

# San Ramon Valley High School

## Self Study Report

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## Chapter I: Student & Community Profile

### School & Community Overview

#### *Community*

Founded in 1910, San Ramon Valley High School (SRVHS) is located in the town of Danville, a Contra Costa County community approximately thirty-five miles east of San Francisco. By the 1950s and 1960s, Danville and the other agricultural communities of the San Ramon Valley began to experience extensive suburban development. In 1960, the population for the entire valley stood at 12,700; however, after significant growth, the current population of Danville alone is 43,574. SRVHS serves the upper-middle-class, suburban communities of Alamo, Danville, and San Ramon. Having earned the honor of being a California Distinguished School (1988, 1996, 2001, and 2009) and a National Blue Ribbon School (2002), San Ramon Valley High School has been, and continues to be, a source of pride for the community.

In order to help support students achieve our Expected Schoolwide Learning Results, parent support groups donate thousands of hours of time and raise over \$300,000 annually to support school programs. Notable among these groups are the PTSA, the Wolf Foundation, Academic Boosters, the Fine Arts Association, Athletic Boosters, and the Wolftones. Community groups, including the Kiwanis Club, Rotary, Business Roundtable, and Soroptimists provide the school with services, awards, and scholarships. Through the efforts of parents and community members, SRVHS became one of the first schools in the state to provide a substance-free Graduation Night. The continuous support of parent and community groups helps San Ramon Valley High maintain its tradition of educational excellence. In turn, students give back to the community by providing volunteer services through a variety of programs.

#### *School Purpose & Goals*

The school provides an education that fosters the intellectual, physical, and social development of each student. Our strong tradition of excellence stems from a dedicated staff, responsible students, committed parents, and active community partners. Through a comprehensive system of support programs, San Ramon Valley High School works to fulfill its mission:

*The San Ramon Valley High School community  
empowers students to achieve their educational potential.*

The school's staff works to ensure that all students will be successful, whether they are entering the workforce directly after graduation or they are enrolling in institutions of higher learning. Over 99% of our students graduate and 98% continue their formal education at two-year and four-year colleges. Based on data for the class of 2011, 74% of the graduates enrolled at a four-year college, and 24% of the graduates enrolled in a two-year college. The remaining students enlisted in the military or joined the workforce. The school's vision is to produce graduates who will reflect the Expected Schoolwide Learning Results.

## CHAPTER I: Student & Community Profile

### Expected Schoolwide Learning Results

1. *San Ramon Valley High School students will demonstrate curricular knowledge and skills.*

*Students will be able to...*

- meet or exceed the current high school standards in all curricular areas.
- comprehend reading material in a variety of content areas.
- produce written work that is grammatically correct, has logical structure, and includes supporting evidence.
- develop and utilize effective study skill strategies.
- effectively use technological resources.

2. *San Ramon Valley High School students will demonstrate creative and complex thinking.*

*Students will be able to...*

- analyze and synthesize information from a variety of sources to make predictions, draw logical conclusions, and produce a finished project.
- solve complex problems with critical thinking skills.
- produce work that reflects creativity and original thinking.

3. *San Ramon Valley High School students will demonstrate effective communication.*

*Students will be able to...*

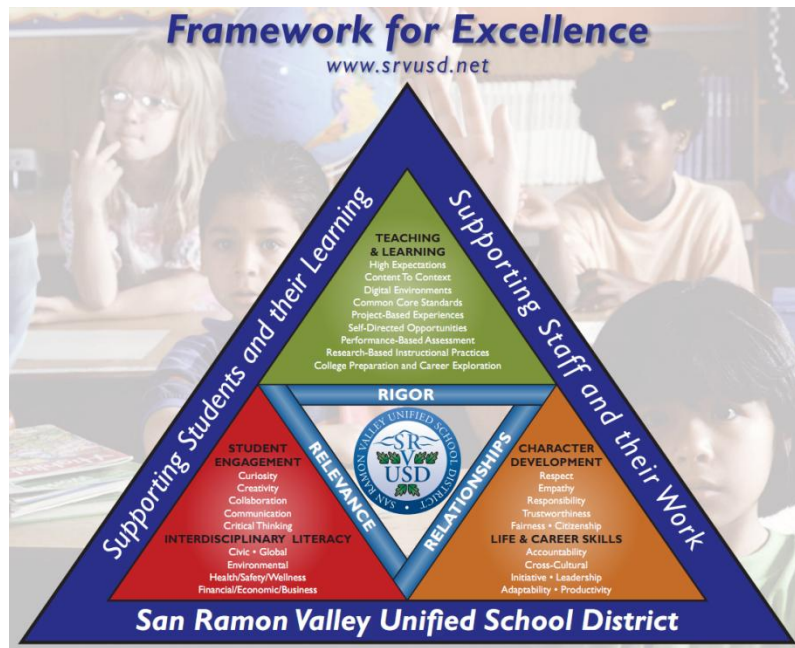
- listen, speak, and write effectively to demonstrate clarity of ideas and expression.
- give oral and written presentations that demonstrate clarity of ideas and expression.
- collaborate with others to solve problems and produce quality work using appropriate technology.
- communicate using appropriate technology.

4. *San Ramon Valley High School students will demonstrate integrity and responsibility.*

*Students will be able to...*

- exhibit positive citizenship through active participation at school and in the community.
- adhere to district, school, and classroom policies.
- actively respect diverse cultures, lifestyles, and ideas.
- take personal responsibility for educational goals.
- display academic integrity and honesty.

Additionally, in 2011, the San Ramon Valley Unified School Board adopted a district-wide Framework for Excellence: a symbolic representation of how the district is supporting students and their learning, as well as staff and their work:



The core of the framework is the 3 R's: Rigor, Relevance, and Relationships. These three goals are central to the school's WASC Action Plan and the Single Plan for Student Achievement. With respect to student engagement, the 5 C's resonate with the SRVHS community and are the central themes in the school's ESLRs.

### *Significant Changes*

Since 2006, SRVHS has changed physically and professionally. Physically, we have added five new buildings as well as improvements to our sports fields. Professionally, we have implemented Professional Learning Communities (PLC). This has been an ongoing process with some successes and some complications. However, the PLC process has fundamentally changed how SRVHS uses collaboration time. Subject-level teams pursue specific performance goals and use formative assessments to make subsequent and appropriate adjustments to curriculum and instruction.

In an effort to have more transparency with students and parents, we have adopted a web-based data and communication system with the implementation of School Loop, an online grade book and communication platform that enables greater parent and student communication through the knowledge of everyday assignments and grades. Additionally, Infinite Campus, a new student management software system implemented by the district, is enabling greater understanding and communication of tardies and absences.

In the 2009–2010 school year, we changed our school schedule to allow for a freshmen study hall and to implement a systemic intervention program for the rest of the school. This program met with some successes 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. This topic is discussed more thoroughly in chapter three.

## CHAPTER I: Student & Community Profile

### *Facilities*

San Ramon Valley High School serves the 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. A 400-seat performing arts center was opened in May 2003 and over the past six years we have built a new library/media center, cafeteria, a two-story classroom building, an auxiliary gymnasium, and a main gymnasium. Also, a new pool to replace the currently inoperable pool is scheduled to open in 2013. Additionally, in 2010 a small school garden was built and planted by the Environmental Engineering Academy (E2) and plans are under way to expand the gardens and incorporate more fruit trees.

### *WASC Accreditation History*

SRVHS's last full self-study was completed in 2006, and the school was granted a six year term of accreditation with a progress review in 2009. The two visiting committee members who returned to SRVHS in 2009 commended the school's progress in all of the follow-up areas. The current self-study reflects the progress made since 2006, with specific analysis of the last three years of data.



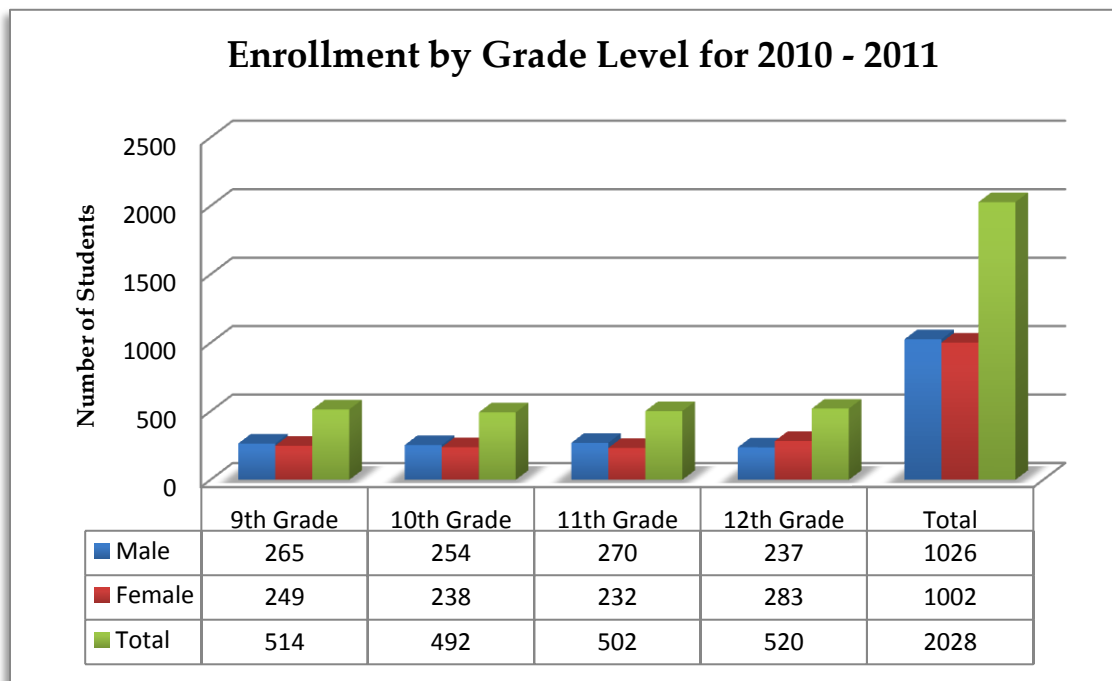
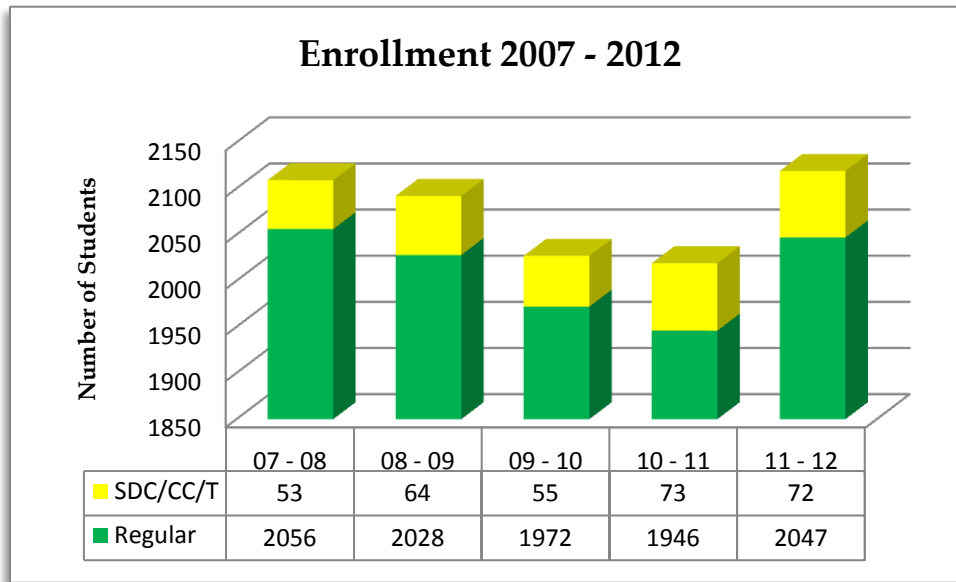
Student and Staff Demographics & Performance Data

*Demographics*

**Students**

*Total Enrollment*

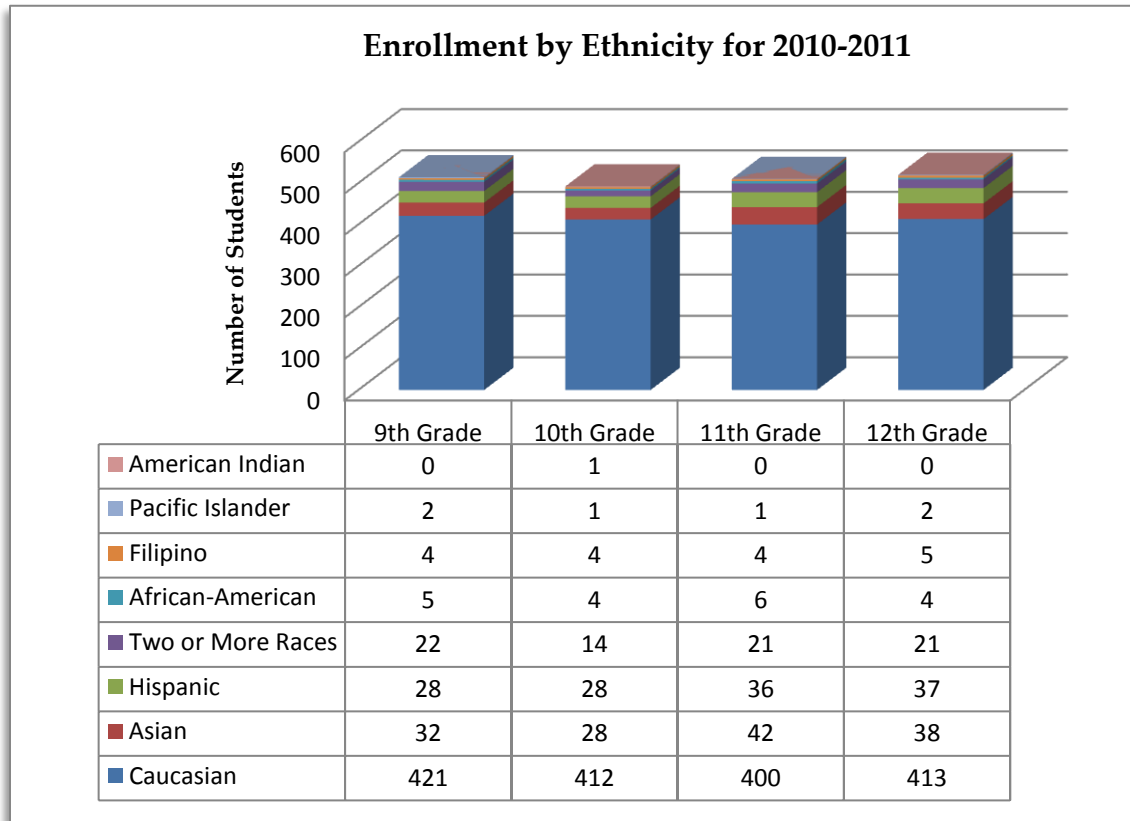
Enrollment at SRVHS has held fairly steady over the past five years. The only anomaly is the low enrollment from 2009–2011. This was largely due to a two year change in district policy, which limited inter-district transfers. There has also been an increase in the number of transitions students (eighteen to twenty-two year old severely disabled students) at our campus.



