.

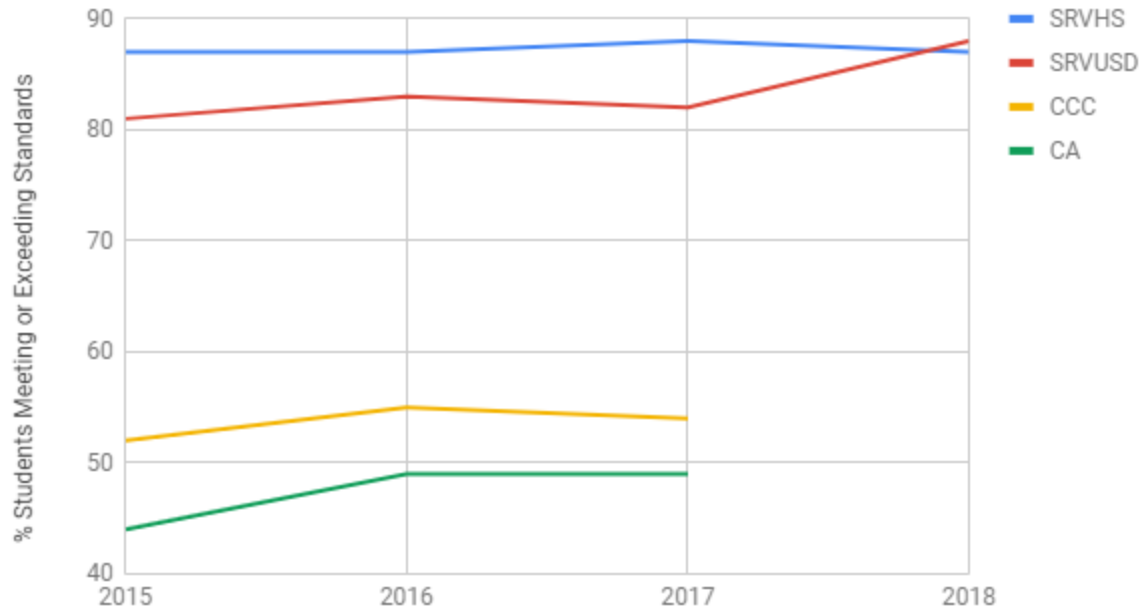
Enrollment by Ethnicity	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian or Alaska Native	5	3	3	1	0
Asian	124	124	128	136	142
Black or African American	16	18	14	17	17
Filipino	27	33	39	36	30
Hispanic or Latino	165	173	188	184	190
Native Hawaiian or Pacific Islander	3	5	2	1	0
None Reported	1	0	0	0	0
Two or More Races	83	95	98	113	117
White	1,733	1,753	1,710	1,615	1,565

CAASPP scores are one measure of academic performance which we track from year to year. SRVHS CAASPP scores generally outperform those of other high schools in Contra Costa County as well as throughout the State of California. Our results are generally in line with those of our school district.

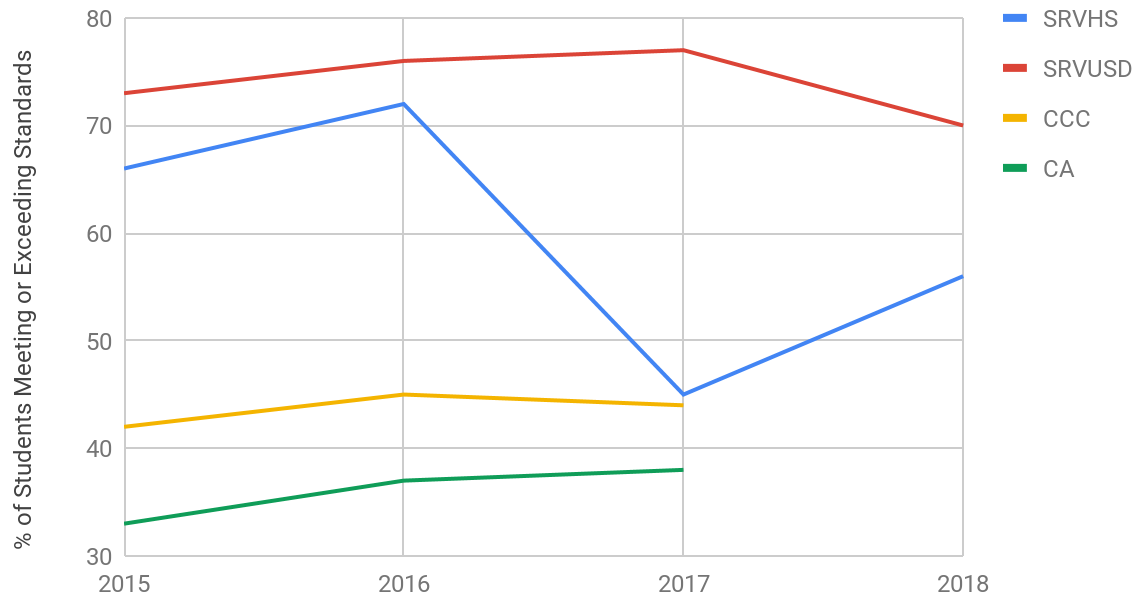
The outlier to this trend was our math score in 2017. We believe one reason our scores were very low in 2017, was the method in which we tested. Instead of setting up a special testing schedule, we attempted to test all juniors in their Access classes over the two week testing period. We believe students did not take the test as seriously as they do when testing with their assigned Math or English teacher. We did not do any CAASPP interim practice tests, and the focus in 2017 was to get a 99% rate, which we did. We also did not speak to students about *why* the test should be valued, or offer rewards for success. Last year we changed the testing schedule so students took the test with their Social Studies and

English teachers, had a schoolwide Junior class assembly addressing the past results and how we wanted to see actual data that represented their learning. We also had many fun rewards and prizes for students who took the test on time, and when all students reached the 99% mark there was a week of off-campus lunch granted in May, which is generally reserved for Seniors only. Currently, we are planning a surprise party for all the now Senior students to celebrate the over 10% increase in scores, we are just waiting for the State to make the test data official.

### ELA CAASPP Results



## Math CAASPP Results



### 2017-18 SRVHS CAASPP DATA

#### Math

	15-16		16-17		17-18		
	1&2	3&4	1&2	3&4	1&2	3&4	
<b>SRVUSD Overall</b>	<b>25%</b>	<b>76%</b>	<b>31%</b>	<b>69%</b>	<b>30%</b>	<b>70%</b>	<b>+1pt</b>
<b>San Ramon Valley</b>	<b>28%</b>	<b>72%</b>	<b>54%</b>	<b>45%</b>	<b>43%</b>	<b>56%</b>	<b>+11pts</b>

#### ELA

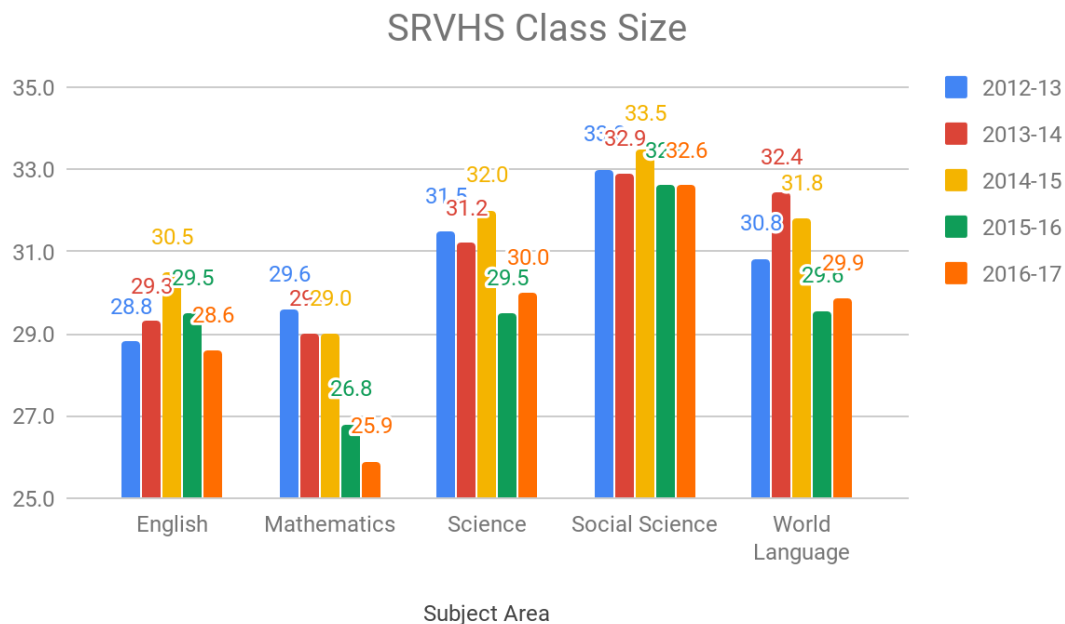
	15-16		16-17		17-18		
	1&2	3&4	1&2	3&4	1&2	3&4	
<b>SRVUSD Overall</b>	<b>11%</b>	<b>89%</b>	<b>13%</b>	<b>87%</b>	<b>11%</b>	<b>88%</b>	<b>+1pt</b>
<b>San Ramon Valley</b>	<b>22%</b>	<b>79%</b>	<b>32%</b>	<b>69%</b>	<b>19%</b>	<b>81%</b>	<b>+12pts</b>

	MATH  Spring 2015 (CURRENT 11TH GRADE STUDENTS - IN 8TH GRADE) % MET OR EXCEEDS STANDARDS (3 OR 4)	ELA  Spring 2015 (CURRENT 11TH GRADE STUDENTS - IN 8TH GRADE) % MET OR EXCEEDS STANDARDS (3 OR 4)
CHARLOTTE WOOD	58%	79%
STONE VALLEY	71%	79%
Avg. % of students who entered SRVHS as 9th grade: Met or Exceeds Standards	65%	79%

For the 2019 Graduating class of 506 students, 340 took four years of college preparatory math classes. 95% of SRVHS students complete A-G requirements.

Class size is steadily declining since it's peak in the 2014-15 school year. This is something we have focused on as a school site, and in conjunction with our Academic Booster group, We have been able to reduce class sizes in all subject areas. However many of our classes in departments like English, World Language, and Social Studies that require grading large writing are still overcrowded. Our goal is to continue to reduce class size across subject areas, so staff can have more meaningful connections with their students. We also believe this will allow for more timely application and return of assessments.

Average Class Size By Subject	2012-13	2013-14	2014-15	2015-16	2016-17
English	28.8	29.3	30.5	29.5	28.6
Mathematics	29.6	29.0	29.0	26.8	25.9
Science	31.5	31.2	32.0	29.5	30.0
Social Science	33.0	32.9	33.5	32.6	32.6
World Language	30.8	32.4	31.8	29.6	29.9



Freshman Physical Education is a requirement at SRVHS and is important in building life long habits of physical fitness and activity. We are proud of our high rates of success in several measures of physical fitness.

Through much teacher collaboration, five Essential Standards were created for PE classes in order to meet the State Standards for Physical Education across the board. The agreed upon Standards are as follows:

- These standards can be taught and re-taught throughout the semester.
- The addition of the block schedule has allowed the PE department to focus education on more than just single units. An example of of this are the ‘cardio days’ which emphasize whole body fitness and strength.
- The PE department participates in daily collaboration to ensure the best use of facilities and equipment, giving students a positive and safe experience no matter what the class.
- The Freshman PE classes are designed around different units with the intent to introduce students to all types of sports. The classes are focused primarily on community building, teamwork, and problem solving.
- PE9 Classes include small projects such as making how-to video on Pickleball.
- Infographics on the importance of a healthy lifestyle [Infographics](#)
- The special needs kids are incorporated and included in specific PE classes, providing a positive environment for both regular and special ed students.

Percent of Students Scoring in the Healthy Fitness Zone on the Physical Fitness Exam for Grade 9					
	2012-13	2013-14	2014-15	2015-16	2016-17
Abdominal Strength	94 %	96.4 %	96.7 %	89.2 %	98.1 %
Aerobic Capacity	88.3 %	86.5 %	85.1 %	88 %	88.8 %
Body Composition	79.5 %	82.4 %	83.9 %	82.5 %	83 %
Flexibility	80 %	80 %	79.2 %	80.9 %	89.6 %
Trunk Extension Strength	92.5 %	96.6 %	97.3 %	99.6 %	99.4 %

Standardized tests are just one measure of student success and achievement.

Composite ACT scores have declined from 2016-2018 at SRVHS. SAT scores have held relatively steady over that same period.

SRVHS average ACT and SAT scores since last WASC						
	2013	2014	2015	2016	2017	2018
ACT	25.6	26	26.1	28.4	25.8	25.7
SAT	1169	1162	1163	1235	1236	1230

Looking at our scores compared to Contra Costa County and the state of California, SRVHS significantly outperforms these broader populations. We also very slightly outperform the larger district numbers on all measures except SAT Math.

Percent of ACT Scores 2016-2017*				
	SRVHS	SRVUSD	CCC	CA
% of scores above 21	89.64%	89.25%	76.81%	58.11%

\*Most recent available year of data



<b>Percent of SAT Scores above Benchmark 2016-2017*</b>				
	<b>SRVHS</b>	<b>SRVUSD</b>	<b>CCC</b>	<b>CA</b>
% of ELA scores above 480	96.60%	95.66%	75.79%	72.25%
% of Math scores above 530	86.41%	88.56%	56.61%	50.76%

\*Most recent available year of data

### **Suspension Rate**

SRVHS initiates very few suspensions and expulsions. Before suspending or expelling students who fight or exhibit destructive behavior, we explore restorative justice practices. Restorative justice seeks to resolve conflicts and build community by taking the time to talk to students involved and engage in group dialogues. The chart below demonstrates that we are trending higher than the district number in suspension rates, but we have not had any expulsions in the three years for which we have data. Many discipline issues over the last two years are attributed to vaping which is a district wide issue. As a result, we started a Saturday vaping class. We have far fewer suspensions and expulsions than the state.

San Ramon HS	2014-15	2015-16	2016-17
Suspension Rate	3.6	1.9	2.6
Expulsion Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspension Rate	1.5	1.3	1.5
Expulsion Rate	0	0.04	0.01
State	2014-15	2015-16	2016-17
Suspension Rate	3.8	3.7	3.6
Expulsion Rate	0.09	0.09	0.09

### **English Learner Progress**

English Learner is about our ESL students. The San Ramon Valley Unified School District consolidated the high school English Learner (EL) program onto one campus, Dougherty Valley High School. They offer a full program of SDAIE courses and EL support classes. EL students can attend either DVHS (transportation provided if needed), or remain at their home school with more limited supports. SRVHS currently has approximately seven ELL students, all of whom are in classes with CLAD certificated teachers.

### Attendance Rates

At the District level, the Every School Day Counts program was adopted to promote better attendance at all sites. It has been discovered that weekdays which abutt the weekend (Monday and Friday) result in poorest attendance. There tend to be more tardies to the first class on days when students start at 9:00am rather than on 8:30am start days. Tardies, cuts, and other attendance-related issues are carefully monitored by our Attendance TSA. This year, we have added a second period for the Attendance TSA to work with the classified staff in the front office. Independent Study Contracts at SRVHS are low compared to the other high schools in the District. Although the number of Independent Study Contracts decreased from 2016-2017 to 2017-2018, the percentage of completed Independent Study Contracts increased from 29% to 62%, indicating that more students completed assignments to stay on pace with the curriculum while away. District wide absentee numbers are 97.01% for 2016-2017 and 96.68% for 2017-2018. High school attendance is usually lower within a district, and we are very proud of the high rate we maintain almost in line with the District average.

San Ramon Valley High School Attendance Rates			
Year	General Education	Special Education	Combined
2017-2018	96.49%	94.37%	96.44%
2016-2017	96.56%	95.58%	96.54%
2015-2016	96.46%	94.82%	96.39%
2014-2015	96.14%	93.70%	96.06%

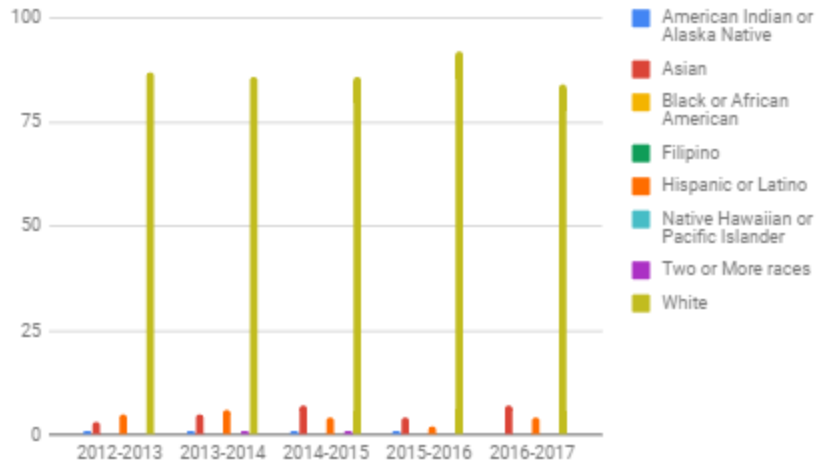
\*2017-2018 data not available until November, 2018

### Local Indicators

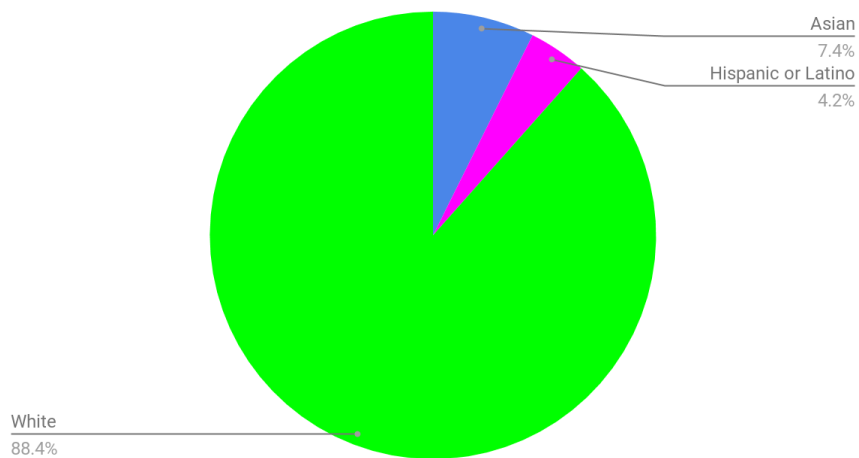
#### Teacher Qualifications

At SRVHS, we have 99 teachers on staff, with 98 of those are fully credentialed. Our staff members have an average of 11 years of teaching experience at SRVHS. Twelve of our teachers are SRV alumni, and many are parents in the community. Teacher to student ratio is an average of 27 to one. Our staff ethnicity is similar to our student data.

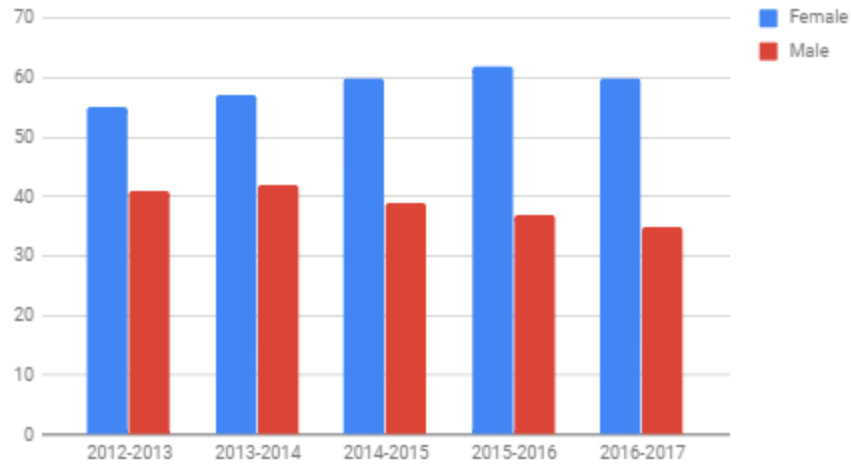
SRVHS Teachers by Ethnicity



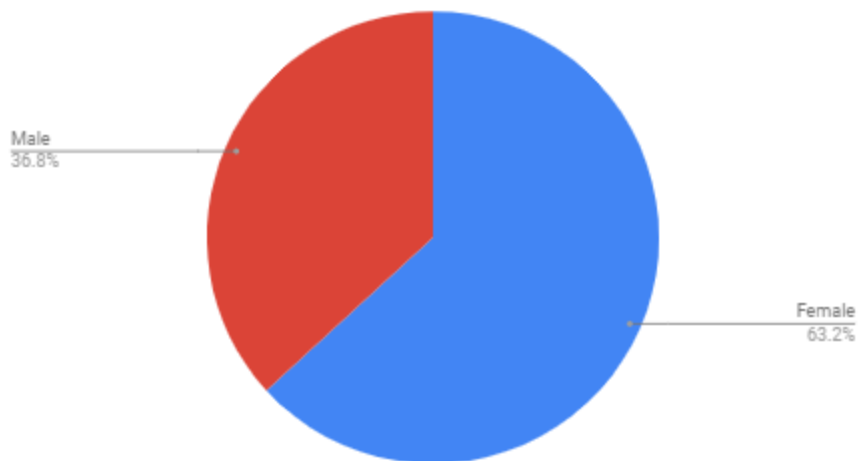
2016-2017 SRVHS Teachers by Ethnicity



SRVHS Teacher Gender Since Last WASC



SRVHS Teacher Gender 2016-2017



### Safe and Clean Buildings

The SRVHS campus houses state of the art facilities to ensure quality outcomes for all students. Currently, students and staff have access to approximately 30 classrooms that meet the newly established district educational standards related to specific building requirements. These spaces include the newer two-story D building with 17 classrooms, the Performing Arts Center with a 400 seat theater and three attached classrooms, a multimedia classroom with built-in sound stage, Library, two gymnasiums, and an aquatic center.

The District is in the process of completing a major new construction project on our campus, valued at approximately \$65 million dollars. The project scope includes the

demolition of about 45 classrooms from the 1950s and replacing them a brand new 3-story, 52 classroom building. The new B Building will be about 105,000 square feet in size and will feature several specialty classrooms, including science laboratories, a professional culinary kitchen, several oversized art classrooms, as well as meeting spaces for individual academic departments. Students and staff are currently housed in 43 temporary portables while the building is completed. The estimated date for completion is June of 2019.

Once staff move into the new B Building, construction crews will complete a minor modernization of the classrooms in the two-story administration building, replace the athletic practice field, and install a new parking lot. Collectively, the scope of work will transform the 100 year old campus, improve safety and security, and create a central quad so that students can congregate together.

San Ramon Valley High School serves the community and the larger public by hosting a variety of community activities. The high school is also designated as a community shelter in case of an emergency, and appropriate procedures and equipment are in place. The facility is maintained through the diligent efforts of the site custodial crew and district maintenance staff. The school community, through the Leadership class, Booster groups, and service groups, has also contributed to the care of the facility.

### **Textbooks for All Students**

All students have access to textbooks for each class and many have access to online textbooks as well. Every year we meet and comply with the Williams Act. Textbooks are also available for students to use in-house at the school library as well as the two locations of the Contra Costa County Library in San Ramon.

### **Implementation of Academic Standards**

Since the last full self-study SRVHS has fully implemented the Common Core State Standards. We are currently in the process of adopting the Next Generation Science Standards, and all other State Standards are in practice. This year, as mentioned previously in this chapter, the District has begun to implement some of the PLIs, which allows more student flexibility in their schedule.

To graduate from SRVHS, a student must earn the minimum credit listed in the chart below. SRVHS graduation requirements are meant to serve as a minimum standard rather than the standard which students should strive to achieve. Last spring, the Board of Education voted to reduce the minimum number of credits required for graduation. These graduation requirements were reduced for the 2018-2019 school year in order to align with the district's Personalized Learning Initiatives (PLIs). The reduction in requirements serves to provide students with added flexibility in determining their areas of interest and depth of knowledge both within their academic exploration and in interests they choose to explore outside of the classroom environment. We advise students to take the most challenging academic program in which they can be successful, while still having time to contribute to extracurricular pursuits.

Subject Area	Credits
English	40
Mathematics	20
Science	20
Social Studies	35
Visual & Performing Art / World Language / Vocational & Applied Art*	20
Physical Education	20
Health	5
Additional Credit	60
	<b>220</b>
<b>Minimum SRVHS Requirement</b>	
* 1 year of two areas required	

National Merit Finalists have achieved the highest honor in the National Merit Scholarship Competition through participating in their Junior year PSAT and completing other qualifying measures. Finalists are judged to have the “strongest combination of academic skills and achievements, extracurricular accomplishments, and potential for success in rigorous university studies.” Finalists may be potential scholarship winners through the National Merit Scholarship Corporation program and represent the top 1% of the initial pool of entrants via their junior year PSAT test.

<b>National Merit Finalists at SRVHS</b>	
<b>Graduation Year</b>	<b>No. of Finalists</b>
2004	3
2005	4
2006	4
2007	3
2008	4
2009	7
2010	1
2011	7
2012	5
2013	1
2014	6
2015	7
2016	3
2017	4
2018	1
2019	5 (semis)

### **School Climate Surveys**

The California Healthy Kids Survey was given to SRVHS students in each of the past five years. In 2017-18, SRVUSD opted to not administer the California Healthy Kids Survey, but instead circulated the Connectedness Survey. Different from the California Healthy Kids Survey, the Connectedness Survey was not completed by all 9th and 11th grade students, but instead, was done only by students who volunteered to do the survey during Access class. There were over 650 Connectedness Surveys completed. The District changed to this format and also did a listening tour. Our former Assistant Principal, Justin White, selected a random group of students and they gave feedback to the District. This data was not presented to the WASC coordinator for this report.

### **Healthy Kids Survey 2016-17 Results (Survey not given in 2017-18)**

#### **Areas of Strengths and Celebrations:**

- Students feel physically safe and do not experience threats to their physical well being (87% of 9th graders, and 86% of 11th graders feel safe)
  - SRVHS has a very low frequency of physical altercations
- Students feel connected, motivated to perform academically, and able to participate in meaningful ways
- Students feel adults care about them at SRV
- Truancy is low-- only 3% of 9th graders and 7% of 11th graders
- School connectedness is at a high 74% rating for both 9th and 11th grade students

- Adults have high expectations of students
- 87% of 9th grade and 86% of 11th grade students are trying hard on schoolwork
- 84% of 9th graders and 83% of 11th graders feel close to people at SRV
- 82% of 9th graders and 81% of 11th graders are happy to be at SRV
- Strong family value for higher education

**Areas for Growth:**

- 31% of 9th grade and 27% of 11th grade students have experienced harassment or bullying
- 22% of 9th grade and 29% of 11th grade students have experienced chronic sadness/hopelessness
- Students struggle with the high expectations placed on them
- 6% of 9th grade and 17% of 11th grade students have absences because they were behind in schoolwork or weren't prepared for a test or class assignment
- 12% of 9th grade and 34% of 11th grade students report current alcohol or drug use
- 13% to 16% of students have considered suicide in the last 12 months
- 9% of 9th grade and 15% of 11th grade students are reporting using prescription painkillers, diet pills, or other prescription stimulant
- 10% of 9th grade and 19% of 11th grade students have been offered, sold, or given an illegal drug at least one time.

**Student Connectedness Survey 2017-18**

**Areas of Strengths and Celebrations:**

- 72% of students feel safe and happy at school (not bullied)
- 87% of the students feel safe at SRV
- 81% of students in a one year period have not been pushed, shoved, slapped, or kicked by someone in an act of aggression on school property
- 90% of students did not feel like they need to avoid school due to bullying
- 82% of students try hard to make sure they are good at schoolwork
- 73% of students feel like people at SRV listen and make them feel valued

**Student Connectedness Survey**

**Areas for Growth:**

- 50% of students have reported having done anything to help other students who are being bullied; however, 38% have not heard or seen any students being bullied this year, and in the question following 41% of the students say they have not seen another student being bullied which is why they did not intervene. We find this data confusing to truly analyze.
- 9% of students have stayed away from school at one time or another because of bullying
- Better supervision for the quad, as that has been identified as the place where most accidents/bullying occur
- Students appear to mostly be targeted for bullying based on gender, race, skin color, and physical appearance



- 41.8% of students report feeling that it is not at all true or a little true that there is a teacher or another adult who will notice if they are gone.
- 40.84% of students report feeling that it is not at all true or a little true that there is a teacher or another adult who knows about one activity or passion they have outside of school.
- More examination: [-District Survey For WASC- Students' Connectedness and Engagement Survey Report/Analysis](#)

## **Examination of Perceptual Data**

### **2018 Process and Perception Data**

In the spring of 2018, the SRV staff created and distributed the WASC Perception Survey to staff, students, and parents. These WASC specific surveys that were compiled by community focus groups. Perception surveys were designed and reviewed by Focus Groups and finalized by a team of staff and students in the spring of 2018. Once approved, links were sent to the staff, students, and parents. Unfortunately, there were a few disruptions that we believe lessened the numbers of students and parents who filled out surveys. There was a non-sanctioned gender bathroom survey sent out on the same day as the death of a freshman student that happened days after we sent out the survey, which interrupted the process. We do believe we have accurate data that is insightful, we wish however, we had more participation. We had 352 students, 111 parents, and 77 staff (a large sample) take the designed survey. These surveys are a statistically significant sample size from which we could evaluate the feedback. We put together teams of staff members to analyze findings from each of these surveys.

### **WASC Staff Survey**

#### Areas of Strengths and Celebrations:

- Staff committed to achieving excellence for all students
- The community has a strong awareness of the needs of students
- Most (96%) staff members feel that their peers act professionally
- Grade levels are equally distributed among staff
- Most staff members (96%) feel staff is well-qualified to teach subjects/students
- Administrators are available and visible throughout the workday
- About 93% of staff agree or strongly agree that our administration provides strong leadership
- The vast majority of teachers adhere to state or national standards
- The vast majority of teachers understand student graduation requirements

#### Areas for Growth:

- Staff numbers are not enough to meet the needs of ALL students
- Administrative turnovers are an issue in terms of staff satisfaction with leadership
- Class sizes are too large
- More than 25% of staff feel they do not communicate effectively with parents
- Over 30% of our teachers do not feel that grading or rigor is consistent among teachers of the same subject

- Teachers feel that they could have better access to school counselors
- Cross curricular connections need to be made in curriculum in order for students to make learning more applicable
- PE teachers face a challenge to find space when there is inclement weather
- Current construction issues should resolve growth of facilities

### **WASC Parent Survey**

#### Areas of Strengths and Celebrations:

- Most parents think teachers are professional
- Parents feel heard by staff
- Parents feel that SRVHS has a challenging curriculum
- Teachers use a variety of tools to assess student achievement
- 85% of parents feel their students are safe at SRV
- Parents feel teachers respect students
- Over 70% of parents feel SRV is successfully attempting to address unhealthy levels of student stress
- Approximately 30% of parents feel that the students are not overworked and are not over stressed
- Parents feel that their students are actively using Access time to seek help
- Most parents believe amount of homework assigned is “the right amount to support learning”

#### Areas for Growth:

- Low male participation in surveys
- Comparing demographics of the survey with demographics of school to make sure we are getting feedback from everyone
- Teachers need to provide more feedback on student performance
- Improving student willingness to ask questions and share ideas
- Parents are apathetic towards their students’ CAASPP test/scores
- Many parents seem unsure whether bullying occurs on school campus
- 12.6% of parents believe that their students are not treated with respect by staff
- 34% of parents feel their students are too stressed
- Parents feel classes and grading standards are not consistent across grade level and/or subject area
- Parents are conflicted regarding class size with majority believing class sizes are not appropriate for student learning
- Parents feel that the facilities could better meet the needs of our student

### **WASC Student Survey**

#### Areas of Strengths and Celebrations:

- 72% of students find Access beneficial
- 61% of students spend 1.5 or more hours on homework a night
- Most students feel that they are assigned an appropriate amount of classwork/homework
- Teachers are well prepared to teach their subject

- Graduation requirements are perceived to be very clear
- Over 75% of students think teachers act professionally
- Staff and administration are visible on campus
- 51% of students take at least one AP class
- 63% of students have less than two hours of homework per night
- 76% of students self-report that the amount of classwork and homework assigned is just about the right amount or slightly more than needed to support learning
- We provide a challenging curriculum
- Students have a strong understanding of the sequencing of courses
- Students have a positive perception of administration
- 55% of students meet with teachers at least once a month during Access
- Strong use of technology in the classroom
- Students feel very respected by staff at SRVHS
- Over 91% of students feel that they use technology in their classes
- Over 75% of students do not believe that bullying is an issue at SRV

Areas for Growth:

- Our students view homeroom differently, some find it valuable, others do not. Perhaps additional structure or purpose needs to be defined.
- Only 20% of students responded that: based on my personal experience, classes of the same subject have standard grading, regardless of teacher.
- Only 22% of students responded that: classes of the same subject area have consistent pacing, regardless of the teacher. Teachers of the same subject should have the same learning experiences for the students
- Teachers need to provide more sufficient feedback
- Students are not satisfied with the timeliness of feedback and assessment notification
- 75% of students feel respected by staff, but only 40% perceive to treat staff with same respect
- 31% of students strongly agree they feel stress in their life
- Students want more input on school decisions
- 29% of students are using a tutor for math (which is double the other subjects)

**Findings, Trends, Irregular Patterns or Anomalies and Summaries of the Data:**

- Our parents are volunteering in all areas of our schools, helping our programs to be top notch and they add layers of support to our student learning. Our parents give incredible amounts of financial materials, and donations, so we can run a vibrant and abundant education experience. Our parents also help us to support programs for students to feel connected, safe and valued.
- There is a mutual respect and appreciation between our students, staff and parents for each other and the common goal we have to achieve a strong education for all our students at SRV. We acknowledge we are all partners in the education process.
- Throughout all of our surveys and data, a consistent theme is that our students feel safe. We are thrilled that we are seeing low numbers centered around bullying. We

have noted that the Bathrooms and Quad area seem to be a point of discussion for bullying or illegal substances.

- The large majority (59% and 60%) of students feel that teachers have a connection with them (would notice if they were absent, are aware of their activities and passions).
- Students and parents express a concern that there is not equity across similar courses within the same department. There is also concern that grading is not aligned.
- Access is overall reported as a very positive addition but could be more structured.
- Many types of communication are happening at SRV, and overall students are happy and feel close to people at SRV, but there seems to be a need to finding ways to communicate so staff, parents and students all feel heard and major issues can be explored.
- Student stress is still an issue reported by too many of our students, as are anxiety, depression, and drug use.

### **Implications of the Data**

- We need to work on community building within our classrooms to bring down the 41.8% of our students who reported feeling that it is not at all true or a little true that there is a teacher or another adult who will notice if the student is absent. We also need to connect with our students beyond the classroom as 40.84% of students report feeling that it is not at all true or a little true that there is a teacher or another adult who knows about one activity or passion they have outside of school. If we as a staff can connect with our students in these areas, we believe we will increase learning, social emotional learning, and positive behavior on campus. We also believe there is a connection to class size and connectedness. It was reported that class size feels too large, and our staff struggle with the workload, and grading. Students expressed that feedback and assessments were not returned as timely as they would like. Smaller classes could build better community, connections and better overall education.
- From course to course alignments, skill ladders, RTI, and common assessments, we need to increase our same course curriculum to give students an equitable educational experience.
- From examining the data, we are proud of our community for being a high performance school. Our attendance rates are fantastic, our test scores are above the state averages, and our students truly want to do well in their coursework. This raises the question: why are our CAASPP Math scores the lowest in the district? We are proud of our 11% point increase from 2017 to 2018, but we still need to analyze our discrepancies. In the WASC Parent Survey, perceptive data shows that parents are apathetic to the CAASPP test. However, the overall feedback from parents and students is also that the subject they struggle most with is Math, and they are having to rely on tutors for progress. Our students performance on the CAASPP Math section is echoed in our ACT and SAT performance: while we outperform the county and the State, we are at the bottom of the performance levels on Math in the District. While it is not uncommon that Math can be a difficult subject for many, still it is

disappointing that parents and students are unhappy with their overall experience in Math instruction. During this strong economic time, we have found it difficult to hire and retain qualified Math teachers. We are also wondering if there needs to be improved articulation with our middle schools because we have discovered that some of our incoming freshmen come in low because at the middle school level, in some cases, homework is weighted heavily, while tests count for 50% of the class grade. This means that a failing test grade may still average out to a C for the whole course, which gives students a false sense of knowing the material. We believe that with additional conversations with our middle school teachers, and by incorporating CLR and RTI strategies into Math instruction, we can make a significant shift in our scores as well as the students' and parents' perceptions about their experiences around math instruction at SRV.

- We also have a huge discrepancy between gender scores on our ELA test. Our female students averaged a 91 on the test, while the boys averaged a 71. While it may be counterintuitive to say that the white males at SRV are predictably at a disadvantage, that is what the data reads. Similarly, we need to do better addressing the learning needs of our students with disabilities and students who are economically disadvantaged.
- More structure and more systematic use of Access and Homeroom could bring stronger skills especially in course like Math where students seem to be deficient.
- Student stress seems to be managed overall, but can be noted as something we need to be aware of so that we keep bringing the numbers down. We are concerned about the drug use, and students who are experiencing chronic sadness and hopelessness.

### **Preliminary Critical Student Learning Needs**

#### **Critical Learner Need #1:**

We want our students invested in all assessments beyond the value of points and grades. In other words, we want to increase literacy in all courses and subjects, and raise our underperforming students in order to create a culture that values all assessment and academic performance measures. We strive for our students to be engaged, not merely compliant.

#### **Critical Learner Need #2:**

We want every learner to be able to achieve at high levels and this includes a student-centered individualized education where all needs are being met. To achieve this, we want to continue to analyze data, use RTI strategies, strengthen course alignment, improve collaboration, communication, and common assessments skill ladders.

#### **Critical Learner Need #3:**

Continue to focus on reducing academic and social emotional stress in order to improve student connectedness to SRV.

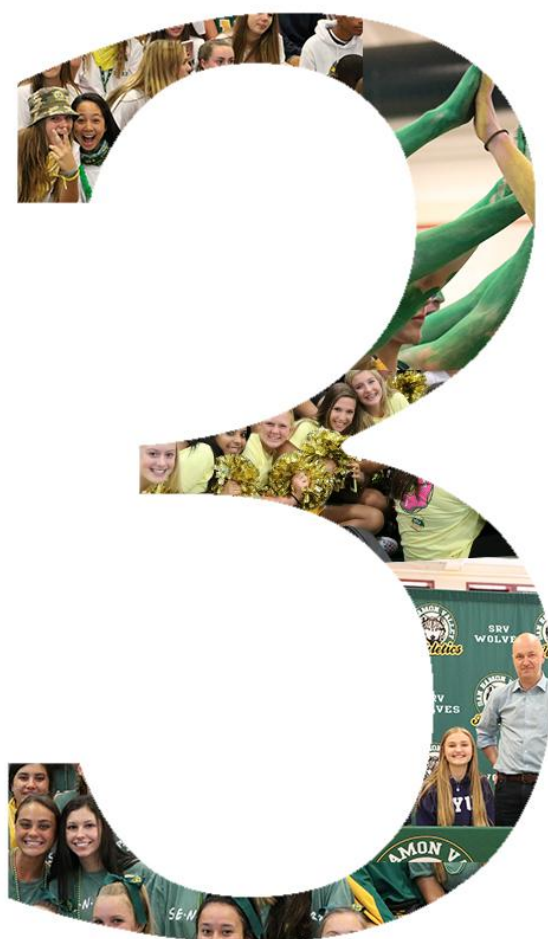
#### **Questions to be Discussed in the Focus Groups:**

- Do we need to reexamine our Mission statement?