CHAPTER I: Student & Community Profile

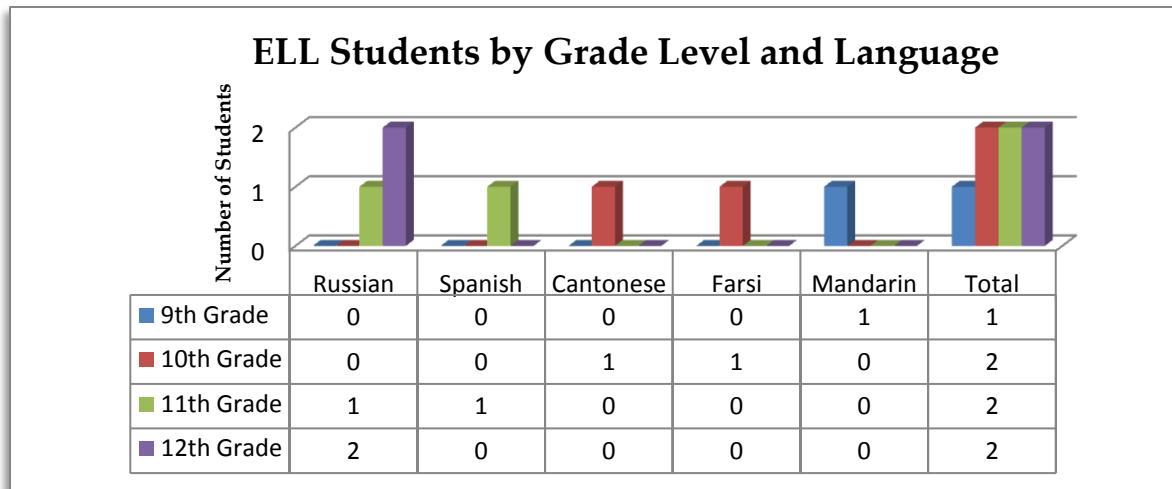
*Ethnicity*

SRVHS continues to be largely a campus of Caucasian students with a small number of Asian and Hispanic students.



*English Language Learners (ELL)*

There are currently seven ELL students at SRVHS. Three of these students participate in an ELL class on campus that supports their achievement.



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*Socio-Economic Status*

Currently SRVHS has thirty-one students classified for free and reduced lunch across all grade levels. This works out to be 1.5% of the total school population.

*Co-Curricular, Extra-Curricular, and Academic Programs*

Students at SRVHS continue to be involved in many activities beyond the standard curriculum.

	2007–2008		2008–2009		2009–2010		2010–2011		2011–2012	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>Athletics</b>	690	522	710	531	780	591	757	561	361*	329*
<b>Vocal Music</b>	73	162	76	150	67	157	70	154	72	150
<b>Instr. Music</b>	118	66	113	80	136	68	137	85	149	99
<b>Theatre Arts</b>	60	70	47	77	60	98	49	86	51	90
<b>Dance</b>	0	193	1	167	2	239	1	190	3	184
<b>Speech</b>	47	25	51	16	60	23	42	24	41	41
<b>Leadership</b>	27	73	29	67	34	70	38	61	25	77
<b>Newspaper</b>	1	17	5	19	7	16	9	19	0	0
<b>Yearbook</b>	0	23	1	23	0	18	2	20	3	32
<b>Robotics</b>	29	0	22	1	32	1	14	0	23	0
<b>E2</b>	N/A	N/A	67	61	80	100	64	98	62	81
<b>Auto Shop</b>	N/A	N/A	86	2	118	6	97	6	108	1

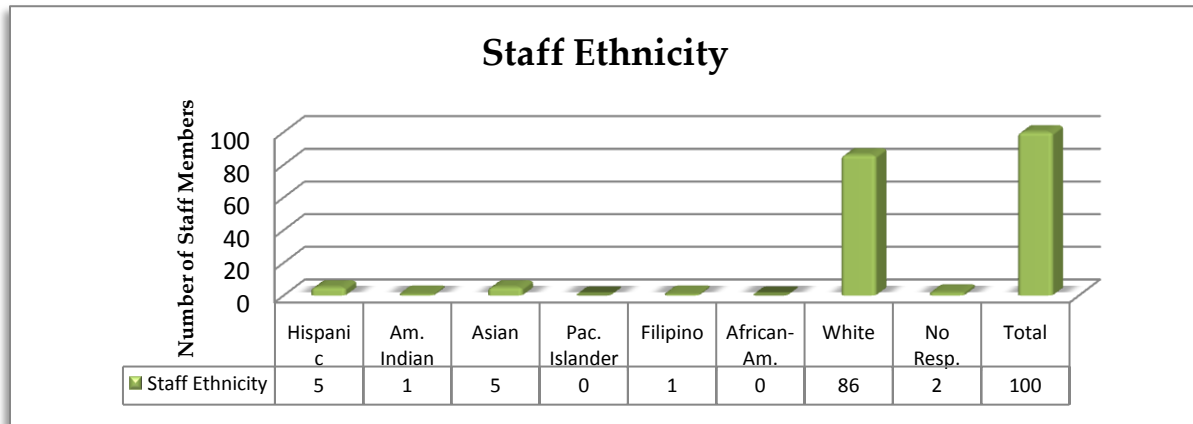
\*NOTE: The Athletics numbers for this year do not include spring athletes.

	2007–2008		2008–2009		2009–2010		2010–2011		2011–2012	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>Advanced Courses</b>	80	121	88	126	265	326	105	171	130	170
<b>Honors Courses</b>	237	304	277	306	315	369	323	349	271	325
<b>AP Courses</b>	375	470	335	420	276	310	444	551	546	565
<b>Full Inclusion</b>	6	7	4	5	6	4	10	5	19	7
<b>Special Day Class</b>	14	15	16	11	19	14	21	14	19	11
<b>Resource</b>	85	64	90	64	79	53	82	54	94	54
<b>504</b>	22	19	24	14	18	18	31	28	36	27
<b>GATE</b>	92	94	93	106	65	67	75	62	85	74

**Certificated Staff**

*Ethnicity*

Our staff ethnicity reflects the student ethnicity.



*Credentials*

San Ramon Valley High School has a highly qualified staff. Ninety-nine percent of the teachers at San Ramon Valley have met the “highly qualified” teacher requirements of No Child Left Behind and all the teachers are instructing within their credentialed area. Forty percent of the certificated staff has a master’s degree and the average number of years of experience is sixteen years, which is two years greater than the state average.

**Classified Staff**

To support all facets of the school’s programs, SRVHS has sixty-six classified employees, 82% of which are full-time employees and 27% are part-time. Among the classified employees are maintenance staff, office support staff, cafeteria staff, campus safety monitors, and paraprofessional educators.

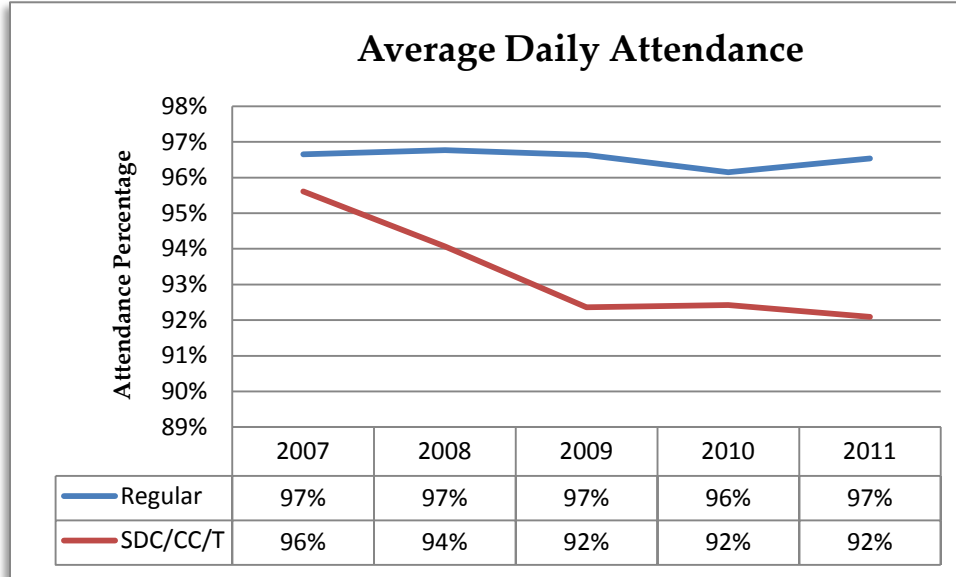
Counseling & Support Services Staff		
	Number on Staff	Full-Time Equivalent
Academic Counselors	5	4.2
Campus Security Officers	4	3
Career Specialists	2	1.2
Computer Technician	1	1
Librarian	1	1
Nurse	1	0.2
Psychologists	2	1.4
Resource Specialists	5	5
Resource Specialist Assistants	7	7
Paraprofessionals	32	32
School Resource Officer	1	1
Speech/Language/Hearing Specialist	1	1

CHAPTER I: Student & Community Profile

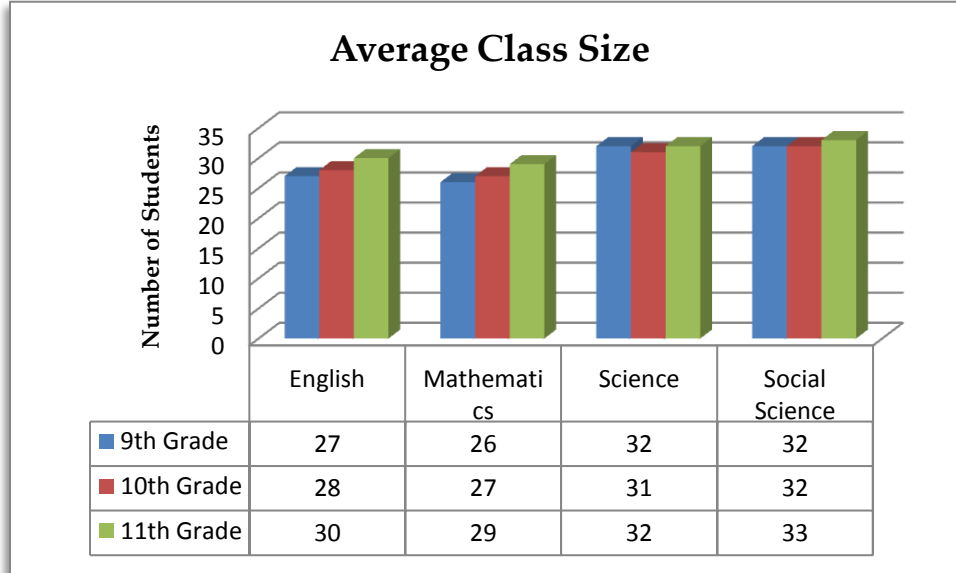
School Data

**Attendance**

SRVHS continues to have a high daily attendance rate. However, partly as a result in the increased number of SDC/CC/T students on campus, our attendance rate has fallen slightly.



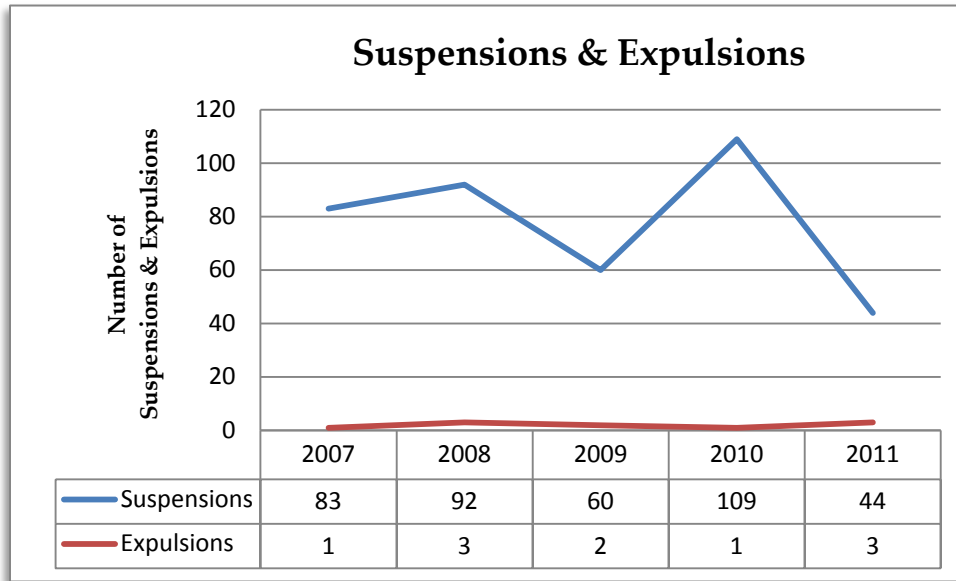
**Class Size**



**Participation**

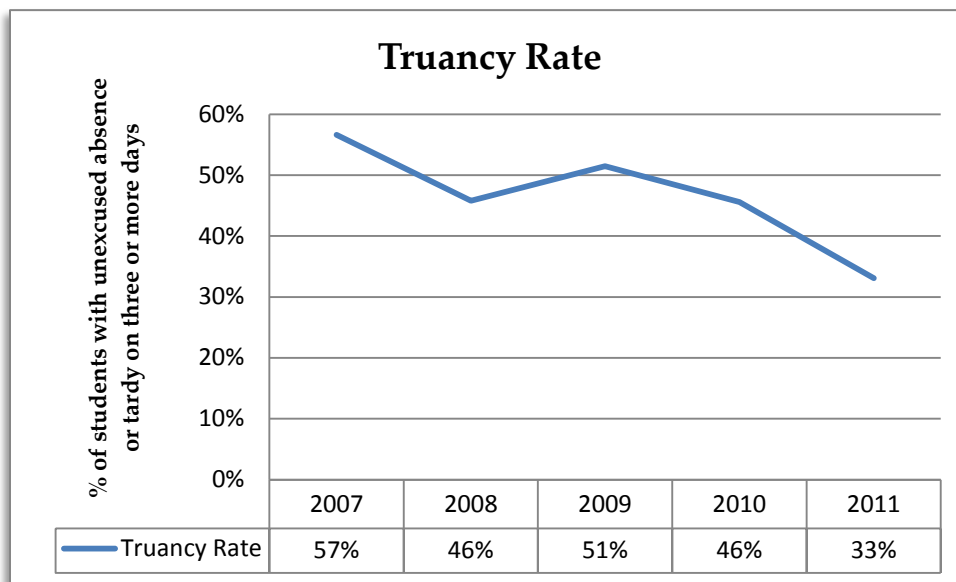
*Suspension & Expulsions*

Administrators, campus security staff, counselors, and teachers share discipline responsibilities. The overall rate of suspensions has decreased dramatically in the last year; however, this does not reflect an overall trend.

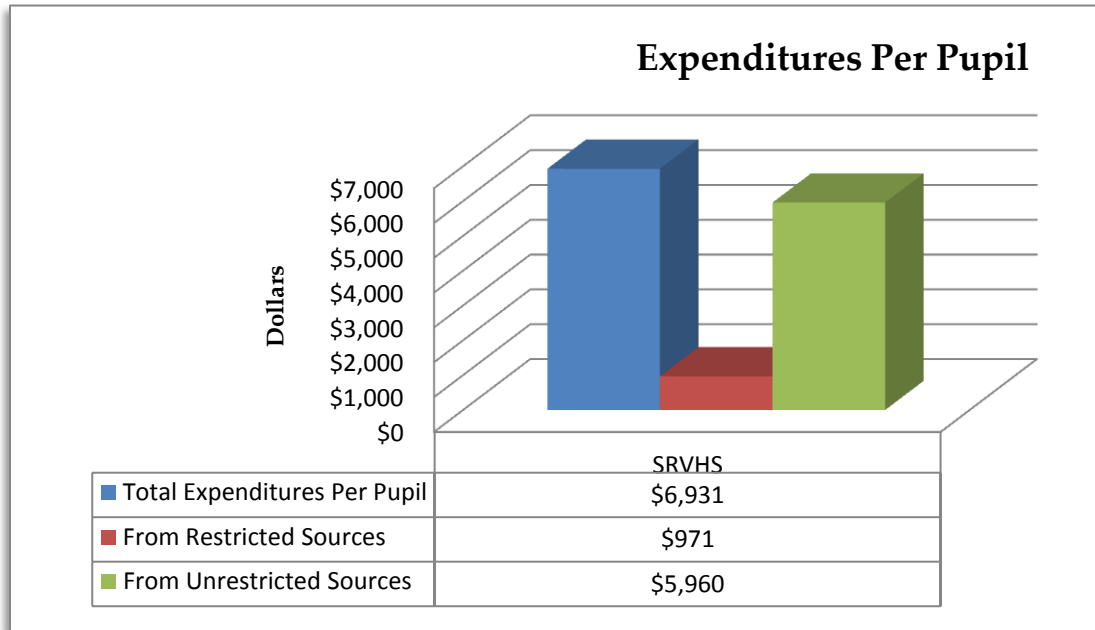


**Truancy**

The truancy rate has declined by over 20% in the past five years, and, while there are many factors that influence truancy, this decline, especially over the last two years, reflects the use of School Loop and the e-mails that parents now receive when their student is absent or tardy.



*School Financial Support*



*Performance Data*

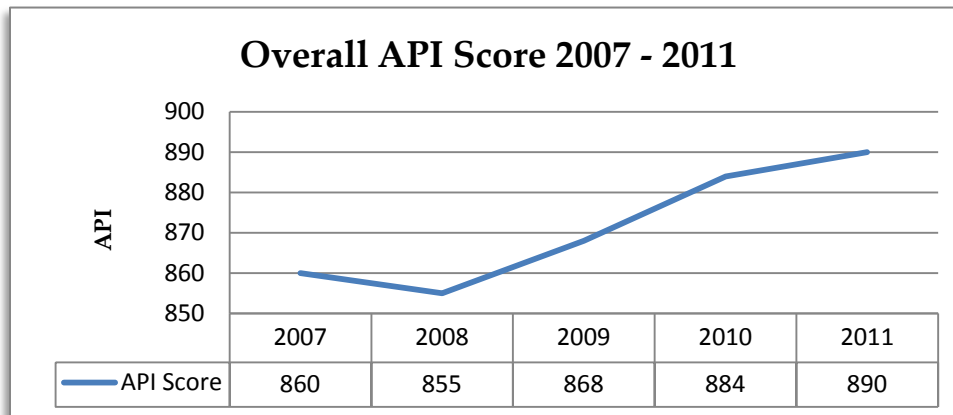
**Adequate Yearly Progress (AYP)**

The school has met all of its AYP goals for the last six years.

Was AYP met for all ten criteria?	
2010 - 2011	Yes
2009 - 2010	Yes
2008 - 2009	Yes
2007 - 2008	Yes
2006 - 2007	Yes

**API**

SRVHS continues to improve our API, and we have met AYP every year in the past four years<sup>1</sup>.

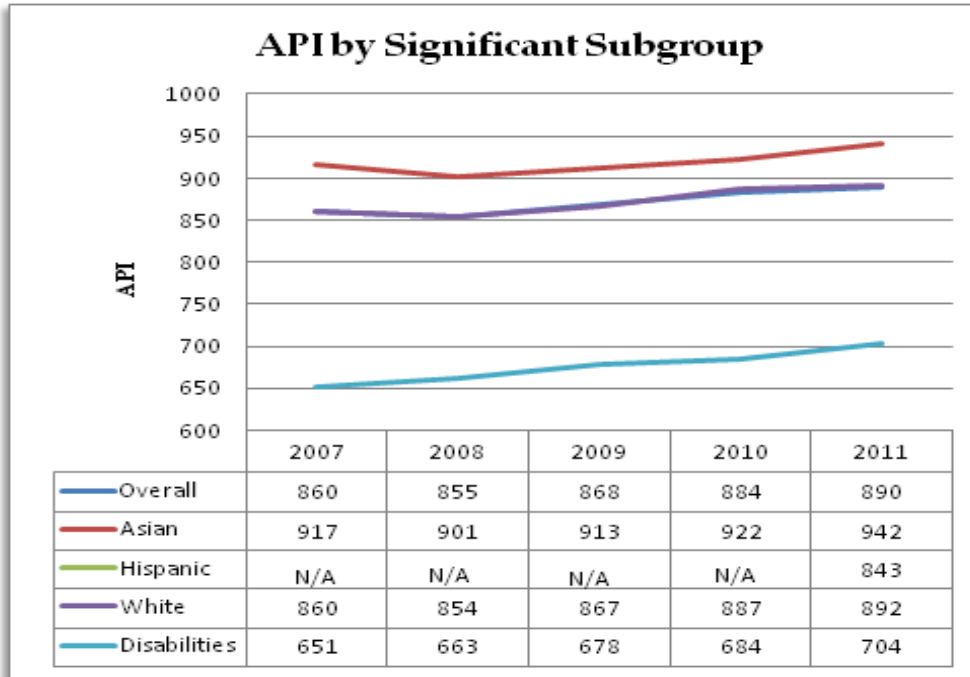


<sup>1</sup> In 2008, the state readjusted the formula for API scores resulting in the drop in score; however, the school still met AYP.

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In 2011, San Ramon Valley’s API ranked tenth in the state among high schools of a similar size and seventh in the state among similar schools, which takes into account size, ethnicity, and socioeconomic status, among other criteria.

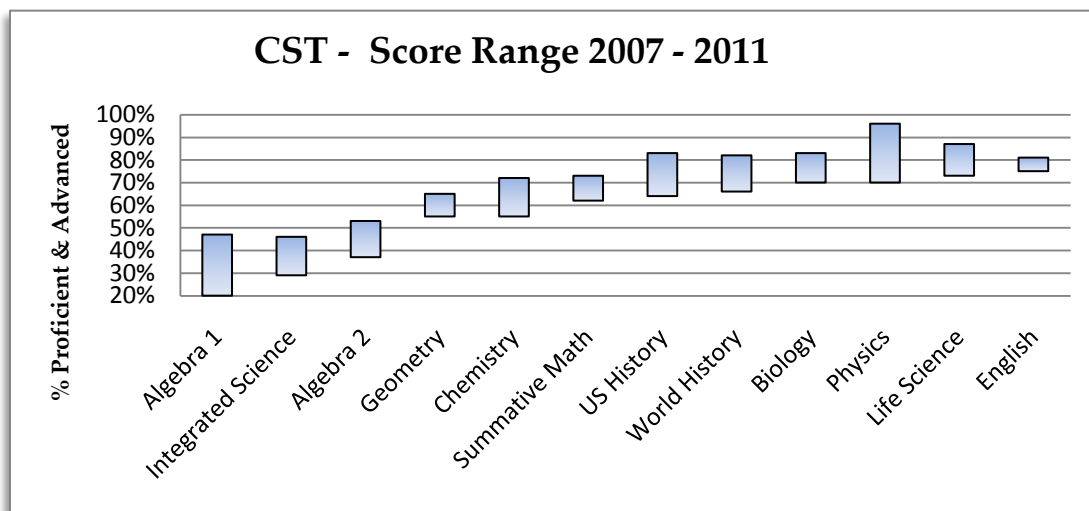
As a result of our ethnicity demographics, there are only four subgroups that are statistically significant.



**California Standards Test (CST)**

The percentage of scores proficient and advanced on the CST tests has steadily increased for all content areas over the past five years; most significantly in Algebra 1, U.S. History, and Physics.

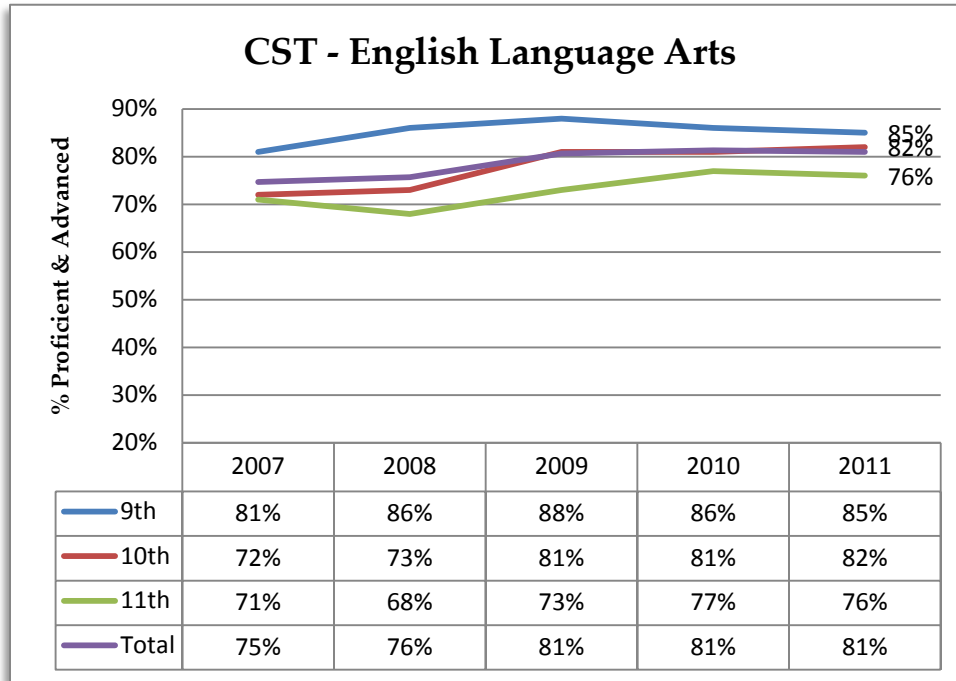
The graph below shows the total score range for the last five years for each of the content areas. For almost all of the content areas, the bottom of each bar represents the score in 2007 and the top represents the score in 2011. The only exceptions are the few scores that did not improve every year.