- How do we change our ESLRs to SLOs?
- Where are we as a school in RTI development?
- Where are we as a school with our course and department skill ladders?
- Why are kids feeling and seeing less bullying but 50% are not reporting it? Was this information accurate?
- How can we allow staff to feel heard?
- How can we reduce turnover?
- How can our parent community feel heard?
- How can our student population feel heard?
- What are we doing to increase community building? What can we do?
- Have we been using test score data to help inform curriculum goals?
- How can we improve using test score data to help inform curriculum goals?  
Specifically, CAASPP, AP scores, SAT/ACT, formative and summative assessments?
- How can we help departments to work with one another (cross-curricular)?
- How do teachers know when students are understanding the material and what we're doing when some are and some not?
- Why do we seem to be high performing on state tests measures, but testing the lowest in the district for the Math CAASPP scores?
- How can we increase intrinsic motivation among students so as to increase student engagement, resilience, perseverance, and performance?
- How can we evaluate student performance in a way that does not lead to decreased student engagement as the result of extrinsic motivation (a fixation on scores rather than learning)?

*San Ramon Valley High School*

# Chapter



*Self Study Findings*

## Chapter III: Self-Study Findings

### Category A: Organization:

#### Vision and Purpose, Governance, Leadership and Staff, and Resources

##### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

**Online Programs: iNACOL Standard A: Mission Statement:** The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

##### Vision – Mission – Schoolwide Learner Outcomes – Profile

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<b>A1.1</b> San Ramon Valley High School's Vision, Mission, and Student Learner Outcomes are based on the SRVUSD <a href="#">Mission Statement</a> : "With an ongoing tradition of educational excellence and intensive community involvement, we serve all our students and prepare them to flourish as responsible, ethical and productive citizens by providing a continuously improving educational program which encourages all our students to discover the joy of learning and to realize their full potential in	<a href="#">SRVHS WASC Visual Hyper-Doc</a>  <a href="#">Core Values and Beliefs</a>  <a href="#">Schoolwide Learner Outcomes</a>



an ever-changing world.” As well as the SRVUSD [Framework for Excellence](#), which is built upon the foundations of the three R’s; Rigor, Relevance, and Relationships.

San Ramon Valley High School’s [Core Values and Beliefs](#) were developed in 2017 as part of the WASC self study. Over the past seven years, SRVHS has gone through numerous administrative changes, causing our Mission and Vision to be modified multiple times, making it unclear at times. When preparing for the 2018 WASC report, SRVHS involved all stakeholders in creating the Core Values and Beliefs and the Student Learning Outcomes. The title of “Core Values and Beliefs” was viewed as more favorable to our staff, as opposed to a ‘Mission statement’. For the purposes of the report, please use the two interchangeably.

San Ramon Valley High School has continually worked with its stakeholders to refine the Vision, Mission, and SLOs. The SRVUSD [Framework for Excellence](#) shaped the redevelopment of the school’s mission. The strategic planning work included a broad listening campaign involving the greater community, parents, students, and staff. The Governing Board adopted an updated Plan in May 2016. This update included revised Vision and Mission, identified core values, and guiding priorities. SRVHS worked to refine the school’s Vision, Mission and Student Learner Outcomes as a result of the Board’s revision. [San Ramon Valley High School Initiatives](#)

[Single Plan for Student Achievement \(SPSA\)/WASC Alignment](#)

[San Ramon Valley High School Initiatives](#)

SRVUSD:  
[Framework for Excellence](#)

[Mission Statement](#)

Previous WASC reports:

[WASC Report 2012](#)

[WASC MidCycleReport  
FINAL 3-5-15](#)

[Midcycle Report 2015  
WASC Response](#)

## Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p><b>A1.2</b></p> <p>San Ramon created many opportunities for stakeholders to provide input into our school's Core Values. Input was invited through frequent communication through emails, daily bulletin, the SRV website, and a general invitation to join focus groups. Additionally, SRV provides many parent education events like Dad's Coffee, Back to School nights, and PTSA meetings to elicit more anecdotal input. Our Leadership students have helped to create an environment open to critique and input through events like Breaking Down the Walls. Business and community groups also get involved through events like Student Recognition Project, sports sponsorship, Donors Choose, and Grad Night sponsorship.</p> <p>The development of the school's Vision, Mission and <a href="#">Schoolwide Learner Outcomes</a> were the result of examinations of <a href="#">prior WASC Self Study reports</a>, SRVUSD <a href="#">LCAP</a> goals, surveys, and student data. When looking at ways to revise the SRVHS Vision and Mission statement(s), stakeholder groups were asked to consider the District initiatives, which include Response to Intervention, Culturally responsive teaching, and Learning, State Standards. San Ramon Valley High School's Student Learner Outcomes each address vital components of the schools student growth, expansion, and changes focusing on being culturally responsive, the social and emotional health of the school, and helping students find their path in their post-high school pursuits.</p> <p>In preparation for the 2018 WASC visit, all Focus Groups looked at the Vision, Mission, and SLOs that were last revised in 2012. Great conversation was had by all Focus Groups when discussing</p>	<p>August 7, 2017 <a href="#">WASC extension letter</a> (explains Principal/Leadership turnover)</p> <p>Emails soliciting for volunteers Leadership students promotion</p> <p>Online School Bulletins: What's up SRV/<a href="#">Wolfpack Weekly</a></p> <p><a href="#">PTSA</a> Recruitment and Meeting Minutes</p> <p><a href="#">Breaking Down the Walls Info</a></p> <p><a href="#">Dad's Coffee with Principal</a></p> <p><a href="#">PTSA Parent Education</a></p>

the strengths and areas of growth for these items. Proposals for change were given to the WASC Coordinator who then took possible changes and met with a group of staff who wanted to help revise and craft the revised SLOs and the Mission and Vision. All Focus Group Leaders, the full administration team, students from the Leadership class, and the WASC Focus Groups looked at the proposed SLOs and Mission and Vision and suggested small edits and changes. The smaller group of staff and students then came back and crafted the final draft. The final draft was then presented individually to the Focus Groups and the entire staff to achieve consensus. The final draft was also shared with parent groups, Site Council, and the Leadership class.

### Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

**A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.**

**A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.***

Findings	Supporting Evidence
<p><b><u>A1.3</u></b></p> <p>The San Ramon Valley Unified School District worked together with the LCAP Committee comprised of staff, parents, students, and community members to develop the draft 2018-2019 Local Control and Accountability Plan (LCAP). This work included overview of the Local Control Funding Formula, the LCAP, and District data. This annual update to our three-year plan describes the District's goals, actions services, and expenditures that support student growth based on input from staff, parents, and community members. SRVUSD continues to do significant work to engage stakeholders in the <a href="#">LCAP process</a>. The draft LCAP was shared with community members at two meetings held at the SRVUSD Education Center (699 Old Orchard Drive, Danville) on Tuesday, May 29, 2018, and Wednesday, May 30, 2018 and was adopted by the Board on June 26, 2018.</p> <p>SRV actively promotes its core values through its many events, assemblies, rallies, and awards nights. Speakers like Mike Smith and Keith Hawkins help to show our community the importance of our Vision. Student Leadership and staff work to promote the SLOs and Values through awards and scholarships provided by</p>	<p>SRVUSD <a href="#">LCAP</a> goals</p> <p><a href="#">2018-2019 Local Control and Accountability Plan</a></p> <p>Breaking Down the Walls Agenda and purpose</p> <p>Every 15 Minutes explanation</p> <p>Rally Agenda</p> <p>Assemblies with themes that connect to vision: Mike Smith, Keith Hawkins</p> <p>Wheelchair awareness</p>

<p>booster groups and the PTSA. This year, one of the added awards will be directly tied to SLO's.</p> <p>Recent Principalship change has facilitated a more forward approach to communication of the Vision and SLO's through Twitter, the SRV website, and bulletins. SRV feels that a continued effort into education about the student learning outcomes and their importance should be of high importance.</p>	<p>week Agenda</p> <p>List of Awards: (Wolf of the week</p> <p>Leader of the pack,Staff choice awards)</p> <p>Use of SLO's to award students</p> <p>SRV Website</p> <p>Pack Principal at MRK twitter</p> <p>Infinite Campus</p> <p>School Loop</p>
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## A2. Governance Criterion

**The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career- readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.**

**Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]**

### Indicators with Prompts

#### Governing Board and District Administration

**A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.**

**A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the***

*roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p><b>A2.1</b></p> <p>The San Ramon Valley Unified School District Governing Board follows the California Education Code as it applies to School Board governance. School Board meetings are held on a semi-monthly basis and are open to the public. These meetings are communicated in accordance with the Brown act, with all agendas and meeting minutes posted on the SRVUSD website.</p> <p>SRVUSD's Governing Board consists of five members:</p> <ul style="list-style-type: none"> <li>● Ken Mintz, President</li> <li>● Rachel Hurd, Vice President</li> <li>● Greg Marvel, Clerk</li> <li>● Mark Jewett, Member</li> <li>● Susanna Ordway, Member</li> </ul> <p>Also in attendance are our Superintendent, his Cabinet, and our District's Directors. Each meeting agenda allows time for public comment on agendized and non-agendized topics as well as for reports by our union presidents and our student School Board Representatives.</p> <p>Members of the SRVUSD Governing Board serve four year terms with elections being conducted every two years. New trustee Susanna Ordway was appointed in June 2018 to finish the term of a member who decided to step down. The SRVUSD Governing Board and District leadership have worked with all stakeholders in developing our district's Framework for Learning and Mission Statement, which encapsulate the core of the work done on our campuses across the district. Policies, procedures, and priorities are clearly articulated through our Board Policies, Administrative Regulations, and Local Control Accountability Plan. These elements are regularly updated with most changes being accomplished by committees that consist of representatives from all stakeholder groups. Any changes are presented to site principals at semi-monthly meetings and are then disseminated to sites.</p>	<p><a href="#">San Ramon Valley Unified School District Board of Education</a></p> <p><a href="#">SRVUSD District Student Ambassador</a></p> <p>2017 - <a href="#">SRVHS LCAP Input</a></p> <p>California Education Code</p> <p>Board Meeting Agendas and Minutes</p> <p>Principal Meetings Agenda and Minutes</p>

### **Governing Board and Stakeholder Involvement**

**A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.**

**A2.2. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
<p><b>A2.2</b></p> <p>The SRVHS community participates in the school's governance in many ways. Staff members at both the site and district level work hard to publicize opportunities to increase community and parent participation. The District website includes ample and relevant information. The Superintendent sends out regular updates including relevant budget issues and pertinent school issues. The board meeting agendas and updates are sent out via email and posted on the website. Parents and community members are encouraged to attend board meetings and there is time built-in to each meeting for public comments.</p> <p>There are a number of district committees all of which seek to include parent and community participation. These committees include the LCAP Steering Committee, the District/Site English Learners Advisory Committee, the Equity Task Force, and the Strategic Partnership for Equity and Diverse Opportunities. Other parents involvement includes participation in the textbook adoption process and the occasional parent serving on district and site hiring panels. A Parent Leadership Group comprised of PTSA representatives from all schools meet regularly with the Superintendent and the Cabinet.</p> <p><u>8 booster groups</u></p> <p>For information on Corporate Matching Funds, including a list of Booster Group Tax ID numbers, download the file at the bottom of this page.</p> <p><u>21st Century Learning Foundation</u></p> <p><i>The 21st Century Learning Foundation is dedicated to fulfilling the technology needs of SRVHS in order to enhance the learning environment for all students and staff.</i></p>	<p>Booster group websites links <a href="#">Parent &amp; Student Resources</a></p> <p>2017 - <a href="#">SRVHS LCAP Input</a></p> <p>email, school website, PTSA newsletter, e-bulletin, Twitter, Sentinel Monthly</p> <p>Create DOC for Booster groups to brag/share</p> <p>Communications</p> <p>Parents are continually invited to participate in all school governance opportunities</p> <p>Minutes published on school website (PTSA, Site Council, etc)</p> <p>Calendar</p> <p>Planners provided at the beginning of the year</p> <p>Dads on campus</p>

### Academic Boosters

*Academic Boosters is a non-profit 501(c)3 parent-run organization dedicated to raising funds to support quality programs that enhance the educational experience for all students at SRVHS.*

### Athletic Boosters

*Help build SRVHS school spirit and help build stronger athletic teams by becoming a member of the SRVHS Athletic Booster Club. The Athletic Booster's support helps pay for equipment, facilities, and expenses associated with SRVHS Athletics.*

### PTSA

*The PTSA at SRVHS has been supporting the school for over 60 years by providing volunteer services and funding for programs and projects that support student learning at all grade levels.*

### San Ramon Theatre Boosters

*The SRVHS Theatre Boosters mission is to provide organizational fundraising and general support resources for both the students and faculty members in the San Ramon Valley High School Theatre Arts programs.*

### San Ramon Voices

*San Ramon Voices is the non-profit booster group supporting the SRVHS vocal music program. They are active raising funds and supplying support for the program.*

### WolfTones

*WolfTones is the music booster group for SRVHS, supporting the long and illustrious history of instrumental music we are so fortunate to have at this school!*

### San Ramon Valley Dance Boosters

*SRVHS Dance Boosters is a public association dedicated to providing support to enhance the quality of the dance program, including performances, competitions, educational*



<p>opportunities, field trips, and community service.</p> <p>Much of the participation in school governance takes place at the site level. Parent surveys indicate that the majority of parents are aware of opportunities for parents to be involved in the school, and the majority of parents agree that the school leadership employs a wide variety of ways to encourage parent and community involvement.</p> <p>The SRVUSD Governing Board reviews and approves all new hires, tenure decisions, new course approvals, course pathways, textbook adoptions, graduation requirements, professional development planning and funding, categorical funding, etc. Board level decisions or considerations are then disseminated by district leadership to the site principals at semi-monthly principal meetings. The principal then brings information back to the sites to share with staff either through full faculty meetings or through SRVHS department leaders, who then bring the information back to their respective departments.</p>	
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### Uniform Complaint Procedures

**A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.**

**A2.3. Prompt: Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).**

Findings - 9/14	Supporting Evidence
<p>The SRVUSD Governing Board has a well-defined complaint procedure process. This Board Policy and Administrative Regulation (AR) was updated recently and includes details on all three levels of formal complaints, from anonymous sources, as well as informal complaints. Staff, parents, and students are informed of these procedures at the beginning of each school year through the distribution of our district-wide Annual Update. In addition, these procedures are included in SRVHS Student &amp; Parent Handbook, which is posted on the school's website. The handbook describes the lines of communication for filing a complaint, student/parent responsibilities, and bringing the complaint or disagreement to a close. This process provides faculty, students, and parents with a clear path for communication and problem resolution.</p>	<p><a href="#">SRVUSD Uniform Complaints</a></p> <p><a href="#">San Ramon Valley High School Student &amp; Parent Handbook 2018-2019</a></p> <p><a href="#">SRVUSD Annual Update</a></p>



### A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

#### Broad-Based and Collaborative

**A3.1. Indicator:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
SRV recognizes a need for broad-based collaborative planning and a process to continuously improve the school and meet the ever changing needs of its community. Departments at SRV have been subdivided into subject level teams in order to better analyze assessment outcomes and best practices. Additionally, these subject level teams work as RTI groups in order to better facilitate more individualized interventions.	Department Leaders meeting minutes  Subject Level Team Leaders minutes
SRV's Site Council follows district requirements for members, which dictate that certain percentages of faculty, administration, students, and parents must be present on the committee. Each group represented is elected by their peers. Site Council members also include a classified staff member so all parties are included. Site Council meets once a month from October through May to determine ways to support the SPSA and WASC goals. The meetings run for at least an hour and follow an agenda that is distributed 72 hours in advance. Site Council is granted a specific sum at the beginning of the school year to distribute through Site Council grants to teachers that apply. Teachers ask for funding to improve their classrooms and programs; Site Council members listen to teacher presentations and discuss the merits and drawbacks while also considering how the proposals support the SPSA and WASC goals. Teacher proposals that have been approved are varied: music lessons for the special day class, yoga equipment for a yoga classroom, funding for on-site Shakespeare performances, life size models and heart monitors for	Department level meetings  The live and online Meeting agendas  Site Council Minutes Interim reports Challenge Success student day  Department meeting SLT Meetings Department Leader

<p>health classes, and classroom library funding for multiple English classrooms.</p> <p>In the past, grants have been funded on a first come first served basis. We realize this is not the best way to determine which programs deserve funding or how much funding they should be allocated, as well as which programs better meet our SPSA/WASC goals. One strength to this system is that teachers can seek grant funding outside of the traditional grant season. SRVEF is September - October, and PTSA is November. One suggestion that is being considered is to set aside January, February, and March for Site Council grants, allowing other sources of funding to help teachers before the second semester. We also realize that publicity for the Site Council grants has been minimal at best. More publicity would create better faculty proposals through increased competition that better serve our students and meet our site goals.</p>	<p>Meetings</p> <p>All Staff Meeting</p> <p>Essential Standards Work</p> <p>Site Council</p> <p>WASC Process</p>
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### Single School Plan for Student Achievement Correlated to Student Learning

**A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.**

**A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college-and-career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?***

Findings	Supporting Evidence
<p>The Single Plan for Student Achievement (SPSA) was developed in accordance with the District LCAP. The District administrative team provided annual training for site administrators to understand and implement the LCAP at each district site. Student achievement data and discipline data were used with site-specific goals to develop the SPSA. The School Site Council used student achievement and engagement data to set targets for the Single Plan for Student Achievement goals. The School Site Council reviewed the previous year's goals in the context of updated or new data and recalibrated the goals and their measures to reflect current site needs.</p> <p>Every Fall, the SRVHS Site Council evaluates progress towards the site's SPSA goals using a variety of student</p>	<p>LCAP Survey</p> <p>2017 - <a href="#">SRVHS LCAP Input</a></p> <p><a href="#">2017-18 SRVHS School Site Council Folder</a> (agendas in folder)</p> <p>Counseling Data</p> <p>D and F list</p> <p>SRT</p> <p>AVID</p> <p>Essential Standards</p> <p>CAASPP Data</p>

<p>achievement and school climate data.</p> <p>Members of the SRVHS Site Council do not directly analyze raw student data, but they are deeply involved with the evaluation process. Data reports are typically prepared by the Principal and/or the Site Council Chair and are presented at fall meetings with feedback and discussion following such presentations. There is considerable care taken to ensure that the data provides evidence of progress towards our site goals and that those goals continue to be in alignment with our WASC Action Plan Items.</p> <p>The results of this evaluation drive any changes or revisions to the SPSA when it is submitted to the District Office in December.</p>	<p>WEB Site</p> <p>List of college rep visits</p> <p>SART - student attendance review team at SRVHS</p> <p>SARB - Student attendance review board at District Level</p> <p>Discipline/detention tracker for attendance infractions.</p> <p>Weekly Attendance Reports</p> <p>Site Council Meeting</p> <p>SST Meetings</p> <p>Attendance TSA</p> <p>Health and Safety Link</p> <p>College rep visits</p> <p>Building Bridges</p>
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### Staff Actions/Accountability to Support Learning

**A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.**

**A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.***

	Supporting Evidence
<p>San Ramon's leadership team provides ample opportunities for feedback from its staff that help to facilitate shared decision making. Staff meetings, department meetings, and professional development time are all opportunities for the generation and discussion of ideas. Recent Administration has created a positive atmosphere to ensure the free flow of ideas. SRV Administration develops positive relationships with its staff and has an open-door policy for its staff. The Administration team also actively seeks electronic feedback for its staff after professional development and staff collaboration days.</p> <p>At SRV, the role of Department Leader is imperative in the effectiveness of shared decision-making, responsibility,</p>	<p><a href="#">SRVHS WASC Values - SLOs - SPSA - Initiatives</a></p> <p><a href="#">2017-18 SRVHS Collaboration/PD/Dept/Committee Calendar</a></p> <p><a href="#">2018-19 SRVHS Collaboration/PD/Dept/Committee Calendar</a></p> <p><a href="#">2017-18 SRVHS PD by TOPIC</a></p> <p><a href="#">2017-18 SRVHS DL Running Agenda</a></p>

and self-reflection for its practices and programs that support student learning. At SRV the DL is elected by their department to serve a two year term, representing their department at monthly DL meetings with the Principal. DL meetings are a time to share pertinent information that needs to be disseminated at department meetings, but it is also a forum to present and discuss new ideas.	<a href="#">2018-19 SRVHS DL Running Agenda</a>
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### Internal Communication and Planning

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>The majority of staff communication occurs through email. Weekly communications from administration include staff meeting agendas, and professional development agendas. All agendas and information associated with the agendas are hyperlinked in order to facilitate better communication and reduce paper waste.</p> <p>SRV meeting calendar helps to facilitate internal communication. All staff meetings are held on the first Wednesday of the month. This helps to give a clear idea of what the goals and events are for the month. Department Leaders meet the following Tuesday to share ideas and set agendas for the department meeting, which follows on the second Wednesday of the month. SLT meetings occur the third and fourth Wednesday of the month with one having a dedicated focus on Response to Intervention and the other to subject level agenda (common assessments, collaboration, etc.).</p> <p>In recent history, the use of Google forms and surveys has been a primary means of gathering feedback data. There is certainly a need to gather data to evaluate the efficacy of the current communication systems as it is always a challenge with such a large community.</p> <p>During the Spring of 2018, SRVHS Staff were surveyed,</p>	<p>Copies of Agenda Posted meeting minutes Link to Agendas DL Meeting calendar Email system</p> <p><a href="#">2018 WASC Staff Survey Results</a></p>

specifically with the question of, “The administration at SRVHS is accessible (in person or via email) to me to address my comments or concerns about the school.” 84.5% responded “Agree and “Strongly Agree” (p5 of <a href="#">2018 WASC Staff Survey Results</a> ).	
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#### **A4. Staff: Qualified and Professional Development Criterion**

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

**Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]**

#### **Qualifications and Preparation of Staff**

**A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.**

**A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.***

<b>Findings</b>	<b>Supporting Evidence</b>
Human Resources has an extensive process for recruiting and hiring highly-qualified teachers and SRV is proud to have benefited from such a process. Those who pass the initial screening through Human Resources are then offered an interview at the job site. At SRV, every effort is made to have both an interview with a panel of staff members comprised primarily of teachers, as well as to	<a href="#">San Ramon Valley Teacher Induction Program</a> SRVTIP/BTSA  Mandatory online trainings - Keenan

<p>have applicants teach a sample lesson to students. This is an extremely effective practice as it has helped SRV to hire some incredible teachers.</p> <p>All teachers are either all probationary, temporary, or tenured teachers. All tenured teachers have completed an induction program, many of whom completed the San Ramon Valley Teacher Induction Program (SRVTIP).</p> <p>It should be noted, that in light of the severe teacher shortage throughout California, the District has been very active in attending job fairs, and now regularly host fairs for SRVUSD. This proved to be very successful as Human Resources representatives were present and were able to screen candidates on the spot. Additionally, the fair was represented by administrators from every site. Most sites, including SRVHS, were represented by all administrators. This allowed sites to hire people well before the end of the school year, ensuring the hiring of quality teachers in the hiring cycle.</p> <p>Once hired, all new teachers attend an extra paid day of district-led training prior to school starting. This training includes many pertinent topics, one of which is an introduction to the District LCAP goals. Each site, including SRV, offers an additional half day of training to new teachers. The feedback from new teachers regarding this training is positive. New teachers reported that they felt better connected to other teachers, having made new friends; they also reported feeling more comfortable knowing their way around campus, understanding how to use the copy machines, order supplies, and who to go to questions. At these meetings, new teachers are often paired with a teacher “buddy” to assist them with the many questions and experiences they will face.</p> <p>New teachers meet once a month with Assistant Principals in order to discuss issues and best practices.</p> <p>SRV also works collaboratively to ensure that teachers are meeting their teaching goals. Contracted evaluation systems are in place district-wide to ensure teachers that are setting professionals goals that align with the</p>	<p>HR recruitment and hiring fairs (all district admin interviews)</p> <p>Interviews with admin/counselors/teachers</p> <p>Sample lesson during interviews</p> <p>Site based new teacher training</p> <p>Teachers observing teachers (“Pineapple Charts”)</p> <p>Hiring during appropriate season (NOT SUMMER)</p> <p>SRVUSD New teacher training</p> <p>Ongoing professional development, often paired with teaching partner in site-level teams.</p> <p><a href="#">PLAN A: 2018-19 SRVHS Certificated Evaluation Letter</a></p> <p><a href="#">PLAN B: 2018-19 SRVHS Certificated Evaluation Letter</a></p> <p><a href="#">New Teacher/Staff Orientation</a></p> <p><a href="#">Agenda for New Teachers Meetings 2017-18</a></p> <p>Naviance</p>
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<p>California Standards for the Teaching Profession (CSTPs). Teachers brand new to the profession participate in the teacher induction program, SRVTIP. Teachers align their goals with the CSTP's, which are based in educational research. SRVUSD does not charge teachers to participate in their preliminary credential, which helps to draw in highly qualified applicants.</p> <p>The District has also started a new teacher evaluation system that has been in development for several years. There has been a need to update and make the teacher evaluation process more practical and modern. A teacher evaluation committee was created at the district-level that included all stakeholders. Together they researched other evaluation models, analyzed our current evaluation model, and then created a new model that we think is a better evaluation method.</p> <p>The Special Education department has additional training in the form of CPI, Jobalikes, and the district-led "Bootcamps". These trainings assist teachers, counselors, and school psychologists to identify students in need through "child find" opportunities in addition to the Student Study Team (SST) that meets on a weekly basis. The SPED teams also work closely with the feeder schools to discuss the appropriate placement for incoming 9th-grade students.</p> <p>The Counseling team enjoys a monthly district meeting with all counselors in the District where they receive additional training and discuss current issues facing our students today. For students with a variety of issues that do not qualify for Special Education, 504 trainings are provided to support counselors in meetings that ensure student support.</p> <p>Our Counseling Department receives the support of a full-time support counselor highly trained to be responsive to the social-emotional well-being of our students. She attends regular trainings, such as risk-assessment, crisis response, among other counseling expertise. Furthermore, the District is working with an outside agency to provide us with a crisis counselor, known as a School Counselor</p>	
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Intervention Program (SCIP) counselor.	
<p>Apart from our academic and social/emotional counselors, our college &amp; career counselors receive training and travel to schools to understand the latest application process and admittance criteria for colleges and universities. The academic and career advice they provide students with a tailored approach to assist in choosing and applying for four-year academic and extracurricular planning. These counselors are well-versed in “Naviance”, a website geared in helping individual students track and achieve their post-secondary life goals.</p>	

### Defining and Understanding Practices/Relationships

**A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.**

**A4.2. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.***

Findings	Supporting Evidence
<p>With many administrative changes, a consistent handbook on school policies was under review and underwent changes and revisions. This year, on the first day of staff development, a binder was given to every staff member with written or links to find clear SRVUSD policies, personal responsibilities, operational practices, and contact information. Emails are also sent with links for work requests, parking information, staff directory, school dates, etc.</p> <p>The primary method of communication used by the Administration to inform faculty and staff policies and responsibilities or share information is face to face at staff meetings, or it is communicated through email. The Principal and Administration also communicate to departments at monthly department leader meetings and this information is passed to the various departments for discussion and feedback.</p>	<p><a href="#">2018 WASC Staff Survey</a> (pp4-6)</p> <p>Edgenuity</p> <p>Staff PD Binder</p> <p>Examples of staff emails for information dissemination</p> <p>Schedule Preference Sheet is given to teachers</p> <p>New Google Drive is used to streamline communication of information</p>



<p>Besides our Wednesday built-in time for staff meetings and department time, we also have set aside time once a month after school where staff has been working on either achieving past WASC goals, or working on our current report.</p> <p>Each March, the Administration sends out a form to teachers asking them to request which subjects/classes they would like to teach for the following school year. This is a request only, but every effort is made to try and honor that request. Staff is free to request anything they are credentialed and qualified to teach. After certain criteria are met, such as considering the teacher's qualifications (AVID, AP, Vocational, College Connect, etc.) the head counselor and an Assistant Principal then begin to build the Master Schedule. Curriculum Leaders are given drafts of their department's schedule in April, and discussion takes place regarding the proposed schedule. If considerations need to be given for certain requests, like the need for part-time FTE, or needing a common prep period for collaboration, then that is when the discussion takes place. Per the teacher's contract, returning teachers are notified ten school days prior to the last day of school about what their tentative teaching assignment will be for the following year. While every effort is made to not change a teacher's scheduled over summer, occasionally the need does arise. The teacher will receive a phone call from the Principal who will explain why that particular change is necessary. Whenever possible, the change is only to the division of sections, and not subjects being taught (ie-switching from two sections of Algebra 1 and three sections of Geometry to three sections of Algebra 1 and two sections of Geometry. The process itself is as streamlined as possible for a staff of our size. The Administration and counseling team work tirelessly to ensure that as many needs and requests as possible are honored.</p> <p>Annually, the SPED Department identifies students who require an experience that is supported by a paraprofessional and, potentially with a co-taught class. The SPED Department leader works with the counselors to provide feedback as to which teacher should work with</p>	<p>List of courses collapsed from the 2016-2017 school year</p> <p>District PLI's</p> <p>Independent Study PE</p> <p>Internship Programs</p> <p>College Connect</p>
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which discipline and specific students. Based on SPED Department staffing needs, teachers and paraeducators are tentatively placed in courses with high numbers of students with IEP's. They then serve as a support to the student and teacher in the classroom on a daily basis with helping identify issues, working to provide accommodations, and assuring students meet their individual goals.	
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### Support of Professional Development/Learning and Measurable Effect on Student Learning

**A4.3. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
The effectiveness of professional development is usually helpful and positive but can vary based on experiences based on the quality of offerings, existing demands at the time, and overall staff engagement/attitude. The most effective professional development have been those driven by staff or informed by staff. The administration team actively seeks feedback from staff to respond to timely needs as well as best practices for staff to obtain training on district and site-based initiatives. Furthermore, the Principal seeks feedback from staff at the end of every professional development day in the form of an anonymous survey.	<a href="#">SRVHS PD Feedback 8.10.18</a> <a href="#">PD Feedback Form 8.11.17</a>  <a href="#">2017-18 SRVHS Collaboration/PD/Dept/Committee Calendar</a>  <a href="#">2018-19 SRVHS Collaboration/PD/Dept/Committee Calendar</a>  <a href="#">2017-18 SRVHS PD by TOPIC</a>
Within the Visual and Performing Arts Department (VAPA), Elizabeth Burke is one of four people in the District who teaches multiple levels of art. The NAEA Conference allowed her to interact with thousands of arts educators and bring back ideas to her district peers.	Grants showing funding for teacher PD (English and VAPA)  Internal PD Agendas with links to resources
Organized and well-trained teachers are able to provide a quality education for students through the development of their craft and through a renewal of enthusiasm and	Site Council Agenda showing

<p>creativity. Internal professional development is often teacher-driven based on individual desires and needs, or by department goals (e.g. Newsela training, Penny Kittle training, AP training, ERWC, Big Ideas math, CAASPP training, etc.). The culture of the school often promotes staff to choose, create, or present their own professional development. The first teacher workday was heavily informed and presented by fellow teachers. Some past professional development topics have included: technology, classroom management, classroom environment (safe space training - GSA), project-based learning, Mindfulness, coaching, speaking and listening, and many more.</p> <p>Teachers take advantage of online classes, conferences, AP training, Challenge Success workshops, training in the area of RTI and PLC's, social-emotional professional development for mental health, Danville Police Department drug awareness, etc. Administration has also honored requests for release time for curriculum development and requests for a substitute teacher to cover classes to observe one another. Additionally, teachers have asked for, and received, face-to-face vendor training and support for online textbooks (Big Ideas Math, Newsela, NGSS).</p> <p>In terms of preparation, teachers are given several opportunities for training. For several years, the District has offered a Summer Institute, which is optional for teachers to attend; those who choose to attend are paid or offered professional growth units. Unfortunately, this was not offered this past summer due to district budget cuts. Each summer, AP teachers are sent to College Board workshops, and are also highly encouraged to attend any refresher training offered locally throughout the year.</p> <p>Each year the School Site Council sets aside \$20,000 - \$25,000 to fund teacher driven improvement projects.</p> <p>In the spring of 2018, all English teachers were invited to a two-day workshop with Penny Kittle held in the SRVHS Library.</p> <p>AVID teachers receive extensive training with fellow AVID</p>	<p>funding for PD</p> <p>Penny Kittle conference</p> <p>Newsela training with District TSA</p> <p>Essential Standards to show the connection between PD and impact on curriculum</p> <p>Google forms and feedback of all PD</p> <p>RTI training</p> <p>AVID training (both through periodic District training and conferences)</p> <p>Training of ERWC curriculum and instruction</p> <p>CADA training conference for Leadership teachers and bookkeeper</p> <p>Breaking Down the Walls training</p> <p>Link Crew Training</p> <p>Culture training by Phil Boyt</p> <p>NGSS training</p> <p>RTI agendas that reflect the 4 questions of RTI, including a plan for reteaching skills based on analysis of data. <a href="#">SLT Template</a></p>
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teachers in the district.	
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**A4.3. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.***

Findings	Supporting Evidence
<p>SRVHS provides three prep periods for a Technology Teacher on Special Assignment who helps with utilizing 1 to 1 devices in classrooms as well as professional development.</p> <p>Staff meetings model new ways to use technology in the classroom and engage staff in practicing a variety of tools to use in their classrooms. Staff members become more actively engaged in bringing in new techniques that foster student growth, or as staff grows more confident, enthusiastic, and communicative about their curricula.</p>	<p><a href="#">Technology Help Flyer</a></p>

### Supervision and Evaluation

**A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.**

**A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?***

Findings	Supporting Evidence
<p>The entire procedure and timeline for evaluation is outlined in the teacher's contract, which is renegotiated each year. Several years ago, the District and the Teachers' Association agreed that the current evaluation system was outdated and that a complete overhaul was required. A district committee was formed to research other methods of evaluation process; however, SRV was not included in the pilot. Evaluation procedures and timelines for certificates and classified employees are outlined in each groups respective contract. The new evaluation system was bought online in the 2015-16 school year at several schools throughout the District.</p> <p>The evaluation process has received a considerable amount of positive feedback among the District and at SRV. The new process was negotiated as a part of the new SRVEA contract and approved and fully implemented for all certificated employees for the 2017-18 school year.</p>	<p><a href="#">PLAN A: 2017-18 SRVHS Certificated Evaluation Letter</a></p> <p><a href="#">Self Reflection of Teaching Practice</a></p> <p><a href="#">SRVEA Contract</a></p>

This new evaluation process encourages ongoing self reflection and is worded in a way to encourage a growth mindset for teachers. Modeled after the SRVTIP/BTSA evaluation form for new teachers.	<a href="#">SRVTIP</a>
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**A4.4. Additional Online Instruction Prompt:** *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
N/A no online instruction	

### A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]**

#### Allocation Decisions and Their Impact

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>SRVHS is very proud of the new clearly aligned Schoolwide Learner Outcomes and SPSA goals. These are also indirect support of the District LCAP the Vision and Mission of both SRVHS and SRVUSD, as well as the Critical Learner Needs, and all state standards. Discussion has been a huge part of the WASC self-study process at SRVHS and resource allocations clearly reflect this. These areas are revisited annually to ensure they continue to represent the objectives of our school and community.</p> <p>San Ramon Valley Site Council has taken a lead role in establishing site goals as represented in our annual SPSA and allocating SIP funds to support teachers in their meeting these goals. Every fall, San Ramon Valley Site Council evaluates expenditures in order to assess our progress towards SPSA goals. Representatives from all stakeholder groups are part of this progress.</p> <p>Many other programs oversee their own budgets, such as the library, clubs, the College and Career Center, athletics, and many</p>	<p><a href="#">Site Council Information</a> Site Council Budgets</p> <p>SPED grants Field Trips AVID Professional Development <a href="#">SPSA</a> <a href="#">PTSA grants</a></p> <p>See Dept budgets and frameworks. <a href="#">SITE budget 16-17</a> <a href="#">SITE Budget 18-19</a></p>

<p>departments in VAPA. Each of these programs has their own vision and mission, and each supports the school and district vision.</p> <p>Site Council awards grants to facilitate many needs from multiple programs. Applicants must demonstrate how their grant requests supports WASC goals and SPSA goals.</p> <p>PTSA grants for teacher needs in and out of the classroom for supplies, professional development, books, technology, etc.</p> <p>District LCAP aligns with our schools Vision and Mission and allocates funding to support these goals.</p> <p>The 21st Century Learning booster group has created technology funds that have supported SRVHS's 1:1 initiative.</p> <p>Booster clubs provide funding to support the programs such as theater, vocal music, instrumental music, football, and many more.</p>	<p><a href="#">LCAP</a> <a href="#">Site Council Application</a></p> <p><a href="#">Boosters</a> <a href="#">SRVHS Academic boosters</a></p>
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### Practices

**A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.**

**A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)***

Findings	Supporting Evidence
<p>The District does have practices in place for developing its annual budget, conducting an semi annual audit, best business practices, accounting practices, and does include protections against mishandling of institutional funds. There is a constant communication between the site and District Office, and those who are responsible for such practices know who their contacts are at the District Office. With staff changing frequently at the District Office, some institutional knowledge of past practices has lessened, which can be frustrating to staff at school sites with many years of service. However, many positive efforts have been made to remedy this by clearly penning policies and procedures supported by the School Board. The District office could still make improvements to do a better job in informing the key people at the site, when there is staff turnaround in the District</p>	<p><a href="#">SRVHS SPSA</a></p> <p><a href="#">Business Services</a></p>

<p>Office.</p> <p>San Ramon works closely with our District's Business Services department to develop, implement, and audit our accounting practices. In February, the sites are given the approximate allocation based on enrollment. The Financial Analyst and Principal complete the budget, include staffing allotment. The site is allocated discretionary funds for the next school year based upon projected student enrollment. The Principal is then asked to develop a budget based upon the estimates provided. Once submitted, the budget is approved by our District's Business Services department for the upcoming year. At the conclusion of the fiscal year, the site budget is audited by our District's Business Services department and 10% can carry over is assigned to the next fiscal year.</p> <p>That process is used to develop our site externally funded budget, which includes donations from a wide variety of boosters' organizations, parent groups, and individuals. This budget possesses more variables in that there are programs and positions that are dependent upon funding through donations. In the absence of district funded monies, these services would not be available. These positions are approved by the District upon the contingency that they will be funded through booster donations.</p> <p>The site discretionary budget is updated monthly by our Financial Analyst and is given to our Principal to review. Each Department Leader is in communication with our Financial Analyst as to how much is remaining in the external budget. The donated funds are encouraged to be used in the year it was donated, so the parents can be confident it is spent on their students current class.</p> <p>\$50 per teacher for office supplies is provided from the site discretionary budget. The Financial Analyst and Principal monitor the allocation department discretionary funds to each department. They also allocate funds for inservices, etc.</p> <p>We need to continue to find new ways to streamline the multiple budget processes in order to maximize student learning.</p> <p>The Financial Analyst has created a manual that explains procedures and this is given to all coaches on rules and regulations of our ASB funds. The Financial Analyst attends a FCMAT seminar yearly to renew current and implement any new</p>	<p><a href="#">Adopted Budget</a></p>
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accounting procedures pertaining to ASB funds.	
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### Facilities

**A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.**

**A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.***

Findings	Supporting Evidence
<p>San Ramon Valley has been working toward the master plan of rebuilding campus since 2007. The facilities master plan provides for learning environments that are both safe and effective for meeting learning needs. Our students and staff have been extremely flexible and creative in meeting needs while undergoing the latest big construction project. In 2012, a bond measure was passed with funds targeted to update facilities throughout the District, including a new three story state-of-the-art building at SRVHS.</p> <p>During the summer of 2016, 43 portables were installed on our practice field while a majority of the campus was torn down. Approximately 45 classrooms were demolished that summer to make way for a new three story, 52 classroom building. The new building will yield approximately 105,000 square feet and be completely enclosed, and include subject-specific classrooms such as science labs and a culinary arts classroom. The demolished buildings were mainly built in 1950 and were well past their life expectancy. The campus traditionally had smaller sized buildings with classrooms that exited directly to outdoor hallways and walk areas. This new building will be self contained and students will exit classrooms into interior hallways. To aid in pedestrian circulation, an interior glass bridge was designed by the architects to connect the second and third floors. This key feature will allow students and staff to navigate between floors and corridors without having to exit the building. Once complete, approximately 80% of the school's classrooms will be contained inside this one building. Given its location in the center of campus, travel time between buildings will be reduced, while security and safety will be greatly improved. On severe weather days, students will now have more interior locations to seek shelter from the elements.</p> <p>By demolishing several old buildings and replacing them with a single uniform structure, the school now has the ability to strengthen it's school culture by using the newly created central</p>	<p>New Building being built</p> <p>We hear there might be plans for a remodel.</p> <p>Email requests for classroom use.</p> <p>Use of Aux gym during rain.</p> <p>Janitorial schedule and duties list.</p> <p>Work orders</p> <p>Tech request system</p> <p>District quick to respond to maintenance work</p> <p>Auto shop</p> <p>Quick response with tech repairs</p>

quad as a place for all students to congregate and socialize. With the Commons and Library to the east, the student parking lot to the south, the new classroom building to the west, and the gyms and Administration Building to the north, the quad lives up to its name and is truly in the center of the campus.