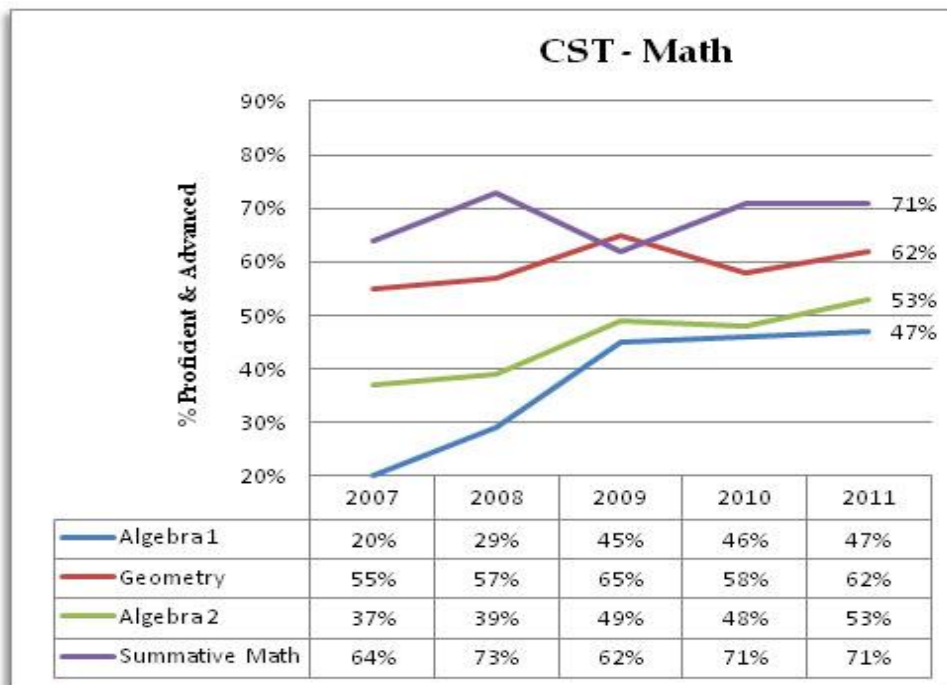
**Content Area CST Scores**

*English Language Arts (ELA)*



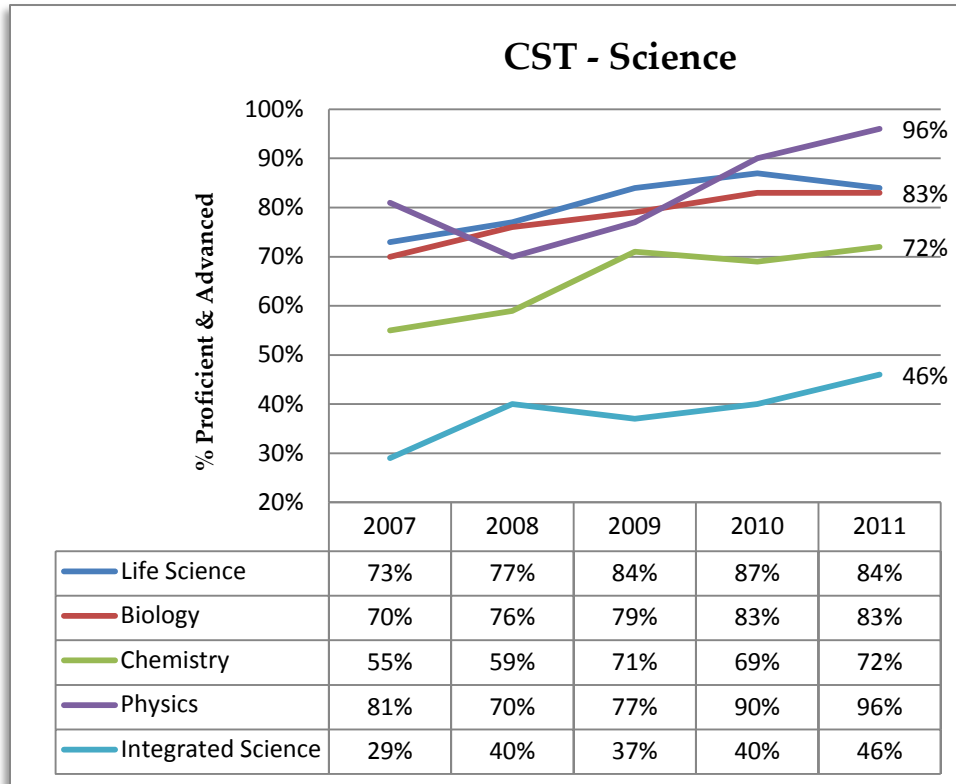
*Math*

Math was one our action plan goals in the last WASC report, and the Math Department has shown significant gains in Algebra 1 and Algebra 2 over the past five years.

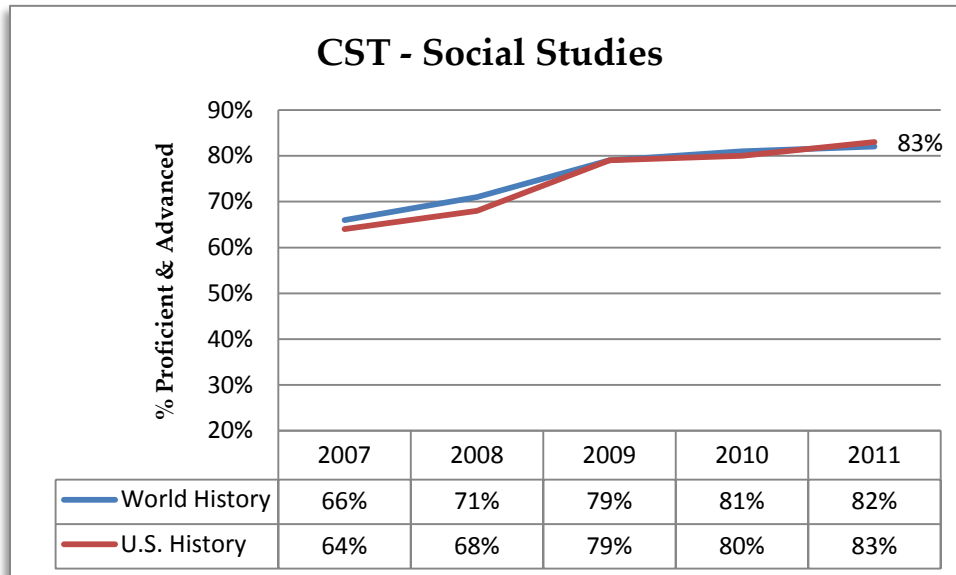


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Science

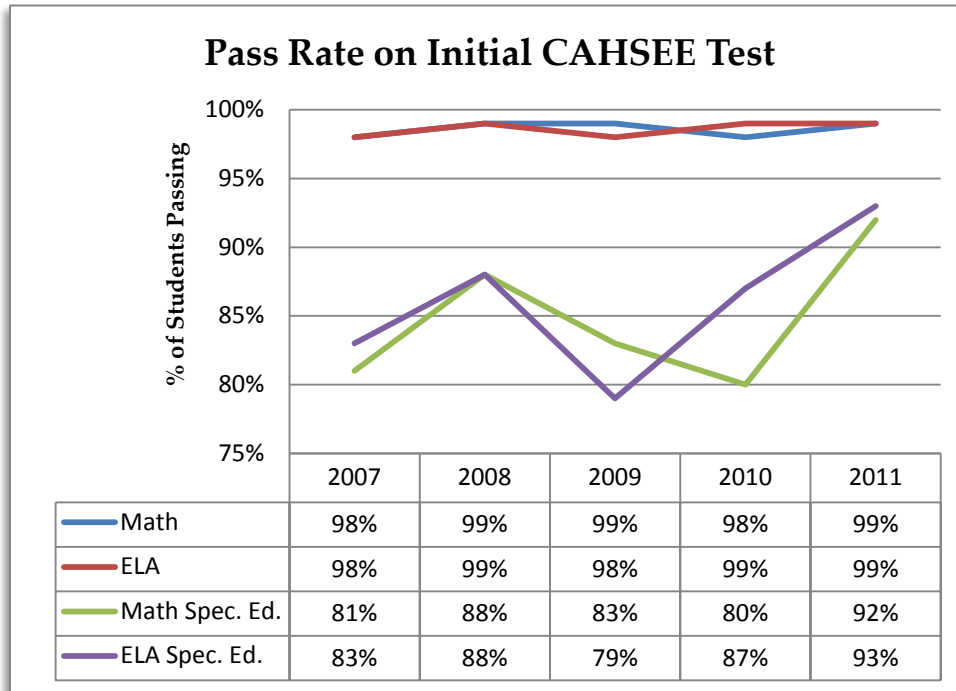


Social Studies

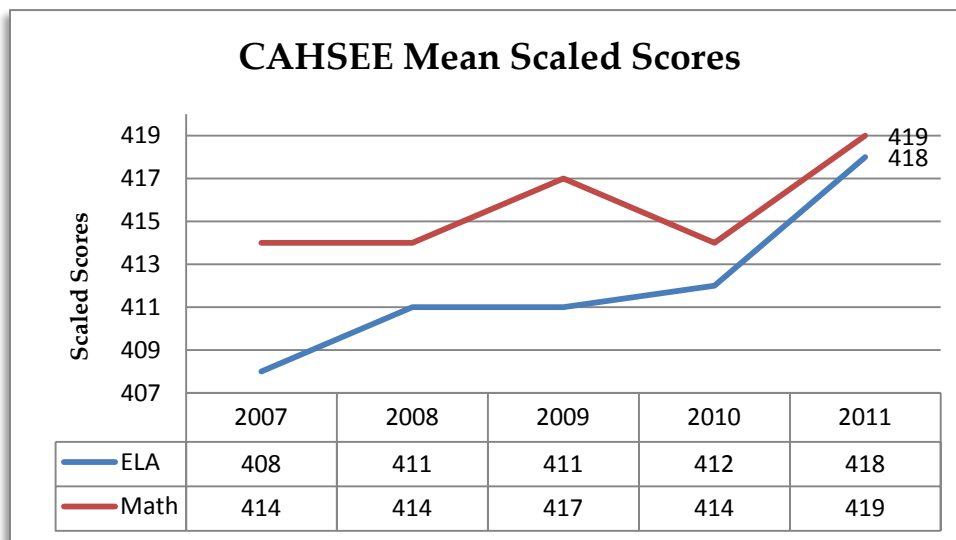


**California High School Exit Exam (CAHSEE)**

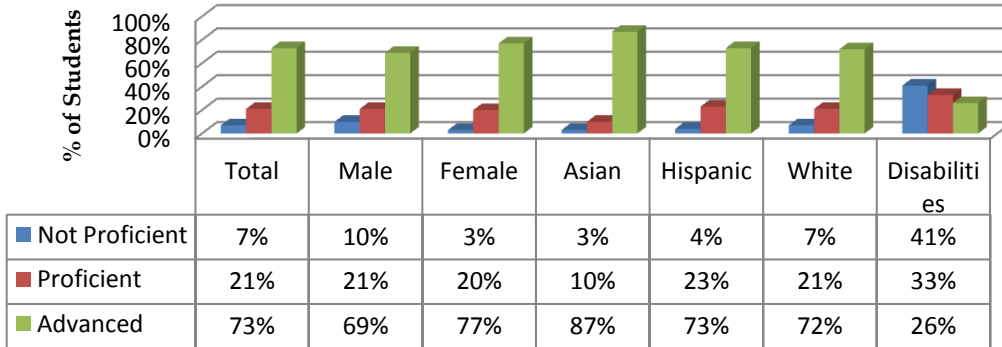
For the past three years, SRVHS has had an overall pass rate of 99% and continues to improve the scores students achieve, especially the Special Education population, which is our most significant subgroup for the CAHSEE. The pass rate on the initial CAHSEE test is also very high for all students and Special Education students.



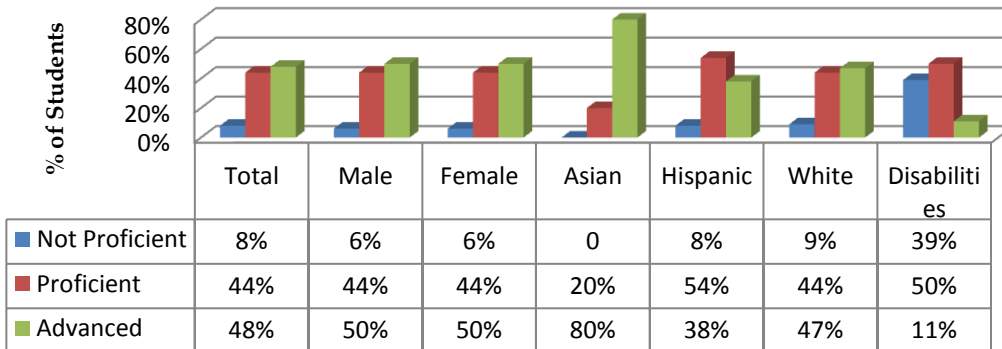
There has been a push in the last two years to improve the CAHSEE scaled scores using targeted intervention for students who perform poorly on a CAHSEE formative assessment administered to freshmen, which we refer to as the “Mock CAHSEE.”