Over the past three years we have been able to manage in “portable city” adjusting to being a campus split in half by construction. Regardless of the inconvenience, our students report still feeling safe and supported in their learning; however, based on a parent survey, some parents feel that the facilities could better meet the needs of our students. Once the new building is completed in June 2019, it will be better able to meet subject’s and students’ needs.

Space has been an issue for both our PE classes and our athletic teams. With “portable city,” we lost our practice field and some outdoor basketball courts. This has become an issue when one or both of our gyms are out of service for any given day (Breaking Down Walls, elementary school concerts, rallies, etc.).

In our current facilities, we have a number of subject-specific spaces on campus, including a culinary arts room, auto shop room, and science labs. We have space for all classes and often use the Commons or Library when needed for work on computers or group projects. We are fortunate to have new tennis courts, an updated baseball field, a softball field, two new gyms, a yoga room, weight room, dance room, and a turf football field with renovated bleachers.

As with any large older facility, we can have difficulties maintaining the cleanliness of student spaces. During the recession, the District reduced the amount of funding unilaterally to all sites. As of the 2016-17 school year, all funding has been restored to the maintenance department; this was one of the District LCAP goals. We are currently researching/implementing strategies to build greater student accountability, responsibility, and respect for self-maintaining high standards for our campus. San Ramon Valley has an incredible team of dedicated custodians that work diligently to improve the health and safety of our campus. Our administration, staff and student leadership program are always looking for way to honor and celebrate our custodians.

Once our rebuild is finished, the S Building becomes the oldest on campus and therefore the building in most need of attention.

As part of the District plans, the S Building is scheduled to be upgraded based on campus needs.	
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### Instructional Materials and Equipment

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<p>San Ramon Valley is provided a site allocation from our district that represents the primary source for funding instructional materials, technology, software, laboratory materials, and other school-related items. Additional funding is made available through department/classroom parent donations, CTE/ROP funding, and PTSA donations. The school relies heavily upon the donations and grants from various funding sources, which eclipses our district-provided site budget.</p> <p>A portion of the site allocation is allocated to each department based upon section numbers. In addition, site discretionary monies are overseen by Site Council and site leadership. The Site Council also provides teachers with SIP grants, which are acquired through an application process and must fall within the scope of SPSA goals.</p> <p>Our Financial Analyst manages both site discretionary and donation funds and is responsible for communicating the process for ordering and purchasing materials. Currently there is a very streamlined process for ordering classroom supplies through Office Depot. The Financial Analyst sends out very clear directions each fall that detail how to place an order.</p> <p>Technology is mainly site-funded through donations and has dramatically improved since the last WASC self-study visit. San Ramon Valley is now implementing a one-to-one program, where each student has a laptop or other device to support classroom learning. We have also worked to install and maintain universal wifi throughout campus to support the one-to-one program. The SRV 21st Century Fund has done an incredible job</p>	<p><a href="#">District Textbook Policy</a></p> <p>Technology TSA</p> <p>Department Budgets</p> <p>Department Meeting Agendas and Minutes</p> <p>Site Budget</p> <p>Textbook Clerk</p> <p>IT Maintenance Request</p> <p>SIP Grant Applications</p>

to provide funds to purchase one-to-one chromebooks and other applicable technology for student use. This funding is used to pay for devices, maintenance, replacement of devices, software licenses, and upgrades-- based on the site technology plan. In addition, professional development on technology platforms like Google classroom, Haiku, blended learning, Naviance, and Illuminate are provided to staff.

Our district also provides ongoing annual funds for purchasing and upgrading faculty and staff laptops as well as modernization funding that has installed presentation systems (projector, interactive whiteboard, speakers) in many classrooms. Our district also funds a full-time Computer Systems Assistant, who is available to support network, hardware, and software problems on site, and our site splits the cost for another full-time Computer Systems Assistant with the 21st Century Learning Foundation.

Career Tech (CTE) classes, such as Auto Shop and Culinary Arts, have additional funding for technology available through our district's partnership with the Contra Costa County of Education and our local California Consortium Grant.

Most SRV teachers are using Google Classroom and similar software in their classrooms. Some of this can be attributed to ongoing professional development provided by the District, while the rest can be associated with learning from site level collaboration. In 2017-18, three site level TSA's were available to support faculty learning and continue the implementation of technology in the classroom, as well as our own SRVHS Technology TSA.

Since the last WASC visit in 2012, the District has streamlined procedures in regard to a textbook distribution and management. In 2015, our district created a warehouse position that is specific to textbook management on all campuses. To support the site, our district also funds a site textbook clerk who requests textbooks from the district, inventories the textbooks, and issues textbooks to/from students. However, textbooks are still not updated regularly. In 2006/2007 when the new Cafeteria/Library building was opened, the textbook room was opened with a secure room and modern rolling shelving. The clerk uses Follett software called Destiny Textbooks. The clerk scans textbooks to check them out to individual students, which results in quick transactions and minimizes lost class time. SRV students currently have access to online textbooks in some math classes; however, online textbook support and resources are

<p>lacking. In addition, district subject-specific TSAs develop subject level curriculum and coordinate textbook adoption and training with individual sites.</p> <p>San Ramon Valley's Library is provided a budget through a donation account that is active during school registration in August. Our district funds a 1.0 Teacher Librarian. Academic Boosters covers the costs of our Library Media Coordinator, who provides students with extended library hours after school four days a week. New books and other library materials are purchased through the library's donation account. The Library provides the campus with access to multiple databases through its website. Some databases are funded by the District, some by the site, and as of fall 2018, through the state of California as well.</p>	
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### Well-Qualified Staff

**A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.**

**A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.***

Findings	Supporting Evidence
<p>According to the District LCAP, the first goal is to "recruit, hire, and maintain highly qualified teachers". A well-qualified staff is paramount to the success of any school and to see it posted as top priority of the District in encouraging for all stakeholders. Over the past six years, our Human Resources department has worked diligently with site administration through a variety of means to identify quality applicants to serve at our schools. The District actively used EdJoin to advertise any current job openings and Human Resources updates this once a week. Once the applicant meets all the requirements posted in EdJoin then they can either be added to an applicant pool, or be passed on to an individual site for interviews. In 2016, 2017, and 2018, the District and the SRVHS principal attended several job fairs to help recruit highly qualified candidates. Last year, the District also hosted its own SRVUSD job fair for the first time in many years. This helped SRVHS to get ahead of the hiring curve and hire some wonderful teachers before many other districts began actively recruiting. This had been past practice and the changes</p>	<p><a href="#">LCAP</a>  <a href="#">District Website</a>  <a href="#">Edjoin Website</a>  Interview Questions  <a href="#">SRVTIP</a></p>

<p>have yielded positive results.</p> <p>During the interview process at SRVHS, candidates are interviewed by a panel, typically including the Curriculum Leader, one to two department members, and the administrator who oversees the department. The questions are crafted by the District -- which is fairly frustrating at times because not all high schools in the District have the same needs or instructional models -- and are asked of every candidate. Some departments, mainly Social Studies and English, also ask applicants to teach a 20 minute lesson to a class. The results of the interview are ranked and then any viable candidates are sent to Human Resources to complete the hiring process.</p> <p>Once hired, all teachers who need to clear their credential are placed into a teacher induction program, called San Ramon Valley Teacher Induction Program (SRVTIP), which provides new teachers with support and mentorship as they transition into our schools. Allowing teachers to clear their credential free of charge is a point of pride for SRVUSD. Veteran teachers are not able to participate in SRVTIP as they do not need to clear their credential. In addition to the support new teachers are provided in SRVTIP, Department Leaders support all new hires with classroom resources, systems support, as well as other professional guidance and support. Department meetings and subject-level team meetings are used to collaborate, reflect, debrief, and support each other to work towards common goals.</p> <p>Professional Development has improved since the last self-study visit. From 2014-2017 the District funded numerous TSA positions in order to educate and support teachers in implementing the District Initiatives, which included RTI, Inclusion, Common Core, and CLR. District TSA's took the lead at full-day professional development days by offering a wide variety of opportunities for teachers to present methods or learn how to implement the District initiatives. In addition, our district also provides classified employees with separate professional development opportunities during the same days. This approach has been met with positive feedback by the SRV faculty and staff. With the addition of so many TSA positions to support teachers with District Initiatives, and to design and develop the cohort model, teachers have had more positive feedback than ever regarding the usefulness of district and site-based professional development.</p> <p>School sites are allocated six early release days for site level professional development. The TSA's assigned to SRV utilized a</p>	
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<p>cohort model to educate faculty in supporting the District Initiatives. In addition, some faculty members were allowed to create their own cohorts. In 2016-17, these days were adjusted to provide departments with time to implement elements of RTI including identifying essential skills, developing common assessments, and analyzing student data. SRV teachers overall have been positive about the work, but there is also a concern about the lost instruction time on the half days.</p> <p>Site monies are also used to allow teachers to attend trainings and workshops. These include AP conferences, Link Crew training, the School Climate Summit, AVID training, Social Emotional Learning conferences, and several other discipline-specific trainings and conferences. SIP grants are also available through San Ramon's Site Council for teachers to attend conferences. Some of these conferences include the NCTE Asilomar conference (English), and the NAST (Science) conference. The site also provides funding for substitute teachers in order for faculty members to participate in our Breaking Down the Walls program and for teachers to meet with their SLTs and do long range planning and alignment.</p>	
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### Long-Range Planning

**A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.**

**A5.6. Prompt: *Evaluate the effectiveness of these processes.***

Findings	Supporting Evidence
<p>Our SPSA is aligned with the District's LCAP and goals, as well as our Schoolwide Learner Outcomes, and is updated annually by a group of stakeholders to reflect growth, realign resources, and address new or recurring issues.</p> <p>SRV Site Council follows procedures and budgets to ensure that Site Council monies go directly to support student learning outcomes. Site Council reviews its budget, programs, and funding monthly to ensure money is being appropriately allocated to meet our SPSA goals at SRV, as well as the District's LCAP goals. Each year, the SRV Site Council accepts teacher proposals from October to March. Teachers can access the proposal form from the Site Council section on the SRVHS website, and are able to have guidance when completing the</p>	<p>Chapter 2</p> <p><a href="#">LCAP</a></p>

<p>application by meeting with either of the co-chairs. Applicants must turn in their application a week before the meeting, and are then listed on the agenda and they get about five minutes to present their proposal to the council and to answer any questions the council members may have. Teachers that receive grants are typically asked to report back to the council in the spring for accountability. The WASC Coordinator and the Site Council Chairs work together with the Principal to ensure that goals are aligned and progress reports are updated for presentation to all stakeholder groups. One area of future growth is for the Site Council to come up with ways to measure the impact of the money we spend as it relates to our SPSA and LCAP goals.</p> <p>San Ramon Valley also has a full time Financial Analyst to maintain and monitor our budgets, spending, and alignment of resources and goals.</p>	
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**ACS WASC Category A. Organization: Vision and Purpose, Governance,  
Leadership, Staff, and Resources:  
Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

**Summary (including comments about the preliminary identified critical learner needs)**

San Ramon Valley High School and its community of stakeholders have collaborated to establish a clear Vision and Mission statement for the school. Leaders at the District and school levels have worked to ensure that all students are given every opportunity to excel and to strive to reach our school wide goals in all areas. Various challenges prove to be barriers in this process, and the school community must aim to work together to overcome these challenges. A strong dedication and an increased attention to communication and transparency between staff and leadership will aid in this cause.

A focus on the WASC process, regardless of leadership, is needed. We have identified that previous administration attempted to continue using focus groups, but with different titles, and minimal objectives and goals. SLO's must be measured and consistently monitored on a yearly, if not semi-annual basis. This will be accomplished through monthly focus group meetings built into the collaboration schedule.

New administration is working with faculty and staff to establish protocols for assessment of student performance, data priorities, building consensus, and for decision making, as well as building upon our history and successes to an even more cohesive and connected school culture.

San Ramon Valley High School is fortunate to have available resources to allocate at the site. These resources ensure that students are receiving the necessary support in the classroom and on the rest of campus. The resources at San Ramon Valley High School are allocated in a way to best serve all our students although we have processes in place to check for accountability and accuracy.

## Prioritize the strengths and areas for growth for Category A

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

### Strengths:

- All stakeholders were involved in the creation of our Core Values and Beliefs.
- The District Framework of Excellence has been updated to stay current with the Board's vision.
- SRVHS provides multiple opportunities for students parents and community to participate and give input into our Mission, Vision, and SLOs.
- Data is used to drive decision making; however, this is also an area for growth.
- The LCAP has been shaped by stakeholder involvement.
- To build community, SRVHS employs social media, rallies, speakers to community, and connects with students parents and community members.
- Recent administration has created a positive atmosphere to ensure the free flow of ideas.
- Our staff meetings have clear agendas that are hyperlinked, which ensures the content is up to date.
- SRVUSD has a strong SRVTIP (teacher induction) program, which provides support and mentorship for teachers in their early career. This leads to teachers clearing their credentials quickly and effectively.
- Evaluation system used with SRVTIP align with annual teacher evaluations at the school site. This allows for meaningful growth and working towards best practices in the individual teachers classroom.
- SRVUSD Human Resources has an extensive process for recruiting and hiring highly qualified teachers.
- Our recently created staff binder, which will help to provide clarity on specific policies and procedures related to various parts of school and daily life.
- SRVHS site Administration makes an effort to collect requested suggestions for subjects and classes in the spring (for the following school year). We start building a master schedule in April. This allows time for communication to take place with staff regarding scheduling options.
- The creation of our staff professional development binder, which is received at beginning of the year. This helps facilitate all staff, department, and SLT professional developments. This helps teacher stay organized so they can focus on providing quality education to their students.
- We have an abundance of internal professional development around a variety of topics that are staff led.
- There is an effective new teacher evaluation system in place, which encourages ongoing self-reflection and a growth mindset for teachers.

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

- A focus on the WASC process, regardless of leadership, is needed. SLO's must be measured and consistently monitored.
- New administration is working with faculty and staff to establish protocols for assessment of student performance, data priorities, building consensus, and for decision making, as well as building upon our history and successes to an even more cohesive and connected school culture.
- We need to improve stability within administration for a more consistent vision/mission.
- We need improved communication and a strengthened alignment of priorities between administration and faculty.
- We need to increase the involvement of underrepresented stakeholders.
- We would like to build systems to support all staff members' ability to contribute and collaborate for each subject.

## Category B: Standards-based Student Learning: Curriculum

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college-and-career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

**Online Programs: iNACOL Standard J: Curriculum and Course Design:** A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

### Current Educational Research and Thinking

**B1.1. Indicator:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**B1.2. Prompt:** *Evaluate how effectively the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
San Ramon Valley High School supports the District Initiative to follow the adopted California State Standards in all subjects. Common Core, Next Generation Science Standards, Math Pathways, etc., are all being utilized when lesson planning, designing curriculum, and guiding instruction.	Department Level Meetings <a href="#">NGSS CA Standards</a> <a href="#">Common Core Standards</a> <a href="#">Math Pathways</a>
SRVHS staff and administrators have had training on Social Cognitive Learning, Culturally Linguistically Responsive Teaching Practices (CLR), and Response to Intervention (RTI). Some staff members have had training in Problem Based Learning (PBL) and AVID strategies.	Professional Development on RTI, CLR, and PBL  Guest speakers Access - RtI - Mike Mattos, Austin Buffin Cady Scharff - Mindfulness Giana Lillig - Common Core
From 2013-2017, SRV had a dedicated Common Core Literacy TSA to help all departments develop standards-based assignments. All four comprehensive high	

<p>schools have had Common Core Literacy TSAs during that time frame. Teachers continue their professional development throughout the year during the six early release days and two full district-wide professional development days. In addition, teachers at SRVHS participate in a variety of professional learning opportunities after school, on weekends, during the summer, or through site release time.</p> <p>The English Department continues its professional development by attending conferences on literacy instruction. Department members have attended the California Teachers of English (CATE) conference, the Summer Literacy Institute with Penny Kittle and Kelly Gallagher, the Berkeley Reading and Writing Project, and workshops at Saint Mary's, and Diablo Valley College. Additionally, San Ramon Valley High School hosted a district-wide English teachers conference led by Penny Kittle.</p> <p>The California Conference for the Social Studies is attended every two year by several History teachers.</p> <p>The moderate and intensive special day classes have been using the "Unique Learning System" curriculum. This new curriculum was adopted by the district two years ago, and has been met with praise by our moderate and intensive Special Education teachers. This curriculum follows state standards, models standards-based grading, and truly allows for individualized instruction. Teachers are able to access curriculum for individuals students based on a variety of factors: age, skill levels, speech and language levels, educational level, etc. Teachers can also create whole class lessons, but then differentiate it based on individual levels.</p> <p>In the Special Day Class (SDC) intensive there is a "theme of the week" that is from the Unique Curriculum that is studied every day in the last period of the day which is traditionally the most challenging time of the day for quality instructional minutes. There are lessons taken from Unique throughout the school day scaffolding student's</p>	<p>Literacy TSA Jon Parks - CLR TSA Project Based Learning in History and Geo Leadership and Link Crew Common Assessments</p> <p>Summer Literacy Institute Giana Lillig Nick Jackson Meghan Rossi Karen Bonnar Berkeley Reading and Writing Project: Dana Shaffer Meghan Rossi</p> <p><a href="#">California Conference Social Studies</a> List of Attendees</p> <p><a href="#">Unique Learning System</a> curriculum</p>
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<p>learning to the main theme at the end of the day. It is used for leveled reading in English science, mathematics and social studies. We also use the program to teach necessary life skills and world affairs.</p> <p>AVID is a well-known academic program rich in research that works diligently to achieve its mission: “To close the achievement gap by preparing all students for college readiness and success in a global society.” As explained in chapter one SRVHS has an AVID program, and many of the AVID strategies are utilized in classrooms around campus. SRV has trained teachers, counselors, and administrators at AVID summer institutes and PATH trainings. At one point, we had all administrators and several counselors trained. Now, with the turnover in administrators this is no longer the case, although we still have two trained counselors, two trained AVID elective teachers, and a few other teachers on campus who have been trained as well. We have graduated three classes of AVID seniors, most of whom have gone on to four-year colleges after high school. Currently, the AVID program has two combined classes, which is a digression from the AVID model of grade level classes. Interest in the class has dwindled and sections are allocated based largely on student interest.</p> <p>Education research is rich with data surrounding the need for “real-life” application of knowledge, and the administration at SRVHS is supportive of teachers providing learning opportunities outside the traditional classroom. For example, in VAPA: Vocal Music competes in the Golden State Choral Competition; they sponsor humanitarian and cultural tours nationally and internationally, and they perform at numerous community and civic events throughout the year.</p> <p>Theater attends the Oregon Shakespeare Festival, offering master classes with outside instruction from professionals. Students attend local theater productions. Dance students attend live performances and critique those performances. The Dance Line team travels to LA to participate in master classes by professional choreographers and they also perform at Disneyland. The Speech and Debate class compete in a variety of tournaments and competitions. Art students have taken field trips to visit the Museum of</p>	<p><a href="#">AVID Syllabus</a>  <a href="#">AVID Year at a Glance</a></p> <p><a href="#">List of AVID Conference Attendees</a></p> <p><a href="#">Master Schedule</a></p> <p><a href="#">Choral Boosters</a></p> <p><a href="#">Theater Boosters</a>  <a href="#">Multiple dance performances outside</a>  <a href="#">SRVHS Homepage</a></p> <p>Speech and debate coach for multiple tournaments/comp</p> <p>School Site Improvement Plan</p>
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<p>Modern Art.</p> <p>Effective 2017-18, it should be noted, that the District has sharply curtailed opportunities for students to travel for classes. Out-of-state field trips and competitions are hard to get approved, and the Board will not approve trips that have students missing too many school days. This new district policy will affect future travel opportunities for our students as we have had a tradition of certain programs, classes, and clubs competing and traveling domestically and abroad for decades.</p> <p>VAPA teachers are also continually either hosting guest groups and lecturers, attending festivals and competitions, or attending professional development conferences and events; regionally, state-wide and even nationally.</p> <p>Science has multiple guest speakers during access speaking about career opportunities in science. Science courses use publish scientific data for analysis in class.</p> <p>In 2016-2017, the World Language Department invited the UC Berkeley World Language Project to provide a professional development based on up-to-date second language acquisition research. The professional development was about how to design curriculum and assessment based on language skills (reading, writing, speaking and listening) rather than grammar/vocabulary-based (fill-in the blank, multiple choice, etc.). The Berkeley World Language Project is part of the statewide Subject Matter Project professional development program run by the University of California.</p> <p>The Health teachers attended a conference for Health teachers at UC Berkeley.</p> <p>SRVHS also supports the learning of “real life skills”. Students have the opportunity to explore career pathways in our Career Technical Education (CTE) courses as well as courses in Auto Shop, Culinary Arts, Graphic Design, Digital Photo, Sports Medicine, Business, and Computer Science.</p>	<p>PTSA funding SRV Ed Foundation</p> <p><a href="#">Access sign in sheets</a></p> <p><a href="#">Spanish Language Rubrics created to assess the 4 main categories of reading, writing, speaking and listening</a></p> <p>Department Assessments</p> <p>Bay Area Teachers Talking Health</p> <p>Yearbook Camp District Course Catalog</p>
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**Academic and College- and Career-Readiness Standards for Each Area**

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
SRVHS teachers ground all instruction, essential skills, and course objectives in the California State Standards and Frameworks in all academic disciplines. Teachers collaborate during our late start Wednesdays to create common assessments and review student data. Teachers without onsite collaboration teams are encouraged to meet with teachers at other schools in and outside our district. SRVHS departments have comprehensive course outlines for their subject areas that are directly aligned with California State Standards and approved by administration.	<a href="#">Course catalog</a> Course Outlines Department meeting and subject level team minutes Course syllabi
The majority of courses at SRVHS are UC/CSU “a-g” approved. The exceptions include: most PE courses, Personal Finance, Work Experience, TA, Health, iQuest, Leadership, Freshman Leadership, Library Services, Careers in Teaching, Advanced Sports Medicine, Academic Enrichment, AVID Tutor, Art if Video Production 2, Creative Writing, and Computer 1.	SRVUSD <a href="#">Course Catalog</a>
SRVHS has four Career Technological Educational (CTE) Pathways: Information Computer Technology, Digital Media, Sportsmed, Education/Child Development, and Transportation.	<a href="#">Counseling Website</a> Counseling Calendar Counselor Presentations
Since our last self-study, SRVHS has added many new courses to the catalog, all of which help support our Vision, Mission, Critical Learner Needs, and our Schoolwide Learner Outcomes: AP Human Geography Accelerated Algebra 2	AP Computer Science Principles is going to Lawrence Berkeley Lab to visit the Computing Science Division. Students learn how SuperComputers are used to



<p> Building Basic Robots  Shakespeare  V.S. Net C++ Computer Programming  AP Computer Science Principles  AP Computer Science A  AP Physics C  Intro to Business &amp; Entrepreneurship  iQuest  Journalism 1, 2, 3  Library Services  Tutor  Algebra 1 Enriched 1  Algebra 1 Enriched 2  Sociology  Philosophy  California History  Women in American History  AVID Tutor  Freshmen Leadership  Women's Literature  Forensic Science </p> <p>Some of the courses listed above are no longer offered due to a lack of student interest or available staff.</p> <p>Faculty requirements for "wet labs" have been met for all science courses. All laboratories meet ADA requirements and have chemical treated countertops. Each laboratory station holds a maximum of five students per station with a maximum of 40. The construction has required the sharing of laboratory spaces for the past three years. The new three story building will have 12 new laboratory classrooms to accommodate all science teachers.</p> <p>All AP course syllabi have been submitted to the UC College Board and have been approved. The majority of AP teachers have attended at least one College Board Summer Institute training.</p>	<p>process scientific data.  <a href="http://www.nersc.gov">http://www.nersc.gov</a></p> <p>Science Classroom  Website/Schoolloop  Calendar</p> <p>AP Course Syllabi</p>
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**B1.2. Additional Online Instruction Prompts:** *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective*

*integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
<p>While we do not offer online courses, we do accept online courses completed from a select group of accredited institutions for course credit. Students may take up to 40 high school credits for non-district courses. Following district guidelines, online courses must be college preparatory meeting UC standards and WASC accredited. This is part of the new district Personalized Learning Initiatives.</p> <p>We offer an online program, Edgenuity for 12th graders who are credit deficient for graduation. A teacher works with these students weekly and communicates progress with parents and counselors.</p> <p>The Math Department is accessing the Big Ideas textbook online. Some teachers use the online textbook feature and assign and collect homework online.</p>	<p>Course descriptions from said institutions</p> <p><a href="#">Non-District Course Policy</a></p> <p>Edgenuity data</p> <p>Pearson publishing data</p>

## Congruence

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
<p>Congruence is important to all SRVHS educators, and teachers work diligently to ensure their classes support state standards and the Schoolwide Learner Outcomes. Much of the Focus Groups' discussion, with respect to revising the Schoolwide Learning Outcomes, was a result of reflection around congruence. There have been many changes from teacher and administrator turnover, a new Superintendent, to new standards, new textbooks for many subjects, and a growing student population- congruence became paramount. We still have work to do, but progress has been made toward congruence in the past six years.</p> <p>Since the implementation of the Common Core State Standards (CCSS), teachers have been revising their curriculum to emphasize the learning of literacy skills. From</p>	<p>Sample reading assignments; analytical writing assignments; speaking/listening assignments</p> <p>History department writing skills ladder</p> <p>Health common assessments (paper copy)</p> <p><a href="#">Science Essential standards documents</a></p>

<p>2013-2017, each of the four district high schools had a full-time Literacy TSA. The Literacy TSA's main purpose is to support teachers in adapting curriculum to the CCSS. For example, during the 2013-14 school year, administration had the staff focus on the CCSS Speaking and Listening Standards. Staff met in subject level teams to discuss how to meet standards and shared best practices. During staff meetings, teachers volunteered to demonstrate a Speaking/Listening teaching strategy that they believe are effective in meeting the standards. Starting in 2015, as we began an RTI focus, instead of a staff-wide focus on one section of the standards, teachers worked in their SLTs to identify essential standards, develop common assessments connected to those essential standards, and then discuss the results of those assessments and where to go from there in terms of student learning and teacher instruction. Some departments are further along in this area than others. As mentioned above, we have had a large turnover in staff and administration, so congruence and continuing work with essential standards is still needed.</p> <p>Science teachers have been working hard to incorporate the Next Generation Science Standards (NGSS). We have part-time district Science teachers who work with teachers during early release days, staff development days, and subject-level team meeting time to help align curriculum to the NGSS.</p> <p>In all AP courses congruence occurs through each teacher's course syllabus, which must be approved by the College Board. AP standards are clearly provided by the College Board.</p>	<p><a href="#">English department essentials</a></p> <ul style="list-style-type: none"> <li>○ <a href="#">English 9 Essential Standards</a></li> <li>○ <a href="#">English 10 Essential Standards</a></li> <li>○ <a href="#">English 11 Essential Standards</a></li> <li>○ <a href="#">English 12 Essential Standards</a></li> </ul> <p>Math pacing calendar:  <a href="https://tinyurl.com/SRVHSalgebra2calendar">https://tinyurl.com/SRVHSalgebra2calendar</a></p> <ul style="list-style-type: none"> <li>● Math common assessments</li> </ul> <p><a href="#">Art 1 Essential Standards</a></p> <p>Science TSAs: Ann-Marie Walters &amp; Jenny Hunau  SLT Meeting Agenda/Minutes</p> <p>College Board Website  AP Course Syllabus</p>
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### Integration Among Disciplines

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Inter-departmental and cross-curricular collaboration is	Lecture notes

<p>understood as essential to the continued success of SRVHS. The late-start Wednesdays have provided time for most subject level teams to write essential standards and common assessments. Many department have made progress in the vertical alignment of skills.</p> <p>The English Department has agreed upon essential standards at each grade level. The department collaborates to develop curriculum and common assessments based on the essential standards. Additionally, the English department teaches students how to write an analytical paragraph and academic summary at each grade level, building off the knowledge and skills developed at earlier grade levels. Over the years English teachers have started making shifts to incorporate more choice reading into their curriculum. After attending the Penny Kittle training in the spring of 2018, teachers left the training feeling more committed to collaborating on how to continue exploring the role of choice reading in their classrooms. In recent years, English teachers have also taken it upon themselves to participate in professional development book clubs in order to discuss new pedagogical idea in reading and writing. The Expository Reading and Writing Course (ERWC) offered to seniors, uses curriculum developed by California State University.</p> <p>The Health teachers attend health collaboration between Health teachers in and out of the District through a program known as Bay Area Teachers Talking Health. Health education is further supplemented through a program of guest lecturers from SAVE (a nonprofit that teaches about teen dating violence) and from Teen Esteem (which teaches about abstinence and self-esteem). The School Board is currently considering eliminating Health as a graduation requirement as part of its PLI's; however, the SRV Health teachers are adamantly opposed to such a recommendation (as are all district Health teachers).</p>	<p>SLT groups Scheduling Matrix IEP documents NGSS Performance Expectation Grade Band Progression</p> <p>Expository Reading and Writing Course curriculum <a href="#">English department essentials</a></p> <ul style="list-style-type: none"> <li>○ <a href="#">English 9 Essential Standards</a></li> <li>○ <a href="#">English 10 Essential Standards</a></li> <li>○ <a href="#">English 11 Essential Standards</a></li> <li>○ <a href="#">English 12 Essential Standards</a></li> </ul> <p><a href="#">English department common assessments</a> <a href="#">English department "Academic Summary"</a> <a href="#">English department "Analytical Paragraph"</a></p> <p>Bay Area Teachers Talking Health List of Attendees <a href="#">SAVE</a> <a href="#">Teen Esteem</a> Curriculum</p>
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<p>The World Language Department integrates outsourced curriculum such as the Berkeley World Language Project.</p> <p>The Science Department is developing a vertical alignment of the NGSS science and engineering practices with school-wide assessment tools. AP Environmental Science brings in an employee from the sanitation district to guest lecture. Forensic Sciences invites Professor Melissa O'Connell from the Santa Clara Law School Innocence Project to guest lecture on criminal law.</p> <p>Many SRVHS teachers who are “singletons” work to collaborate across the District with other teachers in similar roles. The District, in planning staff development days, has provided time to teachers of “singletons” to have collaboration time. Teachers have shared lessons and resources.</p> <p>VAPA programs combine to present a bi-annual Broadway musical production (vocal music, theatre arts, dance and instrumental music). The production is open to ALL SRVHS students, but primarily encompasses students from the VAPA classes.</p> <p>SRVHS and Special Education programs are woven in with our general education programs in a variety of ways. Special Education teachers and paraeducators support general education classes. Students in Special Education who take higher level academic classes are provided additional support and accommodations to allow them to access the curriculum and be successful.</p> <p>SRVHS's faculty has made some progress in cross-curricular collaboration, but further development is needed. A co-taught AP Comparative Government and English 12 restarted in 2018-19.</p> <p>Teachers, parents, and students believe that more work is needed to achieve congruence between classes of the same subject. Grading policies, pacing, and rigor are not perceived to be consistent among course of the same subject.</p>	<p><a href="#">Berkeley World Language Project Materials/Lessons</a></p> <p><a href="#">SRVUSD Science webpage</a></p> <p>Sanitation Lessons</p> <p>Late Start Wednesdays District Professional Development Agendas</p> <p>2016 Legally Blonde 2014 Addams Family 2012 Pippin 2010 All Shook Up</p> <p>Master Schedule Special Education Para Schedule IEP's documenting support services</p> <p>Master Schedule <a href="#">ERWC 12 syllabus (co-taught)</a> <a href="#">ERWC Year-long Plan</a></p> <p><a href="#">AP Comparative Government/English 12 Essential Standards</a></p>
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### Articulation and Follow-up Studies

**B1.5. Indicator:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>Articulation for teachers with the feeder schools happens at most once a year for the majority of SRVHS teachers, usually during a staff development day. There is simply not enough time to meet with feeder schools. The District has been able to utilize the TSA role to help bridge the communication gap between schools. Our district Technology TSA, Angie Corritone, is able to let us know how our feeder schools are using technology. Our district CLR TSA, Jon Parks, is able to let us know the culture of the students coming from middle school and how we can best support them. Our district Science TSAs, Ann-Marie Walters and Jenny Hunau, are working hard to train all teachers on the Next Generation Science Standards. We usually get support from these TSAs on our early release days, which occur six times a year. In addition, between 2013 and 2017, the Literacy TSAs (one TSA per high school) did a wonderful job of aligning the four high schools more closely with one another in regards to literacy across the full spectrum of content areas (those positions were eliminated after the 2016-2017 school year after the Educator Effectiveness Grant was spent).</p> <p>SRVHS has been successful at articulation with our feeder schools in the Music Department. They have created Area Festivals and Feeder School Festivals that features elementary school and middle school performances, adds a high school performance, and ends with a combined finale performance. The concert provides an opportunity for students of all levels to see the progression of skills. The music program also hosts "Alumni Day" for recent graduates to share their experiences with university level music. This allows our students to have a much better understanding of the expectations awaiting them should</p>	<p>English 9 team has met with with 8th grade teams from Stone Valley and Charlotte Wood four times in the past six years to see what each is doing and how we can support each other.</p> <p>Literacy TSAs created cohorts based on instructional practices. While these groups were site specific, the same groups met at each high school. For example, each school had a "student presentations" cohort. The cohorts at SRV were based on SLTs.</p> <p><a href="#">SRVHS Area Choral Festival</a>  <a href="#">Area Band Festival</a>            Building Bridges</p>

<p>they pursue music in college. The 8th graders (incoming freshmen) at feeder middle schools are invited to our Fine Arts Assembly and there is interaction between the arts and these students at the “Building Bridges” programs.</p> <p>Prior to 2016, graphic design was articulated with DVC and college credit was earned for taking the high school course. The class has not been offered since the teacher transferred.</p> <p>Photography started articulation in 2017 and will end spring of 2019 as the District made the decision to discontinue the Photography program at SRVHS. Additionally, DVC does not offer an articulation agreement for Digital Photography. There is concern around the decision making process regarding our photography program at the District level.</p> <p>There is a collaborative effort between the Bridge program and Link Crew to help introduce our eighth grade students into the community at SRVHS. The Link Crew program has research they have conducted that shows a direct link between high school success and having a positive transition from middle to high school.</p> <p>The SRVHS College and Career Center Coordinators single handedly manage all connections with local, national, and international colleges. The College and Career Center is a “one stop shop” for all-things post-high school. The coordinators can help students and families narrow down their college list, assist with applications, scholarships, and the financial aid process. Helping connect students with military and trade school representations, as well as facilitating decisions about whether or not to take a gap year are all things the coordinator does for SRVHS families. There are workshops for students and parents throughout the year on what colleges are expecting. Workshops include SAT and ACT prep, financial aid, and so on. The College and Career Center is an invaluable resource for all stakeholders. Each year, the District hosts one of the biggest college nights in the Bay Area. Over 130 colleges send representatives and thousands of students and parents attend. SRVHS has hosted this event prior to the</p>	<p><a href="#">Articulation Agreement</a></p> <p><a href="#">BUILDING Bridges</a> (Traci McMullen)</p> <p>College application process (naviance support), college research, scholarship opportunities.</p> <p>IMPACT program College visits</p>
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<p>start of construction and will host again in 2019.</p> <p>The District also has a Workability program that places Special Education students in job-like settings to learn job skills. For example, students work in the cafeteria learning food service skills and in the Library learning how to organize books, monitor the supplies, etc. The focus of the SRVUSD Workability program is to become employable after graduation.</p> <p>The College and Career Center also surveys alumni via Naviance to see how well well SRVHS prepared them for college. The uncensored responses demonstrate that SRVHS does a wonderful job preparing graduates for college. For example, these surveys indicated that alumni felt well-prepared to conduct college-level research upon entering college. The complete data from these surveys can be found in the Appendix. When alumni return home during their winter and spring breaks, SRVHS invites them in to the center to speak with interested students about their college experiences. Formats have included one on one meetings, group discussions and panels, and SRVHS students are encouraged to ask questions.</p> <p>8th graders can take Geometry here at SRVHS and current SRV students can take classes at DVC.</p> <p>The speech and debate students host a multi-week class to elementary students. The class teaches elementary students the fundamentals of speech and debate. The class is an afterschool program where our high school students model and teach organization styles and steps for impromptu and parliamentary debate. We do the program at two of our elementary schools.</p>	<p><a href="#">Alumni Surveys</a></p> <p>Geometry Class List</p>
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## **B2. Access to Curriculum Criterion**