### CAHSEE English by Subgroup 2010 - 2011



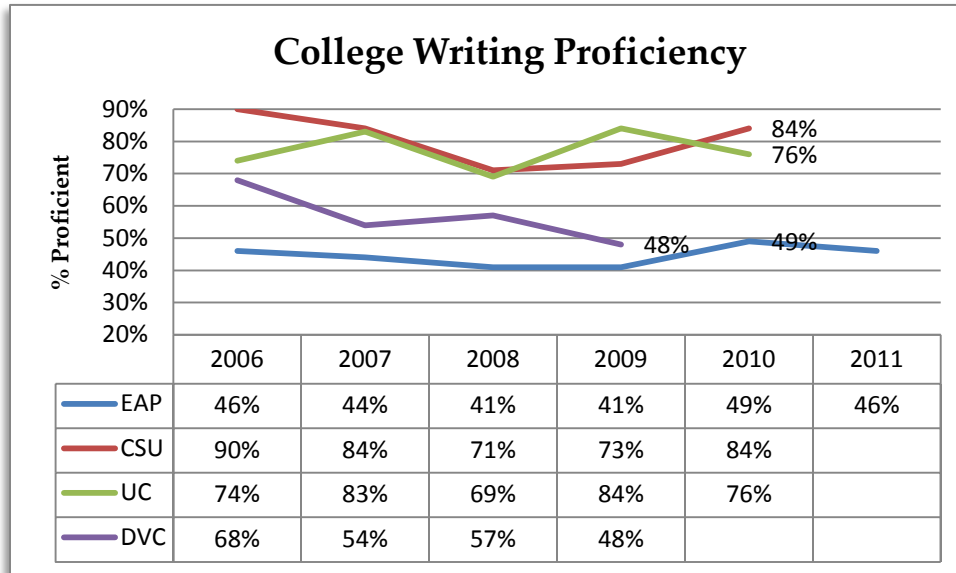
### CAHSEE Math Subgroup 2010 - 2011



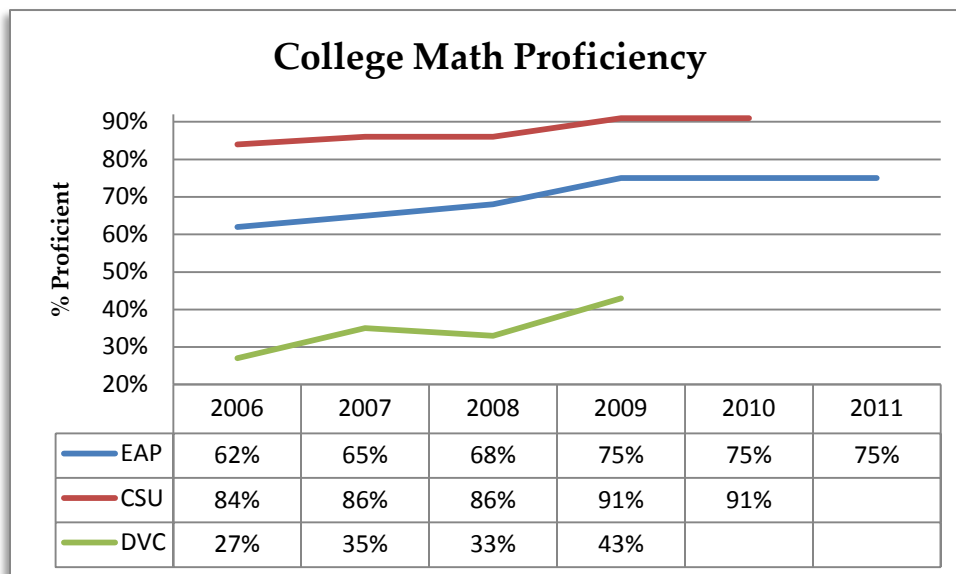
CHAPTER I: Student & Community Profile

College Proficiency

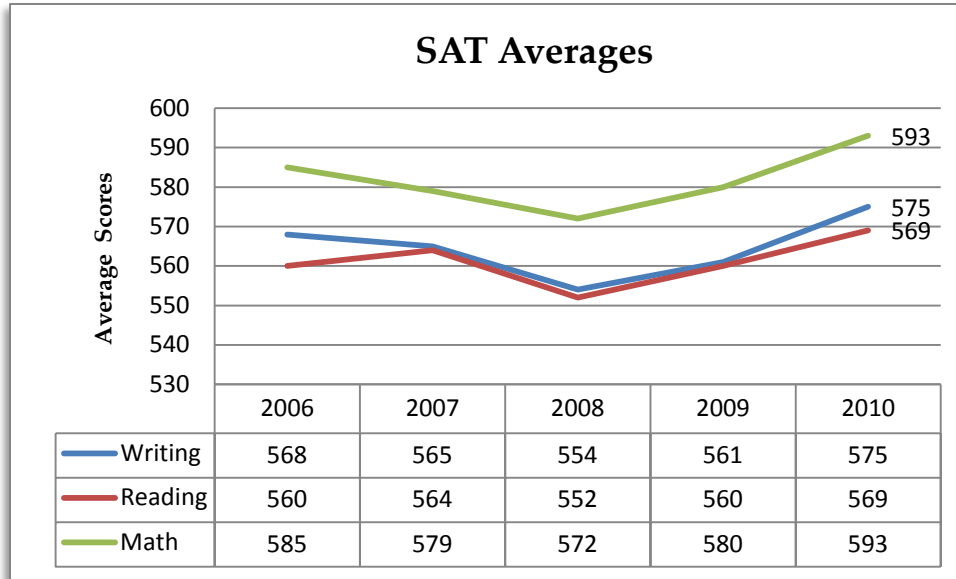
Over 90% of our students go on to attend a college or university after high school with 60% going to a four-year institution and 30% attending a two-year college or vocational school. As a result, the preparedness of students to attend a college or university is important to the SRVHS community. Below is the percent of students who are considered prepared for college by the Early Assessment Program (EAP), entering as proficient to California State University (CSU) and University of California (UC) schools, and entering as proficient to Diablo Valley College (DVC), our local community college.



\* Note: Missing data has not yet been reported by the institutions

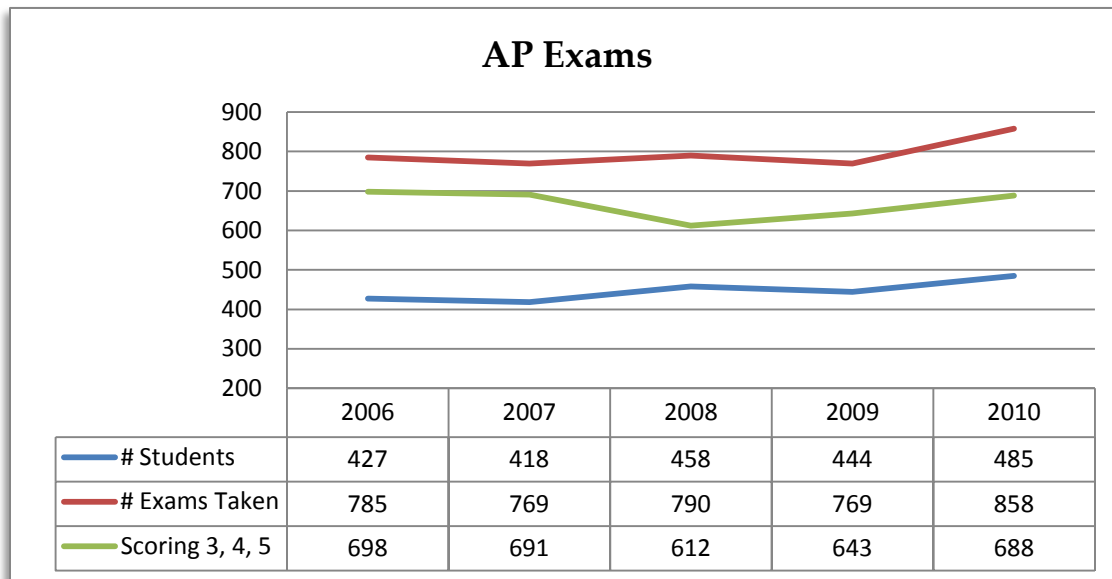


\* Note: Missing data has not yet been reported by the institutions  
UC does not have a math test for incoming students

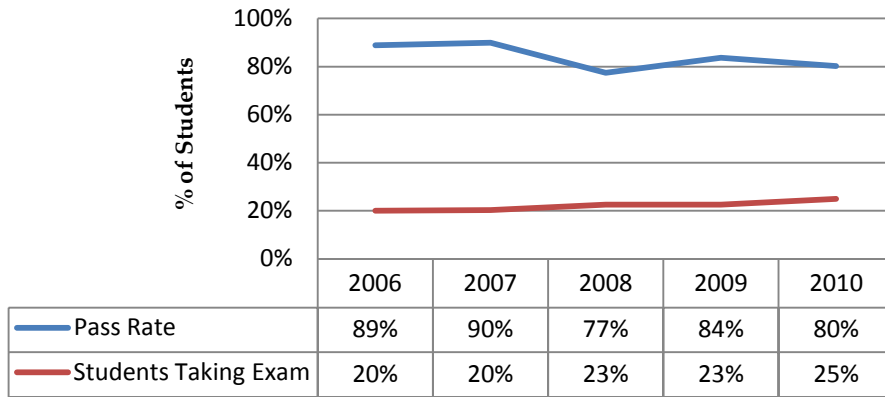


**Advance Placement (AP) Exams**

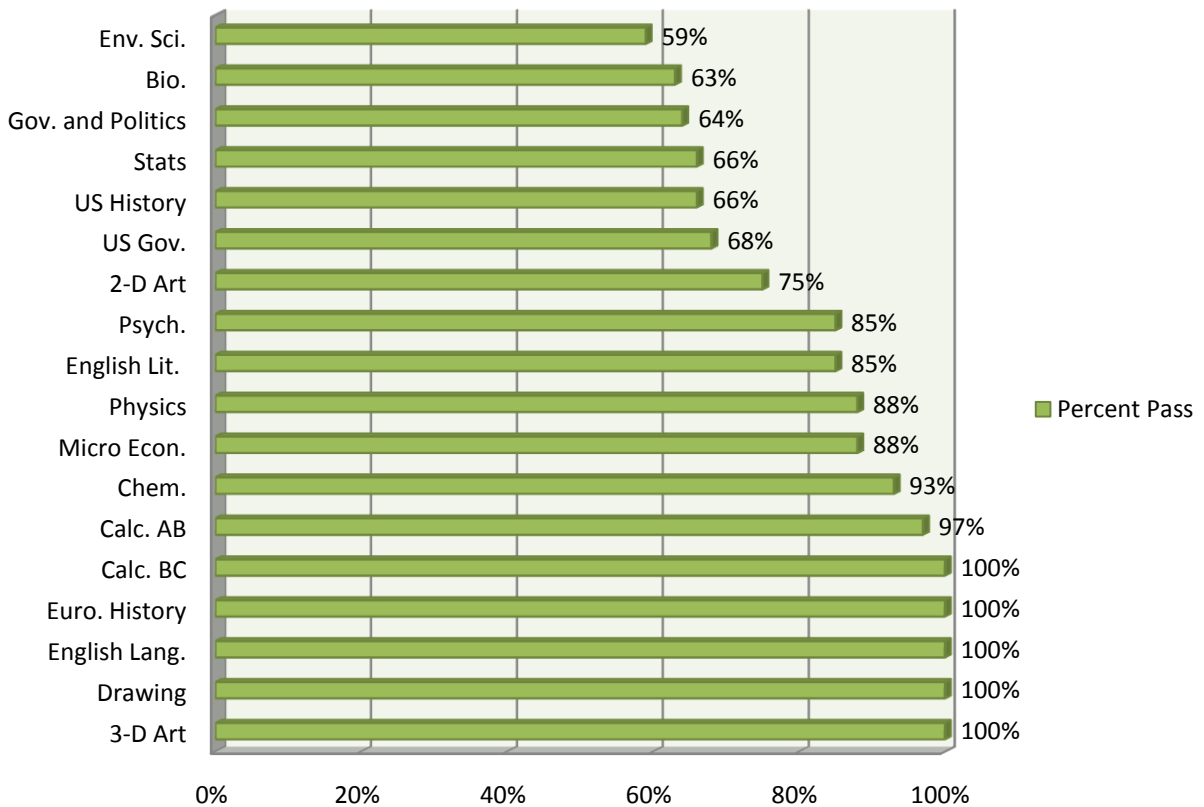
SRVHS continues to increase the number of students taking AP exams as well as the total number of AP exams taken per year. Even with these increases, the overall scores of the students taking the exams have not significantly declined. Our 2011 AP equity number (the number of our school’s seniors who scored three or higher on at least one AP exam at any point during high school divided by the total number of the school’s seniors) was 48.7%.



### AP Exam Pass Rate & Percent of Students Taking an AP Test

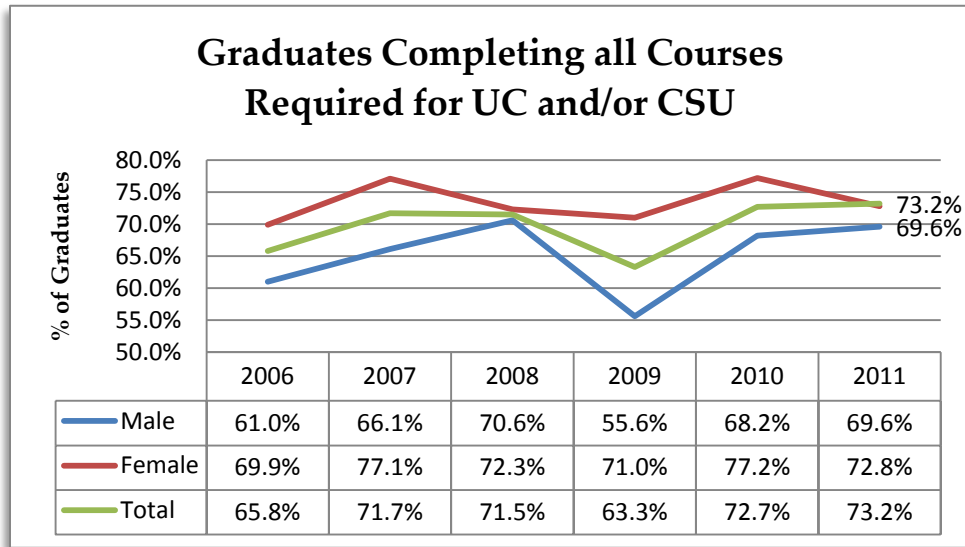


### AP Pass Rate by Percentage



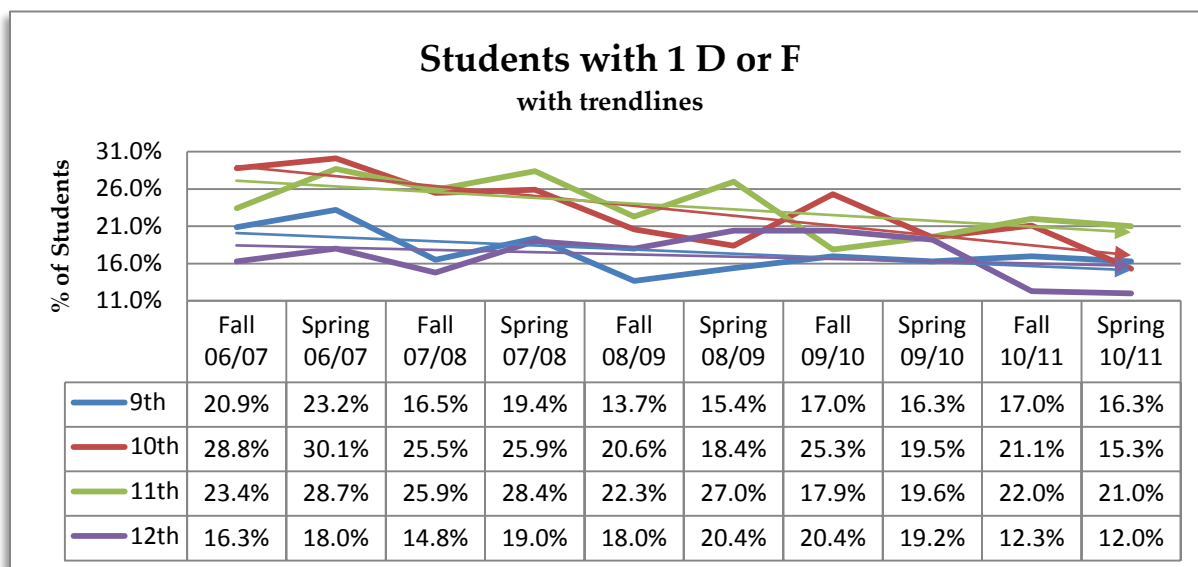
**A-G Requirements**

According to state data, 73% of students graduated last year having completed all A-G requirements. However, when disaggregated, males have a lower completion rate than females.