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

**Online Programs: iNACOL Standard H: Equity and Access:** A quality online program's



policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

### Variety of Programs — Full Range of Choices

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>The process that SRVHS utilizes to teach students and parents about course selection is successful in disseminating information. Counselors are clear in their publications and presentations about the requirements for graduation and the UC “a-g” requirements. They also encourage students to select a course load that will challenge, but not overwhelm them. The message that students can and should take classes to pursue their passions is spread far and wide. During the spring of 2017-18 teachers hosted a course offering fair. The students were able to see the wide variety of choices available to them and ask questions of the teachers. We also host the incoming 9th graders at a special “Building Bridges” program where students and their parents are informed about choices and possibilities at SRVHS.</p> <p>Prior to the 2017-18 school year SRVHS hosted an AP NIGHT to educate students on the course options available to them.</p> <p>Courses that do not have enough student interest are no longer offered. The downside occurs when too many competing electives are offered students choose from those offered with not enough signing up to run any one class.</p> <p>In order to ensure that all students and parents are well</p>	<p>Course catalog  <a href="#">Course Offering Fair</a></p> <p>Building Bridges</p> <p><a href="#">AP Night</a></p> <p><a href="#">Master Schedule</a>  Student Transcripts</p> <p>Naviance data and  <a href="#">counseling calendar</a> with</p>

<p>versed in planning for one's high school career, counselors meet with students each spring. They also make presentations at the middle schools, and in the evenings for parents. Naviance workshops are held throughout the year. Counselors are available to all families by appointment. All information about course offerings, registration, advancement, pathways, etc. can be found on the SRVHS website.</p> <p>The AVID program educates its students on the many career options and college choices. Students research a college that they plan to attend.</p> <p>SRVHS students have the opportunity take courses at Diablo Valley College through the College Connect program. The program continues to grow. College Connect is a two year student commitment that begins in their junior year. By the time they graduate, they will have completed one year of college credit.</p> <p>Guest speakers come approximately once a quarter to speak about careers in the field of science.</p> <p>College-bound students have excellent opportunities to choose from a full range of college and/or career classes through the career technical education program. Students explore careers such as teaching, accounting, culinary, sports medicine, digital media, and automotive.</p> <p>SRVHS has a thriving visual and performing arts program with eight full time teachers. The Theater Technology class builds sets and arrange lighting for the school productions. All the performing arts participate in national competitions. The Advanced Video students record, edit, and publish the school sporting events.</p> <p>Approximately 95% of SRV's graduates enrolled in a two or four year college or university.</p> <p>Special Education students are provided with additional support for course selection and college/career awareness. That support is provided in the Special Education classes through instructional units and individual counseling.</p>	<p><a href="#">presentation</a> dates/workshops</p> <p>AVID Student Projects</p> <p><a href="#">College Connect Information</a> Sheet, student transcripts</p> <p><a href="#">Science Speaker Series Sign</a> <a href="#">Ins</a></p> <p>Course Catalog Student Transcripts</p> <p>Course Catalog <a href="#">Video Production Website</a></p> <p>School Profile</p> <p>IEP Documents Student transcripts</p>
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### Accessibility of All Students to Curriculum, including Real World Experiences

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>San Ramon Valley students have a high degree of access to a rigorous, relevant, and coherent curriculum across all of our programs that include real world applications to both college and career. Teachers in all departments contextualize learning to connect to real world experiences and emphasize the connection between high school coursework, college coursework, and career readiness.</p> <p>The World Language Department curriculum is in line with CCST. This is inherent in the way we teach and what we teach. The <i>Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects</i> contains four strands: Reading, Writing, Speaking and Listening, and Language. These four strands are represented in the World-Readiness Standards for Learning Languages by the Communication standards (interpersonal, interpretive, and presentational) and the level of proficiency demonstrated. In addition, the standards of the other four goals areas for learning languages – Cultures, Connections, Comparisons, and Communities – also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college-, career-, and world-ready.</p> <p>English teachers meet at least twice a year to norm grading practices and ensure that we all have the same high standards when it comes to writing. Over the past year, teachers have attended workshops about the importance of incorporating more student choice into both reading and writing. For example, in every English class, students get to choose at least four novels throughout the year based on their own interests and reading level. Many English teachers assign at least two writing assignments</p>	<p>State standar  <a href="#">Example Lessons</a>            Student work</p> <p>ACTFL website</p> <p><a href="#">English Department Meeting Notes</a> and <a href="#">Agendas</a></p>

<p>over the course of the year which have real-world applications. For example, students may write an opinion article or conduct real-world research.</p> <p>Science is shifting towards implementation of the NGSS; including engineering topics which present students with real world problems</p> <p>SRVHS students can choose from a variety of CTE/ROP classes to gain real life, hands-on experience in a field of interest to see if they really like it prior to committing to a college major; examples include Digital Media and Careers in Teaching.</p> <p>SRVHS has been working to create common assessments for all subject areas. Common assessments are used to gauge student progress toward rigorous standards. More work is needed to create and use common assessments school wide.</p> <p>The AVID program focuses on academic skills needed for success in college, such as writing and communicating effectively. It also emphasizes real world application of skills through curriculum focused on areas such as resume writing, interviewing skills, professional networking, and critical evaluation of media.</p> <p>The Resource room is available to support students who need additional help.</p> <p>Students feel that adults on campus care about them and have high expectations for them. Student surveys indicate that student put in a high degree of effort to meet these expectations.</p> <p>An area for further research would be academic stress. Students and parents feel they are assigned an appropriate amount of work; however, teachers report a high number of student absences from class in order to avoid taking an exam or turning in an assignment.</p>	<p><a href="#">Teacher Created Lessons</a>  <a href="#">American Modeling Teachers Association Lessons</a></p> <p>Student Transcripts  Course Selection Forms</p> <p>Illuminate</p> <p><a href="#">Examples of Common Assessments</a></p> <p>Master Schedule</p> <p>Student survey results &amp;  Healthy kids survey</p>
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**B2.2. Additional Online Instruction Prompt:** *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
We do not offer UC “a-g” requirement courses online.	

### Student-Parent-Staff Collaboration

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
There are many methods by which parents, students, and staff may communicate and collaborate at SRVHS. All staff have district email addresses and maintain a presence on Schoolloop. Parents and students are welcome to use either when emailing. Teachers are expected to post updated grades at least once every three weeks.	School Loop Naviance Parent Teacher Email WASC Staff Survey
66% of respondents of the WASC Parent survey feel the communication between parents and teachers is productive. Families in our community strongly value higher education.	WASC Parent Survey Results
ACCESS periods are held on Wednesdays and Thursdays, and are the primary time for students to seek guidance. Students regularly meet with teachers for assistance meeting their personal learning goals.	Access Sign In sheets  Academic Boosters Parent Ed nights Counseling presentations such as Rising Sophomores or Juniors
Counselors are available for appointments as well, and they have drop in time during brunch and lunch for students.	
The College and Career Center is open for students during brunch and lunch, and most days after school as well. Students and parents may also make appointments during the school day to meet with College and Career Center	College and Career Center

<p>Coordinator for help with anything related to the needs of pursuing a job, obtaining a work permit, searching colleges, applying to colleges, and so forth.</p> <p>Additionally, the District subscribes to Naviance, which is a web-based program that aides in all-things pertaining to career and college. Students can take personal surveys to see what careers might match or determine their best learning style.</p> <p>The Vocal Music Boosters “San Ramon Voices” actually uses a website called “Charms” for connecting with their parent/student membership and keeping them informed and connected about events, volunteering, uniforms, concerts, etc.</p> <p>The Special Education Department deserves high praise for its exceptional communication with families. Despite being understaffed, these teachers consistently communicate with students’ families, serve as a liaison between classroom teacher/parent/student/administration, and so much more.</p> <p>The Special Education Department also now has a new software program called SEIS, for monitoring IEPs, testing data, communication logs, and so forth. They have had to learn how to use it (with only one small training), since this transition happened mid-year, and the SPED teachers put in countless hours to ensure that consistent and accurate communication to parents was not compromised. Many days the first and last cars in the parking lot are those of our SPED department.</p> <p>The District also has a very clear chain of command when it comes to communication. First would be for the student to speak with the teacher, then parent to teacher, then parent to counselor and/or administration, then principal, then to the District office. This protocol was formally put into place a few years ago after a dramatic influx of parents were going directly to the Principal or the District for minor concerns that should have been handled at the first or second levels of communication. More and more, teachers and administrators are feeling harangued by the</p>	<p>Naviance AP night</p> <p>San Ramon Voices “Charms”</p> <p>SPED Parents PTSA</p> <p>IEP/504 meetings</p> <p>SRVUSD Policies and Regulations</p>
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<p>sheer volume of emails from parents, and sometimes, very aggressive parents. Both the District and SRVHS continue to educate families about the need to teach their student to advocate for themselves first, before getting parents involved and taking things to a higher level. This is mentioned in teachers' syllabi, at Back to School Night, on the school and district websites, and is verbally echoed constantly by the counseling and administrative teams.</p> <p>One other area of growth would be maintaining the institutional knowledge as administrators, especially assistant principals. With the constant turnover of administration, teachers, parents, students and counselors spend countless hours helping the new administration, especially new assistant principals "catch up" on what has been going on with students, policies, procedures, vision, etc..</p>	
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### Post High School Transitions

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>SRVHS has a tradition of trying to track graduating students post-high school careers. All students are required to fill out a senior graduation survey through Naviance which note's each senior's secondary plans. The information from the survey is used in the school profile.</p> <p>There is no formal survey available to track students after graduation. Many alumni return and provide anecdotal data about their transitions post secondary.</p> <p>Our College and Career Center does an amazing job hosting workshops regarding all possible post high-school options including two and four year colleges, international colleges, military options, trade schools, gap year programs, and job placement assistance. In our district there is a struggle to clear the message that Community College is an exceptional option after graduation from high</p>	<p>Senior Survey Naviance</p> <p>Senior Exit Survey in Appendix</p> <p>College and Career Center AVID coordinator Asst Principal who is in charge of College Connect CAASPP EAP data</p>

<p>school. There is also a desire to teach students that real life applications of skills are important in order to successful for life, college is not the final goal.</p> <p>Our Special Education program has several things in place to help students transition out of high school. If a special education student is on a non-diploma track, they can transition after their senior year to the district's Transition Program where they can participate until they are 22 years old. Students who are interested in finding jobs, and learning to live on their own are assessed through Workability in collaboration with the SPED case manager. It is those students who are in the mild special day classes, or in Tutorial, where these conversations are most sensitive and sometimes challenging. Many students might feel a stigma that "college is the only acceptable option after High School," but they are either not interested in college, find the process of a two year college unappealing, or are not feeling strong in their academic ability to keep up with their peers. These conversations are handled with delicacy and care by the Special Education and Counseling teams, and happen all throughout high school.</p> <p>Our College Connect program is a dual enrollment partnership between SRVUSD and DVC in which 11th and 12th grade students receive both high school and college credits, and up to 40 units of IGETC requirements (one year of college credits). It is too early to draw conclusions on the success of this program but preliminary data demonstrates strong student desire to participate.</p> <p>District College Night is designed to educate students on the many higher education opportunities available to students. Representatives from over 135 colleges, universities, vocational schools and military academies will be on hand to answer questions and distribute literature. All students and parents are invited to attend.</p>	<p><a href="#">School Profile</a></p> <p>College Connect Program</p> <p>SRVUSD Website</p>
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## **ACS WASC Category B. Standards-based Student Learning: Curriculum, Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

### **Summary (including comments about the preliminary identified critical learner needs)**

The Focus Group met monthly, beginning in September 2017. Representatives from all stakeholder groups were included in both groups, and were led by Science teacher, Katie Henderson. The groups had thoughtful discussions around indicators and the prompts regarding curriculum at SRVHS.

San Ramon Valley High School offers students a wide variety of classes and programs to meet diverse student needs and interests. The Career and Technical program at SRV, including the only district automotive class, allows students to explore a wide variety of careers and gain valuable job skills. SRV has numerous ways for students to challenge themselves academically. Students can take one of our many AP and advanced courses, or college courses at Diablo Valley College.

San Ramon has a highly trained staff, which is constantly honing its relevance and effectiveness through extensive participation in professional development. SRVHS teachers base instruction upon current research-based curricula that prepares students for college and career readiness. Late start Wednesdays offer time for inter-department collaboration, professional development, and subject level planning. As a staff we need to continue to decrease the disparity between workload and grading practices amongst teachers of the same course. It is important to find a balance between teacher autonomy and equity across the same classes. To achieve this, we need to continue focusing on essential skills and common assessments for subject-level teams.

We want our students invested in all aspects of curriculum when it comes to learning versus grades. We strive for our students to be engaged, not merely compliant. In other words, we want to foster curiosity and critical thinking in order to increase engagement with the subject matter to promote lifelong learning. To achieve this, teachers make lessons with real world connections, and provide students with experiences outside the classroom. We need to continue to make explicit connections between curriculum and the real world, as well as explicitly stating the purpose, or the why, behind lessons so that students can better understand the direct correlation between skills and concepts.

The addition of Access has given teachers time to help students with missed work and

academic support. However, the data indicates that our struggling students are not using their Access time to get academic support. We want students to use Access in a more productive way. To achieve this we need to continue work on identifying struggling students and providing targeted Access support for them.

### Prioritize the strengths and areas for growth for Category B.

#### Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Preparing students for two year and two year colleges
- Providing advanced curriculum (AP and Advanced classes)
- High percentage of students go to college
- AP test passing rate is high
- Teachers teaching to ALL students (not just the high level)
- Curricular support (tutoring, Access, etc.)
- Wide range of academic electives
- Options for students to take classes at other institutions (DVC etc.)
- Teacher developed curriculum
- Highly qualified and dedicated staff
- Teacher collaboration on student skill development
- Teacher collaboration on Essential Standards and Common Assessments (structure is there; some departments are further along in the process than others)
- Parent support (Academic Boosters)

#### Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Improve the disparity between workload and grading practices amongst teachers of the same course level
- Continued teacher collaboration on Essential Standards and Common Assessments (functioning RTI program)
- Addressing the disparity among stakeholders when it comes to learning versus grades
- Improving the use of Access, particularly for struggling students
- Increase meaningful participation and addressing the level of academic stress students experience. One indicator for improvement is the high number of students absent from class in order to avoid taking an exam or turning in an assignment.
- Curriculum articulation with middle school in all subjects
- Continued focus on teaching to ALL students
- More CTE courses are needed
- Improve collaboration between special education teachers and mainstreamed teachers
- Educating our student and parents about managing academic course load (as a way of addressing student stress)
- More non-academic electives are needed

## Category C: Standards-based Student Learning: Instruction

### C1. Challenging and Relevant Learning Experiences Criterion

To achieve the the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

#### Indicators with Prompts

#### Results of Student Observations and Examining Work

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>SRVHS works to ensure that all students are involved in challenging and relevant learning that meets all academic, and college and career readiness standards. It is also very important that student learning very clearly supports the revisited Schoolwide Learner Outcomes, which are:</p> <ol style="list-style-type: none"> <li>1. San Ramon Valley High School students will demonstrate proficiency in curricular knowledge and essential skills.</li> <li>2. San Ramon Valley High School students will demonstrate creativity, critical thinking, communication, and collaboration.</li> <li>3. San Ramon Valley High School students will demonstrate integrity, personal responsibility, and citizenship.</li> <li>4. San Ramon Valley High School students will demonstrate inclusivity, empathy, and compassion within their community.</li> </ol> <p>Below are programs of strength and some programs where growth is still needed to demonstrate the degree to which</p>	<p>Final project: visuals of where their information comes from (Google doc with citations); has to become signed off by an adult verifying that it is realistic in cost. Rubrics with grades. Post project reflection/analysis.</p> <p><a href="#">English Department Course</a></p>

<p>ALL students are involved in their learning.</p> <p>All subject and subject-level teams (SLT) should have identified essential standards and skills. These standards and skills are noted in common course syllabi and/or SLT guidelines for instruction.</p> <p>Health: students are doing a planned parenthood project. Given rubric ahead of time. Real life project where they have to determine how much it would cost for them to live here and raise a child on their own (job, housing et). They are given all of this information ahead of time and then it unfolds as they go. It pushes them to think about what the real world is really like.</p> <p>AP Lang: Students complete a research paper with multiple sources. They must look at an issue from multiple sides. Students are given a predetermined, specific timeline and rubric so it is very clear to students what is due, when and what the expectations are.</p> <p>Generally speaking, some of our departments have common rubrics or pieces of those rubrics. For example: English, World Language</p> <p>AP Physics utilizes Free Response Questions (FRQ) that come from AP tests. This is used as a method of assessing skills from middle school and current instruction. In Honors Physics, Chemistry, and Biology, the students use multifaceted questions, with different parts, which allow for multi step and multi approach options. Students also participate in collaborative learning. This allows for feedback, new ideas, and criticism.</p> <p>The science department teaches data analysis through interpreting and analyzing real-life facts and figures and student-generated data (labs).</p> <p>In Statistics, students come up with a subject, create a survey, analyze data, and present findings back to the class. Students are given a clear timeline and guidelines to follow. Not only are students doing this work in class, they are taken out of the class for real-life experiences.</p>	<p><a href="#">Frameworks</a></p> <p><a href="#">English Department Essential Standards:</a></p> <p><a href="#">Geometry Essential Standards</a></p> <p><a href="#">AP Lang Research Checklist</a></p> <p><a href="#">AP Lang Research Paper Calendar of Due Dates</a></p> <p><a href="#">Rubric for common assessment in World Language</a> (Spanish 3)</p> <p>English: <a href="#">Academic Summary Rubric</a>, <a href="#">Analytical Paragraph Rubric</a></p> <p><a href="#">Multi step assessment questions</a></p> <p>Rubrics above</p> <p><a href="#">Statistics Project</a></p>
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<p>White boards are used for instant feedback in both math and world language. This allows for reteaching and guiding instruction.</p> <p>In Social Studies, students are expected to develop and refine multiple skills associated with research and writing, especially argumentative writing for history. As part of this learning students do research presentations, current events, analysis of documents and all juniors are required to write an argumentative research paper. Additionally, students at all levels are expected to present information orally through multiple modalities. Throughout these activities, students are exposed to multiple perspectives and encouraged to view information through a variety of lenses.</p> <p>Spanish 4: We prepare a piece of factual writing based on the Dia de los Muertos (Day of the Dead) and we combine this with some personal student experiences. We regularly complete reading comprehensions, listening comprehensions and video comprehensions in class all of which test students' understanding of the spoken language, written language and context. Students write several drafts of their writing and carry out peer editing to help them find and review grammatical errors.</p> <p>When students are involved in the drafting and writing process in Spanish 4, students try to recount what they have learned about the topic in hand and then try to relate this to their own personal experiences. Students are given the rubric well ahead of time and then the teacher checks in frequently on the different drafts. The final piece is combining the factual and personal writing. This is done in class and which requires the use of specific grammatical structures that they have learned.</p> <p>Foreign Language: Students will give spontaneous oral presentations based upon a prepared script, to converse with one another.</p> <p>In AP Spanish, students participate in rigorous speaking</p>	<p><a href="#">Freshman Current Events</a></p> <p><a href="#">Writing Assessment Directions</a></p> <p><a href="#">Writing Assessment Rubric</a></p> <p><a href="#">AP Cultural Comparison Speaking Rubric</a></p>
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<p>activities that are based on the College Board AP test. Students are given a prompt and must create instantaneous comparative presentations comparing how they see the issue with their own country and compare it with another culture's community.</p> <p>AP French and Spanish often incorporate cultural aspects that are intrinsic strands of the curriculum as opposed to stand alone cultural projects.</p> <p>World Language: Students are required to select a piece of artwork from the artists they study in the chapter. Students then use this artist as inspiration to create their own work of art. Students are then required to explain a personal connection to their own work of art and compare and contrast styles when presenting at the class "Art Fair"</p> <p>The Counseling Department instructs students campus-wide at different times throughout the course of high school. For instance, the counseling and College &amp; Career Center work with 9th graders through their Health classes on a "What Can I Be?" curriculum and resume-building process. In 10th grade counselors go into classrooms and work with students on discovering "Who Am I?" by participating in a Naviance personality assessment and activity. They also continue the resume building process. In grade 11, students work with Naviance to complete a "College Match" assignment that allows for self exploration and post -secondary option consideration. Then, in 12th grade, the counselors go into classes to help with college and career options and application requirements.</p> <p>In February/March- Counselors educate students on their grades and expectations by distributing transcripts, reviewing graduation requirements and college entrance requirements, and going over course selection for the next year.</p> <p>In 9th grade the support counselor educates students about depression and suicide prevention. This is done in the Health and World Geography classes.</p>	<p><a href="#"><u>Cultural Comparison Student Graphic Organizer</u></a></p> <p><a href="#"><u>Spanish 3: Art Project and Rubric</u></a></p> <p><a href="#"><u>Naviance</u></a></p> <p><a href="#"><u>Course Selections-Counseling</u></a></p> <p><a href="#"><u>Depression Awareness</u></a></p> <p><a href="#"><u>Counseling Links- PDFs.</u></a></p>
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Our expanded offerings in Science have attracted more females into STEM curriculum.	as well.
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**C1.1. Additional Online Instruction Prompt:** *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
No Online Courses	

### Student Understanding of Learning Expectations

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>SRVHS teachers are thoughtful in their various approaches to ensure that students know what they are going to learn during a particular class, and how they are going to demonstrate that learning. During collaboration, teachers often share out various small things they are doing in their classroom to help students understand what they are learning, why they are learning it, and how they will demonstrate learning. There is no one “right way” that is practiced at SRVHS, and that is intentional. To examine and evaluate the extent to which students understand what is expected of them means to embrace that teaching strategies on campus are as diverse as the learning styles of our students.</p> <p>Some of the ways that teachers begin their classes include strategies like warm ups or free-writes that either quickly review an essential skill from the previous day or introduce something new.</p> <p>During class, teachers monitor individual student progress whenever possible. From casual questions being asked in World Language classes, to reading guides that direct student thinking in Social Studies and English, reviewing rubrics with students to learn what is expected on performance tasks, etc. English teachers often model expectations or provide exemplars to help guide students’ understanding.</p>	<p><b><u>Beginning class</u></b></p> <p>“Do Now.” On PPT or whiteboard when students enter. Enforces preparedness, use of all class time: review previous concept; “hook” into new concept; or propose a question, and give time to consider answers. Opening class- writing a summary of yesterday’s notes- supports expectations / content focus.</p> <p>Embed a “Peer Interaction.” Students share ideas on new/review concepts for one minute, standing up, talking to somebody they don’t know that well. Then, students sit and share out their conversation/ ideas with class.</p> <p><a href="#">English Mentor Texts</a></p>



<p>Samples of prior student work are provided as examples of expectations.</p> <p>In terms of assessment, both formal and informal methods are utilized. Project-Based Learning has allowed students to demonstrate their learning in a variety of methods. This is seen often in the History department.</p> <p>Teachers also utilize traditional types of assessment like, multiple choice tests, timed writings, group projects, and presentations; however, the expectations are rooted in skills, rather than just reciting learned facts.</p> <p>In math, the use of think-pair-share and group activities where students teach each other on subject/skill specific activities. At the end of the activity, it is easy for teacher to assess whether students understood the concept.</p> <p>Many teachers are increasingly utilizing rubrics, exit tickets (electronic and paper), and samples to help students to understand performance expectations. Clear articulation of purpose at the start of assignments communicated through a variety of means allows students to access and understand the goals of that lesson or unit.</p>	<p>Project-Based Learning: Economics <a href="#">Food Court</a> <a href="#">President's Dilemma</a> <a href="#">Running in Place</a></p> <p><a href="#">Pairs Check (Geometry)</a> <a href="#">Quiz Quiz Trade (Geometry)</a></p> <p><a href="#">Math Exit Ticket</a></p> <p><a href="#">Math Exploration Activity</a></p>
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### Differentiation of Instruction

**C1.3. Indicator:** The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>Differentiation has long been a practice at SRVHS. We have a district goal of inclusion and a push toward 21st Century learning, which have empowered teachers to learn to incorporate technology into their teaching in order to allow for differentiation. Technology for the sake of technology is NOT a practice supported by SRVHS.</p> <p>Computer Science classes offer a variety of labs online.</p>	

<p>Code.org, College Board, and Pearson. Code Studio has Ted Talks online.</p> <p>All departments have been through professional development with our Common Core Literacy TSA to develop appropriate writing assignments for all courses, including strategies for how to differentiate writing instruction.</p> <p>Vocal Music, Dance, Theater, Speech and Debate, and Instrumental Music all require students to attend concerts, shows, debates, and performances around the community and then ask for written critiques of the performances.</p> <p>Teachers break up writing assignments into smaller more manageable pieces that can be scaffolded. Not only does it make the project more manageable, the multiple checkpoints help allow greater success for students who, had it not be broken up, might have been too intimidated to attempt success.</p> <p>Teachers are also providing students choices when it comes to writing assignments, research topics, projects, etc. Students are encouraged to choose what best suits their individual learning needs. Teachers can and do help guide struggling students to the choice that might be appropriate for them. This allows for comfortability and an opportunity for students to pursue their passions and/or strengths. In general, the outcome is higher grades than projects that are forced.</p> <p>Choice reading is also supported in the English department for all students. Students are encouraged to read books at their interest and reading level. This has allowed for more engagement and we have seen an increase in the number of books being read in class.</p> <p>The teacher librarian meets with teachers who want to bring their classes to the library in order to come up with a lesson. Handouts, Powerpoints, etc. are created together, and the librarian is typically the teacher “on point” during those lessons. This practice connects the students with their teacher librarian in ways that they typically would</p>	<p>ENG 12: <a href="#">Op-ed Process</a></p> <p><a href="#">Gothic Project- Student Choice</a></p> <p><a href="#">English “What’s My Story” Assignment</a></p> <p>As suggested by Penny Kittle in her many books and her district visit last year. English classes use outside reading in one way or another.</p> <p><a href="#">Choice Reading Conference Guide</a></p> <p><a href="#">Library Book Connections</a></p>
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<p>not. When students have the opportunity to get to know the teacher librarian better, it forges relationships that encourage more time in the library.</p> <p>In PE, verbal instruction and modeling is heavily utilized. To check for understanding, teachers will have students repeat the directions before asking students to demonstrate a skill. If a student does not show verbal understanding, the teachers is able to immediately reteach, perhaps using different words, or with more modeling, before checking again for understanding.</p> <p>Four years ago, we piloted the one on one technology initiative. Now, 100 percent of our students have a computer. If they don't want to bring their own, they can check out a Chromebook from our Technology department. They are barcoded and checked out like a textbook. These devices can be used for assessments, both formative and summative. They are often used for research and essay writing as well. Students have access to the Comcast reduced-rate for internet or may utilize the internet in the library before or after school, as well as at break and lunch. This increase in tech availability has cut down on missed assignments and missed class time to visit the library or computer lab for devices or printing.</p> <p>Many teachers allow students to also use their phone for various activities, but they are not required in case students have limited data, or do not own a smartphone. Teachers have alternate devices, or allow students to work in pairs to do the activities. No student is ever left out for lack of a device.</p> <p>Google Classroom positively affects students with IEPs because of the ability to group students in and out of school based on various criteria.</p> <p>The leveled classes that are offered here help to differentiate based on their curriculum and expected pacing. For instance, we have an A1E1 class that breaks Algebra 1 into two years; thus, struggling students have more time to learn the material. Our dance program has levels 1-5, plus dance line and can-can, which are even</p>	<p><a href="#">Socrative MLA Quiz</a></p> <p><a href="#">Bio Kahoot!</a></p> <p><a href="#">Student Grammar Slides</a></p> <p><a href="#">Course Catalog</a></p>
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<p>higher than 5. This allows for more advanced work at higher levels and more time on skills at the lower levels. Our advanced English class for 10th grade is a step up from college prep and is a precursor to AP. It allows for increased rigor in order to help students succeed at the next level.</p> <p>Differentiation can also be seen in the history classes where they are sometimes paired based upon their ability levels. This gives those with more advanced knowledge the opportunity to address the material again and those who need more help the chance to ask questions of their peers and get extra help if needed.</p> <p>Our expanded use of technology in the classroom provides instant sharing and feedback, and a greater ability for student to submit their work. Through Google Docs and Google Classroom, students and teachers create and share Google slides, documents, and group essays and projects for the entire class to view. This use of technology seems to be helping with student collaboration and the ability to see others' perspectives. It also gives the students the opportunity to work together, even when they are not in a room together. The results have been more in-depth presentations and insightful comments on peer editing.</p> <p>Our Social Studies department utilizes a variety of online sources, guest speakers and projects to provide multiple ways for students to gather, analyze, and communicate concepts key to their understanding of the curriculum and development of essential skills. Other uses of technology include PowerPoint for lecture, document camera for annotation and discussion, YouTube clips from documentaries for greater depth of curriculum, Crash Course for student review, the Library of Congress online for speeches and documents, turnitin for the Argument Paper and a variety of simulations.</p>	<p>Problem-based learning grouping- <a href="#">Running in Place</a></p> <p><a href="#">Logical Fallacy Collaboration Example</a></p> <p><a href="#">Japanese Internment Inquiry Centers</a></p>
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## C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

**Online Programs: iNACOL Standard K: Instruction:** A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

### Indicators with Prompts

#### Current Knowledge

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Since our last self study, we have made major gains in the area of technology. During the last WASC report, technology became one of the areas of focus. From this, SRVHS piloted a one-to-one program.</p> <p>Our new 105,000 square foot, 52-classroom building opening in 2019 will also be a huge asset for technology as it will be equipped with short throw LCD projectors and wireless access points in every classroom. These features will allow students to use their 1-to-1 devices anywhere in the building and teachers to display a myriad of interactive lessons with their students.</p> <p>Google Classroom has quickly become the main way students and staff save, share and edit documents. Teachers and students report appreciating the live feedback when collaborating via Google Docs, Google Slides presentations, and Google Sheets on assignments.</p> <p>Many teachers upload videos of lectures, labs, and support videos for students to watch at home for an assignment, or as needed for additional support.</p>	<p>History- research; Health - uses current &amp; reliable data Health/Spanish/History - Kahoot; World Geo, english dept, physics use Google Classroom</p> <p><a href="#">Google Classroom</a></p> <p><a href="#">Mole Conversion Tutorial</a>, <a href="#">Metallic Bonding Visualized</a>,</p>

<p>Math teachers use the online textbook (Big Ideas) to teach Common Core essential standards. Desmos is used to analyze functions graphically and ALEKS (self-paced learning) is an adaptive math program that reinforces basic math skills in Algebra 1.</p> <p>Spanish: Students listen to conversations from the internet, watch YouTube for music and language video. In addition, AP Spanish classes use the language lab to listen to voices on Audacity and Sanako.</p> <p>Robotics class: A very wide array of technology is employed by students daily. Computers are used to write code, 3D and 2D modeling for 3D printing and 2D etching using our laser engraver. Software utilized is primarily AUTOCAD-Fusion 360 and TinkerCAD, Corel Draw, and multiple open source tools for specific tasks or projects. Technology is also employed in the fabrication shop for CNC tools. Beyond computer based tech we use multimeters, infrared thermometers, and micrometers constantly in class.</p> <p>Health utilizes app/video/websites that show real life situations (i.e. heart blockages, etc.).</p> <p>The Counseling department does internet surveys and other interactives online through Naviance. Students can take surveys that will tell them professions they might enjoy, or what type of college environment they might be best suited for, etc. Naviance is also where students and teachers can submit forms for colleges, letters of recommendation, transcripts, etc.</p> <p>In terms of research, the Library subscribes to 11 academic databases that are accessible around the clock from any computer. There is also a NoodleTools subscription for citation support in MLA 8, APA, and Chicago style formatting. The Teacher Librarian is happy to teach classes about how to best access reliable, credible information to any subject or level, co teach with teachers, or help design research-based assignments. The Teacher Librarian also has lessons available for teachers and students around</p>	<p><a href="#">Alternate Assignment on Molecule Shapes</a></p> <p><a href="#">DESMOS link</a></p> <p><a href="#">Big Ideas link</a></p> <p><a href="#">SRVHS Naviance for Students and Parents</a></p> <p><a href="#">Library Site</a></p>
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avoiding plagiarism and using Turnitin.com (which we also have a subscription to) not as a “gotcha”, but as a teaching tool. The majority of plagiarism cases seen at SRVHS are accidental plagiarism where the student attempted to cite something correctly, but did not. However, with Google share options, we have had to help students understand and address plagiarism on a case by case basis. SRVHS has had a subscription to Turnitin.com and it is used consistently by departments that focus on major and minor writing assignments.

Teachers use the Remind app to communicate with students. For example, Janet Willford communicates with all of her Leadership students using the application to remind them of things to do, bring or remember for class.

Our Leadership classes along with many programs on campus utilize Instagram, Twitter, and Facebook to help share information, advertise for events, etc. Our Superintendent tweets daily and our administrators are great tweeters as well!

The SRVHS tech department is led by the Emperor of Technology, Chad Cochran, who is paid for 3 periods a day as a TSA for technology instruction. He is utilized by staff to teach new technology and programs. In addition, Murali is a support to students regarding BYOD and the connectivity and maintenance in order for the students to be able to use their devices for educational purposes.

Often, in the student IEPs of Moderate and Intensive SDC classes, technology for communication is prescribed to assist in curriculum instruction, academics and better social inclusive interaction. For some of our students, technology is their main source of communication, unlocking deeper thoughts and higher order thinking than could have ever been possible without it. These SDC classes also use technology for instruction, whereby some of the lesson plans involve the use of Google drive applications. Students are learning the use of keyboarding and other life-skills applications that are helping them in becoming a contributing member of the school community.

### **Remind App:**

#### **Freshmen Class of 2022**

Enter this number: 81010

Text this message: @srv2022

#### **Sophomores Class of 2022**

Enter this number: 81010

Text this message: @srv2021

#### **Juniors Class of 2020**

Enter this number: 81010

Text this message: @srv2020

#### **Seniors Class of 2019**

Enter this number: 81010

Text this message: @srv2019

SRVHS

Enter this number: 81010

Text this message:

@srvwolves

**Twitter:** @WERSR

[Principal's Twitter](#)

[SRVHS Facebook](#)

[SRVHS Twitter](#)

@srhswolfpack (Instagram)



**C2.1. Additional Online Instruction Prompt:** *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
No Online Instruction	

### Teachers as Coaches

**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt:** *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>At SRVHS we have a large staff, most of whom were or are coaches and have athletic coaching experience. Similarly, all new hires have been coached by a SRVTIP mentor and many are now SRVTIP mentors themselves. Training for, and participation in both roles, has been extremely useful when learning about various coaching strategies like guided and independent practice, inquiry and project-based learning and instruction, etc. Teachers are keenly aware that didactic teaching strategies are not always the best way for a student to learn. Therefore, many non-didactic techniques are employed in order to engage students in their own learning.</p> <p>Some of the strategies to ensure equitable questioning of students would be digital apps that randomly select students, the classic popsicle sticks in a jar, keeping track on seating charts, etc. Teachers coach students on how to best participate in Fishbowl Discussions and Socratic Seminars. Not one teacher simply assigned these without first providing students strategies for how to best be prepared to participate, how to invite quieter students to participate, etc.</p> <p>Teachers employ student-centered strategies that do not necessarily require direct instruction where the instructor retains the sole source of information. A variety of approaches, including inquiry stations, project-based learning, gallery walks, and peer interaction strategies, allow students to find their own unique responses to</p>	<p>We currently have 11 on-campus coaches as well as many who used to coach.</p> <p><a href="#">AVID Goal Setting</a></p> <p><a href="#">1920s Stock Buying Simulation</a></p>



<p>teacher prompts. Some classes include students in the process of both academic and behavioral goal-setting. Ultimately, our goal remains to transform teaching methods to emphasize differentiated instruction, coaching models, and non-didactic strategies, to shift students' mindsets to explore and pursue their interests and passions. This approach will provide students with more opportunities to take agency over their own individual growth.</p> <p>With AP testing over in mid-May, teachers make it clear that the learning does not stop simply because the AP test is over. AP teachers use this time to allow students to explore parts of the subject that is appealing to students. For example, in AP Physics students observe and document a real-world phenomenon.</p> <p>Predetermined discussions with students give them confidence to answer questions to the whole group. Pair share opportunities allow teachers to check in with students about their understanding and allow for more students to feel comfortable speaking in the class Socratic seminars.</p> <p>Peer support and coaching is valued highly and utilized in many of our classes. In our VAPA programs and in speech and debate, more experienced students mentor newer, less experienced students. Academic tutors across all subjects provide the one on one coaching of students to help them overcome challenges they might face in accessing the curriculum.</p>	<p><a href="#"><u>SAGE AND SCRIBE (Geometry)</u></a></p> <p><a href="#">Evidence in appendix</a></p> <p><a href="#">Isom Discussion Sheet</a></p>
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### Examination of Student Work

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Most teachers at SRV begin with a quick kind of warm up, this allows teachers a quick way to gauge the extent to which students can recall previously taught material. Similarly, the brief discussions held after a free-write will also casually inform teachers the extent to which students are comfortable and familiar with material. In Math and Science in particular, teachers know that students understand material when they demonstrate that they can apply it to the next step in a math problem or laboratory experiment. In Math, students are often asked to compare and contrast between methods in order to demonstrate a discovery of patterns and evaluate methods.</p> <p>Teachers at SRVHS utilize annotation as a way to help students access texts, navigate challenging informative articles and rigorous tests, etc.</p> <p>When assigning large and/or long-term projects and papers, teachers break things down into manageable steps. As classes are taught to navigate from one step to the next, instruction is provided, scaffolds placed, and teachers have ensured that each individual student is prepared to move on to the next step. Should a student not be prepared, the teacher will know to intervene before the student falls too far behind. Not only are students being setup to succeed, but the checkpoints provide teachers the opportunity to step in while there's still time to support the student before the assignment is due.</p> <p>In terms of more tangible tools, students have a lot of options at their disposal they can use to research, inquire, discover and invent knowledge on their own and communicate it. For example, academic research can be conducted around the clock using the Library databases. They are taught more sophisticated research strategies throughout high school.</p> <p>No student is denied a book for lack of funding. If the Library does not currently have what a student needs for their pursuit of knowledge, the librarian can borrow the book from another school in the district or purchase said book, if funding and guidelines permit. We have an interlibrary loan process that allows all 36 district schools</p>	<p>Chemistry - "Discovery" labs, students are given a problem, and asked to come up with a lab that will investigate using appropriate tests/materials, etc.</p> <p><a href="#">ANALYTICAL PARAGRAPH GRAPHIC ORGANIZER</a></p> <p><a href="#">Academic Summary Writing Graphic Organizer</a></p> <p><a href="#">Link to Argument Writing Graphic Organizer:</a></p> <p><a href="#">Link to Narrative Writing Graphic Organizer:</a></p>

<p>to share library resources.</p> <p>We also have programs like Robotics, Speech and Debate, and Auto shop that are thriving at SRVHS and have helped students discover, foster and pursue their passions outside of the school day. All of these programs have websites, Facebook pages, and social media accounts where they highlight their programs, communicate information, and advertise events.</p> <p>In both US History and some English classes, the juniors spend a portion of the year researching and applying prior knowledge to synthesize ideas into long, coherent essays that have a multitude of checkpoints and opportunities for reflection.</p> <p>In AVID, students and tutors use their prior knowledge to help classmates find answers to questions that they have about a myriad of subjects. This is done through the use of questioning, not simply giving answers.</p>	<p><a href="#">Argument Research Essay-English</a></p> <p><a href="#">Levels of Questioning-Tutorials</a></p>
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**C2.3. Additional Online Instruction Prompt:** *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
<p>While SRVHS does not have formal online instruction, students are given opportunities to view their own growth and mistakes through various online sources: Turnitin.com, Google quizzes, Socrative, etc.</p>	

**C2.4. Indicator:** Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

**C2.4. Prompt:** *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>Students at SRVHS consistently demonstrate their ability to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and in inquiries related to investigation. Many of the examples below will highlight the variety of ways in which they demonstrate these abilities. Student work samples, which</p>	<p><a href="#">Urbanization project - students. Students look at impact of urbanization on cities in late 1800's. (google slides, animoto videos)</a></p>

<p>also serve as evidence can be found in the Google folder, or printed by request.</p> <p>Using the Depth of Knowledge (DOK) research, teachers in Social Studies and English classes will provide open-ended questions. In addition, students are to use the levels of questioning to come prepared for debates, socratic seminars, etc.</p> <p>Classes like Careers in Teaching ask students to implement their own lesson plans to demonstrate their skills as teachers. Similarly, some teachers employ a strategy whereby students are asked to generate their own examples of concepts they have learned (i.e.-student created reading guides, review cards, etc.). This allows them to demonstrate application instead of just memorization of facts.</p> <p>Another elective that utilizes constant analytical skills is Speech and Debate and Oral Interpretation. There are a total of three full classes of these offerings. Speech and Debate students participate in mock congress, Parliamentary debate, Interpretation events, and persuasive, orator, impromptu informative speaking. Speech and Debate students demonstrate a high level of reasoning and problem-solving skills as is seen in thier many awards.</p> <p>Math teachers have been utilizing more performance tasks by asking small groups to apply math concepts to real-world simulations.</p> <p>Students in World Geography choose a country to present to their classmates. Each student is to research history, currency, prices of tourism, religion, etc. in regard to their country. They then present those ideas, along with travel plans and a budget to their classmates. This demonstrates their knowledge and ability to apply said knowledge in real-life situations.</p> <p>Students in AVID and English participate in Socratic seminars and fish bowls that require pre-work, discussion participation, and reflection. The students have the</p>	<p>Evidence of lessons are in hard copy in binders in the Careers in Teaching classroom.</p> <p><a href="#">Math performance task</a></p> <p>Student work demonstrate that students are able to think, reason, and problem solve in a group activity.</p> <p><a href="#">Discussion Questions- Prewrite/Postwork</a></p>
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<p>opportunity to hear their classmates' points of view and may build off of those ideas by interjecting their own ideas. Being able to answer questions and build on ideas demonstrates their ability to comprehend the information at hand and to give others the opportunity to see a subject or topic in a different light.</p>	
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**C2.5. Indicator:** Students use technology to support their learning.

**C2.5. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
<p>Technology definitely has a large presence on campus at SRVHS. One of the SLOs asks to students to “communicate”, and technology aids this goal in many ways. As mentioned previously, students are active on Twitter, Facebook, and Instagram, and they use these mediums to share information about the school events and activities around campus. Leadership and the administration also use these methods to praise students, and share celebrations. This year we are also piloting the SRV WOLFPACK Spirit App! It tracks the SRV events students attend by geotagging the location when students check in. We are giving weekly, monthly, quarterly and semester prizes for the Leaders!</p> <p>Digital Citizenship comes in smaller lessons as needed when teaching other skills. For example, when in the Library for a lesson on conducting research using Library databases, there will also be discussion and instruction on how to cite sources properly. In addition, the English Department presents a lesson each year on the importance of Digital Citizenship.</p> <p>In reference to the SLO that reads, “San Ramon Valley High School students will demonstrate inclusivity, empathy, and compassion within their community”, many teachers at SRVHS include in their syllabi the fact that all students will be respected, despite another person’s views or beliefs on a subject. There are also signs and posters in most classrooms that declare an intolerance for hate, speech to that effect, or actions in that regard.</p> <p>In keeping with the SLO, “San Ramon Valley High School</p>	<p>Directly from the SRVHS website: <b><u>Sign up on these different Social Media Platforms to stay informed at SRV!</u></b></p> <p><b>Twitter:</b> @WERSR</p> <p><b>Remind App:</b></p> <p><b>Freshmen Class of 2022:</b> Enter this number: 81010 and Text this message: @srv2022</p> <p><b>Sophomores Class of 2022:</b> Enter this number: 81010 and Text this message: @srv2021</p> <p><b>Juniors Class of 2020:</b> Enter this number: 81010 and Text this message: @srv2020</p> <p><b>Seniors Class of 2019:</b> Enter this number: 81010 and Text this message: @srv2019</p> <p><b>SRVHS:</b> Enter this number: 81010 and Text this message: @srvwolves</p> <p><a href="#">Digital Citizenship- English</a></p> <p><a href="#">AVID Syllabus</a></p>

<p>students will demonstrate creativity, critical thinking, communication, and collaboration”, teachers are creating assignments where either the students can choose their topic, or they are given a variety of ideas of topics to choose from. This element of choice is critical in helping students really learn more about what they are sincerely interested in learning.</p> <p>The SLO, “San Ramon Valley High School students will demonstrate integrity, personal responsibility, and citizenship” can be seen campus-wide. For instance, not only are teachers leading by example, but teachers are also utilizing a variety of technology tools. For example, teachers will use turnitin.com not as a “gotcha” to catch cheaters, because that is not a rampant issue, but it does help to keep students accountable. Turnitin.com allows students to submit, look at their originality report, see where the issues are, fix them, and then submit. The majority of the time, students are fixing their errors in rewriting their reports, learning to paraphrase, or cite correctly. SRVHS does deal with intentional plagiarism, and those situations are handled on a case-by-case basis.</p> <p>In order to “be a responsible partner in the learning process” teachers ask students to use Google Docs to collaborate. It is hard to hide when students share their presentation, or paper with the teacher when the teacher can see who is doing what.</p> <p>Kahoot is used to identify struggling students in English and World Language, while Padlet is used for online discussions within the class to achieve greater participation and equity. In addition, Socrative is used to check for understanding and has even been used in English as a common assessment.</p>	<p><a href="#">Gothic Project- Student Choice</a></p> <p><a href="#">Turnitin.com</a></p> <p><a href="#">English Department Plagiarism Lesson</a></p>
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**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

**C2.6. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
The extent to which teachers can go beyond the textbook is	<a href="#">Ellis Island Volunteer</a>

<p>not always simple, due to the funding needed for the materials, the time needed to plan and set up, laborious approval processes for field trips, etc. The frustration appears to be common throughout many schools in California. However, SRVHS teachers should be commended on what they have done to ensure that students have access to data, activities, experiences, and resources that link students to the real world.</p> <p>Many classes conduct real-life research such as: Marine Biology, AP Statistics, AP Environmental Science, AP Biology, and Chemistry. Students not only design their research question and experiments, but then they collect data, analyze data (either quantitative or quantitative), and present the data in a variety of formats, depending on the course assignment. In all of these courses, student work samples show a high level of engagement, particularly in elective classes that students choose to take. Student-generated research questions and experiments inform teachers around where students interests lie so that they may provide more resources to help that particular student pursue his or her passion.</p> <p>Science teachers rely heavily on laboratory experiments. Some will also use recordings of demonstrations so that students can watch them online later if needed.</p> <p>Many classes have a “current events” component where either students bring in interesting articles, for teachers present articles for discussion. Economics and Social Studies classes have students bring in current events, whereas World Language teachers bring in articles in their target language from magazines or websites to share what current events are going on in countries around the world where English is not the primary language spoken. When students bring in articles, it offers teachers an interesting insight into what students consider “news”, what captures their attention, the sources where they gather the information, etc. All of this, along with the discussion after the event is presented, inform teachers about their students and offers opportunities for direct instruction follow up from teachers. For language classes, the teacher is able to gauge vocabulary skills, grammar skills, reading comprehension skills that their students demonstrate as a</p>	<p><a href="#">Instructions</a>  <a href="#">Ellis Island Supervisor Key</a>  <a href="#">Ellis Island Supervisor Instructions</a>  <a href="#">Ellis Island Medical Signs</a>  <a href="#">Ellis Island Activity Response</a></p> <p><a href="#">Mole Conversion Tutorial,</a>  <a href="#">Metallic Bonding Visualized,</a>  <a href="#">Alternate Assignment on</a>  <a href="#">Molecule Shapes</a></p>
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<p>result of reading an assigned article. It also allows for rich discussion around the culture of that particular country or community.</p> <p>Social Studies, Health, Speech and Debate, Journalism, and Oral Interpretation all examine propaganda, both current and historical, to teach lessons. From television, to music, to magazines, Twitter to archived newspapers, there are many examples being utilized to help students develop a sophisticated view of the world and be thoughtful enough to have a critical eye when it comes to media.</p> <p>Our Leadership program, and the PTSA work alongside our sister school Peres Elementary in Richmond. Although the school is only 30 minutes away, the school population faces incredible challenges. Every year approximately 40 SRV students volunteer to help with the annual Halloween Parade, bring every student in the school (600 students) a gift for the holidays- last year was playground themed- and we visit for Dr. Seuss's birthday, bringing books and readers to celebrate Read Across America Day.</p> <p>The AVID classes take joint field trips to nearby (within 2 hours) colleges that include tours, speakers, Q and A with students, and other on-campus experiences. Students front load these trips with research about the colleges. Upon return, they report back to classmates who could not make the trips.</p> <p>Our special education classes visit local businesses and practice social skills, handling money, and gaining independence skills. They also participate in many co-events, such as dances, Special Olympics, and visits to AVID classes for joint lessons.</p> <p>Every summer our Leadership class goes on a summer retreat to plan for the upcoming school year and spend time getting to know each other and discuss the strengths and areas of growth at SRV.</p> <p>Every year our Sophomore class goes on a "Sophomore Cruise" where students eat, dance, play games, and enjoy the San Francisco sites as a class.</p>	<p><a href="#">AVID Field Trip</a></p>
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<p>Sports Medicine students evaluate, treat, and rehabilitate a variety of sports injuries. Students assess the athlete, identify the injury and treat the athlete with the proper modality and exercise to return the athlete back to the game safely.</p> <p>Students in theatre arts analyze scripts and characters looking for subtext, research for all of the design elements, create and build sets, and manage all publicity and contracts for the shows and performers.</p> <p>Our SDC TAs are classified as peer tutors. Therefore, they get a letter grade. We develop lesson plans based on IEP goals and objectives for the peer tutors and they take the responsibility of instructing the students in individual and small group settings. We pull data from the lessons that our peer tutors are working on with our students. Our peer tutors help us to achieve at a successful level, and the percentage requirement per our IEP statements</p>	
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### Real World Experiences

**C2.7. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.7. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
The College and Career Center is an amazing spot on campus that is extremely well utilized by SRVHS students and families. It is staffed with two part-time coordinators, who are responsible for a multitude of tasks. These tasks include organizing and facilitating college visits from local community colleges and universities, as well as national and international colleges. Visits also include trade schools, the military, and representatives from the gap year programs. The College and Career Center also hosts alumni panels each year for students to come and ask SRVHS alumni candid questions about their post-high school	<a href="#">College and Career Center Webpage</a>

experiences. The College and Career Center also hosts workshops for financial aid, support, college application support, work permits and job placement support, volunteer opportunities, and parent brown-bag lunches, etc. It is here that one can find information about the ACT, SAT, PSAT, and other testing needs. The effectiveness of the College and Career Center can be measured by how familiar SRVHS families and students are with the facility and services offered, the well-attended visits and workshops, the popular appointment log, and much more. Each fall, the College and Career Center conducts an alumni survey that collects information about the high school to post-high school transition. On May 1st, or decision day, Leadership and the Career Center partner to celebrate where every senior has decided to spend their first year away from SRV. Whether it is a four year university, a gap year, military tour, or a trip abroad, the gym is filled with seniors writing on pennants and maps of where they will head in the fall.

SRVHS offers courses that provide real-world experiences such as iQuest, Work Experience, Careers in Teaching, Journalism, Sports Medicine, Speech and Debate, Forensics, Marine Biology, Computers courses, Creative Writing, Leadership-Student-Government, Culinary Arts, and the only Auto Shop program in the district. However, the new district initiative to allow for student choice outside of a typical 6 period day has decreased sections in these courses. Unscheduled A period- 1430 (1359 in 17-18 school year), Unscheduled 1st period- 42, Unscheduled 5<sup>th</sup> period- 77, Unscheduled 6<sup>th</sup> period- 375 (112 in 17-18 school year)

SRVHS has a wide variety of clubs, so much that Leadership is constantly monitoring clubs, which have different purposes and goals, and making sure students are accountable for meeting at least once a month. Our Teachers are overwhelmed with requests to be club advisors, so Leadership tries to keep clubs streamlined, deliberate, and active. SRVHS is left with a large list of clubs to join every year. Many of which involve real-world passions and discover new interests. A few of those clubs are INTERACT, Robotics, Girls Who Code, CSF, National Honor Society, Harry Potter Alliance, and 3 vs. 3 club, and

[Club List 18-19](#)

<p>so many more. SRVHS offers a lunch time club fair in September so students can see all that is offered, and sign up to be a member of the club that interests them. We also have a club fair in the spring that is broken up by service and passion clubs.</p> <p>Students are introduced to Naviance by the counseling department during their sophomore year. In the subsequent years, students are walked through the intricacies of Naviance: college connections, career connections, etc. The students create profiles early on and continue to add on to them as they go. Eventually, it is the tool through which college applications are filed and sent.</p> <p>In AVID, students research colleges, tuition, admittance criteria, majors and course of study, job placement and salaries, etc. They then use that information to create presentations for their peers.</p> <p>Our Careers in Teaching classes are highly sought after and give our students opportunities to “test out” a career in education prior to the college experience and beyond. These students are assigned to a teacher and classroom for the school year where they work with the students, help plan, help teach- especially one on one and in small groups, help with day-to-day classroom activities, and aid in grading.</p>	
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**C2.7. Additional Online Instruction Prompt:** *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
No Online Courses	

## **ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

### **Summary (including comments about the preliminary identified critical learner needs)**

SRVHS has been through a multitude of changes, both at the state and school level over the last six years. These changes have helped shape the learning initiatives and teaching styles that can be seen at SR today.

(1.1) Our student population performs well on the college entrance exams and gains admittance to many high-achieving colleges. This is an example of knowledge being acquired and demonstrated. Many of our students take at least one Honors or AP class in high school, with many taking more than one. Also, our students in AP Physics earn an average of 4.8 on the AP exam. Our general ed population also performs well on major projects and essays that occur in the junior and senior years, thus, expressing their knowledge that has been acquired over the years. Throughout their four years at SR, students take advantage of the opportunities to demonstrate creativity, empathy, collaboration and personal responsibility through writing, projects, group activities, and opportunities to work with students of all walks of life.

(1.2) The teachers at SRVHS do a good job of setting expected outcomes prior to instruction. This comes in the form of the utilization of School Loop, agendas on the board, and project deadlines and guidelines prior to beginning a long task. There has also been an emphasis on creating and using common rubrics in many of the subjects. This expresses the consistent expectations and grading; thus, students are aware, in advance, of the benefits and repercussions of the extent to which assignments are completed. In addition, many teachers share student examples in order to relay expectations. Teachers also spend a good amount of time perusing the class and checking in with students as they work. This allows for causal questions and clarification as needed.

(1.3) The teachers at SRVHS employ many different methods of instruction so that all students have the opportunity to learn. The performing arts classes in particular, as well as others, participate in field trips and learning outside of the normal school day and location. Additionally, as mentioned throughout our report, technology has taken a front seat in the learning here. Students are able to use their devices, both personal and school-provided, to

access online resources and collaborate with ease. Our students are also provided with materials in a variety of ways: visual, auditory, kinesthetic. These varied teaching methods help to make the material accessible to all. Students are also given choice, especially in regard to projects, writing, and reading outside of the curriculum. These choices have not only increased student participation but have created excitement for some kids who might otherwise retreat when not given options.

(2.1) Students at SRVHS are instructed in various ways. While some subjects lend themselves to traditional teaching methods, teachers are branching out and embracing technology and Common Core methods of instruction. Our students have access to computer devices, either brought from home or supplied by the school, and utilize said devices on a daily basis. The technology component can come in the form of research, collaboration through tools such as Google, watching videos, blogs, creating and presenting videos and presentations, etc. In addition, teachers have access to document cameras and projectors which can be used to present student work, as well as information from the teachers.

(2.2) Instructors at SRVHS can often be seen “coaching” in lieu of giving direct instruction, as was the way of the past. Teachers are cognisant of the importance of letting students find information on their own and to put that information in effect by experimenting, drawing conclusions, and producing materials that come from their own research and ideas. Students are also encouraged to help one another. This is especially true with our Intensive SDC classes who utilize able-bodied and able-minded students as “student instructors” or “peer tutors” who work directly with the SDC students to help them accomplish their goals. Another coaching strategies is to use “stations” in the classroom. This typically allows for movement in the classroom, as well as collaboration with peers in order to accomplish a task. These strategies have increased participation and have helped to produce better end results.

(2.3) Students have the opportunity showcase their learning through assignments in the classroom and out. They are able to access and utilize a number of databases that are provided by the school and/or district and can use those resources when working on research for projects, speeches, etc. Along those same lines, each junior is tasked with writing a research paper in American History. They have to do a good amount of research and present their findings in a lengthy essay that includes correct formatting, grammar, etc. This is an indication of their retention of writing lessons from English. Students in Speech and Debate, as well as Oral Interpretation, must research for speeches that are given in competitions and class. Additionally, students are expected to retain information from previous classes and previous years in regard to writing structures and skills. This is also true of math where students express their knowledge on tests, both school-related and college-related. Students also demonstrate their knowledge in hands-on classes that allow for the physical manipulation of materials: Robotics, Art, Auto, Careers in Teaching, etc.

(2.4) Students in English and AVID classes utilize Socratic seminars and fishbowl discussions to address primary themes, issues, etc. from given readings. Students must come prepared with questions to ask but must answer and respond on the fly during the discussions. Those responses, as well as the questions brought in help to emphasize the student learning taking place. The World Geo class has a final exam that consists of research on a country: its cost of living, travel expenses, culture, etc. They then present their information, expressing the knowledge that they've gained. Additionally, students in careers in teaching, SDC tutors, and AVID tutors show their knowledge by creating lessons for the students with whom they work. Students also work in groups to create video projects for various classes. These demonstrate the extent of knowledge and the collaboration needed in order to create successful products.

(2.5) Students at SRVHS demonstrate our SLOs in many ways. The SLO that reads, "San Ramon Valley High School students will demonstrate proficiency in curricular knowledge and essential skills" is evidenced by the number of students who score well on the SAT and ACT. In addition, the number of students admitted into rigorous colleges is a measure for our students' success. Students also "demonstrate integrity, personal responsibility, and citizenship" our lack of plagiarism incidents dealt with on campus. Students understand their personal responsibility and go beyond that to help fellow schoolmates on campus. This leads into "students will demonstrate inclusivity, empathy, and compassion within their community" by participating in BDTW, being Peer tutors in SDC classes, being a part of the Comrades program, learning about and participating in Student to Student Program, as well as the huge turnout we have for Link Crew leaders- our freshman orientation program. Our students also "demonstrate creativity, critical thinking, communication, and collaboration" through shared documents on the Google Drive: essays, presentations, etc. We also have a large VAPA Program that reaches so many of our students. There is student work displayed all over campus, and our on-campus performances typically sell out. Lastly, our students are very active on social media and take that opportunity to educate their peers about upcoming events, celebrations, and volunteer opportunities.

(2.6) Our students have a myriad of opportunities to showcase their knowledge and talent through various classes and assignments on campus. For instance, teachers can assess student knowledge of concepts in World Language and History based on student-found articles and their interactions with them. In addition, the Speech and Debate students express their knowledge through their speeches and competitions. Our track record of student success at competitions showcases our excellent program. The labs and research projects/writing assignments that are produced relay the understanding, or lack thereof, of concepts they are expected to know. Our VAPA students are able to perform at or above expected levels across the board, be it plays, assessing and treating injuries in Sports Med, dance, producing photos or other works of art, etc. We can all assess student learning through the Moderate and Intensive SDC students being able to perform everyday tasks in the community. All-in-all, SR gives its students many chances to showcase their knowledge

through measures outside of sitting at a desk.

(2.7) While many on campus would like to see even more classes offered in the CTE realm, those that we have are amazing. Our Leadership program is beyond active. They have their hands in nearly everything that occurs on campus. The students in Leadership classes not only learn to be good leaders, they learn to work together for the good of the group. They have to become planners and those who follow through. They also spend time trying to include all students on campus and genuinely try to get everyone involved. This program is the heart of SR, and it shows in our school spirit and highly attended functions on campus. Our career tech building adds so much to our school's ability to perform at high levels in automotive classes and robotics. The students have materials and space to work; although, it would be great to have more and new equipment each year. The products coming out of these programs exemplify the hard work of the students. Whether they are fixing a staff member's car or building a robot for competition, they are working together and working with their hands to create a product that could not be created in a regular classroom. Our Careers in Teaching Program not only instructs our students but helps to make connections with the elementary students who look up to their high school helpers and want to be a part of that in the future. The students get to be in the classroom and learn if that profession is for them or not. We also have an expanding Computer Science department that is working hard to obtain funding and supply the students with the latest in technology. These additions keep our kids on the cutting edge of tech and allow them to further their passions in that regard.

### **Prioritize the strengths and areas for growth for Category C.**

#### **Category C: Standards-based Student Learning: Instruction: Areas of Strength**

1. The addition of Access periods gives students the opportunity for individualized instruction and test make-ups, etc.
2. Students have increased access to technology with the BYOD Program.
3. Attendance accountability and follow-up have improved; thus, instructional time and opportunities have increased.
4. Our Leadership program is excellent at building community on campus.
5. The student-to-Student program helps to link students in order to connect them with classmates.
6. English- Common pacing, focus standards across the grade levels, increase in common assessments, shared commitment to choice reading, in addition to core texts, shared rubrics. In addition, the English department is highly engaged in strengthening the department and student learning.

7. Math- CAASPP scores went up significantly to aid in a slight increase in district scores.
8. Science- There are more class options and students wanting to take more science classes. In addition, the AP Physics students have a 4.8 average on the test
9. Our student-run peer tutoring program helps connect students with academic needs to student tutors who volunteer their time to aid their peers.
10. Computer Science- The program has grown from 2 to 10 sections in the past few years. CTE (Career Tech) teachers are eligible for funding, and our teachers have been granted money for equipment that enhances or improves the program.
11. SDC- Peer support/peer tutors have increased significantly in numbers this year.
12. World Language- Teachers have multiple common assessments across subject level teams (SLT), common weighting for grades, common pacing guide and vertical articulation.
13. History- Common pacing at most levels, common projects and assessments
14. Areas in health are focused on relevant school need: substance abuse, mental health, common assessments and pacing.

### **Category C: Standards-based Student Learning: Instruction: Areas of Growth**

1. Teachers who teach the same subjects should collaborate in order to maintain similar standards regarding content, grading, and rigor/expectations.
2. There has been little to no accountability and/or data regarding the pros and cons of increased technology use.
3. We lack the data to measure instructional growth of students.
4. We are lacking a system to identify and intervene with our “will” students.
5. Developing an Access period to best maximize the time for both students and teachers in respect to improving upon instruction and support. In addition, there should be an expectation that the Access time is used for academic support.



6. Students need to regularly skill set transfer. Teachers need to speak a common language to support skill set transfer.
7. High stress for students due to multiple assessments on the same day.
8. There is a lack of uniformity regarding a document work-flow process and the actual use of technology that we give students.

## Category D: Standards-based Student Learning: Assessment and Accountability

### D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

**Online Programs: iNACOL Standard R: Program Evaluation:** A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

#### Indicators with Prompts

#### Professionally Acceptable Assessment Process

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

**D1.1. Prompt:** *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
Our school district provides the staff and stakeholders with disaggregated data on all subgroups, including racial minorities, economically disadvantaged students, and students with special needs.	CAASPP, AP, SAT, ACT, CAHSEE, PSAT data  IEP evaluations
SRV Site Council notes trends, anomalies and gaps in assessment data. Additionally, during all-staff meetings and during department and SLT meetings, staff review the relevant assessment data to note trends, anomalies, and	While teachers have the option to publish assessment scores on Illuminate, most scores are published in

<p>gaps. For example: While our data demonstrates a high level of student achievement compared to other schools in the state, we have noted achievement gaps between boys and girls in English Language Arts.</p> <p>Students and staff attend SRVUSD School Board meetings to report the progress of their implementation of Common Core Standards as well as new school programs and courses created in response to the new standards, student needs interests, and career paths. These meetings are open to all stakeholders.</p> <p>The District Office communicates how parents and students can find information on how to access the CAASPP scores as well as help in how to interpret the CAASPP report.  <a href="https://www.srvusd.net/edservices/assessmentresearchandevaluation">https://www.srvusd.net/edservices/assessmentresearchandevaluation</a></p> <p>As a result of the CAASPP data analysis, for example, English and Math teachers have begun to identify essential skills, which are driving how the creation and use of formative and summative subject area assessments.</p> <p>In addition, other disciplines have created common assessments to guide their instruction and monitor student mastery and areas for student growth and development. Social studies teachers, for example, assess student performance for a commonly assigned 5-7 page research paper, common document-based questions and assignments, and subject team-written assessment questions covering source credibility and argumentation.</p> <p>Teachers of Advanced Placement courses receive performance data from the College Board over the summer, which they use to compare with other teachers of the same course and then make decisions about instruction for the following school year. Our continued high performance on the AP exams shows the effectiveness of our instruction in these courses.</p> <p>Science is adjusting their approach based on facilitating student mastery of the new standards. Our Science</p>	<p>School Loop, accessible by both students and parents.</p> <p>Review PSAT data to suggest types of assessment</p> <p>End of semester common <a href="#">assessment</a> given in math</p> <p>Common Formative and/or Summative Assessments given quarterly in all Subject Level Teams as well as UC berkeley diagnostic test, Math Finals, Math Advancements Tests, English Fall and Spring Write  <a href="#">Social Studies Department Haiku Page</a></p> <p>Many Departments and Subject Level Teams use common rubrics for writing and presentations.</p> <p>Science Standards in flux as new courses being formulated.  <a href="#">NGSS General Standards SRV Approach</a> once new standards finalized (Based on <a href="#">3-Course Model</a>)</p> <p>SLT minutes and Common Assessments on Haiku, Google Drive, etc.</p>
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department has embraced the Next Generation Science Standards (NGSS), which align to the Common Core State Standards.

Departments have Subject Level Teams (SLTs). Most of these SLTs have agreed to essential standards that will be taught and assessed quarterly. These SLTs have developed common assessments so that they may compare student outcomes and reteach as needed. Most SLTs have started to meet, plan, assess, and compare results regularly. Departments are developing routines and protocols to review and discuss data regularly, including the use of SchoolLoop, Infinite Campus, Illuminate, Google Classroom, and other software aids to present and analyze data. The increase in our CAASPP scores suggests that these efforts at improving instruction are showing results.

The Special Education Department conducts testing to identify discrepancies between the student ability and academic performance in order to help identify specific area of weakness that can be supported in order for identified students to receive equal access to all curriculum.

The District provides Illuminate training, which teachers use to evaluate student performance. This data is available to SLTs and other staff to compare results on assessments. Around 13% of the staff claims to use Illuminate and of that about 20% are meeting to compare results ([staff survey](#)).

Based on data from Challenge Success surveys and the California Healthy Kids survey, student stress is an issue, especially around workload. As a result, SRVHS uses various tools to communicate with students and parents about assignments and grades. The tools used to communicate with students and parents are: SchoolLoop, Haiku, Enhanced WebAssign, Google Classroom, and Illuminate. In addition, teacher websites help keep parents and students aware of weekly grades, calendar of assignments, and announcements/class notes. The ability for teachers to send a mass email to all parents in each period is valuable in communicating student progress. Many teachers also use the Remind App to send reminders

<p>to students.</p> <p>An email is sent to parents reminding them to check Infinite Campus for Progress Reports. Progress Reports are intended to inform parents if their son/daughter is earning a C- or below after the after the 4th week of the quarter. A similar email is sent to parents for quarter and semester grades.</p> <p>Students with multiple D's and/or an F are seen by counselors individually. Counselors attempt to do this at every progress, quarter and semester grading period. Our high graduation rates suggest that we are doing a good job providing these students the support they need.</p> <p>An email and letter is sent to parents of seniors in danger of failing a course required for graduation once in the 1st semester and once in the 3rd quarter. Teachers often email parents and/or students if a student is struggling in class.</p> <p>School Loop has an "opt in" email for daily updates on any changes in their son/daughter's grades. It also shows homework or anything posted by the instructor.</p> <p>The Parent Portal in Infinite Campus is an effective program where parents can access transcripts, attendance, and grades. The school website provides information on bell schedules, how to contact staff, and a school and activities (including PSAT, AP, SAT) calendar. CAASPP scores are communicated to parents via mail and are placed on transcripts.</p> <p>The Counseling Department website has links to quarterly newsletter for families with website updates, information specific to classes (freshmen, sophomore, junior and senior), important events, and external links for more information.</p> <p>Both the site and the District work collaboratively to advertise student achievements. Since the last WASC report, the District has created the position of Director of Communications and Community Relations. This job is responsible for community outreach, media relations,</p>	
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<p>communications, etc. The person in this position also Tweets and maintains all social media accounts for the district. Following the District on social media, and frequenting the District and site websites are all ways in which families, staff, and the community can remain abreast of student progress. Our administration team, Athletic Director, and Leadership program are also on top of sending out news through emails, tweets, and Instagram. Additionally, SRVHS' Leadership class maintains the Renaissance program that rewards and recognizes students for academic and athletic success.</p> <p>Visual and Performing Arts are constantly assessing work as it is in process. The performing arts classes also receive performance assessments in festivals and competitions. Those performance indicators help to establish what areas are successful and determine the areas of concern for improvements. Instrumental Music is working with the state CMEA (California Music Educators Association) and NCBA (Northern California Band Association) music standards for performance. Our award-winning VAPA program shows we are effectively lifting our students to their highest abilities.</p> <p>SchoolLoop communicates to parents and students the effectiveness of CSS teaching by allowing parents and students to view upcoming assignments and graded work. Teachers are encouraged to post grades every three weeks though most teachers post more frequently. School Loop email is also an effective way for communication between parents, teachers, and students regarding progress.</p>	
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### Basis for Determination of Performance Levels

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
The Special Education Department uses standardized and informal data to determine learning goals for students, these goals are the basis of IEPs for students in all classes.	SPED bases IEP goals on CCSS and aligns specific needs with state

<p>Testing and grade data are used in student Student Success Team(SST) meetings to provide support for students to meet learning goals within their classes.</p> <p>Departments and Subject Level Teams have discussed common syllabi and category weights. Some teams and departments have decided to adopt identical syllabi and grading weights, others have decided to have similar but not identical weightings and syllabi. Departments and SLTs have also discussed grading expectations on assignments, especially on larger assignments such as major writing and research projects, and have shared rubrics and norms for grading. Some of these discussions have also crossed SLTs and Departments, for example English and Social Studies have discussed their writing ladders and expectations for note taking and essay writing, and some cross-curricular common assessments exist, which are graded by members of both departments.</p> <p>All Advanced Placement classes on campus have completed the AP audit as required by the College Board, which includes specific examples of activities and how these activities align with the standards set by the College Board for AP classes. Every year, every AP class must be reauthorized by College Board. Additionally, every teacher of an AP class receives an Instructional Planning Report that helps guide curriculum changes. Many of the AP teachers share their experience with their colleagues and disseminate both curricular and instructional strategies aligned with the AP standards. While College Board does not require that teachers of AP classes be specifically trained for the course, SRV provides funds for teachers to attend AP conferences and to take College Board-certified courses for teaching the class. Many SRV teachers of AP courses have taken advantage of these opportunities.</p> <p>Departments have received professional development on aligning curriculum with the new State standards. For example, the Social Studies department met with representatives from UC Berkeley to develop pacing guides, guiding questions, and essential standards to align with the State frameworks and standards. Science teachers have received training on the NGSS and have developed</p>	<p>expectations.</p> <p>Weighting in School Loop</p> <p>English reading and writing standards. Science is working on skill ladder for NGSS. Social Studies CA state content standards and common core.</p> <p><a href="#">English 9 Essential Standards Planning Form</a></p> <p><b>English 9 Common Assessments:</b></p> <p><a href="#">MLA Common Assessment</a>  <a href="#">Academic Summary Central</a>  <a href="#">Idea Common Assessment Form</a></p> <p><a href="#">Identifying Literary Theme Common Assessment Form</a>  <a href="#">Speaking Rubric</a>  <a href="#">English 10 Essential Standards Planning Form</a></p> <p>See D1.1</p> <p><a href="#">English 11 Essential Standards Planning Form</a>  <a href="#">English 12 Essential Standards Planning Form</a></p> <p>AP Audit paperwork</p>
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<p>curriculum to align with these standards and will continue to receive specific professional development throughout the year with fellow science teachers in the district. The Math and English departments have received extensive training on State standards and Common Core standards.</p> <p>Members of our administrative team and some of our teachers have been to Response to Intervention/Solution Tree training. Based upon this philosophy, data, and practice, SRV changed its bell schedule to implement this model of tier I and tier II interventions. We are currently developing effective tier I practices in every classroom (SLTs essential standards, common assessments, and delivery strategies). We are also developing tier II interventions by piloting targeted Access classes for some ninth and eleventh grade students who struggle with motivation and others who struggle socially/emotionally.</p> <p>SRVHS is developing practices that evaluate the effectiveness of how the entire school examines and analyzes standardized tests.</p> <p>Teachers follow CCST through a variety of means, such as creating IEP goals aligned with the CCST, developing Essential Standards by department and grade levels (SLT). Additionally, departments coordinate common assessment efforts. In English and Math, grade levels agree upon and use equal weightings of grades.</p> <p>The District is piloting a standards-based grading system, but it has not been brought to SRVHS level yet.</p>	
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### Monitoring of Student Growth

**D1.3. Indicator:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*



Findings	Supporting Evidence
<p>Since our last WASC visit, SRVHS has switched from Data Director to Illuminate as the web-based data program used for assessments. All teachers have access to Illuminate in which they are able to view the disaggregated student achievement data for both state testings and on-site assessments.</p> <p>Counselors make sure that all students are on track to graduate and provide resources for them to achieve their academic goals. Students and parents are consistently informed about college admissions requirements, especially the UC a-g requirements and SAT/ACT testing. Students and parents are informed about unit requirements for graduation and State of California legal graduation requirements. Counselors visit classes at least once a year to distribute information, and hold a meeting for all parents in the second semester for the same purpose. Information regarding course selection is also distributed at this time. Counselors endeavor to see all of their students at least once per year. However, this often falls short of the goal due to the 500:1 caseloads and increasing number of social-emotional needs that may prevent counselors from seeing more students regarding academic goals.</p> <p>We have for the past two years had a credit recovery program available to seniors who are behind in graduation credits. This program is run after school by a teacher who monitors the student's coursework through an online program, Edgenuity. In August, counselors identify seniors who are in need of the assistance by evaluating all senior transcripts.</p> <p>Counselors evaluate transcripts at the end of 1st semester for freshman, sophomores, and juniors to determine outstanding graduation requirements and if there is a need to repeat a class for college admission purposes. Transcripts are then distributed to students either in a history class or during an Access period.</p> <p>Counselors use School Loop to monitor student progress in between grading periods. They use reports run in Infinite</p>	<p>Teachers use illuminate for formative and summative assessments</p> <p>All teachers on campus have a login and access</p> <p>Graduation rates</p> <p>College admission rates</p> <p>Student enrollment</p> <p><a href="#">High school ranking according to US News</a></p> <p><a href="#">Schoolloop</a></p>

<p>Campus at progress and grade report periods. At those times, counselors attempt to see any student with an F as well as students with three or more D's. Counselors use data from Infinite Campus to identify students who may need a summer school class.</p> <p>The College and Career Center provides assistance to students in the college-application process and in finding internships and paid positions. The SRVHS website provides College and Career readiness information.</p> <p>Our college and career advisors meet individually or in groups with all levels of students, grades 9-12. They run workshops throughout the year related to college readiness, college applications, summer programs and workshops, PSAT, SAT/ACT information, Naviance, and groups for parents regarding the college selection and application process.</p> <p>SRVHS uses Naviance as a communication tool to give students the ability to identify and track their academic goals and options for college. Students can access tools that allow them to list goals, track their progress, explore colleges, and see how well their grades and SAT/ACT test scores measure up to the expectations for the schools they are considering applying to. Students use Naviance to communicate with teachers about letters of recommendation.</p> <p>SRVHS' graduation rates indicate a high level of college and career readiness. Annually, approximately 95% of graduates attend college and 1-3% attend a vocational school or enter military service. The SRVHS School Profile provides details. It is rare that more than one senior will fail to meet full graduation requirements.</p> <p>Various classes--including Careers in Teaching, iQuest, Auto Shop, Sports Medicine, Personal Finance with Business--provide students with opportunities to develop career readiness. These programs are open to all interested students. These programs coordinate closely with professionals in their respective fields to maintain high standards.</p>	
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<p>All grades are posted on SchoolLoop with the expectations that teachers update their gradebooks at least every three weeks. Parents are able to see their students' grades, missing assignments, and comments that a teacher may provide. At each progress report period teachers publish grades. NOTE: In an order to help parents from "over-assessing" their student progress, the District has provided optional access to daily progress in Schoolloop as part of the Personalized Learning Initiatives.</p>	
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**D1.3. Additional Online Instruction Prompts:** *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

*Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.*

*Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results of state and local assessments are used in decisions about student achievement and advancement.*

Findings	Supporting Evidence
<p>Several departments, including English and Social Studies, have developed departmental plagiarism policies. In addition to often requiring rough drafts and revision before submission of final writing assignments, almost all English and Social Studies teachers also use Turnitin.com to deter and detect plagiarism. Per school policy, students found to have cheated on an assignment receive a 0 on the assignment for the first offense and receive an automatic failing grade for the course for the second offense. Cheating and plagiarism are also noted in students' disciplinary files and can result in teachers' refusal to write a student a recommendation for jobs or college.</p> <p>Prerequisites are "highly recommended" for certain classes, especially in Math, Science, and World Language. These prerequisites usually include a minimum grade in the preceding level of coursework. While District policy allows students to enroll in a class regardless of these prerequisites, teachers, and counselors provide information and counseling to all students to ensure they are properly placed.</p>	<p><a href="#">Turnitin, Google Classroom</a></p> <p><a href="#">Plagiarism policies</a></p> <p><a href="#">Course Catalog</a></p> <p><a href="#">State policy regarding grading</a></p> <p><a href="#">English department plagiarism policy and lessons</a></p>