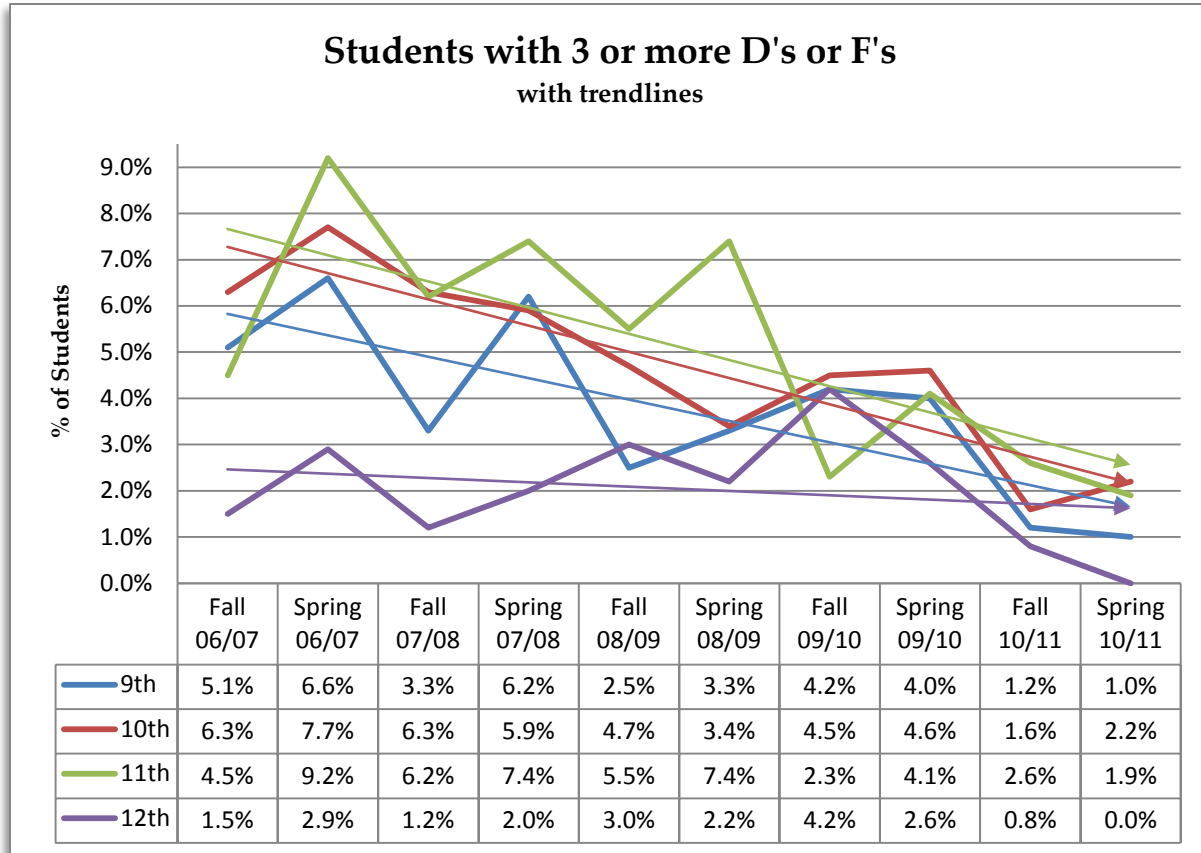


**D's & F's**

As part of the intervention program SRVHS conducted in the 2009-2010 school year, we tracked the number of students with one D or F and the number of students with three or more D's or F's. Both of these numbers have decreased for all grade levels with the exception of twelfth graders. There are many factors that could explain this trend, one could be the intervention program; however, it was a one-year program and the trend has been occurring for longer than that. Included in the graphs below are the trend lines (a visual average of the numbers), which demonstrate the overall movement of the data.

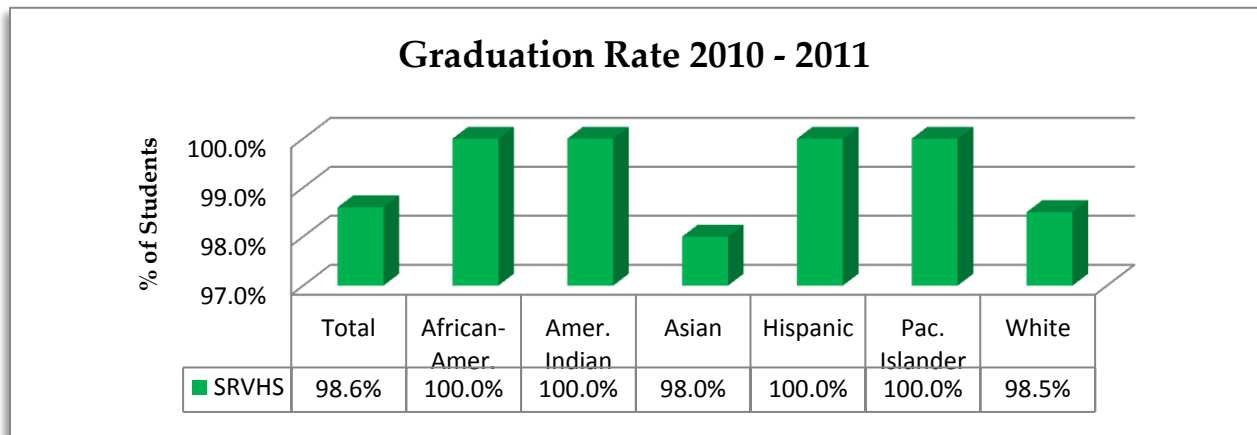






### Graduation Rate

SRVHS continues to have a high graduation rate among all subgroups.



### WASC Survey Results

SRVHS's Statistics classes created and distributed three surveys in the spring of 2011 to students, parents, and staff. The surveys were sent out to every fifth student and all parents through School Loop. We had 103 students respond, 252 parents respond, and 84 staff respond. Below is a sampling of what was found from the surveys. For the full survey, please see the online appendix (<http://bit.ly/wasc2012>).

## CHAPTER I: Student & Community Profile

### *Students*

#### **Positive (over 55% agreed and strongly agreed)**

- The teachers at SRVHS act professionally.
- Classes at SRVHS are challenging.
- The environment at SRVHS encourages taking a challenging schedule.
- Students perform a wide variety of activities in classes such as presentations, projects, group assignments, experiments, and written reports.
- In my classes, we make cross-curricular connections. In other words: In my classes, I use skills that I have learned in other subjects.
- The SRVHS campus is clean.
- The SRVHS campus is safe.
- Students at SRVHS are stressed.

#### **Neutral**

- The administration at SRVHS is accessible to students to address comments or concerns about the school.
- My teachers provide sufficient feedback on my performance in class.
- My teachers use a variety of tools to assess student achievement.
- My teachers provide assessment results in a reasonable amount of time.
- Bullying is an issue at SRVHS.

#### **Negative (over 55% disagreed and strongly disagreed)**

- Classes of the same subject area (examples: all Geometry classes, all Chemistry classes, all English 11 classes, etc.) have a consistent workload, regardless of the teacher.
- Classes of the same subject area (examples: all Geometry classes, all Chemistry classes, all English 11 classes, etc.) have a consistent grading standard, regardless of the teacher.
- SRVHS students have \_\_\_\_\_ influence on school decisions.
  - Not nearly enough: 11.7%
  - Not enough: 47.6%

### *Parents*

#### **Positive (over 55% agreed and strongly agreed)**

- The teachers at SRVHS act professionally.
- When I have been in contact with SRVHS staff, the communication from the staff has been effective.
- The administration at SRVHS is accessible to students and parents to address comments or concerns about the school.
- Classes at SRVHS are challenging.
- The environment at SRVHS encourages taking a challenging class schedule.
- Teachers provide assessment results in a reasonable amount of time.
- The SRVHS campus is clean.
- The SRVHS campus is safe.

## CHAPTER I: Student & Community Profile

- Students at SRVHS are stressed.

### Neutral

- Teachers provide sufficient feedback on student performance.
- Bullying is an issue at SRVHS.
- SRVHS parents have \_\_\_\_\_ influence on school decisions.
  - The right amount: 41.1%
  - Not enough: 17.7%

### Negative (over 55% disagreed and strongly disagreed)

- None

### Staff

#### Positive (over 55% agreed and strongly agreed)

- The teachers at SRVHS act professionally.
- The administration at SRVHS is accessible to staff to address comments or concerns about the school.
- Classes at SRVHS are challenging.
- Students are encouraged to pursue a schedule that encourages a high level of learning.
- I provide sufficient feedback on student achievement.
- My students perform a wide variety of activities in my class such as presentations, projects, group assignments, experiments, and written reports.
- Students feel comfortable expressing ideas in my classroom.
- I make cross-curricular connections.
- I use a variety of tools to assess student achievement.
- I provide assessment results in a reasonable amount of time.
- The SRVHS campus is safe.
- Students at SRVHS are stressed.

### Neutral

- SRVHS has enough staff to meet the needs of all students.
- The SRVHS campus is clean.
- Classes of the same subject area have a consistent workload, regardless of the teacher.
- Classes of the same subject area have a consistent grading standard, regardless of the teacher.
- Classes of the same subject area have a consistent grading standard, regardless of the teacher.

### Negative (over 55% disagreed and strongly disagreed)

- SRVHS parents have \_\_\_\_\_ influence on school decisions.
  - The right amount: 33.3%
  - Too much: 50.0%
  - Way too much: 14.1%

## Chapter II: Analysis of Profile and Student Data

### Summary

The data indicates that SRVHS students continue to improve academically and that they succeed on many levels. SRVHS's API continues to rise steadily and it has exceeded the annual API growth target for the past five years. Fueling this increase in API is the continual growth in the school's CST proficiency rates across all subjects. Moreover, students are succeeding by other measures: the number of AP tests taken per year is increasing, and the number of students receiving a D or F is decreasing. However, there continue to be some low CST scores, particularly in math. Additionally, the number of students graduating with all courses required for CSU/UC admission has hovered around 70% for the last five years with no improvement, and the college entrance data we have received shows that, according to their entrance tests, some students are graduating without being prepared for college.

### Implications

As a result of our academic achievement, the critical academic needs are not necessarily focused specifically on student test scores, but on improving students' skills in certain areas and supporting and enhancing the work that is already being done on campus. There is still work to be done in subjects that specifically focus on problem solving, like Math and Science, and, as indicated through the college readiness data, there is a weakness in expository writing. Additionally, we want to affirm and support the effective work that is already happening on campus.

### Critical Academic Needs

#### 1. *Critical Thinking*

**Increase critical thinking and problem solving skills of students in all disciplines.**

Through CST scores in Math, survey results, and focus group discussion, SRVHS has identified the need for a more schoolwide approach to improving students' critical thinking and problem solving skills. The Math Department has done a significant job improving students' CST scores over the past five years, but now the problem to address is a more systemic issue that all subjects can help to ameliorate.

#### 2. *Writing*

**Improve the ability of students to comprehend and write informational (expository) texts across all disciplines.**

Through the college readiness data, focus group discussion, and anecdotal evidence from returning graduates, SRVHS has identified the need for students to have a better understanding of informational materials and an improved skill set for dealing with them. This term ("informational materials") can change depending on the subject, but overall it deals with materials that are fact-based.

### *3. Technology*

#### **Enhance student engagement and learning through the appropriate use of twenty-first-century technology.**

We have found that technology can enhance students' learning, and in our effort to support and enhance the students' academic achievement, increased usage of appropriate technology will help to provide one method of further growth. However, our school still has a lot of work to do in order to use technology seamlessly to enhance lessons and activities in the classroom.

### *4. Culture*

#### **Maintain and strengthen a safe and welcoming school culture that fosters student engagement and learning.**

In almost every survey, focus group, and school meeting, members of the school community value and support the school culture that has been created at SRVHS. We want to affirm and support this over the next six years. It is important to every group on campus and can significantly influence a student's academic achievement.

### Questions Raised

1. Why are the gender differences so pronounced, especially in regards to UC/CSU eligibility rates?
2. How can we improve our API scores? What are other schools of similar ranking but with higher scores doing differently?
3. How can we continue the progress of Special Education students, especially in regards to the initial CAHSEE assessment?
4. How do we prepare for the changing demographics that SRVHS will see in the next ten years?
5. Why are the rates of D's and F's decreasing so significantly?