<p>All AP classes have multiple pathways to admission, per District policy. Many AP classes include previous year grades, or teacher recommendation, and/or assessment to guide students and parents in their decision to enroll in AP courses. However, all courses are “open access.”</p> <p>Per State and District policy, students “pass” a course and are able to proceed to the next level in most classes with a D or better, but students who earn a D or lower, and in some cases a C or lower, are strongly encouraged by counselors and teachers to retake the course in Summer School to gain mastery in the subject.</p> <p>For all state and national tests, including AP exams, PSAT/NMSQT and SAT/ACT testing on campus, SRVHS strictly follows all rules and regulations. We take testing protocol and security very seriously and follow the required rules and regulations.</p> <p>All proctors sign the required affidavit. They are trained by the testing coordinator and they are expected to remain an active proctor. Proctors must also be a district employee. They have been fingerprinted, had references checks, etc. Proctors are paid by the District. The exception to this is the CAASPP. Since the CAASPP is conducted during the workday, with a special testing schedule, teachers are the proctors. They are also trained at a staff meeting and they sign any required affidavits.</p>	
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### Assessment of Program Areas

**D1.4. Indicator:** The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.4. Prompt:** *Evaluate the processes that the school leadership and instructional staff use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
The Administration works closely with the departments each administrator oversees. The departments maintain a	Teachers collaborated on the process of creating the District homework

<p>document where they state which Essential Skills the site level teams are focusing on, how they are going to teach these skills, and how they will assess if students are mastering the content. This work is done during the RTI Wednesday collaboration. Teachers analyze the assessment data and determine the appropriate Tier II interventions for students who have not mastered the standard. This analysis takes place during the collaboration time the following Wednesday. The cycle is monitored by the Administration and supported accordingly.</p> <p>SRVHS follows the School Board approved graduation requirements, which were recently lowered from 240 units to 220 units with a grade of “D” or higher. 5 units are awarded with a grade of “D” or higher. Credits must include: four years of English, two years of Math, two years of Science, three and a half years of Social Studies, two years of Physical Education, one semester of Health, and two years for World Language/Visual and Performing Arts/Technology and Applied Arts. SRVHS does not rank its students. The reduction in graduation credits is one of the District’s Personalized Learning Initiatives (PLI).</p> <p>Per the new District Policy (part of the PLIs), students must enroll in a five-period day for all four years of high school. All students have the option of enrolling in a sixth or seventh period day, if desired.</p> <p>After a lengthy committee process that involved all stakeholders TK-12, the District adopted a District Homework Policy on June 23, 2015. The major changes that impacted SRVHS were:</p> <ol style="list-style-type: none"> <li>1. Total homework assignments shall be no more than two hours per course per week and no more than 30 minutes per night per course. All work including weekend assignments, long-term assignments and projects that require outside of the classroom shall be included in this time frame. Weekend homework, if assigned, shall not exceed 30 minutes per course.</li> <li>2. In order to coordinate due dates and balance the workload, departments will collaborate with each other and be aware of long-term projects/assignments and major tests in all curricular areas.</li> </ol>	<p>policy</p> <p>Teachers are instructed to include the homework policy in their syllabus as well as in Back To School Night presentations, so that both parents and students are aware of the district homework policy.</p> <p>English teachers collaborate as a department to create a department-wide plagiarism policy with lessons to support</p> <p>Assessment of IEP goals and objectives and strategies to achieve said goals are part of the Resource program. Strategies for students with 504s are discussed at yearly meetings.</p> <p>All students take a portion of the CAASPP Interim assessment via English dept teachers and math teachers</p> <p>English Dept. teachers collaborate on writing results and assess outcomes of student learning</p>
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<ol style="list-style-type: none"> <li>3. Project-based assignments are designed to reinforce California State Standards, promote collaboration and independent thinking. Long-term assignments and projects that require work outside of the classroom shall be limited in number and duration. Some portions of projects may be assigned as homework; however, these tasks shall not require significant assistance from parents or the purchase of materials. Long-term assignments and projects shall include clear checkpoints to monitor progress toward completion.</li> <li>4. Some elective classes such as, but not limited to, theater, speech and debate, dance, vocal and instrumental music, will require additional time.</li> <li>5. Advanced Placement, Honors, and Advanced courses may require more extensive homework. These courses are exempt from time and break restrictions as prescribed in this policy.</li> <li>6. There shall be no homework assigned during school recesses. (Thanksgiving Break, Winter Break and Spring Break). Projects assigned before recesses must not require any work to be completed over the break.</li> </ol> <p>The AP program at SRVHS is aligned with College Board standards and instruction is focused on preparation for the AP Exams as well as other college-based skills and practices. Leadership and instructional staff routinely evaluates performance data from within courses and on the AP exams. AP teachers use sample questions from AP exams to evaluate whether students are meeting the rigor requirements of the course and reteach or revise instruction to lift students to the standards.</p> <p>Departments and SLTs have developed course frameworks and essential standards documents and have developed common assessments to evaluate student progress toward these standards.</p> <p>With the adoption of new standards in various departments (Math, Science, Social Studies), new textbooks and material have been adopted to meet these standards. As needed, technology has been incorporated into the curriculum (language labs in World Language, computers</p>	
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<p>for Computer Science courses, lab work and data collection in Science, etc.) to meet these standards.</p> <p>Various diagnostic assessments are given to evaluate student progress toward these standards (UC and other diagnostic tests in Math, Fall and Spring Writes in English, AP admission assessments in various departments, quarterly common assessments in all departments).</p> <p>CAASPP interim assessments are given to determine student achievement of standards.</p>	
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### ***Schoolwide Modifications Based on Assessment Results***

**D1.5. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D1.5. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The list below includes the areas that the Focus Groups have found which have been revised, implemented, and/or continued because of assessment results (whether academic, or surveys for climate). These changes have been effective in that student needs are being addressed and professional development for the teachers to help promote student engagement.</p> <p>Results from the CAASPP tests has led to professional development, especially in the Math and English departments to revise and improve instruction.</p> <p>Results from the CAASPP tests had led to scheduling and proctoring changes to try to increase student engagement in the exams and to improve performance.</p> <p>Results from various surveys led to the decision to change the bell schedule to an adjusted block and the addition of</p>	<p><a href="#">Meeting Agendas</a></p> <p>PD Agendas and <a href="#">Presentations</a></p> <p>Bell Schedule MOU</p> <p>Technology licenses/sites</p> <p><a href="#">AVID Program</a></p>

<p>Access and Homeroom to improve student performance and to reduce student stress.</p> <p>Results from the California Healthy Kids Survey and Challenge Success led to increased professional development and school activities to address stress, bullying, drug use, anxiety, and other social-emotional issues on campus.</p> <p>Results from the Healthy Kids Survey led to changes in campus security staffing and procedures.</p> <p>A change to a modified block schedule was created in response for more time to intervene with students and for longer periods of time in class to work on projects/performance tasks. However, systematic RTI has not been effectively implemented, and student use of the additional time in Access has not been consistently well-used.</p> <p>Teacher on Special Assignment positions were created to help teachers implement new standards and improve instruction.</p> <p>Based on a desire to increase student engagement, various programs and software have been purchased/licensed by the site including Google Classroom, SchoolLoop, Illuminate, Pear Deck, and others.</p> <p>Based on the needs of Special Education students, SPED teachers and paraprofessionals have “pushed-out” into general education courses to provide additional support to both students and teachers.</p> <p>The Healthy Kids Survey is the assessment used to help understand student stress in order to design appropriate interventions. The Climate Committee looks at this data yearly, along with counseling and administration.</p> <p>AVID eligibility is driven by grades and proficiency on state tests. However, participation in the program is voluntary. The program supports our students with life skills such as</p>	<p>Bell Schedule</p>
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<p>organization, time management, and study skills. It also prepares them to be successful in their goal to attend college and help close the achievement gap.</p> <p>We are exploring online learning platforms based on students needs; for example, the Math department is using Big Ideas for Algebra and Geometry.</p>	
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**D1.6. Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

**D1.6. Prompt:** *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Each year SLTs agree to essential standards and make changes based on student need.</p> <p>Departments periodically review and revise their syllabi, rubrics, and curriculum. Strong department leadership has supported the development of routines, processes, and effective changes over the past six years. This has allowed them to effectively support new teachers and teachers transitioning to the use of more technology in the classroom.</p> <p>Leadership and instructional staff periodically review data (assessment and survey) to review and revise policies and procedures.</p> <p>Teachers are reminded at least annually of the District homework policy and evaluate not only whether they are in compliance with the policy but also whether the homework they assign is meaningful and productive.</p> <p>Staff also periodically examines scheduling of tests and long-term assignments to reduce student stress and improve performance.</p> <p>Departments work with counseling to periodically evaluate entrance procedures and prerequisites for advanced and</p>	<p>SLT pages in Classroom or Haiku</p> <p>Departmental minutes</p> <p>District policy included in all syllabi</p> <p>Course catalog</p>

AP courses.	
Counselors attempt to meet with all students to evaluate student transcripts and progress toward graduation, making recommendations of appropriate curriculum with the maximum of appropriate rigor.	Counselor meeting, Naviance training, Classroom presentations
Teachers also guide students toward courses that will present students with challenges, including electives and AP courses.	Elective fair, course advertisements

## D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

**Online Programs: iNACOL Standard L: Assessment of Student Performance:** A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

### Indicators with Prompts

#### Appropriate Assessment Strategies

**D2.1. Indicator:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

**D2.1. Prompt:** Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

**D2.1. Additional Online Instruction Prompts:** *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
SRVHS does not offer online classes.	

### Demonstration of Student Achievement

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the*

*basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>Teachers are effectively using subject matter team collaboration to collect, analyze, and use assessment data for the basis of curricular and instructional decisions. An example of what we ask:</p> <ol style="list-style-type: none"> <li>1. What do we want our students to know?</li> <li>2. How do we know when they have learned it?</li> <li>3. What do we do if they do not learn it?</li> <li>4. What do we do if they learn it?</li> </ol> <p>Being able to answer these four questions with each standard (i.e. unpacking the standard before teaching) allows the team to have a plan to reach all students are in terms of understanding the content.</p> <ul style="list-style-type: none"> <li>• This data is then used to differentiate the learning process for each student.</li> <li>• Concepts are then explored and reinforced in class hopefully based on the need (s) shown from the data.</li> <li>• Continued daily formative assessments allows the teachers to know when the student has learned the concept and also allows more challenging problems to be given to those who have mastered the concepts.</li> <li>• The team has many discussions throughout each week (formally and informally) to gauge the level of misunderstanding and know when to re-teach a concept as a mini-lesson or as a whole class activity.</li> <li>• The data from the summative assessments is also analyzed by the team to determine areas of success and areas of improvement.</li> <li>• This cycle continues with each unit and each standard within the unit.</li> </ul> <p>Some teams are farther along in implementing this process than others, but we are moving toward this ideal through a more focused use of meeting time (we have created an RTI dedicated meeting time once a month) and professional development.</p> <p>Departments are beginning to use data from the CAASPP and common assessments to drive instruction. For</p>	<p>PD Slide Decks on RTI</p> <p>Illuminate</p> <p>Meeting minutes</p>

<p>example the English and Math departments took the Smarter Balanced Interim Assessment for the first time in January 2018 and the results of this assessment were used by SLTs to evaluate curriculum and instruction.</p> <p>Teacher uses Illuminate to scan assessments, collect data, and reteach concepts as needed for students.</p>	
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### Teacher and Student Feedback

**D2.3. Indicator:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

<p>Many teachers use multiple means of checking student understanding, including digital engagement tools (Pear Deck, Kahoot, Socrative, etc.) and exit tickets.</p> <p>Homeroom and Access times allow teachers the time to meet one-on-one with students to evaluate student needs, whether content or skills or social-emotional, and to provide an opportunity to guide students toward increased learning.</p> <p>SRVHS asks students, parents, and staff for input on the school in many surveys, to the point which some express survey fatigue. The results of the surveys are then shared with staff in all-staff or smaller focus group settings. Teachers also routinely ask their classes about how the class is proceeding and whether the students understand the expectations of the class as a whole and of particular assignments. Some teachers, at the end of the course, ask for evaluations from students which then drive changes in curriculum and instruction.</p> <p>School Board Policy very clearly follows the Education Code regarding the monitoring and dissemination of student progress.</p>	<p>Surveys</p> <p>School Loop records</p> <p>Access Logs</p> <p>Bell Schedule</p> <p>SRVUSD Ed Code</p>
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<p>The District has been very careful to include teachers, administrators, and parents in the decision making progress regarding monitoring tools. Over the last few years the District had a group of pilot teachers, lovingly nicknamed the “Piloteers” who tested multiple learning management systems, before recommending that Haiku be adopted, but also that SchoolLoop remain. Several education platforms and/or assessment tools have been introduced because of District and staff input. They are:</p> <ol style="list-style-type: none"> <li>1. Haiku-This is not a mandated tool that teachers must use, in part because of teacher and parent feedback about the inefficiency of the gradebook tool. Some teachers still continue to use this platform for online class discussions and to post class information/materials. The discussion feature is safe, and easy for students and teachers to use.</li> <li>2. SRVUSD switched from Data Director to Illuminate because of cost and the increased power of the assessment tool. The reports in Illuminate are very detailed to help with differentiated learning with the students. This was a district decision.</li> <li>3. Google classroom was given the “green light” in 2016 and it is the most widely used program.</li> </ol> <p>Aside from learning management platforms, it should be noted that individual teachers and subject teams look at the College Board produced AP data of their specific test to see areas of success and areas of need. Some teachers are interested in comparisons with other schools, or states, or national averages and some are not. That level of analysis is up to individual teachers and/or teams. In fact, it should be noted that the San Ramon Valley Unified School District has been included in all 7 years that the AP District Honor Roll has been in existence. According to College Board: “Inclusion on the 7th Annual AP District Honor Roll is based on the examination of three years of AP data, from 2014 to 2016, for the following criteria: Increased participation/access to AP by at least 4 percent in large districts, at least 6 percent in medium districts, and at least 11 percent in small districts;</p> <ul style="list-style-type: none"> <li>• Increased or maintained the percentage of exams taken by African American, Hispanic/Latino, and American Indian/Alaska Native students who scored 3+ on at least one AP Exam</li> <li>• Improved performance levels when comparing the percentage of students in 2016-scoring a 3 or higher to those in 2014- unless the district has already attained a performance level at which more than 70 percent of its AP</li> </ul>	<p>College Board AP Data</p>
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students are scoring a 3 or higher.”	
Overall SRVHS’ ability to assess and monitor progress is strong and support from the District is also noteworthy.	

## **ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

### **Summary (including comments about the preliminary identified critical learner needs)**

SRVHS has taken important steps in the use of multiple data sets--academic, social-emotional, community--to reach the whole student through the creation of clear processes of assessment and instruction. Our assessments have helped us to determine that we are making progress on our Critical Learner Needs by improving our students' performance on many of the measures of their learning. We are reaching the large majority of our students, including our students with special needs and our demographic subgroups. We have implemented or are beginning to implement systemic interventions in addition to the many efforts that our teachers make to reach all of our students through Tier I and Tier II interventions. We have established a strong foundation for Rigor at our school because of our success in building up the Relationships among staff, students, and parents as well as creating a strong sense of Relevance for students in our instruction and curriculum. Our teachers have shown remarkable resilience through the many changes thrust upon us and the school's commitment to our students' education is unflagging, a fact that is highly appreciated by students and parents.

However, there is much work left to be done, particularly in the area of creating clear and consistent expectations of performance and workload that are communicated to all stakeholders. The data from standardized testing is mixed, with CAASPP data being particularly concerning, but based on other datasets this appears to be more of a problem with students' desire to do well on these tests rather than their ability to do so, which links with the Critical Learner Need of increasing student connectedness. The last six years have been a period of tremendous stress and change both in our school and in our district, and so we have not been able to be as focused on the creation of school wide systems of instruction and assessment. While there has been great work done at the individual, SLT, and department level, there has been insufficient cross-curricular collaboration, and as a result we have not leveraged all of our resources and talents as efficiently and effectively as possible. Going forward, however, we are in a good position to put our Action Plan into effect given all of the individual drive, work, and talent of our staff.

**Prioritize the strengths and areas for growth for Category D.**

**Category D: Standards-based Student Learning: Assessment and Accountability:  
Areas of Strength**

- A majority of teacher use a wide-range of assessment types to get an accurate measure of student learning and achieving the school's SLOs (essays, oral presentations, objective tests, performances, projects, discussions, etc.)
- We successfully balance standardized common assessments and teacher autonomy to maximize student learning and buy-in to assessments.
- Our teaching practices have led to high performance on SAT, ACT and AP exams
- Many departments calibrate common assessments to create high standards for all students
- Special Education students are targeted based on assessment, and placed in co-taught classes based on their assessment data (IEP Goals)
- Special education students are able to access the general education assessments with support from the general education and special education staff
- Implementation of 504 and IEP assessment protocol
- Creation of a bell schedule that permits for RTI and implementation time to reteach students based on data and the creation of a pilot program for using Access time more effectively has been initiated
- Majority of parents/guardians and students access assessments results for feedback
- Staff is in the process of using and receiving training on Illuminate, which is designed for analyzing test results

**Category D: Standards-based Student Learning: Assessment and Accountability:  
Areas of Growth**

- Despite our efforts, not all teachers consistently use data to inform instruction
- There is a lack of systematic use of common rubrics
- Some subject-level teams engage in collaboration and analysis of common assessments, more teams are working towards common assessments and looking at common data
- We need a systematic way to reteach for students who are not meeting or below standards
- Teachers need more training and equipment to facilitate improvements in assessments (e.g. School Loop, Illuminate, Infinite Campus, websites, and wireless network access)
- Analyzing and using data in a time-effective way
- Despite efforts at standardizing expectations, grading is not standardized across courses or within or between departments and so course grades are not necessarily a good guide for preparedness in all classes nor a good guide for progress toward standards nor college-preparedness.



## Category E: School Culture and Support for Student Personal and Academic Growth

### E1. Parent and Community Engagement Criterion

The school's leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

**Online Programs: iNACOL Standard Q: Parents/Guardians:** In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

#### Indicators with Prompts

##### Regular Parent Involvement

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
SRVHS provides several opportunities for families to be involved through multiple informational events throughout the year. These events include, but are not limited too; Incoming 9th, 10th, 11th and 12th Grade Building Bridges, Scheduling Nights, Financial Aid Night, Back to School Night, AVID (Advancement Via Individual Determination) Parent Night, Evening with the Principal, the State of the School, Brown Bag lunch parent meetings, and Teens and Technology instructional night. These events are all very well attended.	<a href="#">Principal's Twitter account</a>  <a href="#">SchoolLoop archives</a> <a href="#">Emails and flyers inviting students</a>  <a href="#">PTSA Board meetings</a>
Additionally, there are volunteer opportunities in the textbook room, Library and other (non) academic locations	

<p>on the campus. Most of these opportunities are run by the PTSA (Parent Teacher Student Association). They ask parents to sign up at registration if they are interested in helping out in the Library and Textbook Office.</p> <p>2,122 parents are registered on SchoolLoop through the SRVHS website and “follow” various social media accounts including; Instagram, Facebook, and Twitter. Our District also is very active on Twitter, including our Superintendent. SRVHS also manages a newsletter titled the “SRVHS E-Bulletin.” This is one of the main communications that parents receive about day to day events going on around the campus. In an attempt to consolidate this information with PTSA communication, the SRVHS E-Bulletin combined with the PTSA Newsletter and became the “SRV Wolfpack Weekly.” These newsletters send out various announcements, dates to remember, as well as promotions of events, etc. The school and district also have emergency systems in place via School Messenger should texting or phone calls need to go out in a quick manner for emergency purposes.</p> <p>Parents are encouraged to get involved with multiple groups, boosters, and organizations on campus. The PTSA, Athletic Boosters, Wolf-Tones (Instrumental Music), San Ramon Voices, SRV Theater Boosters, SRV Dance Boosters, 21st Century Learning Foundation, SITE Council, Grad Night Committee, Dads on Campus and Class Parent Groups are all involved on campus. These parent groups are incredible about giving their time, resources, and dedication to the school. They organize Wolf Pack Days, Building Bridges, Staff Lunches, Student events, Parent Education, and serve as a voice of the parents to staff.</p> <p>Parent groups also help organize food, toy, books, and clothing drives for our sister school in Richmond, CA. Thousands of items are collected by parents, and together with the Leadership classes, as well as clubs like INTERACT, and Pledge to Humanity, they deliver the items to different community organizations in need. During the holiday season we deliver one gift to every student at our sister school, Peres Elementary, in Richmond, CA. This tradition has been going on for over 20 years.</p>	<p><a href="#">SRVHS Student and Parent Handbook</a></p> <p>Community involvement; police/fire/hospitals/all school/parents</p> <p>Parent/community/staff cooperation to assist programs</p> <p><a href="#">Site Council Agenda and Meeting Minutes</a></p> <p>Parent Members on WASC Focus Groups - 2 per group</p>
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<p>SRVHS Parents also participate as members of the Site Council for two-year terms. Site Council meets monthly to discuss aspects of the school. In addition to helping distribute funding to school programs, they also oversee and approve the SPSA (Single Plan for Student Achievement) which is aligned with the District's LCAP plan, and the School Safety Plan.</p> <p>Parents sit on each WASC Focus Group. We have also had additional parents help write, edit and proofread the report for accuracy.</p> <p>Many courses on the SRVHS campus have a component of working with companies and organizations in the community to enhance learning of specific industries. Classes like iQuest and Work Experience allow students to earn credit while working in a supervised environment by both employer and SRVHS teacher. Through this process the community becomes an active partner in the education and success of the student. In some classes industry professionals act as guest speakers to influence and motivate the students.</p> <p>The College and Career Center maintains a job and volunteer board for students with local opportunities. Future plan: host a lunch time Speaker Series where business professionals are invited to speak to students to learn about different professions.</p> <p>SRVHS has multiple programs that partner with businesses and local industries every year with the Student Recognition Project, a program that has local businesses and community members judge student artwork, performance and Career Technical Arts.</p> <p>Since 1999 SRV has hosted the Every 15 Minutes program every three years, and utilizes parents to be involved in the program as parent participants. They help manage the program in conjunction with SRV Staff and Student Leadership. Police, Fire, EMS and local hospital nurses and doctors all help in the program that takes place over two school days.</p>	<p><a href="#">LCAP Minutes</a></p> <p><a href="#">iQuest Syllabus</a></p> <p><a href="#">Student Recognition Project</a></p> <p><a href="#">Every 15 Minutes Assembly Video</a></p>
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<p>Annual IEP meetings are held for qualifying students with active inclusion of parent(s), administration, and teachers when establishing expectations, strategies, and accommodations to be put in place. Copies of agreed upon strategies are made available to everyone; quarterly progress reports are completed by RS and sent to parents. Parents are invited to the annual review and will sign-off on supports.</p> <p>Parents are a part of the 504 team, which includes teachers, counselors, administrators, and the student. The team meets, facilitated by a counselor, to create accommodations that support the identified needs of the individual student. An annual review with the 504 team can be initiated by the school or by parents. School psychologists are also included in 504 meetings to address questions about IEP Testing or to provide further support. Parents are a critical part of the team as we try to identify the appropriate accommodations for their student. Attendance by teachers can be difficult to get and written feedback is often provided in place of teachers attending the meetings. Their input is missing in the discussion to create accommodations.</p> <p>Counselors attend the 504 meetings for their caseloads and recommend amendments to accommodations as necessary, as well as respond to parent concerns/questions. They reach out to teachers as necessary if they are unable to attend the 504 meeting. Recommendations may include academic interventions, summer school, course selection, college recommendations, information and referral regarding testing accommodations for SAT/ACT, revision of existing 504 accommodations, and referral for additional follow-up as necessary.</p> <p>Counselors role in IEP meetings includes much of what is stated for 504 meetings. However, the case manager will follow up with teachers as necessary. Counselors rarely make recommendations to change IEP accommodations, but recommend some strategies for students that are not part of an IEP goal.</p> <p>We believe if you want to see the amazing student culture</p>	<p>About 140 students currently with 504 plans</p>
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<p>we have, just look to the treatment of our Comrades. Comrades are students who have special needs, and our students not only love mentoring and aiding for these students, but our students have created incredible inclusivity. At SRV we have created special programs to highlight and celebrate these students. At every rally, our comrades have special section that is decorated for them. During class cheers the entire gym will stand and spell out “C-O-M-R-A-D-E-S”. Comrades are embraced and welcomed by students. We also host a special Comrades assembly at lunch the day before the Special Olympics Tournament. About 500 attend the optional at lunch rally to cheer on the students who will be participating in the Basketball Tournament. About four years ago we included a special prince and princess category for Comrades court. When these students are announced our students give a standing ovation. We have comrade students who participate in Leadership, with a special committee designated in Leadership to pay special attention to all Comrades events and fundraising.</p>	
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### Use of Community Resources

**E1.2. Indicator:** The school uses community resources to support student learning.

**E1.2. Prompt:** *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
<p>SRV is very proud to be the oldest high school in the district and partners closely with our community to provide greater learning and opportunities for our student body. This partnership is embedded in our school and in our motto “The Home of Champions.”</p> <p>SRV invites business and community speakers to campus on a regular basis to support and extend learning. Vietnam veterans, leaders in business and entertainment and local leaders in the community visit classrooms and participate in activities and assemblies to share their expertise and experience. We also actively reach out to alumni and have them share their experiences with staff and students.</p>	<p><a href="#">History of SRVHS</a></p> <p><a href="#">List of SRVHS Booster Groups</a></p>

The College and Career Center brings in college representatives throughout the year for college visits for which students can sign up via Naviance to attend. During the 2017-18 school year, 135 colleges/military branches visited. Every October the District hosts a huge College Night, with well over a hundred schools in attendance. In 2017 & 2018 the event was hosted at MVHS, and SRVHS coordinated the invitations/RSVPs. This event will return to SRVHS in Oct. 2019 as the event rotates to each high school every two years. The College and Career Center also works closely with trade schools and offers various career services such as posting of job and volunteer opportunities, and also completes work permits. The Coordinator also has guest speakers from the community come in to share about their job experiences and plans to host Brown Bag lunchtime career visits in the 2018-19 year. Summer opportunities and local scholarships are also advertised through The College and Career Center. Many times visits are during classes, but whenever possible, visits and workshops are planned during lunch, Access, and after school. Visits are very well attended.

Robotics, Sports Medicine, Auto Shop, Culinary Arts, AP Environmental Science, Personal Finance, Science Speaker Series, and SPED all invite speakers from different fields for the students for the students to provide insight into career options. iQuest and Work Experience provide shadowing opportunities for students interested in specific careers. Additionally, Careers in Teaching is a class that allows students to go off campus to participate in classrooms at various elementary schools.

Numerous clubs engage with the community in meaningful ways. For example, Pledge to Humanity and Interact bring in guest speakers from the business, or the nonprofit world. Speech and Debate will bring in alumni members to help coach and prepare for tournaments. Members of the National Honor Society (NHS), California Scholarship Federation (CSF) and members of the Leadership classes are required to earn volunteer hours and many do so by serving local community organization.

Similar to clubs, athletics and our VAPA department also

<p>engages with the community with successful results. Summer camps are offered for youth sports at which many high school students help coach.</p> <p>A large number of students are also involved in the district sponsored Student Recognition Project. This is a competition to highlight the work of the VAPA students across the SRVUSD. Members of VAPA have done extremely well representing our school in this event.</p> <p>Our iQuest presentations are viewed by mentors that support each student. Junior Achievement provides speakers and activities for students in iQuest, Entrepreneurship and Work Experience. Chevron provides financial support for a district wide Student Recognition Project run through the VAPA program. Students compete in activities and win cash awards. Juniors and seniors can become camp counselors for a week at 5th grade camp.</p> <p>SRVHS works very closely with our feeder elementary programs in a variety of ways. The band often plays at multiple parades, including during the summer 4th of July, our Homecoming Parade and at several local elementary schools each year for their annual Halloween parades.</p> <p>The Vocal and Instrumental Music programs also articulate often with the elementary and middle school programs. For example we play in every Halloween parade. They often invite members from the middle school to collaborate at music performances and have high school students visit the elementary and middle schools as guest performers. Some elementary schools in the area host the Instrumental Music program for assemblies to encourage engagement from younger ages.</p> <p>The Instrumental Music Program works with all five feeder elementary and two middle school programs several times throughout the school year; From rewriting music for the advanced elementary and middle school musicians so that they can perform with our marching band at the elementary school Halloween Parades and/or Invitational Marching Wolves night at a football game, to supporting them at their individual school Winter Concerts through</p>	<p><a href="#">Student Recognition Project</a></p> <p><a href="#">Vocal Music: Booster Club</a></p> <p><a href="#">Instrumental Music Booster Club</a></p> <p><a href="#">Theatre Arts Booster Club</a></p> <p><a href="#">SRVHS Theatre</a></p> <p><a href="#">Dance Program:</a></p> <p>Facebook = <a href="#">SRVHS Dance</a></p> <p>Instagram = <a href="#">SRVHSDance</a></p>
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<p>and colleges and bring in guest clinicians. The students present four major concerts a year and two student run fundraising shows. Lastly, they have a working partnership with the Blackhawk Chorus and receive additional funding from this community organization.</p> <p>The Spirit Leader (Cheer) Program provides two youth camps every year, a week long summer camp, as well as a two day clinic which includes a half-time performance at a home football game. These camps host well over 100 elementary and middle school students. The varsity cheer and pom team members are the instructors.</p> <p>The SRVHS Dance Program hosts a Benefit Show that includes all 4 high schools in the district as well as the 3 local dance studios. This benefit show raises money for local charities such as Make-A-Wish, A New Day for Children and Youth Homes. Every year the amount of funds raised has increased and last year we were able to raise \$6500 for Make-A-Wish. The Benefit Show provides an opportunity for the dancers to give back to their community.</p> <p>Founded with a mission to introduce elementary school students to investigative science and methodical inquiry, Science Alliance pairs motivated elementary school students with high school mentors who teach the scientific process while guiding the students through original science fair projects.</p> <p>The WorkAbility I program is a grant from the State of California awarded to SRVUSD and serves SRVHS students. WorkAbility I provides comprehensive pre-employment training, employment placement, and follow-up for high school students in special education focusing on the transition from school to work, independent living and post-secondary education or training. WorkAbility I is designed to promote career awareness and exploration while students complete their secondary education. The goal is to increase the percentage of students with disabilities employed, support families, and increase awareness in the community and local businesses by working with the hardest to reach populations and work to</p>	
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<p>elevate them to success.</p> <p>We have hosted the Special Olympics Basketball tournament for the past 6 years, partnering with and inviting the local schools to attend and play.</p> <p>Our Athletic Booster Program is constantly working with the community to bring in resources for our teams. Currently SRV has 11 business sponsors for our athletic programs.</p> <p>Our Grad Night program is the oldest and only remaining parent led graduation celebration program in the area that started in 1967. Grad Night is a senior class all-night, "safe and sober" graduation party that follows the graduation ceremony. The special event is complete with games, music, dancing, crafts, food, prizes, and lots of fun. The theme changes every year so Grad Night is unique for each graduating class. Organized by the senior class parents, areas of the school campus are literally transformed to suit the theme of the night. Volunteer parents work hard to make this evening spectacular and it's only made possible because of all the people who donate their time and local business who donate supplies, food, resources and expertise. Planning begins a year in advance and work continues right up until Grad Night, culminating into a positive send off for our SRV Seniors.</p>	
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## E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

<p><b>Online Programs: iNACOL Standard P: Organizational Support:</b> A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]</p>
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## Indicators with Prompts

### Safe, Clean, and Orderly Environment

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.1. Prompt:** *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>SRVHS is proud that all stakeholders find our campus safe and clean. At SRV we work hard to maintain a safe, clean and orderly environment that nurtures learning.</p> <p><b>Physical Safety:</b>  Disaster preparedness has been taken seriously for years at SRVHS and constantly tweaked and improved. Should an evacuation be needed, we know how to evacuate to both the athletic field and the field has a chain of command to follow for taking attendance, first aid, and reunification with families. Students are taught about these evacuation procedures during the beginning of the year, and we practice throughout the year. Because students often forget where they are supposed to go in an evacuation, maps are posted in every classroom with a clear set of arrows to guide the students. Each building with a second floor has an emergency plan for students requiring physical assistance to navigate stairwells. These efforts have improved our response times in drills.</p> <p>Earthquake drills are practiced, and every year SRV participates in the Great American Shake Out in October. We are proud of our student/parent reunification plan. This plan implements a technology based, daily, student census. The census is stored on multiple flash drives in case of an emergency. The</p>	<p>Breaking Down the Walls (BDTW), GSA, Latinos Unidos, Feminism Club, District anti-bullying policy, District anti-hate speech policy, Safe Learning Space Posters</p> <p>Red Ribbon week, Every 15 Minutes, Speaker Assemblies</p> <p>Olympics for Special Education, Workability Program</p> <p>Evacuation Signs, red bags, fire and earthquake drills, Great California Shakeout</p> <p><a href="#">Screenagers Documentary</a> / <a href="#">Angst Movie</a></p> <p>Student-2-Student Program, Link Crew, IMPACT (visiting local middle schools-- having lunch with eighth graders at SV and CW)</p> <p><a href="#">District LCAP Goals</a></p>

<p>Attendance office staff in coordination with the Counseling Technicians acquire emergency information from the USB drives that pertinent to students, teacher's classroom rosters and parent/guardian information. This reunification plan ensures that we have have emergency information for each and every student for health issues. Plus, we know the location of the student per classroom and to whom the student may be released. While we hope it never happens, Intruder Alerts have also been practiced. Teachers have doors that lock from the inside. During these alerts teachers are told to check the personal/classroom phones and emails for continued updates. Larger buildings that are often targeted areas (Library, Cafeteria, and gyms) all have walkie-talkies should they be needed. San Ramon Valley High also implemented an 811 phone feature in the classrooms. This number is used in case of in house emergencies when administration or the campus safety and security team is needed in a rapid manner.</p> <p>A Campus Safety Supervisor, several campus monitors, and a resource officer from Danville Police Department patrol the campus full-time as an added layer of safety. SRV administrators lead by example demonstrating a high level of respect for staff, students and parents. For drug intervention and conflict intervention, a School Resource Officer is on campus as well as 1 full time Campus Safety Supervisor, 1 full time Campus Monitor, and 1 part time Campus Monitor . We also have a Student Support Counselor who helps counsel students as needed regarding conflict and various interventions. Based on the staff survey over 88 percent of our staff believe that fellow staff members act professionally. Based off our students survey the students feel extremely respected by students. At all sporting events we have the safety team, teachers, administrators (or administrator designees), and Danville Police Officers ready to help with any issues arising from disruption, injuries, or crowd control. These measures have helped reduce incidents and increased security and safety at these events.</p>	<p>Health Class Lessons SRO: Kyle Rhoton Head Campus Monitor: Anthony Adragna</p> <p>GSA Advisor: Jeff Davis Day of Silence Flyers</p> <p>Gender Neutral Bathrooms</p>
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<p>Lastly, all rooms are equipped with emergency buckets, emergency first aid bags, and red binders. These get updated every few years, as needed. The campus is semi-closed and all visitors are expected to sign in at the front office. (the campus is supposed to be completely “closed” after the new building is in operation). Because our campus is squeezed into a residential and commercial area, and is located directly off the Iron Horse trail, the campus safety team and administration are constantly patrolling those areas to ensure the safety of everyone. Every year, the School Safety Plan is reviewed by the Site Council and approved. It is then sent to the District office for final approval. The most recent School Safety Plan can be found in the Appendix.</p> <p>Our new building will have the ability to run a gate throughout our campus so that we can have a closed campus in an event of an emergency which will increase security and safety.</p> <p><b>Emotional Safety:</b> According to our Student Connectedness Survey 90 percent of our students have not needed to avoid a bully and 24 percent feel bullied at one time or another. This is currently under the national average.</p> <p>SRVHS and the district have worked tirelessly to send very clear messages to everyone that the use of any derogatory or hateful language, especially in the context of race or gender, will not be tolerated. The Gender and Sexuality Alliance (formerly the Gay-Straight Alliance) on campus is a very active and welcoming club. All of the LGBTQ clubs in the district (middle and high school) hold a Forum each year to discuss concerns, build awareness, and share inclusive activities. Every year we celebrate the Day of Silence. Last year all four high schools opened up a multi-stall, all gender bathroom to go along with our single stall gender neutral bathrooms. No issues of the opening were reported and students seem very tolerant and understanding of the special needs on campus. This is a marked improvement from years past.</p>	<p><a href="#">School Safety Plan</a></p> <p><a href="#">Healthy Kids Survey</a></p> <p><a href="#">GSA Club Page</a></p>
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<p>GSA students developed a “Safe Learning Space” poster that was distributed to all staff to display in their classrooms. The poster makes it clear that all voices on campus--regardless of race, gender, sexuality, political view, or any other factor--is welcome in our classrooms and is valued.</p> <p>GSA students have provided professional development to staff. This has included one-on-one meetings with staff to help them understand the complexities of genders and sexuality and how to create a more welcoming environment and also all staff trainings. The most recent all staff training was in the Fall of 2017 when students from GSA worked with staff to raise awareness of issues facing LGBTQ+ students and to brainstorm effective means of addressing bigotry and harassment. Teachers report that they feel more comfortable with the terminology of gender and sexuality and have increased their actions to preempt such harassment.</p> <p>The District developed an anti-hate speech policy which administration have directed is to be included in all class syllabi and course policies. Staff are encouraged to not merely include the policy but to spend time at the start of the year explaining the policy and its importance.</p> <p>Other examples of community outreach could be seen with Bay Area Outreach Recreations Program (BORP) where last year we raised over \$2,000 during our Senior Greek Games activity and hosted a wheelchair awareness assembly, invited the director of BORP to speak, and had a wheelchair basketball evening activity.</p> <p>Staff and students value diversity and utilize several programs to foster tolerance and respect for all students. Last year we began the Breaking Down the Walls Program at SRVHS. The goal is to continue to reduce bullying and hateful language, and improve school culture. We did a full assembly, and ran two</p>	<p><a href="#">Safe Space Sign</a></p> <p>Staff meeting notes; <a href="#">Safe Space training packet</a></p> <p><a href="#">Gendered Learning Event</a></p> <p><a href="#">SRVUSD Acceptable Use Policy</a></p>
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<p>leader trainings, and four student sessions. Over 75 students were trained as Leaders, and over 500 students went through the program and 15 staff. We ran the full program again this September and there were so many students who wanted to participate that we had to open the Large Gym; clearly we are effectively increasing awareness among students who are hungry to connect with their classmates.</p> <p>District and school expectations are communicated annually in the student handbook posted online.</p> <p>Assemblies with guest speakers stress the importance of trust and respect for all. Teachers discuss the importance of maintaining a respectful environment in their classrooms and throughout the campus.</p> <p>The school District maintains an internet filter that does not allow inappropriate websites to be accessed. In addition, only District approved applications are allowed to be used.</p> <p>The District has an “Acceptable Use Policy” that parents and students must sign before school starts. This policy includes expectations around technology, including a zero-tolerance policy around misuse of the internet, cyberbullying, and proper care of devices. Other than that, the only class that has any formal lessons around cyberbullying is the Health class that does two lessons around digital citizenship</p> <p><b>Keeping the Campus Beautiful:</b></p> <p>Four years ago, the district began slowly restoring custodial work back to its pre-recession levels, and in the 2016-17 school year, staffing has been completely restored. We have an amazing custodial lead and team who are always willing to to tackle projects to keep our campus safe and clean. Anything that needs attention of fixing is tackled by our team quickly.</p> <p>Overall, most students and staff help ensure that our campus is clean after brunch and lunch. However, like any large campus, trash is a daily issue. We work with</p>	<p><a href="#">Digital Citizenship Website for SRVUSD</a></p>
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Student Senate, E2 and Leadership to explore ways to improve this issue.