## Chapter III: Progress Report

San Ramon Valley High School has experienced many significant developments since the completion of the WASC report six years ago, ranging from staffing and facilities changes to the fundamental shift in the staff's collaboration model. The following section details these developments.

### Significant Developments

- *Increased Emphasis on the Professional Learning Community (PLC) Model*
- *Schedule Changes for Intervention and Office Hours*
- *Adoption of Web-Based Data and Communication Systems*
- *Late-Start Days to Increase Staff Collaboration Time*
- *Creation of a Campus Climate Committee*
- *Formation and Growth of the Environmental Engineering Academy (E2)*
- *Implementation of a Peer-to-Peer Nonviolence and Bullying Program (SRSA)*
- *Establishment of the Wolf Foundation*
- *Wireless Access across Campus*
- *New Two-Story Classroom Building*
- *New Cafeteria*
- *Two New Gyms*
- *New Library and a Full-Time Library Media Specialist*
- *New Career Tech Education Building and Robotics Program*
- *Google Apps for Education Accounts for All Students*
- *Two Mobile iPad Labs*
- *Mock CAHSEE/CAHSEE Intervention Program*
- *Revised Mission Statement and ESLRs*
- *Implementation of DataDirector*
- *New School Website*
- *Full-time and On-Site Tech Support*

### School Progress

#### Action Plan Item #1

*Increase the education opportunities for all students.*

#### **Rationale**

Student performance data and WASC focus group reports indicate that a significant number of students are struggling to meet the basic expectations of the school's college preparatory curriculum.

### **Growth Target & Accomplishment**

The growth target was to increase the number of students meeting the University of California's A-G requirements by 2–4% over the next three years. Although there were some gains in this area, SRVHS did not meet this growth target.

### **Overall Accomplishments**

#### *Increased Emphasis on the Professional Learning Community (PLC) Model*

During the last full self-study in 2006, San Ramon Valley High School identified the development of a Professional Learning Community (PLC) as one of the key goals to pursue. In 2006, the staff endorsed the PLC model; however, the establishment of a PLC has become a more involved process than previously anticipated. As SRVHS has worked to establish the core tenets of the PLC model, the staff has realized that this pursuit requires a fundamental shift in the culture of the school. For the SRVHS community, the PLC approach has promoted a shift from a focus on teaching to a focus on learning. The PLC model is reinvigorating the educational process through two key components:

- Professional collaboration by subject-level teams.
- Data-based decision making.

The PLC process has fundamentally changed how SRVHS uses collaboration time. Subject-level teams pursue specific performance goals and use formative assessments to make subsequent and appropriate adjustments to curriculum and instruction.

#### *Pursuing a Schedule Change*

After two years of refining and voting on a schedule change that would both benefit the learning of students and increase the collaboration time of teachers, in 2009 a new schedule was implemented that introduced a thirty-minute seventh period into the day on Mondays, Wednesdays, and Thursdays. This schedule change provided for a freshmen homeroom, directed intervention for D and F students, study hall for athletes, and office hours for teachers. After a year of this schedule, the administration and staff decided to discontinue the schedule and revert back to the previous six-period day. Please see below for more information on the intervention program.

#### *Adoption of Web-Based Data and Communication Systems*

To foster a more systematic approach to data analysis, SRVHS began utilizing the DataDirector Database in 2006. This online database provides all teachers, counselors, and administrators with detailed, longitudinal, disaggregated student performance data. Since 2009, the district has moved to using DataDirector as the tool of choice for disaggregating student performance data. Currently, we are training teachers on the use of this software, and we are in the process of entering more assessments into the database. SRVHS has also adopted School Loop, an online grade book and communication tool. School Loop gives teachers a venue for posting assignments, handouts, course information, links to online sites, and other curricular information. Students and parents are more informed and can easily access information. Over the past semester, students, parents, and staff have accessed School Loop pages an average of 460,000 times a month.

### **Key Steps**

#### *Provide staff training in differentiated instruction*

In 2007, the English Department had a full day of training on differentiated instruction, and in 2008, during a staff development day, the entire school had further training. There has also been ongoing training in differentiated instruction for our senior English teachers through the Cal State expository reading and writing curriculum.

#### *Implement a systematic intervention for students who are struggling with the curriculum*

This has been an ongoing process that began in 2006 when a staff-wide committee developed a schedule that would integrate intervention into the school day. The schedule was voted on by staff and failed to gain the required 75% vote in order to be implemented. The same process was repeated the next year with the schedule again failing to pass the vote.

In 2008, after further revision and committee work, a schedule was proposed that included a thirty-minute seventh period at the end of the day on Mondays, Wednesdays, and Thursdays. This new period had two purposes. The first was as a freshmen homeroom class that focused on study skills and school events. Junior and senior students who were involved in our freshman orientation program taught this class. The second purpose was as targeted intervention for students. Students who were in athletics or who had a D or F in any class were mandated to attend the intervention period with either their coach or a study hall teacher. Furthermore, teachers could call in students during this time to work on intervention, enrichment, or make-up assignments.

This schedule with seventh period passed the teacher vote and was implemented in the fall of 2009. During the year, we found that while this schedule had many good aspects to it, there were some significant problems that ultimately led to the schedule's discontinuation. We had success with teachers calling in students for make-up work as well as many high performing students using the time to gain extra help from their teachers. We also had some success with the intervention aspect of the schedule. Anecdotally, students seemed more motivated to improve their grades if they had a D or F because they did not want to be mandated to a study hall during the intervention period. However, while the data showed a small decrease in the number of D's and F's, it was not a significant amount. The core problems we had with this schedule revolved around three issues: 1) the engagement of freshmen during their mandated class, 2) the amount of paperwork and tracking of students required from teachers and staff, and 3) students leaving campus and causing problems in the community.

In the fall of 2010, we reverted back to the original schedule before intervention started, but with one small change. On Tuesdays when we have our morning staff meeting we flipped A period from the beginning of the day to the end of the day. This gives non-A period teachers an opportunity to have office hours for students who do not have an A period. Teachers have used this time for make-up assignments, intervention, and enrichment, but the process is not as formalized as the previous year.

Furthermore, in 2010 we introduced a formalized, voluntary tutoring program during lunch and after school every Monday through Thursday in the library. The tutors are students from our site who have successfully passed the course they tutor. They can have one to four students to tutor at a time. The



## CHAPTER III: Progress Report

students who are being tutored are finding the help of great value and it has been great for cementing the tutor's subject knowledge as well. The program began with fifty-five tutors and 150 "tutees," as we've labeled them. However, by the fall of 2011, the number of tutees dropped to approximately fifty students. This drop in numbers is largely due to the fact that we have made an effort to only allow students who show dedication to coming regularly to attend this tutoring. Previously, we had a problem with tutees only coming once in a great while, which meant that we had tutors with no one to help. This led to tutors not attending either. The current system has maintained a stable number of both tutors and tutees.

The ongoing intervention program at SRVHS includes a variety of other tutoring programs, such as after-school math and language labs that occur three days a week. Since subject-level teams engage in common pacing and utilize common assessments, teachers are better able to tutor each other's students in the labs because classes are covering the same material. SRVHS has also expanded its California High School Exit Exam remediation program.

### *Pilot non-college prep classes in core academic disciplines*

We have added nine non-college prep courses: Film as Literature, Creative Writing, Aquatic Certification, Building Basic Robots, Personal Finance with Business Applications, Recording Arts, 3-D Art, Non-College Prep Economics, and Non-College Prep Government.

### *Expand academic electives*

We have added four academic electives: Mandarin, American Sign Language, Statistics, and AP Comparative Government.

### *Investigate academic extra-curricular programs*

We investigated and found there was little interest among parents, staff, or students in expanding the academic extra-curricular programs beyond what already exists.

### *Investigate reinstating the AVID program*

We investigated and found there was little interest in reinstating the AVID program among parents, staff, or students.

### *Conduct a parent and student survey to determine interest in vocational/career education classes*

The formal survey was cancelled due to the lack of funds available for new career technology courses. However, we have built a new career technology building, which houses the only auto shop in the district as well as the robotics classes. Additionally, a new vocational class has been approved for next year called "Green and Go: Hands on Physics." It is a collaboration between the Physics Department and the Robotics Program that explores real-world physics applications.

### *Research what similar high schools offer in terms of vocational/career education to see if potential programs match interest*

As part of the process to build the new career technology building, administration and staff visited other high schools to evaluate what equipment the building should include. It was decided to keep our current career technology offerings.

## CHAPTER III: Progress Report

### *Formalize an academic study skills unit to be taught to freshmen*

SRVHS's current Freshmen Geography course incorporates some key study skills into the curriculum, but the breadth of geography curriculum limits a comprehensive program. In part to give freshmen an academic skills curriculum, the schedule was changed in 2009 to provide intervention and a seventh period for a freshmen-only homeroom class. Junior and senior Link Crew Leaders who were involved with the freshman orientation program ran this class. The success of the freshmen homeroom was largely dependent on the quality of the Link Crew Leaders with some classes being extremely successful, while others had difficulties. The seventh period homeroom was discontinued after one year due to the issues previously discussed. In 2011, a new program was introduced called the Bridge program, which provided twenty incoming high-risk ninth grade students with an additional week of school before classes started. The students learned study skills and basic tools to help them become more successful in high school.

### *Implement full use of School Loop for online grades and communication*

School Loop was fully implemented in 2008 with the expectation that staff members update their grades at least once every three weeks. Communication with parents and students is now largely funneled through School Loop, which has led to an increase in communication with both groups.

### Action Plan Item #2

*Strengthen student achievement through staff collaboration that focuses on three essential questions:*

- *What do we want the students to know?*
- *How do we know if they learned it?*
- *What do we do when they don't learn it?*

### **Rationale**

Data from the 2005 School Climate Survey and reports from the WASC focus groups indicate a desire to foster effective collaboration as means to increase student performance. Intra- and interdepartmental collaboration will play a key role as San Ramon Valley High School moves to develop Professional Learning Communities.

### **Growth Target & Accomplishment**

Strengthen student achievement as indicated by San Ramon Valley High School meeting and/or exceeding API growth target scores. SRVHS succeeded in exceeding its API growth target over the last six years.

### **Overall Accomplishments**

- *Increased Emphasis on the Professional Learning Community Model*
- *Late-Start Days to Increase Staff Collaboration Time*

### **Key Steps**

#### *Provide PLC-focused staff development*

From 2005 to 2008, both administrators and teachers were sent on three multi-day conferences to learn about the PLC process. After these trainings and some time back at school, it was decided that the entire

## CHAPTER III: Progress Report

staff needed to have training in the PLC model, so in 2009, trainers were brought to the school for a one-day training on the PLC model. Since 2009, there has been ongoing training through conferences and staff development days.

### *Investigate methods other similar schools use to foster collaboration*

Administration and staff visited twelve different schools, observing and reporting back how other campuses implement the PLC process.

### *Revise the meeting schedule to provide more time for intra- and interdepartmental collaboration*

In 2007, we added eight late-start days to the schedule that gave teachers an additional sixteen hours of collaboration time. These late-start days were continued until the schedule change in 2009 when they were scaled back to four late-start days in order to accommodate the reduced instructional minutes from the change in schedule. We currently maintain the four late-start days in order to facilitate more staff collaboration time.

### *Expand and improve site support for beginning teachers*

Since 2006, our district-wide BTSA program has become more robust and formalized and has fostered close mentor-teacher relationships with new teachers. On site, the PLC collaboration model significantly helps new teachers with know/do lists, pacing guides, and some common assessments. In addition, we have monthly lunch meetings where new teachers can ask questions of administration and other teachers.

### *Develop an effective accountability tool to track staff collaboration*

Subject-level teams are using collaboration logs and are putting the logs in an electronic drop box.

### *Draft and adopt new mission and vision statements*

The staff adopted a new mission statement in 2007. The adoption process included several focus group meetings, consensus-building activities, and an anonymous staff vote. The SRVHS community adopted the following mission statement:

*The San Ramon Valley High School community empowers students to achieve their educational potential.*

Furthermore, the staff decided to implement the ESLRs as our school vision because they embody the skills we want students to leave SRVHS with upon graduation.

### *Action Plan Item #3*

*Through standards-based practices in mathematics, sustain the academic growth of high performing students and increase the achievement of lower performing students.*

## **Rationale**

Results from the 2005 CST indicate that over 50% of the students are testing at the basic or below level in General Mathematics, Algebra 1, and Algebra 2. On the Geometry CST, 44% of the students tested at the basic or below level. During the 2003 and 2004 cycle of testing, there was a similar level of student performance on the math sections of the CST.

### **Growth Target & Accomplishment**

Over the next three years, raise the percentage of students testing at proficient and advanced by 3% and reduce the number of students testing at basic and below by 5%. The growth target was met for every math class except for Geometry, which saw a 3% decrease in the number of students testing proficient and advanced.

### **Overall Accomplishments**

- *New Algebra 1 Textbooks*
- *Increased Subject-Level Team Collaboration*
- *Increased Peer Tutoring Opportunities*

### **Key Steps**

*Revise the algebra courses to better prepare students for standards-based testing and the demands of higher level math courses*

Teachers are now using the Dolciani textbook for Algebra 1, which is more rigorous, standards-based, and more effective at preparing students for higher level courses than the previous Larson textbook.

*Purchase new Algebra 2 textbooks that align more closely with state standards*

Algebra 2 has not purchased new textbooks in the last three years due to funding issues.

*Provide additional staff development time for the Math Department to analyze disaggregated test results*

Monthly collaboration time has been used to analyze test results by the math subject-level teams. In addition, the math finals are now 100% common as are many of the department's unit tests. This enables greater ability to track overall trends and talk about best practices within the subject-level teams.

*Examine prerequisite policies to make sure students are being placed in the proper class*

Prerequisites are developed at the district level, which leaves SRVHS with few opportunities to change them; however, there is some ability for the site to be lenient or strict regarding the prerequisites. This has been an issue for math courses for many years because of a push at the district level for younger students to take more difficult math classes. Counselors are currently holding a hard line on prerequisites. Furthermore, each teacher gives a readiness placement test at the beginning of the year and advises students on a transfer if their scores are low and indicates possible struggles.