**Fostering a Well Rounded/21st Century Student:**

The District has begun to roll out the curriculum offered by Common Sense Media, but it has not caught on at the high school level. At SRVHS we have done two assemblies around digital citizenship, both received with mixed reactions. Most students claim that they are aware of digital citizenship and don't need reminders. We are currently exploring ways we can incorporate Common Sense Media into the curriculum.

SRV has run the Every 15 Minutes Program every 3 years since 1997. Every 15 minutes is a National program that reenacts DUI/Impaired Driving, texting while driving and drug use. Six years ago under new administration we looked at cancelling the program. A survey was put out to the community (the data has since been lost) and it was an overwhelming response to continue the program. Parents say the program brings out great conversations and students say they personally have made better choices regarding drugs and alcohol. We consistently receive positive notes, emails and community responses about the impact the program has on our students and parents.

Our "Link Crew" implements Freshmen and new-student orientations in the fall to make new students feel welcome at our school. All Health classes are the place where alcohol and drug awareness is taught to freshman. Health is a required class for graduation. The course also includes intensive training provided by the school counselors on depression and suicide prevention. Special Day Classes are invited to participate in these lessons.



### High Expectations/Concern for Students

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>SRVHS places high priority and a large amount of the ASB Budget to help create and maintain a caring environment for students that is respectful of all cultures, abilities, with the overall aim to create a Home of Champions. We want our campus to be where individual differences are celebrated and acceptance is the norm.</p> <p>SRV has a vast amount of clubs and extracurricular activities for our students to pursue their passions at SRV. Some of the clubs that show the variety of programs are: Asian Fusion, GSA, Feminist Club, Cultural Appreciation Club, and the NPH Guatemala Club. School policies, programs and procedures at SRV utilize strategies that create positive behavior. This year we had 90 clubs represented at the club fair.</p> <p>The principal, admin, attendance TSA, and counselors have been trained in a program for providing alternatives to suspension and expulsion. The district partners with Discovery Counseling Center that provides counseling in lieu of a day of suspension. In some cases where students are in conflict, the administration facilitates a restorative circle rather than traditional discipline.</p> <p>The vast array of clubs on campus allow for every student to find something of interest they would want</p>	<p>Restorative practices for particular discipline cases.</p> <p>In school vs out of school suspension</p> <p>PD for new teachers regarding restorative practices.</p> <p>Classroom community circle</p> <p>Cady Scharff's Wednesday <a href="#">mindfulness group</a> during access.</p> <p><a href="#">Challenge Success</a></p> <p>United Interfaith Awareness Club, Latinos Unidos, Human and World Geography, Ms. Lillig's "Family Friday" and "Pecha Kucha"</p> <p>Music from a variety of cultures (choir/band). Also tours to different areas/states/countries</p> <p>Paw-sitive Award, Staff Choice Awards, Community Value Awards, Wolf of the Week, Leader of the Pack, Revising student positive</p>

<p>to do. From the Charity for Art Club, Girls Who Code, Pledge to Humanity, Harry Potter, Gay-Straight Alliance, Asian Fusion Club, Hockey Club, Robotics, etc. there is something for everyone. A complete list of clubs is available in the Appendix. Each fall SRVHS has a lunchtime dedicated for students to take a look at all the different clubs offered at SRV, talk with officers, and sign up for information. There are some clubs who are heavily involved on campus with supporting students.</p> <p>Every year, the Leadership class reevaluates its requirements for clubs, revises its policies and ensures that students needs are being met.</p> <p>Another club is the Gay Straight Alliance. This club is open to all students and the the advisor has done a remarkable job for years creating a safe space to discuss concerns, brainstorm activities, and provide support for one another. Each spring the GSA organizes the Day of Silence, which is a day dedicated to honoring all the voices that have been silenced because of their gender, sexuality, religion, etc. It is a day that is inclusive of all struggles teenagers face. At the request of District Leadership, a committee of students and staff convened to discuss ways to increase student inclusion and safety. In the 2017-18 school year members of this committee met with SRVHS Leadership students on a District panel to launch a pilot for multi-stall gender neutral bathrooms.</p> <p>SRVHS provides many regular opportunities to honor students. SRVHS participates in Words Matter Week where students are reminded in a variety of ways that what they say verbally and online matters. This is done with the support of the PTSA chair and the Leadership class. The Leadership classes routinely honor Leader(s) of the Pack, Wolf of the Week, as well as Staff of the Week. Leadership diligently works to ensure every student feels honored appreciated. Last year we started Love week, a week where we honored students and emphasized connectivity, empathy, and diversity. Activities included: Love Your Purpose (club</p>	<p>behavior recognition, Attendance Awards, Love Week Agenda</p>
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fair), Love Yourself (mental health), Love Your Community (blood drive, leukemia donor swab drive), Love Your Roots (lunch time carnival for diversity and cultural heritages), and Love Your World (Earth Day).

We believe if you want to see the amazing student culture we have, just look to the treatment of our Comrades. Comrades are students who have special needs, and our students not only love mentoring and aiding for these students, but our students have created incredible inclusivity. At SRV we have created special programs to highlight and celebrate these students. At every rally, our comrades have special section, that is decorated for them. During class cheers the entire gym will stand and spell out "C-O-M-R-A-D-E-S". Comrades are embraced and welcomed by students. We also host a special Comrades assembly at lunch the day before the Special Olympics Tournament. About 500 attend the optional at lunch rally to cheer on the students who will be participating in the Basketball Tournament. About four years ago we included a special prince and princess category for Comrades court. When these students are announced our students give a standing ovation. We have comrade students who participate in Leadership, with a special committee designated in Leadership to pay special attention to all Comrades events and fundraising.

When other campuses reduced their Special Education enrollment, SRV expanded our program to meet the need. This required adding more classroom space to accommodate a larger Special Day Class. Our students stepped up to welcome the new students and make them feel at home through our Comrades Club and student teaching assistants who stay after school to work with our students with special needs.

In the 2017-18 school year, our Homecoming queen was an openly lesbian student and our king was a young man in a wheelchair. This was not a joke like in *Carrie*, but the heartfelt choice of our student body to honor their classmates for their bravery in being themselves. These are small examples of the acts of

kindness that our students engage in daily and without any desire for recognition or reward. The students of San Ramon Valley are truly the best thing about our school and it is the privilege of all our teachers to work with, mentor, guide, and love them.

Theatre has a special award for members who go above and beyond that is given when leaders of theatre want to recognize those students.

The Counseling department and our Leadership teams work hard to support students in a variety of ways. Last year Student-2-Student (S2S) was created to focus on students who are alone, especially at lunch and need to make connections to other students and SRVHS. Together we organize New Student Luncheons, a weekly S2S Access group for students to connect with icebreaker activities, and a partner system for student support, which is now called S2S Link.

Counselors also have open door policies for students to drop in as needed during brunch, lunch, before or after school. The counseling department meets weekly with their assigned assistant principals. During these weekly “check ins”, they discuss suspensions, students who are struggling academically, and/or socially, and upcoming meetings with parents. The entire administration and counseling teams meet every other Monday to review current events that impact the school population, and plan for upcoming events such as course selection, response to intervention, and school climate issues.

Academically struggling students are seen by their counselor when progress reports display one F, or 3 or more D’s. Counselors offer interventions including after-school tutoring, after-school “labs” facilitated by at least one teacher from every core academic department. Counselors also suggest classroom strategies, such as how to communicate with teachers, study skills, and organizational skills.

We currently offer AVID for students; however, this is not an intervention class.

Prior to the start of 9th grade some students participate in a “Bridge” program taught by an English teacher for students who struggled academically during 8th grade. This program is strongly recommended, but not required. There is no formal follow-up on these students, but counselors and the Bridge teacher check in with the students when possible. Students were recommended by middle school counselors in the district.

Access classes are intended for teachers to work directly with students who need help or time to make up a quiz or test. Some students use the time for homework, some use the time to access teacher assistance. Students are in an Access class with a teacher they have at least one period of the day. Some teachers will reach out to a student and request they attend their access class. A system of giving students an “access pass” helps students move to the correct location, and attendance to be tracked accordingly. Data has not yet been collected and evaluated to assess the effectiveness of Access on student performance. While we have seen improvement in the numbers of students on the D/F list (down) and CAASPP tests (up), it is unclear whether this is causation, correlation, or coincidence. There is a perception that Access is used most effectively by high-performing students and underutilized by low-performing students, but we have not conducted a systematic data analysis to confirm this perception.

Currently all stakeholders agree that modified block periods, and Access are beneficial to the learning process, and/or in helping to reduce student stress. This is evidenced by the perceptive survey data.

SRVHS has spent a considerable amount of time dedicated to the ongoing improvement of practices supporting the emotional health and wellbeing of our students. For the last several years, student stress has been at the forefront of our concerns as staff. Over the

past 5 years, SRV has had a tremendous amount of hardship. In 2013, the day before school started, a senior student was killed in a car crash due to a fellow driver's speed. In 2016, the day before graduation, a senior was paralyzed in a pool diving incident. Recently, in 2018, we had a student accidentally drown during a swimming unit in PE. A few months later a recent graduate died of cancer after a three year battle. Through all of these tragedies, our students have shown incredible compassion and resilience. We have had memorials on campus, vigils, dedicated days to support the families, fundraisers, shirts made to show support, district events to give all students a chance to support our community. We have brought on special counseling teams to support students, opened up special offices and campus locations to make sure our students had one on one support. Our sense of community, we believe, is incredible and the tragedies have been far too often and unexplainable. Leadership remembers each one and reaches out to the family on at least a yearly basis to check in and show support. Our memorial garden is a tangible physical presence on our campus for students to recognize classmates they have lost. In all of the tragedy, we believe our students feel cared for, and safe emotionally at school, with a very small population who feel unsafe and that is constantly addressed. Students can still be mean and unaccepting so we constantly work in a variety of ways to include and educate our students to improve emotional health.

The addition of a Student Support Counselor for social and emotional support. This counselor runs individual and group counseling, helps open positive communication pathways between students and parents, students and friends, students and teachers, and often helps parents understand their students struggles and how to support them. [Dynamic Mindfulness](#) sessions are also offered on an individual and group basis.

Currently SRVHS has 11 on-campus coaches. This is significant because so many students relate with their

### [Dynamic Mindfulness](#)

coaches, and feel safe talking to their coaches if they need a confidant. The Athletic Director always looks first to the staff when filling coaching vacancies because SRVHS feels that the more on-campus coaches we have, the better the environment we have for students. This does not preclude our music, band, choir and drama teachers either. The students enrolled in those programs often participate for 3-4 years in high school thereby allowing those teachers to really form meaningful connections with their student population.

The Special Education Department holds IEP Review Days where the Resource Specialists meet with every teacher on their prep period to review the IEP of every student that is on their roster. The priority SRVHS places on ensuring the support of our students with learning needs. Knowing that their teachers are aware of their individual needs creates a more caring learning environment which is very important to the staff at SRVHS. Additionally, Special Education teachers send updates to ensure teachers are aware of kids' evolving needs. Each student who enrolls in SRV after the beginning of the school year who has an IEP still has their IEP distributed to each teacher by their case manager throughout all levels of Special Education.

Classroom practices at SRVHS work to find the appropriate balance between placing high expectations on students, but also creating a safe place for students to learn. In order to have high expectations of students, individual opportunities must be present, and SRVHS teachers constantly work to shift instructional practices, and assessment methods to allow students to be their individual best. As mentioned previously, SRVHS has a team of teachers working to explore standard-based grading to better identify when a student has learned the material beyond the traditional A-F grading scale.

Teachers also utilize other classroom practices to ensure high expectations such as allowing students to rethink missed problems and resubmit within the

<p>period, hosting workshops to review material before a test, project based learning, etc. There are so many examples of teachers going above and beyond for students to ensure that they have been given proper opportunities to meet high expectations.</p> <p>Our World Language department has many activities to celebrate other cultures in their classrooms. In addition to celebrating the major holidays (Dia De Los Muertos, Carnival, Mardi Gras, and Epiphany) there are also clubs. These clubs allow students to watch movies, play music, and share various aspects of other world cultures.</p> <p>At SRVHS we work hard to create an atmosphere of caring, concern, respect, and high expectations for our students. SRVHS staff work diligently to honor individual differences and staff constantly reassess their work, reflect on lessons, and collaborate with their colleagues to ensure that students are learning, but are also supported emotionally, understating they are honored and appreciated on our campus. This reflection will always be an ongoing process at SRVHS. We can always improve, and we never want to settle for the status quo where are students are concerned.</p> <p>Theatre has performed socially important pieces that help to foster a inclusive environment and invite discussion on difficult topics. Some of those plays include: "The Laramie Project" , "Almost, Maine", "Infinite Black Suitcase", and this year we are planning on doing "A Curious Incident of a Dog in the Nighttime".</p>	
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### **Atmosphere of Trust, Respect, and Professionalism**

**E2.3. Indicator:** The school has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*



Findings	Supporting Evidence
<p>Staff and students at SRV have created an atmosphere of trust and respect on campus that can be seen in both day to day interactions and on our climate and WASC surveys.</p> <p>This atmosphere of respect is guided by the use of school wide rules and regulations regarding student conduct that is disseminated to all students through online communication and the student handbook.</p> <p>Trust is earned through the consistent application of these policies the openness of teachers in communicating and providing access and support to students. Trust and respect is also fostered by teacher participation at school events outside the classroom. All teachers attend at least two sporting or performing arts events during the school year. Staff also regularly participate at rallies in activities such as the teacher lip-sync. Most teachers dress up on school spirit days and attend events.</p> <p>In terms of the district Local Control Accountability Plan (LCAP) a committee has been meeting for the last 3.5 years. The committee is made up of representatives from all stakeholder groups. This committee discussed, and then ranked those priorities to create the LCAP goals as they are written today. The WASC Action Plan items and the goals included in the Single Plan for Student Achievement (SPSA) are in direct support/alignment of these goals. The Site Council must approve the SPSA each year after discussing any proposed revisions. This year, Site Council voted for the new SPSA goals which align with our site WASC goals.</p> <p>Much like the LCAP committee, all stakeholders are represented on School Site Council. Teachers, Staff, and Parents are elected to a two year term; whereas, students are elected to a one year term, per school bylaws. Stakeholders may only vote for the members who will represent them (ie-parents can only vote for parents, etc.). Site Council must also review, revise, and approve the LCFF budget, and the Site Safety Plan each year. Anything approved by either the district LCAP Committee and/or School Site Council are available for review online. Site</p>	<p>Google Doc of meeting minutes</p> <p>Meeting handouts and slides, "Cross the Line" staff activity</p> <p>Generation of class norms\; Minutes of LCAP meeting</p> <p>Videos of teacher experiences</p> <p>Dad's Night, Brown Bag Lunch Meetings,</p> <p>Parents bringing breakfast treats, finals week treats</p> <p>CAASPP, PSAT, AP Exams, STAR - informational meetings for parents</p>

<p>Council meetings are open to the public, although the public may not vote on topics that require voting.</p> <p>Communication at SRVHS is strong and ongoing. Staff utilize district e-mail to efficiently communicate between teachers and administration on students, student performance, upcoming events, meetings, and district announcements. Teachers utilize the online grading program called School Loop to effectively communicate with parents and students. This program allows students and parents to see real time grades of students in all classes. School Loop also allows teachers to email parents and students as well as student stakeholders if an issue or concern might arise. Teachers also routinely call and have meetings with parents to help facilitate student achievement in their classes.</p> <p>Communication at SRVHS is largely done as a 2-way model in terms of administration sharing information they get from their administration meetings, district meetings, etc. with Curriculum Leaders (CLs) at their monthly meetings, and then CLs sharing that with their departments. The 2-way model works with the CLs gathering information from individual members, or their department as a whole, and sharing it with their assigned administrator and/or at the CL meetings. Administrators can take that information back to their meetings both at the site and at the district for further discussion. Each year, the Principal provides staff with a document delineating what each administrator's responsibilities include so that staff know which administrator to go to for different questions, address concerns, or share ideas. This document has proven to invaluable since the turn over rate in SRVHS administration has been extremely high.</p> <p>There is a clear process in place for administrators to communicate their feedback during the evaluation process per the new District evaluation policy.</p> <p>The Teacher's Association, San Ramon Valley Education Association (SRVEA), has representatives that are elected each year to a one year term. These representatives meet bi-weekly with the Principal. SRVEA, CSEA, and SEIU Site Reps bring issues raised by members to the principal's</p>	<p><a href="#">Standards Based Observation Form</a></p>
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<p>attention and attempt to resolve the issues within the site. If it is not possible to resolve these issues internally, Site Reps and Administration work with District staff and SRVEA leadership to resolve issues. Communication between Reps and Administration keeps stakeholders as informed as possible given various issues such as privacy and due process rights.</p> <p>There are a variety of means that the school uses to communicate with parents and students. SchoolLoop allows parents and students to see assignments and grades teachers have posted. Staff can also email their students, classes, or groups of parents and students to inform them about assignments, or school events. The staff all use Microsoft Outlook for email as well, and any SchoolLoop emails sent by parents or students are sent directly to their Microsoft email address so teachers only have to check one place for emails. A company called Edlio hosts the SRVHS website and make changes to the site based on requests from the “web admins” at our school site.</p> <p>2,122 parents are registered on schoolloop through the SRVHS website and “follow” various social media accounts including; Instagram, Facebook, and Twitter. Our District also is very active on Twitter, including our Superintendent. SRVHS also manages a newsletter titled the “SRVHS E-Bulletin.” This is one of the main communications that parents receive about the day to day events going on around the campus. In an attempt to consolidate the information with the PTSA communication, the SRVHS E-Bulletin combined with the PTSA Newsletter and became the “SRV Wolfpack Weekly.” These newsletters send out various announcements, dates to remember, promotion of event, etc. The school and district also have emergency systems in place via School Messenger should texting or phone calls need to go out in a quick manner for emergency purposes.</p> <p>Students at SRVHS are learning to communicate effectively. The “chain of communication” begins with student-to-teacher communication and this is the most valuable communication tool teachers have with their students. Teachers encourage students to email them or</p>	<p><a href="#">Administrative Responsibilities Chart</a></p>
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<p>come speak to them with questions, concerns, or ideas. Often times, when a teacher hears from parents first, they will redirect the parent and ask them to help their student advocate first for themselves, before getting a parent involved. Obviously, if the parent needs to be involved, a teacher will request, and schedule, a meeting.</p> <p>SRV staff have specific time allocated for department meetings and school wide collaboration. Wednesday mornings are a late start for students to allow staff time to have faculty meetings, department meetings and collaboration time. In addition, there are six minimum days throughout the year allotted for professional development and collaboration. The district also provides two professional development days a year where all district employees complete training and meet with subject-alike members to discuss teaching methodologies.</p> <p>Collaboration has been an integral part of SRVHS since its first year. Currently, with the modified block schedule, teachers have a built in 90 minute block time each Wednesday.</p> <p>The first Wednesday of the month is dedicated to the staff meeting together. The second Wednesday of the month is dedicated to departments to work together and learn information from the previous night's DL meeting. The third Wednesday is for collaboration between subject alike teachers, and the fourth Wednesday is dedicated to RTI analysis of assessments and assignments.</p> <p>Within the Special Education Department, there are several co-support taught classes. These teachers are another teacher in the room to help students on a more 1x1 basis. The general education teacher is responsible for lesson planning/grading/etc. A variety of co-support classes are available: English, Math, Science, Social Studies. If a special education teacher is not available, a paraprofessional is often placed in a classroom that has many IEP students and perhaps 504 students. Resource Specialists collaborate as needed with the teachers on her student caseloads, as do the Counselors, School Psychologists, the Speech Language Pathologists, and other district service providers.</p>	<p><a href="#">SRVHS Website</a></p> <p><a href="#">SRVHS Bell Schedule</a></p> <p><a href="#">SRVTIP Website</a></p>
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All teachers new to teaching are participants in our teacher induction program, SRVTIP (formerly BTSA). Almost all of the teachers at SRVHS participated in the induction program, and now many of them serve as mentors to new teachers. This collaboration helps foster a sense of community, trust, respect, and camaraderie amongst the staff. It is significant to note that the school district pays for the induction program, and new teachers are not charged to clear the credential, as they are in many other districts in California.

The SRVHS Performing Arts Center (PAC) has become a home for many community based organizations. Currently, the PAC is being used every Sunday as a gathering spot for a local community church. As part of the rental terms, the church is allowed to update and use the school's equipment inside the PAC and make small changes to the stage that do not disrupt the student's weekday activities. In theory, the process works for both parties involved; however, in reality it has caused more headaches for both parties. There is a lack of understanding from the District about the wear and tear being placed on the facility. Additionally, there is not enough supervision from the district to monitor the going ons and treatment of the facility. When the church is not using the PAC, other groups rent the facility from the District. Little to no funds are given back to SRVHS for the rental to cover extra costs of custodial maintenance and supervision. The outcome is a strained relationship with the community and the District office over the use of the facility, which at this point, does not have a resolution anywhere on the horizon.

All across campus, stakeholders work to create an atmosphere of trust, respect, and professionalism. Students are often involved in the creation of classroom norms and rules. The Challenge Success program has teachers become a "Student for a Day", in a program meant to build deeper level of respect and understanding between teachers, parents, and students regarding their experiences and responsibilities during the school day/year.

There is always something going on that allows the SRVHS

[The Challenge Success website](#)

community to honor and support one another.	
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### E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

**Online Programs: iNACOL Standard N: Organizational Support:** A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

**Online Programs: iNACOL Standard O: Guidance Services:** A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

#### Indicators with Prompts

#### Adequate Personalized Support

**E3.1. Indicator:** The school has available and adequate services to support student's academic and personal needs.

**E3.1. Prompt:** *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
There are many support services available to the students on campus. Perhaps the most important is the students themselves: SRV has an incredible variety of student-led clubs and activities, peer tutoring, social activities, and outreach of all kinds. The students of SRV are truly the best thing about our school, and their commitment to each other is unrivaled. Their ability to rally together and lift each other up in times of trouble is truly remarkable. While there will always be work to be done, over the	<p>All student have been assigned an academic counselor</p> <p>In addition to academic counselor, general ed students can access the SSC for mental health issues, mindfulness training, Student to student program</p> <p>SP are available for identifying higher level needs, and supporting mental</p>

<p>last few years we have been forced to endure unspeakable tragedies as a community, and everytime our students have exceeded our wildest expectations. Our students are undeniably effective at identifying the needs of our community when in need.</p> <p>Staff and Site Leadership routinely evaluate our California Healthy Kids Survey and other surveys to track student physical and mental health and to evaluate the effectiveness of our programs.</p> <p>As a result of those evaluations, we have added a Student Support Counselor to our staff to provide focused mental health assistance to students.</p> <p>During times of crises the Site and District provide additional counseling services.</p> <p>Staff are periodically trained on Mandated Reporting to ensure that students who are being abused or neglected receive the proper assistance.</p> <p>Staff are further trained on identifying various kinds of harassment and how to act proactively to prevent harassment.</p> <p>Teachers can recommend that a Student Support Team (SST) be convened for any reason-academic, emotional, etc. An SST will include the student, parents, counselor, teachers, and an administrator. The results of an SST meeting vary from changing a student's schedule, encouraging the student to meet with their teachers to improve their study skills, pairing them with a free peer after school tutor in the Library, setting up regular meetings with the Student Support Counselor, recommending testing to see if a 504 or IEP might be needed. An SST is seen as a "first</p>	<p>health needs of special education students</p> <p>Offered to all students four days a week; peer tutoring</p> <p>Link Crew/Building bridges</p> <p>Special education; 504 support; AVID; SST/SRT</p> <p>3 Levels of Special Education</p> <p>PE electives; team sports; lunch activities that are physical; nurses office</p> <p>College and career center, alumni tours and events and guidance information</p> <p>Parents communicate that they are told that students who are "passing" all of their classes are not eligible for IEP/504 accommodations, which is illegal</p> <p>Many courses which are open and encouraged to ALL students (visual arts, music, drama, etc)</p> <p><a href="#">Link on school homepage allowing for anonymous submissions</a> regarding climate, facilities, health/safety</p>
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<p>stop” to a formal intervention for an individual student. SRV has observed a significant increase in 504s and IEPs over the last few years, so the process is effectively reaching more students.</p> <p>If a student qualifies for a 504 plan, SRVHS follows the proper steps necessary to develop a plan that will best support the individual student, and then put that plan into action. These plans will be revisited each year, or more, if requested by parents.</p> <p>Even if an SST, 504, or IEP is not needed, parents and students may request appointments with their academic counselor throughout the year. Counselors will work one-on-one with students and their families to help navigate any struggles the student may be experiencing, or help prepare for long-term absences, support a student returning from a long absence, etc. The counselors are there to listen to frustrations, plan a successful path to graduation, navigate challenges along the way, and whatever else is needed. The counselors at SRV work long hours at a ratio of 500:1, and the best way to support and improve their practice would be to reduce their ratio. Reducing the counseling ratio is a goal of the district LCAP and hopefully it will be put into place sooner rather than later. It is also something that the Teacher’s Association is trying to bargain.</p> <p>Other referral services include the attendance TSA (Teacher on Special Assignment) who handles attendance issues, SARB issues, and low-level discipline. The TSA works with all the attendance secretaries watching for irregularities with attendance and tardies. Additionally, when teachers see a trend in tardies, absences, cuts, etc. they can refer the student to this TSA who will follow up, and work with the student as needed. Sometimes</p>	
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<p>this includes issuing detentions or further escalation. This TSA can work with parents to devise strategies to help get their student to class on time as well. The person currently in this role, Tracey Naritomi.</p> <p>Another referral service is to counsel a student to consider a move to an alternative school setting. A large, comprehensive high school is not always the best option for a student, for a variety of reasons. The school district has two alternative high school options: Venture School and Del Amigo High School. Venture School is an independent study school. Students check in there once a week with a teacher, take assessments, get assignments and support, then on their own to complete work. Students can also be concurrently enrolled at both Venture and SRVHS. Del Amigo High School is a place for students who are in danger of not graduating as a result of being credit deficient. The other options for credit recovery would be Summer School and/or an online credit recovery system called EdGenuity.</p> <p>In order to support students who struggle with school in middle school, the district offers a Summer Bridge Program to incoming 9th grade students to aid their transition to high school. The goal of the program is for students to improve their time management skills and to reflect upon decisions from middle school that could or should be changed in order to achieve success in high school and become better prepared for the next four years. Over the course of three mornings (8am-12pm) in August, a teacher works with the students on a variety of skills and helps to facilitate various introductions around campus. Leadership students come and speak to Summer Bridge students about how to get involved in various activities and clubs on campus and they host a discussion about SRV school culture. Students also spend time touring the campus and</p>	<p><a href="#">Bridge Program Spreadsheet</a></p>
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<p>enjoying visits from counselors and administrators. Summer Bridge students are identified through a coordinated effort between high school and middle school counselors. 8th grade students who earned an "F" in courses necessary to graduate 8th grade are offered one more opportunity to be successful. If they agree to participate in the Summer Bridge Program, they will be allowed to participate in 8th grade graduation. As another layer of support, the Summer Bridge Teacher also checks in with the students at least once a quarter to see how they are doing, and if they can help support the students in any way.</p> <p>With an extreme awareness on campus around student mental health, SRVHS has put several different programs in place. The Student Support Counselor meets with individual students, runs groups support sessions, helps families cope with sensitive topics and issues, etc. The Counselors use the "Signs of Suicide" curriculum for Mental Health/Suicide Prevention lessons that are presented each semester to the 9th grade Health classes and a booster program for all 11th graders. May is Mental Health Awareness Month, and Leadership sets up a variety of awareness weeks focused on the well being of our students.</p> <p>SRVHS has a group of dedicated staff and students working together in the Challenge Success program. This program is designed to help understand the challenges of the student. Together they investigate stressors that are placed on students 9-12. Some of the ways that they have helped reduce the amount of stress has been through the "Day as a student," showing of the film "Angst," and "Breaking Down the Walls" assemblies.</p> <p>The College and Career Center offers free,</p>	
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<p>individual (by appointment) or group college and career counseling to all students. Students and their families are encouraged to participate in workshops if needed, and/or make appointments to meet with the College and Career Center Coordinator to discuss college options, applications, financial aid, scholarships, etc. The Coordinator is also able to help with job search, work permits, summer programs/internships, gap year, military and volunteer opportunities.</p> <p>The school funds Naviance, an online college and career planning service. On Naviance, students can take personality inventories to see what career might best suit them, research colleges and careers, register to attend a college visit or workshop, apply for college, find scholarships and request transcripts. Teachers/counselors submit their letters of recommendations via Naviance as well. SRVHS is really lucky to have two amazing College and Career Center Coordinators.</p> <p>Each spring the Academic Counselors go to 9-11th grade levels of English to speak with students about course selection for the following year, and 10th and 11th grades get reintroduced to important grade appropriate tools in Naviance. Sophomores are introduced to the vast array of tools in the program, and juniors are guided on how to track schools they want to apply to, gather letters of recommendation, and more. Freshman students are introduced to the Naviance program by the College &amp; Career Center as part of their Health curriculum, and then parents are invited to log in as well.</p> <p>Technology is widely and daily used by staff and students at SRVHS. Currently the school manages an inventory of around 1,600 devices between the BYOD chromebooks and the computer labs. To ensure that all students are</p>	
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able to keep up technologically, SRVHS has had multiple professional development days to train teachers on using the technology in the classroom. In addition, SRVHS has a Technology TSA that is released from the classroom for 3 periods a day to aid all students and teachers in the learning process. Printing in the Library and the College and Career Center is free for the first 50 pages. Students are able to purchase more pages for 10 cents each. For all students there is free wifi available via the BYOD network. The bandwidth for this network has dramatically improved over the last three years as more wireless access points have been added around campus.	
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**E3.1. Additional Online Instruction Prompts:** *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
SRVHS does not offer online classes.	

### Support and Intervention Strategies Used for Student Growth/Development

**E3.2. Indicator:** Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
As mentioned in the previous questions, the school district has two alternative high school options: Venture School and Del Amigo High School. Venture School is an independent study school. Students check in there once a week with a teacher to take assessments, get assignments and support. They are then to complete work independently. Students can also be concurrently enrolled at Venture and SRVHS. Del Amigo High School is a place for students who are in danger of not graduating as a result of	Attendance lists  Individual and group help/conferencing during Access  SST reports

<p>being credit deficient. Venture high school provides access to rigorous standards-based curriculum students need, just in a different learning environment. On a quarterly basis, Venture counselors communicate with SRVHS counselors regarding concurrent students and their progress. This helps ensure that everyone is on the same page regarding individual student needs.</p> <p>San Ramon Valley High School has placed a great deal of focus on teachers working collaboratively with the goal of Intervention, more specifically their Response to Intervention (RTI) practices. Teachers work with co-teachers of similar subjects to identify essential standards and pacing for their classes. Additionally, they address issues of what to do if students are not grasping the materials. Much of the RTI work is based on the Solution Tree Professional Learning Communities (PLC) questions (what will students know, how will we know, what will we do when students do/not know). The RTI model has not been fully implemented in a systematic way across the campus, but progress is being made. With the addition of RTI-designated meeting time once a month, we expect progress to be made and continued in the coming years.</p> <p>The band and choir classes use small learning communities by breaking up by instrument of sectionals and having them practice together, then bringing the whole group together to practice. This procedure has been so effective that our band and choir consistently compete at extremely high levels of excellence and raise all our participants to their highest level of achievement.</p> <p><b>Other electives that provide alternative learning options include:</b></p> <p>SRVHS offers many electives aimed at teaching skills to students they may chose to be non-college bound or interested in learning about an alternative route for learning. Classes like Auto-Shop (the only one in the district), Culinary Arts, iQuest, Robotics, and Sports Medicine offer these elective opportunities. High enrollment rates in these programs demonstrates both a high demand among our students for these alternatives and our success in providing a wide range of courses to</p>	<p>IEP reports</p> <p>504 reports</p> <p>EdGenuity - After school online classes for juniors and seniors at SRVHS who are credit deficient but not enrolled at Venture. Monitored by SRVHS teacher, Carli Braden</p>
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meet these needs.

Careers in Teaching is a unique learning opportunity since students get placed in our feeder elementary and middle schools as a “student teacher” under the guidance of a mentor teacher. This course is designed for students considering teaching as a profession with guidance of a mentor teacher. This course is designed for students considering teaching as a profession. There is an opportunity for students to also be placed in a high school setting if they are interested in pursuing teaching as a secondary level. Effective teaching, foundations of teaching and learning, critical issues in education, students diversity, and career options are emphasized. SRVHS also offers Careers in Teaching 2 for students interested in pursuing this career. The first year offers students three free credits from Diablo Valley College. The second year offers three free credits from Sonoma State University. Again, high enrollment in these courses demonstrates our effectiveness in providing a wide-ranging educational experience that allows students to personalize their educational journey.

Work Experience is a class for high school juniors and seniors working a part-time job and wants to receive up to 20 elective credits for the year. Students attend class once a week and are expected to work at least 10-20 hours per week for their “hands-on” job training. Each week in class students complete assignments on job and career related topics. The work experience coordinator visits their job site each term to give each student feedback on their job performance. Students are graded on their attendance in class, assignments completed, job performance, and hours turned in.

iQuest is unique as it provides students as opportunity to learn and explore an area of interest or passion and connect classroom learning to the world of work. Students are empowered to take ownership of their education and develop an internship of self-study that connects to their individual needs and interests. The practical experience gained through this program will enhance their high school education beyond the traditional classroom.

Advanced Sports Medicine provides a framework of advanced skills for understanding functional anatomy and kinesiology, building on the concepts learned in Beginning Sports Medicine. The lecture/lab format focuses on clinical hands-on applications of theory and knowledge, including evaluation, assessment, treatment and rehabilitation of athletic injuries. Internship opportunities are available at after-school athletic events and working with other healthcare professionals.

### [College Connect Program](#)

The school district has started a dual enrollment program with Diablo Valley College, San Ramon. The program, called College Connect, is open to qualified rising 11th graders. This exceptional educational opportunity provides SRVUSD students with accelerated learning in the company of other college bound students, while persevering their high school experience. Participating “College Connect” students enroll in a shortened high school schedule so that they may attend college courses. During their 11th and 12th grade years, College Connect students can complete up to 30 units of transferable credit aligned with the University of California (UC) and California State University (CSU) Intersegmental General Education State University (CSU) Intersegmental General Education Transfer Curriculum (IGETC) requirements. Essentially, successful students may complete their first year of college by the time that they graduate from high school. Students may choose to continue at DVC and transfer to a UC or CSU as a junior, complete a career certificate in a qualifying field, or earn an associate degree. Students may also choose to apply as freshmen and transfer approximately one year of college credits to one of the campuses of the California UC or CSU system.

While SRVHS offers a seven period day, students have a lot of choice on how many classes they take and how they want their schedules to be arranged. They can take classes: A-4, A-5, A-6, 1-5, or 1-6. This option allows students who may struggle in the morning to start an hour later, or students involved in extracurricular activities can complete their school day early in the afternoon. The new scheduling options can provide students an extra hour or two in their day to use as they see fit. These are a part of the district’s Personalized Learning Initiatives options. This has been

<p>met with some mixed emotions by the Faculty. There is a larger portion of students taking classes in the morning and causing a lot of teachers to staff more morning classes than in the past. That we have been willing and able to shift our staffing shows how effectively we can meet the needs of our students and to enable them to craft an educational journey that serves them well.</p> <p>The SRVHS staff is willing to try new things, especially if it means it will improve student learning. We are in our third year of a new bell schedule, which took over a year to develop and gain approval by all stakeholders. It is a modified block schedule that includes two late start days, one homeroom period and two access periods a week. Access periods are 40 minutes each day (Wednesday and Thursday) and provide students with time to seek help from teachers, meet with other students for projects, work independently, or take a break. Counselors and the College &amp; Career Center also offer support sessions and workshops during Access. High student support for these changes, as shown in surveys, demonstrates that SRV is effective in creating programs that serve our students.</p> <p>SRVHS has also piloted a number of new classes, programs, learning management systems, and electives based on student and staff desires. While not all of these efforts have necessarily achieved as much as we had hoped, our constant willingness to experiment and innovate and then re-examine our efforts has created a learning environment that is student-centered while also driven by teacher expertise.</p>	
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**E3.2. Additional Online Instruction Prompt:** *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
We do not offer online courses.	

### Support Services – Multi-Tiered Interventions and Student Learning

**E3.3. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the



classroom, for all students, including the EL, high achievers, special education, and other programs.

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
<p>Response to Intervention (RTI) is a district initiative, and SRVHS is actively working to improve its ability to support students. A few staff members, counselors, and administrators have been trained in RTI. While there are leaders on campus trained in RTI, there is a need for staff to be better trained in RTI as well. As we pilot various RTI strategies, we will be able to show the entire community (teachers as well as students and parents) their effectiveness at improving student learning and increase buy-in.</p> <p>Starting before students transition to high school, SRVHS works with the feeder middle schools to identify students who might struggle with the transition to high school. Those students are offered a chance to participate in the Summer Bridge Program, previously described. While many of these students continue to struggle with their academic achievement and attendance, our experience is that this is still an improvement over what we observed before the Bridge Program was initiated. Combining this program with improved, systematic RTI and CLR will hopefully show even greater gains.</p> <p>AVID, Advancement Via Individual Determination, is a college readiness system for elementary through higher education that is designed to increase schoolwide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.</p> <p>SRVHS does a great job ensuring that Special Education students are properly placed in their courses. Transition meetings take place during the students' 8th grade year with counselors and case managers from both school to</p>	<p><a href="#">RTI Worksheet for teacher use during Subject Level Team time</a></p> <p>Bridge Program - <a href="#">Data on student's end of year grades and attendance</a></p> <p><a href="#">AVID Program Website</a></p>

<p>help navigate the transition to high school. Where the difficulty lies, is the district caseload assignments. Many times the district fills Special Education teacher caseloads to capacity, or near capacity. Nevertheless, we have clear and effective processes to provide our students with special needs the assistance they need to maximize their success at SRV. Our SST program helps to fill in any gaps that may exist in early identification.</p> <p>Once Special Day Students finish their four years at SRVHS, they are offered the opportunity to attend the Transitions program if they are not on a diploma track (Moderate SDC and Intensive SDC); which is housed on the Del Amigo High School Campus. This is a change since the last WASC Study. The students used to stay on the SRVHS campus for Transitions, but the lack of available space has caused this move. This program allows students to stay until they are 22 in order to learn life skills and transition successfully into adulthood.</p> <p>SRVHS does not have an ELD program though we do have a small number of students on campus who speak English as a second language. This may impact their achievement at SRVHS. In order to better serve the EL community of students, they have the option to attend another district high school with a larger EL community and specialized programs. All transportation costs are provided by the district.</p> <p>Students with a 504 are supported by the Student Support Counselor or Academic Counselor, depending on their qualification. The Student Support Counselor manages all initial 504 meetings, and supports the Academic Counselors on the annual updates, which happen each fall. Additionally, all counselors serve as a liaison between student, teacher, and parents for all academic needs. SRV follows 504 contracts closely, although students are also given the option of opting out of the contract if they feel they don't need all the accommodations in a particular class.</p> <p>Special Education teachers and counselors have Job-Alike professional development meetings every month. Each month they receive training around different needs and</p>	<p>Electronic progress reports and selected comments.</p>
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<p>services concerning Special Education and Counseling. Special Education teachers report that these meetings are usually helpful, but not always. They report that the meetings are often a bit disorganized.</p> <p>Students also have an opportunity to be a tutor within either the Moderate to Intensive Special Day Class. These students generally self select and approach their Academic Counselor or one of the Special Day Teachers. Assisting what we call our Comrades program is very popular at SRV.</p> <p>During progress report periods, any Senior with a D and/or F gets a letter home to parents notifying them that their student is in danger of not graduating. The letter also has suggestions for how long to get their student back on track with the time left, and encourages the parent to schedule a meeting with a counselor immediately so proper interventions can be put into place. Each student who is identified on the D/F list meets with their Academic Counselor, as well as their assistant principal supporting the counselor and/or student with more strategies. Our high graduation rates show that we effectively intervene with students in a timely manner.</p> <p>SRVHS has an expectation that all emails and phone calls will be responded to within 48 business hours. Prompt communication is imperative to intervention and this expectation promotes that philosophy.</p>	
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**E3.3. Additional Online Instruction Prompt:** Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

Findings	Supporting Evidence
SRVHS does not offer online classes.	

### Equitable Support to Enable All Students Access to a Rigorous Curriculum

**E3.4. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.4. Prompt:** *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
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<p>SRVHS is an inclusive campus and the school district lists inclusion as one of its priorities. The Superintendent has made it clear that equal access to all courses for students is important.</p> <p>Students have access to tutorial classes to provide additional support for challenging courses. Tutorial classes are for students who have IEP's. They are placed by grade with #'s generally around 8 -15 students per class. The students work on their IEP goals as well as get extra assistance for their core classes.</p> <p>Once the Master Schedule has been set and classes are propagated, the administrators will run various diagnostic tests to check for discrepancies, conflicts, etc. and adjust the schedule accordingly.</p> <p>There are currently prerequisites in place for the many AP courses. However, if a student feels strongly that they will be successful in a particular AP course regardless of the fact that the prerequisites have not been met, then a waiver can be filled out and signed by both student and parent. If there is not room in the AP course, the student will be placed on a waitlist. The course prerequisites are not in place to deter students from taking the class, they are simply a recommendation of prior knowledge that a student entering the class should already know. Some AP classes do not have prerequisites (open enrollment). SRVHS staff, teachers and counselors, encourage students to challenge themselves in their course choices. The AVID program, for example, expects that students will take at least one AP course in each of their Junior and Senior years. While students who succeed in lower-level AP/Honors/Advanced courses (European History, Advanced English 10, Honors Precalculus) are likely to advance to the higher-level version of the course (AP US History, AP English Language, AP Calculus) there are many students who enter the AP program with little or no previous AP/Honors/Advanced course experience. While students who take an AP class in their Sophomore year are likely to continue taking AP classes in their Junior and Senior years, there is no "AP track" at SRV that excludes students who seek the challenge from accessing the most rigorous curriculum provided.</p>	<p><a href="#">District Website</a></p> <p><a href="#">SRVUSD Course Catalog</a>  <a href="#">AVID program description</a>  AP course enrollment statistics</p> <p><a href="http://www.srvusd.net/personalizedlearning">http://www.srvusd.net/personalizedlearning</a></p> <p>Electives Fair  Girls Who Code</p>
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<p>AP, Honors, and Advanced courses routinely have students enrolled with 504 plans and IEPs who receive support in the Resource program.</p> <p>Students of all racial subgroups are represented in all our programs.</p> <p>While some of our courses show a disparity in gender make-up (e.g. AP Economics skews male; Leadership skews female), this is a result of student choice and perception rather than decisions to steer students in this way by SRV staff. In fact, SRV has made efforts to change these student perceptions and biases through outreach to students during our Electives Fair and through promotion of clubs that strive to increase equity in all programs. These efforts, as well as our enrollment statistics, show that we are effective in encouraging all students to challenge themselves with a rigorous curriculum.</p> <p>Summer advancement- courses are offered outside of SRV at DVC and summer school to allow students to fulfill course requirements. This is part of the Personalized Learning Initiatives.</p> <p>On rare occasion, a Special Education teacher might recommend that a Resource student receive non college prep credit for a regularly labeled college-prep course. If this is required then all stakeholders will agree on a non-college prep contract. This is also a possibility for a general education student. Again, this rarely occurs, but it is a possibility should a student really need the option.</p> <p>Many courses have online components to them. If a student does not have a computer at home, then one can be checked out for free, for the whole year in the tech office. There is also free WiFi around campus so students can connect their devices to the SRVUSD-BYOD network. With the use of Google Classroom and other means of electronic submission, as well as the one-to-one program, all students have access to all aspects of the curriculum regardless of socioeconomic status.</p> <p>In terms of additional and available support to provide</p>	<p><a href="#">Peer Tutoring</a></p>
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<p>equitable access to challenging, rigorous courses for all students, SRVHS feels confident that we are doing a good job providing these opportunities. Extra class time, testing in alternative locations, and any other accommodations listed in individual student's 504 or IEP accommodations are honored by SRVHS. There is free tutoring provided by students, through peer tutoring, outside of class time. In addition to Access, there are also weekly after school tutoring sessions facilitated by teachers for Math and Science. These tutoring options are open to all students.</p> <p>Teachers often hold review sessions prior to an assessment or workshops after an assessment to review missed material before moving on. This is done during class time or during Homeroom and Access, 115 minutes built into the schedule every week.</p> <p>Should a student fail, despite all the support provided, the student has a couple of options: they can take the course (if it is offered) at summer school, or they can take the course again during the regular school year. If students are in danger of not graduating because of a credit deficiency, then there are two options available to those students: transfer to Del Amigo or participate in EdGenuity. EdGenuity is a brand new credit recovery program that SRVHS began offering in January 2017.</p> <p>Current relevant course offerings, in addition to required courses, include: iQuest, Work Experience, Intro to Business, Intro to Engineering, Careers in Teaching, Speech and Debate, Culinary Arts, Auto Shop, dance, music, AP courses, Marine Biology, Forensic Science, and Women's Literature. Given the extremely wide-range of courses--AP, Honors, Advanced, college prep, CTE, non-college prep--SRV is effective in providing a path for all students to succeed if they are willing to step up to the challenge.</p>	
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### Co-Curricular Activities

**E3.5. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.5. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>SRVHS has an incredible high level of involvement in co-curricular activities, from every corner of the campus at SRV. These activities correspond with Student Learner Outcomes number 2, 3, and 4.</p> <p>We have made efforts to ensure that every student feels connected to the opportunities at SRV. We have, as a full-staff and as smaller teams, tried to identify students who are not connected to the school. We have surveyed students about their level of connection and involvement. We have re-evaluated our admissions policies for various programs to provide equity of access. We have articulated between grade levels to ensure that students have the skills and confidence to challenge themselves to Honors, Advanced, and AP courses.</p> <p>From Performing Arts, to Leadership, Athletics, and clubs that explore and encourage inclusivity and tolerance, students are exposed to multiple opportunities to practice the skills embedded in the schoolwide learner outcomes. By doing this, students help support our Mission, which states: "SRVHS believes that a meaningful education is a shared responsibility involving students, staff, family and community. We value a safe, inclusive, and academically rigorous environment, where students will have the opportunity to achieve their maximum potential as ethical, resilient, and innovative global citizens." Our students volunteer at election polling places, raise money for charities, do service missions around the world and in their community, and much more. The curricular and co-curricular activities that our students are engaged in</p>	<p>Production/DVD</p> <p>Yearbook</p> <p>Year-End presentations; internships</p> <p>Rallies, retreats, Perez trips (sister school)</p> <p>Transcripts for College Connect, list of DVC courses offered</p> <p>Robotics Competitions and Robotics club</p> <p>Weekend tournaments</p> <p>Competitions/Tours/Festivals/Concerts/Off-Campus retreats</p> <p>Dance Competitions: LA Dance Magic &amp; Hollywood Connection</p> <p>Choral Competitions &amp;</p>

<p>help them to realize the relevance of the academic programs at SRV to their broader life goals and values. The sheer number and variety of these activities means that a student would be hard pressed to not be able to find a way to express their passion. However, we understand that there will always be students who need an extra nudge, and between the outreach of our students, teachers, coaches, counselors, and administrators every student on campus has at least heard of an opportunity to be involved on campus. The incredibly high percent of our students who are engaged in at least one club, sport, extracurricular, or co-curricular program shows the effects of our efforts.</p> <p>Specifically, the following curricular and co-curricular activities offer opportunities to meet standards and schoolwide learner outcomes:</p> <p>SRVHS Comrades club connects general education students with special needs students through lunch groups, participation in Special Olympics (Every January we put on the Special Olympics Basketball Tournament and in February the Special Education Dance), a specific Leadership committee dedicated to including all students in school activities, and acknowledgment of all students at the school wide rallies and assemblies.</p> <p>Each year, a student art show is held in which student art work is displayed for an evening and the community is invited as well as the staff.</p> <p>The SRVHS Robotics club, “The Ragin’ Seabuscuits” have been meeting after school in the 2nd semester of the school year since 2004. Together they produce a robot for the FIRST Robotics competition. This competition is a national event that uses engineering and coding to teach students the value of collaboration and dedication.</p> <p>The Speech and Debate class prepares students to participate on the Speech and Debate club which competes with other high schools.</p> <p><u>Each</u> individual discipline in the Performing Arts department (theatre, drama, dance, vocal and</p>	<p>Festivals: Golden State, CSUEB invitational, ACDA.</p> <p>Instrumental Music students participate in MENC Festivals and actually host one annually on campus. They also do in-state tours and competitions and present many concerts a year.</p> <p>The Instrumental Music program also features a marching band program which is highly competitive and does most of their events on weekends and at evening football games.</p> <p>Vocal Music students present 5 major concerts a year; one is a combined effort with the local elementary and middle school programs. Students also present their own productions called “Dessert Shows”. The advanced students also participate in a weekend Fall Retreat.</p> <p>During the holidays, Vocal Music students give performances for a myriad of community groups and organizations.</p> <p>Vocal Music offers two in-state and/or out-of-state performance tours where students sing at a variety of schools, churches, community organizations, etc.as well as learning about</p>
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<p>instrumental) presents 3-5 productions a year (theatre alone has over 30 performances annually). Most of these events take place in our on campus Performing Arts Center in order to serve our large audiences, and many are repeated performances on multiple evenings. In addition, the department puts on a Musical Theatre Production which is a bi-annual combined effort between the theatre, drama, dance, vocal and instrumental music programs. (2017 - "Legally Blonde", 2015 - "Addams Family", 2013 - "Pippin")</p> <p>The Yearbook class annually produces the school yearbook for purchase.</p> <p>iQuest is a program that affords seniors the opportunity to pursue a passion through an internship directed and managed by a faculty member.</p> <p>The Leadership class/program provides students experience in student government, participation in developing school culture and climate, and connects the school to the community through organization of outreach programs (sponsoring an elementary school, fundraisers to benefit community members and needs, etc).</p> <p>The College and Career Center staff and a counselor direct the College Connect program to educate students about the process of finding a good fit for college, and support students through the application process.</p> <p>The Science Department organizes students to provide recycling services for the campus and works with resources in the community to encourage and support recycling and environmental conservation.</p> <p>On a multi-year rotating schedule, faculty and leadership students organize the Every 15 Minutes program to encourage healthy choices among the student body.</p> <p>San Ramon keeps lists of all students and highlight names when they are given an award. This allows for a more even distribution of awards and merit amongst the student body. Other student roles like elected officials or student of</p>	<p>their specific history and culture through museums and historical/cultural sites.</p> <p>Theatre Arts students present three major productions a year. They also have a student performing ensemble "Major League Improv" and many students are involved with the "24 Hour Play Festival". Students also have the opportunity to tour to the Ashland Shakespeare Festival.</p> <p>Art show (Village Theater)</p> <p>Recycling; community cleaning of creek</p> <p>Retreat; assembly; community involvement of Fire &amp; Police Dept &amp; John Muir Hospital</p> <p>The Dance Line team travels to LA every year to take master classes from professional dance choreographers and to perform at Disneyland. In addition, there are 3 Dance Performances totalling 7 nights: Winter Dance Show Benefit Show &amp; Spring Dance Show.</p>
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the month are also kept to assure even inclusion.	

**E3.5. Additional Online Instruction Prompt:** *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
N/A	

## ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

### Summary (including comments about the preliminary identified critical learner needs)

The school culture at SRVHS is one of the most celebrated and powerful strengths of the school. There is such a large amount of data pointing to the incredible history and the resilient nature of the Faculty, Staff, and Students. It would be difficult to find another school in California with as much spirit as SRVHS. It all stems from some of the most powerful roots that a school can build upon. SRVHS is a welcoming campus to ALL students no matter their race, mental cognitive abilities, physical abilities, gender, or sexual preference. The data has shown that SRVHS is a place of acceptance for everyone. This is taught and engrained in the culture from a powerful leadership model from the Administration, Counselors, Teachers, and the Leadership class itself. The school is also a home to many different paths for extra-curricular activities. Students are able to perform at a high level in both Sports and the Arts at a level well beyond the average high school in the state of California. Additionally, the students, teachers, and staff have access to some of the best technology in order to better educate the students for the world beyond the classroom. SRVHS is making true 21st Century learners that are ready for the challenges of college and beyond. Much of this is another testament to the amazing culture of SRVHS, because it is the Booster Groups and parent involvement that allows our school to shine.

As with all schools, we have our areas to grow as well. SRVHS has not done well

recently on the CAASPP standardized testing. This seems to be largely influenced by a culture that feels that testing is not important. The result is many students not taking the test seriously and not achieving a score better representing their level of understanding. Accurate or not, the school is trying to find better ways to make sure that the education of all students is being taught in a consistent manner from course to course and that teachers have the tools available to help struggling students when they do not understand the material. This has led to the implementation of the RTI model for the teachers. This “model” allows for teachers to work collaboratively with one another in order to identify what they will do when a student does not understand material in their common coursework. The problem is that not all teachers have “bought” into the model and have not been very active in aligning their essential skills and assessment with common subject teachers. Some of the reasons for not wanting to collaborate with common subject level teachers may be due to the overcrowding of the classroom in many classes. Teachers on the SRVHS campus are often complaining about the large numbers of students/contacts that they have to teach on a daily basis. Without the proper balance of time devoted to student contact and teacher collaboration, there may not be a way to get all teachers involved in a RTI model at SRVHS.

### **Prioritize the strengths and areas for growth for Category E.**

#### **Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

- Inclusive environment for students with special needs/Comrades Club
- Technology (BYOD Program)
- Leadership opportunities for students (Leadership class, rallies/assemblies, Building Bridges/Link Crew, Leadership class, 6th/12th Man, clubs, Breaking Down the Walls, etc.)
- Student Support Counselor/Counseling Department
- Athletics programs
- Visual, Performing, and Applied Arts programs
- Access period/teacher availability
- After school support labs
- School Loop
- Student inclusion in decision making
- College and Career Center
- Library Media Center
- Student clubs/Club Fair
- Booster programs (Academic, Arts, and Athletic)
- CTE Programs
- Community information nights/community involvement
- Performing arts tours/field trips/competitions
- APES/ E2/service projects
- Peres Elementary
- Speakers at assemblies

**Category E: School Culture and Support for Student Personal and Academic Growth:  
Areas of Growth**

- CAASPP testing environment/schedule/attitude: many students and parents report that they do not value this assessment; we have made strides in the last year, but increased student and parent buy-in is necessary for our performance on these tests to be an accurate measure of student learning
- RTI development and accountability: we have started the process of implementing a systematic intervention program, but at the moment it is largely ad hoc and teacher-specific rather than a true school-wide program
- Overcrowding in classrooms/class sizes/staffing ratio: when AP classes are run at over 40 students, when Science classes are so large that there are not enough lab stations for all students, then it is hard to make the one-on-one connections between students and teachers, and between students and students to create a truly collaborative learning environment. The District believes that this problem will eventually be resolved as the demographics of the District change, but we are still struggling with how to manage this problem.
- Counseling/Psychologist ratio: even as we have added more counselors, caseload management is a real issue, with students reporting long delays in their ability to access these supports
- Underperforming demographic groups: students with disabilities, students with economic disadvantages, male students on the CAASPP ELA
- Digital tracking during Access to ensure that underperforming students and students with social-emotional needs are receiving the assistance they need
- Coordination of an effective tutoring program
- AVID school culture
- Common Core textbooks
- More effective digital policies/acceptable use policies to reduce online harassment, and the full range of technology misuse
- Increased access to mental health resources for all students
- No consistent testing space for alternate testing locations (504 accommodation). Due to limitation on space we have been unable to find a dedicated classroom for a testing space. We hope to solve this problem in the fall of 2019 when the new building is opened.

*San Ramon Valley High School*

# Chapter



## *Summary of Analysis*

### **Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs**

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Looking over our Community Profile and identified Critical Learner Needs, we found that we have many things to celebrate, and have also refined the areas of growth we want to focus on over the next few years. Based on student, parent, and staff surveys, as well as Focus Group meetings, we discovered that our school has succeeded in strengthening our culture of community care and acceptance, our use of technology, and we have brought in many new teachers who are open to change in curriculum and instruction. Not only were these elements of our previous WASC Action Plan, but all of our stakeholders identified these as top priorities for what we, as a community, want SRVHS to be.

When we started the WASC process last fall, we started from scratch. We had a new administration, an Action Plan that had not been examined in over three years, no WASC committees set up, we had not had a WASC meeting in years. We knew as a staff we had to cram over a years worth of work into less than ten months, and we were determined to follow the WASC process in its entirety. We did not want to make excuses, take short cuts or write a report that “checked boxes.” We wanted to use the opportunity to authentically access San Ramon Valley High School and use the visit to grow our school. Early in the process we knew we would need to completely revamp and revisit our Vision, Mission, Schoolwide Learner Outcomes, Critical Learner Needs, and much more. Through examining data, and honest conversations, we believe we have arrived at finding our areas of growth, and are celebrating the vision and purpose the findings have already changed.

As we discussed the Mission and Vision statement a fundamental change we made was to switch “Mission and Vision Statement” to “Core Values and Beliefs”. We, as a staff, feel that Core Values and Beliefs are stronger, and more personal, and that is how we view SRV and how we want to our students to view their educational experience.

### **Core Values and Beliefs**

SRVHS believes that a meaningful education is a shared responsibility involving students, staff, family, and community. We value a safe, inclusive, and academically rigorous environment, where students will have the opportunity to achieve their maximum potential as ethical, resilient, and innovative global citizens.

Through that same process, we determined that our ESLRs needed more depth and refinement as there has been incredible change at SRV, from teachers to administration to district and state goals over the last six years. In the process of creating our Core Values and Beliefs, we involved all stakeholders, and all stakeholders had input into drafting our current self-study report. This process was intentionally designed to capture what is authentically meaningful for our school community. Our Site Council is committed to aligning the SPSA and the LCAP, and implementing our new Action Plan, so regardless how much turnover we experience, our systems will be sustainable and we will be in a better position to achieve our goals and allow our students to achieve the Critical Learner Needs. With all these things in mind, we discussed that we always value a safe and inclusive school and, as data supports, we are currently making great progress. However, we can always strive to be better. We know we are reaching high levels of achievement, but want to continue to give students an academically rigorous environment that will encourage our

students to achieve their maximum potential. Our major shift was in the area of technology. Now that we have been able to expand our technology usage and grow SRV into a one-to-one school in four years, we want to shift our focus to how we use technology, instead of needing to acquire technology.

### **Schoolwide Learner Outcomes**

1. San Ramon Valley High School students will demonstrate proficiency in curricular knowledge and essential skills.
2. San Ramon Valley High School students will demonstrate creativity, critical thinking, communication, and collaboration.
3. San Ramon Valley High School students will demonstrate integrity and personal responsibility and citizenship.
4. San Ramon Valley High School students will demonstrate inclusivity, empathy, and compassion within their community.

At SRVHS, we value educating the whole student: academic, civic, social, and emotional. We know that some of the most important things we can do for the children in our care are not easily measurable. We do not observe success only by standardized test scores, but we look at achievement with a more holistic view. To quote William Butler Yeats, we believe that “education is not the filling of a pail, but the lighting of a fire.” We recognize that the fruits of our labor may not bloom until years later; we are fortunate when students return to let us know the impact we have had. Students, present and former, say that they greatly value this approach and report that it has helped them succeed in college and career. This is also supported by educational and psychological research, which suggests that the holistic approach has real benefits. This is a shared responsibility and highlighted in the strengths below you will see we believe we have an amazing community who is invested in this goal.

### **Summary of the SRV Strengths**

- San Ramon Valley High School is a high achieving school that is providing a wide variety of electives and strong advanced curriculum (ie. AP and Advanced/Honors classes). 98% of our seniors graduate, and we have an average of 97% attendance. Our AP test pass rate is very strong, and we have recently made great improvements on students’ performances on CAASPP.
- We have a highly qualified, dedicated, and empathetic staff who are administrative and certificated, and always willing to explore how to better our school and the community. Our current administration has created a positive atmosphere that yields very productive relationships between administration, staff, parents, students, and all three unions (SRVEA, SEIU, and CSEA). In spite of the high rate of staff turnover, SRVHS has stayed aligned with the District goals, Framework of Excellence, and the Board of Education’s vision.
- SRVHS has an extremely dedicated, strong, and active parent community that greatly supports students and staff. We are proud that it was reported through our perception data that our students, staff, and parents respect each other. We are also blessed to have numerous booster programs (academic, arts, and athletics). The parent community is willing to dedicate both their time and resources to the success

of all students at the school, not just their own children. Parents often raise significant funding to support the school's academic and extracurricular activities. The SRV community also gives us access to consumable materials/workbooks and other resources that help enhance the classroom. Part of the reason for this willingness to give is because we include all significant stakeholders in resource development and allocation decisions.

- Over the past five years, our 21st Century Learning Foundation has enabled SRVHS to fund a schoolwide, one-to-one Bring Your Own Device (BYOD) program (we are the first school in our district to reach this milestone) by offsetting the cost of Chromebooks for students who cannot provide their own. Both students and staff have increased access to technology because of the BYOD program. SRV staff is increasingly building capacity with current tools and strategies such as School Loop, Illuminate, Google Docs, and Google Classroom. We continue to offer timely staff development around technology integration, including the support of a dedicated TSA on campus.
- We are so proud that our students report feeling safe at school and the large majority don't feel bullying is a major problem. One of our favorite aspects of our amazing climate is to see how included our students with special needs are treated. Our Comrades are accepted, protected, and a true bright spot to our campus. Another highlight of student empathy is our student Leadership program that continues to grow and does an excellent job of building community on campus. We are proud of the traditional spirit activities, and our ever increasing compassion demonstrated by our students with programs like Comrades, Breaking Down the Walls, Every 15 Minutes, birthday celebrations, the Impact program, and the Student-to-Student link program. While there is always room for improvement, SRV is known throughout the District as a welcoming community, as can be evidenced by the high transfer rate into our school. We have tremendous opportunities for students from rallies, assemblies, Link Crew, 6th/12th Man, Breaking Down the Walls, student clubs/Club Fair, work with our sister school at Peres Elementary, our wide diversity of motivational and inspirational speakers and programs that are brought to educate, encourage, and empower the SRV community. At the "Home of Champions," we truly bleed green and gold.
- Our staff is proud of the recent improvements we have made with our professional development opportunities for both certificated and classified staff. Our staff meetings have clear agendas that are hyperlinked to related resources, which ensures the content is up to date and always accessible. Additionally, the SRVHS Administration created a professional development binder that was given to all staff at beginning of the 2018-19 year. This binder is used to organize all of our whole-staff, department teams, and SLT professional development, which helps teachers stay organized so they can focus on providing a quality education to their students. Teachers are able to access professional development for growth in their specific content area. Our school is proud that we provide an abundance of internal professional development around a variety of topics that are staff led.
- We have a highly qualified and dedicated staff with strong teacher collaboration that is focused on student skill development and teacher developed curriculum. Our staff



is student focused and willing to try new strategies, and we believe we have started to balance standardized common assessments and teacher autonomy. Our staff is exploring multiple types of formative and summative assessments and “checking for understanding” has increased. We believe we have made some strong progress in many departments to calibrate common assessments. The majority of teachers use multiple measures to evaluate student achievement of academic standards and school goals. There is clear structure around teacher collaboration on Essential Standards and Common Assessments; however, some departments are further along in the process than others. Regardless, our Subject Level Teams (SLT) are focused on continuous growth and staff feels there are ample opportunities to meet in Subject Level Teams.

- As departments have started to make strides on common assessments and department skills development, our response to intervention (RTI) is starting to take shape and develop. Our teachers believe we need to teach to ALL students, not just the students at high levels. We are proud of the strong progress in many departments to calibrate common assessments and are working to improve our development schoolwide.
- Our staff and student population has been extremely flexible and patient in the area of construction on our campus and we are more than excited to move into some of the most state of the art and beautiful classrooms in the State of California. We are very grateful that our physical facilities are being renovated, upgraded, and will be safer.
- The scope and breadth of courses being offered to meet the needs of students and preparing students for two year and four year colleges is strong. Some unique electives include Auto Shop (which is not offered at other district schools), Culinary Arts, and Athletic Training, to name a few.
- We are very proud of our strong extracurricular programs including Theater, Instrumental Music, Vocal Music, Dance, Robotics, Athletics, Clubs, and Speech and Debate. We strive for large numbers of students involved in these programs and encourage our students to find activities in which they can be involved and take pride in. We are always encouraging our students to find something they can be involved with at SRVHS and take pride in their school in at least one extra curricular activity. We know that students who are involved in their school will produce positive results for that student in the classroom and in their social and emotional development. We are also proud of the strong ties to our local business community with our extracurriculars of Athletic Programs, Visual, Performing, and Applied Arts programs, the College and Career Center, and the Library Media Center.
- We are very excited that we have made program growth in the areas of Science and CTE. The Computer Science program has grown from two to ten sections in the past few years. CTE (Career Technical Education) teachers are eligible for funding, and our teachers have been granted money for equipment that enhances and/or improves the program.
- An important element of our intervention system is our new bell schedule that allows for RTI and for implementing time to reteach students based on data. The addition of Access periods gives students the opportunity for individualized

instruction and time for test make-ups, etc. Access is also used for character development programs, and it reduces stress for students who need time to work on school work during a school day. Attendance accountability and follow-up have improved; thus, instructional time and opportunities have increased.

- We want all students to achieve a high level of learning, so our Special Education Department works to fairly assess, place, and manage high caseloads. Students are targeted based on assessment, and placed in co-taught classes based on their assessment data (IEP Goals). Special Education students are able to access the general education assessments with support from the general education and special education staff. Implementation of 504 and IEP assessment protocol is followed and monitored. We also offer after School Support Labs and have significantly increased our peer support/peer tutors in terms of numbers this year. Our student-run peer tutoring program helps connect students with academic needs to student tutors who volunteer their time to aid their peers.
- With the current knowledge and recent developments surrounding mental health, we are so glad we have increased access to mental health resources for all students. We have an incredible Counseling Department that is not only concerned about academics but cares about the social and emotional needs.
- With so much involvement and so many activities, trying to communicate everything can be difficult. However, we are proud of the new systems (Wolf Pack Weekly, What's Up at SRV, social media platforms, etc.) that are in place that provide stronger communication between staff, parents, and students with multimedia, voicemail, email, social media, Naviance, School Loop, and Infinite campus. We have also improved our mass communication systems (district, site, Instagram, Twitter, website, emails, etc). The District has also hired a new social media director as well to help support district-wide communications.

### **Summary of SRV Areas of Growth**

- Looking at the statistical data, SRVHS is a high performance school; however, we are under performing on some assessment measures, particularly the CAASPP Math section. We know we have structure and mindset challenges to overcome, as well as computational literacy to teach. We want to particular strengthen our alignments in Algebra 1 and Algebra 2 to improve the overall teacher collaboration on Essential Standards and Common Assessments to strengthen our computation fundamentals. We also need to align the standards to guarantee we are covering the same material. Last year was the first year we provided students with the opportunity to practice the CAASPP, but we did not have time to analyze individual data to help students make improvements on individuals skills before taking the actual CAASPP.
- In the perception data it was clear that parents are apathetic to the CAASPP test, which may partly explain our low math scores. However, survey data reports that there is a large amount of outside tutoring happening in math versus other subjects, and it was clear that there is frustration in our community with the Math Department. We are trying to determine if students are understanding the skills, or solely concerned about the grade. While last year students showed massive

improvements on the CAASPP Math, they are still testing the lowest in the District. We need to look at our articulation with our Algebra 1 and feeder schools to understand this issue better. The students (class of 2019) who tested last year, did not have impressive 8th grade (class of 2019) CAASPP scores and we are wondering if there is any correlation. This year summer the middle school math program was redesigned along with the math course flow chart. Now less advancement is possible, unless summer advancement is done. This may help with stronger base skills being built, or it may drive more students to take classes outside of SRVUSD, which could cause alignment issues. Articulation will help to also strengthen our skill development ladder. By aligning curriculum horizontally over common courses, and vertically between prerequisites, students will have less disparity in outcomes between teachers, and teachers can share best practices more easily. This alignment will also help our staff in their focus on RTI and focussed student intervention during access period.

- We want our students and parents invested in all assessments beyond the value of points and grades. We need to work on creating a culture that values all forms of assessment and academic performance measures regardless if the assessment personally benefits the individual student. The SRV parent and student community considers CAASPP and other statewide tests as low-stakes and respond accordingly. Site leadership and staff made personal appeals to the students and parents to take the CAASPP tests more seriously last year, and the result was clear: higher participation and higher scores than in years past. Not all teachers value the exams highly, either, and so we need to work on translating the data from these exams to useful information to staff.
- We have made a great amount of progress in course alignments and course skill ladders; however, much more needs to be done. We need to continue to focus on teaching to all students. We need to reduce the disparity between rigor and grading practices amongst teachers of the same course level. We also want to address the disparity among stakeholders when it comes to learning versus grades. In order to address alignment and disparity issues, we also need to work on teachers speaking a common academic language to support skill set transfer. Additionally, teachers who teach the same subjects should collaborate in order to maintain similar standards regarding content, grading, and rigor/expectations. We also need to reexamine our textbooks to align with Common Core, as some of the courses are due for new materials. All of these variables working in conjunction with one another will help SRVHS move our work on alignment move forward.
- We have made strides toward RTI development and accountability, yet we lack the data to measure instructional growth of students. We need to use consistent data to inform instruction, and systematic use of common rubrics. Some subject-level teams engage in collaboration and analysis of common assessments, more teams are working towards common assessments and looking at common data. Staff is in the process of using and receiving training on Illuminate, which is designed for analyzing test results. If we can begin to better analyze and use data in a time-effective way, we can use some systematic ways to reteach for students who are not meeting at or below standards. If we could also improve collaboration between

special education teachers and mainstreamed teachers, this may help us strengthen our RTI structure.

- Access is overall a positive addition but could be more structured and this could help with overall math computation as we can build in intervention based on students who need skill support. We also need to improve the stability in access for a more consistent vision/mission. Many of our struggling students don't know how to use Access productively because they lack some basic study skills. A pilot program will be implemented at the beginning of quarter two that identifies students who may lack motivation or executive function and students who need support connecting better with our school community. These ninth and eleventh grade students will be placed in a targeted Access class where teachers will facilitate/encourage strategic use of Access or team building activities. This program will be monitored by a TSA, counselors, and administrators and will be reviewed for academic progress and effectiveness by reviewing data student feedback forms. The plan is to make a successful school-wide intervention program that supports students' academic and socio/emotional needs.
- We are so proud of the huge strides we have made in the areas of technology and the physical structural technology we have been able to procure and maintain. We also know there has been little to no accountability and/or data regarding the pros and cons of increased technology use. We would like to bring uniform expectations on technology integration in the classroom throughout the campus. We also want to continue giving teachers more training and equipment to facilitate improvements in assessments (e.g. School Loop, Illuminate, Infinite Campus, websites, and wireless network access).
- There is a frustration from our staff that the District rolls out new mandates without taking into account unique campus culture or site specific student needs. When the District created the Personalized Learning Initiatives, the hope was to reduce class size, but we have not seen that yet, with some core academic classes running at 30 or more students. In our perception data, our staff are clear that they feel overwhelmed by their caseload, and students are clear they wish they had more timely feedback on assignments, which is undermined by overly large classes. The large caseloads impacts all departments, as seen in our large ratio of students to our Counseling/Psychologists. By improving the student teacher ratio, teachers will have more manageable classrooms, increased speed of communication with parents and students, and improved targeted interventions for students with both academic and socioemotional needs.
- Our welcoming and safe school culture is perceived by all stakeholders at SRV, but we also know that when we have issues of bullying and illegal substances (for example the rise in vaping) that these are happening most frequently in the campus bathrooms and the quad areas. We have increased monitoring by campus monitors and Administration, as well as staff members who have stepped up for monitoring during break and lunch.
- We have so many wonderful things happening at SRV but with large numbers and a busy campus, we need to investigate new ways to communicate to staff, parents, and students so that all stakeholders feel heard. This year we have tried to give students

more voice with reinventing the student senate in homeroom, and our new parent communication channels. We will look at feedback from both as the year continues to assess its impact.

- Student stress seems to be managed overall, but can be noted as something we need to be aware of so that we keep bringing the numbers down. We hope to find ways to educate our students and parents about managing academic course load (as a way of addressing student stress) and we, as a staff, are continuing to seek methods through Challenge Success, RTI, and CLR to help students manage and reduce their stress. Our support counselor offers weekly “Dynamic Mindfulness for Stress Resilience” during Wednesday Access periods for all students. Additionally, the administration has been trained in Mindfulness and is sending many teachers for the same training in order to bring Mindfulness into the classrooms. The hope is for teachers to practice Mindfulness with their students, thus reducing stress for our community.
- As we explore community communication and streamline information, we need to investigate and discover ways we can condense communication for the staff to help lower the many emails which may be overwhelming and therefore unread. Streamlining communication would allow easier processing of information. Due to frequent leadership changes, a handbook has been under review, and has been redesigned, but the process can be refined and strengthened as well. We are also working to make the process for Site Council more public, transparent, and accessible for all stakeholders.
- We want to have an environment for all types of learners, and offer classes that give every student their interests to allow for innovative learners. We want to find ways to expand our vocational and non-academic electives, as well as our CTE courses. We have had incidences when sections of courses were forced to be collapsed due to not being able to hire qualified teachers, which speaks to why we cannot grow our electives.
- In August 2019 we will open an incredible building, and then we will renovate the science and administration building. One of our space issues centers around no consistent testing space for alternate testing locations (504 accommodation). We hope to be able to solve this problem next year.

## **A Graphic Overview of Our Findings**

<b>Major Themes</b>	<b>Strengths</b>	<b>Prioritized Growth Areas</b>
Strong Staff and administration	Dedicated, committed, empathetic and professional staff. Graduation requirements clearly communicated. Inclusive and accepting campus environment.	Minimize turnover and develop clearer processes for bringing new teachers up to speed in their Department and in the school
Active and Dynamic Parents and Community	Extreme dedication and parents and community active in all aspects of our school.	Continue to keep open channels of communication so everyone feels heard
High Achieving Students/Underachieving	Students score highly on AP tests, ACT, SAT, and major improvements on CAASPP.	Maintain high scores and improve CAASPP scores in Math
Transition to Common Core	Effective staff development opportunities and collaboration to train teachers in common core, RTI, and creation of skill ladders.	Improve and fully implement skill ladders, align courses and create summative and formative assessments that reflect high standards, perhaps by using AP materials as a model for norming across SLTs and within and between Departments. Provide staff with training to support creative/skills-based lessons with dynamic ways to assess student learning and frequent/accurate feedback (RTI, CLR, dynamic mindfulness, etc.).
Diverse and dynamic academic and extracurricular offerings.	Depth and breadth of courses that meet the needs of all students. Challenging curriculum that prepares students to achieve at highest level. Incredible range of opportunities for	Continue to expand especially non college prep and CTE offerings.

	students to participate on campus and be involved .	
Updated and Modern Facilities	Soon to open our amazing new facility!	Maintain a clean and safe campus.
Technology	Strong resources, infrastructure, materials and software.	Create data to know how technology is strengthening education, and inform students of safe use policies.
Scheduling and Collaboration Time	Strong communication and collaboration among staff.	Restructure the intervention time so it can be used more effectively.
Promotion of a caring, supportive environment for all students	Our students are feeling safe, and showing empathy, compassion and care.	Continue to keep campus safety and engagement a priority.
Access	Bell schedule allows for two solid chunks of time for access.	Strengthen the intervention program.
Communication	Increased methods and streamlined current methods.	Continue to work on a streamlined process especially for staff.

### Critical Learner Needs

The various stakeholders at SRVHS had fruitful, honest, and reflective conversations that all worked together to form our new Critical Learner Needs. We believe that these three needs align with our Focus Group findings, our Core Values and Beliefs, and the SRVUSD visions. Our Action Plan has goals and steps outlined that will allow us to address these needs in order to ensure that we are providing the best education possible to all our students.

### **Critical Learner Need #1**

We want our students invested in all assessments beyond the value of points and grades. In other words, we want to increase literacy in all courses and subjects, and raise our underperforming students in order to create a culture that values all assessment and academic performance measures. We strive for our students to be engaged, not merely compliant. Using the SLOs we want students who will demonstrate the following:

- students will demonstrate proficiency in curricular knowledge and essential skills
- students will demonstrate creativity, critical thinking, and collaboration
- students will demonstrate integrity, personal responsibility and citizenship

### **Critical Learner Need #2**

We want every learner to be able to achieve at high levels and this includes a student-centered individualized education where all needs are being met. To achieve this, we want to continue to analyze data, use RTI strategies, strengthen course alignment, improve collaboration, communication, and common assessments, and skill ladders. Using the SLOs we want students who will demonstrate the following:

- students will demonstrate proficiency in curricular knowledge and essential skills
- students will demonstrate creativity, critical thinking, communication, and collaboration
- students will demonstrate integrity and personal responsibility and citizenship
- students will demonstrate inclusivity, empathy, and compassion within their community

### **Critical Learner Need #3**

Continue to focus on reducing academic and social emotional stress in order to improve student connectedness to SRV. Using the SLOs we want students who will demonstrate the following:

- students will demonstrate proficiency in curricular knowledge and essential skills
- students will demonstrate creativity, critical thinking, communication, and collaboration
- students will demonstrate integrity, personal responsibility, and citizenship
- students will demonstrate inclusivity, empathy, and compassion within their community

*San Ramon Valley High School*



# Chapter



## *Schoolwide Action Plan*