*Increase peer-tutoring opportunities in math*

In addition to the ongoing math labs that happen after school every week, over the past two years SRVHS has developed a peer-tutoring program that happens three days a week during lunch and after school. The tutors are students from our site who have successfully passed the course they tutor. They can have one to four students to tutor at a time. The students who are being tutored are finding the help of great value and it has been great for cementing the tutor's subject knowledge as well. The program began with fifty-five tutors and 150 "tutees," as we've labeled them. However, by the fall of 2011, the number of tutees dropped to approximately fifty students. This drop in numbers is largely due to the fact that we have made an effort to only allow students who show dedication to coming regularly to attend this tutoring. Previously, we had a problem with tutees only coming once in a great while, which meant that

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we had tutors with no one to help. This led to tutors not attending either. The current system has maintained a stable number of both tutors and tutees.

*Organize interdepartmental collaboration to better understand math-related standards in other departments' curricula*

There has been some interdepartmental collaboration, but it has been sporadic and almost exclusively focused on science collaboration. The focus over the past six years has been on strengthening the subject-level team collaborations, so collaboration outside of the subject-level team has not been as robust.

*Utilize test-generating software to create more effective assessments*

SRVHS purchased Access, a test-generating software program, which many math teachers use to help develop common assessments and chapter tests.

### Action Plan Item #4

*Improve campus climate.*

#### **Rationale**

Data from the 2005 School Climate Survey and the reports from the WASC focus groups indicate a desire to achieve the following:

- Improve the physical appearance of the campus
- Develop a stronger sense of community on the campus
- Increase student responsibility for improving campus life
- Develop a stronger sense of community service

A positive campus climate, one characterized by respect, a sense of community, and student responsibility, will increase opportunities for student success.

#### **Growth Target & Accomplishment**

Improved perception of campus climate as indicated through multiple surveys: the District Online Climate Survey, the Healthy Kids Survey, and the SRVHS Climate Survey. SRVHS has improved the perception that the community has of the school. While this is a difficult target to measure, the overall data supports the improvement of the community's perceptions.

#### **Overall Accomplishments**

- *Creation of a Campus Climate Committee*
- *Formation and Growth of the Environmental Engineering Academy (E2)*
- *Implementation of a Peer-to-Peer Nonviolence and Bullying Program, SRSA (United Wolves)*
- *Continued Success of the Leadership Program*

#### **Key Steps**

*Establish a campus climate committee*

In 2006, we established a campus climate committee that consists of students, staff, and parents.

## CHAPTER III: Progress Report

### *Expand the student-led campaign to clean up the campus*

The E2 Academy has formed partnerships with the Town of Danville and other local organizations to identify, analyze, and audit the trash conditions on campus. SRVHS has been a consistent recipient of the Contra Costa County Wastebusters Award because of our efforts to reduce trash and improve recycling on campus.

Each classroom is equipped with one paper recycling bin, one bottle/can recycling bin, and one to two trash cans. There are approximately sixty trash cans located across campus and approximately thirty recycling bins, not including the classroom bins. The Town of Danville is in the process of installing heavy-duty trash receptacles around the perimeter of the school to help with the trash issues before school, during lunch, and after school.

The money raised from the recycling efforts has been used for on-campus native plants gardens, vegetable gardens, awareness campaigns, and additional recycling bins.

Additionally, the E2 Academy runs a campus cleanup on one Saturday every semester, and the leadership program collects trash around campus every Thursday for the first ten minutes of the day.

### *Survey students and meet with student focus groups on methods to improve school climate*

In 2006, we surveyed the leadership class as a sampling of the whole school and the school climate committee meets monthly as a focus group. The students in the Statistics class conducted a more comprehensive survey in 2010. The survey included a random sampling of students, staff, and parents. The statistics students then analyzed the survey, and then the results were publicized.

### *Investigate senior project and community service requirement*

We investigated and found there was little interest for this requirement among parents, staff, or students.

### *Investigate peer-to-peer nonviolence programs*

A student intervention program at SRVHS was implemented in the fall of 2006 under the name of Safe School Ambassadors®. The focus was on peer intervention. Members were taught how to safely perform interventions with other students who were making poor choices in an attempt to keep “mole hills from becoming mountains.” Afterward, a simple, anonymous report was filed with the facilitators. The program was effective but limited due to infrequent activity on our campus.

In 2008, we discontinued the Safe School Ambassadors® program and created a more diverse program called San Ramon Student Ambassadors (SRSA). This group at SRVHS is called United Wolves. SRSA is a student organized and managed club. The students identify the problem areas on campus and come up with action plans to resolve the issues. In an attempt to address the underlying causes of situations that required student interventions, SRSA broadened its focus to include topics such as drug and alcohol awareness; campus climate; bullying; gay/straight alliance, elementary, middle, and high school collaboration; I.M.P.A.C.T.; and other topics found to touch the campus and/or community climate. SRSA is open to all students wishing to make a change at SRVHS. Through SRSA, students are empowered to speak up. In 2008, the program started with twenty-six members, and today, there are over 450 members with membership growing weekly.

## Chapter IV: Self-Study Findings

### Category A: Organization

*A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve high levels? To what extent is the school's purpose supported by the Governing Board and the central administration and further defined by expected schoolwide learning results and the academic standards?*

#### **Mission Statement**

In the most recent WASC report (2006), the San Ramon Valley High School community made the following assessment of its vision statement: "The staff will need to review and possibly revise the current vision statement. There is not a desire, however, to abandon the current statement's core value. At the core of the current vision statement is a belief that San Ramon Valley High School needs to be an educational community that enables all students to learn. This belief will undoubtedly guide the staff as it reviews the current vision statement and considers possible revisions."

The staff viewed the school's guiding statements as clear and effective; however, there is always a need to periodically revisit the guiding statements, especially given staff turnover. Over the intervening six years, the school's stakeholders reviewed and revised the mission statement, vision statement, and ESLRs. These revisions were supported by the school district's central administration. The most significant single revision amended the language of the mission statement. During the 2008–2009 school year, a committee comprised of representatives from all of the school's stakeholder groups met to draft and propose a revised mission statement. The committee determined that the current mission statement was too long and confusing; therefore, the committee sought to capture the school's primary mission in a clear, concise statement. After a series of monthly meetings, the committee proposed the following mission statement: *The San Ramon Valley High School community empowers students to achieve their education potential.* In 2009, the staff voted to ratify this new mission statement with over 98% approval.

#### **Expected Schoolwide Learning Results (ESLRs)**

The mission statement identifies the fundamental purpose of the school, and the ESLRs represent the skills and qualities our students will possess if we completely fulfill our mission as educators. During the 2010–2011 school year, the school community reviewed and revised the school's ESLRs. The committee, representing all of the school stakeholders, decided to view the ESLRs as a vision of an ideal SRVHS student: The ESLRs represent the knowledge and skills that all SRVHS students should possess by the time they graduate. Members of the committee were adamant that SRVHS graduates should possess knowledge and skills beyond the state content standards. The committee did not propose radical revisions to the current ESLRs, but they did determine that much of the language, especially the language related to student citizenship, was too passive. The following ESLRs were proposed to the entire staff for ratification in 2011:

1. *San Ramon Valley High School students will demonstrate curricular knowledge and skills.*

*Students will be able to...*

- meet or exceed the current high school standards in all curricular areas.
- comprehend reading material in a variety of content areas.
- produce written work that is grammatically correct, has logical structure, and includes supporting evidence.
- develop and utilize effective study skill strategies.
- effectively use technological resources.

2. *San Ramon Valley High School students will demonstrate creative and complex thinking.*

*Students will be able to...*

- analyze and synthesize information from a variety of sources to make predictions, draw logical conclusions, and produce a finished project.
- solve complex problems with critical thinking skills.
- produce work that reflects creativity and original thinking.

3. *San Ramon Valley High School students will demonstrate effective communication.*

*Students will be able to...*

- listen, speak, and write effectively to demonstrate clarity of ideas and expression.
- give oral and written presentations that demonstrate clarity of ideas and expression.
- collaborate with others to solve problems and produce quality work using appropriate technology.
- communicate using appropriate technology.

4. *San Ramon Valley High School students will demonstrate integrity and responsibility.*

*Students will be able to...*

- exhibit positive citizenship through active participation at school and in the community.
- adhere to district, school, and classroom policies.
- actively respect diverse cultures, lifestyles, and ideas.
- take personal responsibility for educational goals.
- display academic integrity and honesty.

In 2011, the staff voted to ratify the proposed ESLRs with 98% approval.

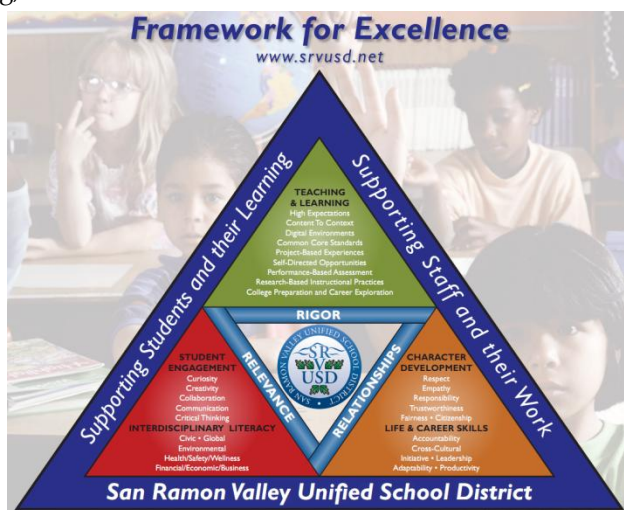
To foster an understanding of the school's guiding documents, the administration has sent information about the mission statement and ESLRs to the school community via e-mail; in addition, information about the mission statement and ESLRs is posted on the school's website, [www.srvhs.net](http://www.srvhs.net). Teachers have posted mission statement and ESLR posters in all of the classrooms and the ESLRs are listed on the back of the student identification cards. During the self-study process, however, several stakeholders pointed out that students and parents are not fully aware of the mission statement and ESLRs. That is not to say that the mission statement and ESLRs are not available or even to say that students, teachers, and parents have been acting against the fundamental principles of the ESLRs, but simply that students and parents have not been made sufficiently aware of these documents, which do much to guide the efforts of the school faculty. The school should develop a better approach to strengthen stakeholder awareness of the ESLRs and highlight their significance.



*A2. To what extent does the governing board: a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?*

The San Ramon Valley Unified School District's governing board is comprised of a five-member Board of Education, which acts as the policy-making body for the entire school district. Members serve a four-year term and staggered elections are held every two years. Public Board of Education meetings are held twice a month, usually the first and third Tuesdays of each month at 7:00 pm. The Board has clearly organized policies that conform to California civil law and the California Education Code. School and district personnel believe that these policies reflect the values and expectations of the community. The key Board policies that demonstrate alignment with the school's stated mission can be found in the following sections of the Board policies: Section 0000 – Philosophy, Goals, Objectives, and Comprehensive Plans; Section 5000 – Students; and Section 6000 – Instruction. Per policy, the Board members and their designees review and vote to approve each school's Single Plan for Student Achievement and each school's WASC self-study report.<sup>2</sup>

The school district has a clearly defined mission that supports the stated mission of San Ramon Valley High School: "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 that encourages all our students to discover the joy of learning and to realize their full potential in an ever-changing world" (San Ramon Valley Unified School District Mission Statement). In 2011, the Board adopted the district-wide Framework for Excellence, which acts as a symbolic representation for how the district is supporting students and their learning, as well as staff and their work:



<sup>2</sup> See <http://www.srvusd.k12.ca.us/district/policies> for a complete copy of the district's policies and regulations

Reflecting the complexities involved with managing a large school district, the Framework for Excellence has a variety of components, but at the core of the framework are the three R's: Rigor, Relevance, and Relationships. These three goals are central to the school's WASC Action Plan and the Single Plan for Student Achievement. Under the "Student Engagement" heading on the Framework are the "5 C's": Curiosity, Creativity, Collaboration, Communication, and Critical Thinking. With respect to student engagement, the 5 C's resonate with the SRVHS community and are the central themes in the school's ESLRs.

School district personnel closely monitor all facets of the school's operations, including student achievement of the ESLRs. The Board must approve SRVHS's WASC Self-Study and the annual Single Plan for Student Achievement. The ESLRs are infused throughout both of these plans.

During weekly meetings with the school's principal, the Superintendent and the Directors of Secondary Education address topics such as student performance data, personnel, and the fiscal health of the school. These meetings are also an opportunity for professional development in the areas of curriculum, instruction, and assessment. The school's assistant principals have a similar meeting with district personnel once a month. Counselors meet with the Director of Secondary Education once a month to ensure that they are employing best practices with respect to student support services.

School district personnel and the School Board play an especially active role with respect to curriculum. According to Board Policy 6141:

*The Governing Board accepts responsibility for establishing what students should learn. The Board shall adopt a district curriculum which reflects district philosophy, responds to student needs and abilities, and is consistent with the requirements of law. If possible, this curriculum shall also reflect the desires of the community and the needs of society as a whole. The Board considers continuous curriculum improvement to be a top priority for the district. Curriculum development and evaluation will therefore be an ongoing process in the district, routinely supported by planned allocations of resources and staff collaboration time.*

Members of the SRVHS staff continue to serve on a variety of district-wide committees dealing with curriculum, instruction, classroom technology, and assessment. For example, this past semester, twelve members of the certificated staff served on nine different assessment teams charged with creating common district-wide final exams for the following core courses: English 9, English 10, Algebra 1, Geometry, Algebra 2, Biology, Chemistry, World History, and United States History. The goals of this assessment initiative were increased collaboration, a better understanding of student performance, and equity across the district. The process began in the fall of 2011, but before the assessment teams completed their work, serious concerns began to arise from certificated staff. Many staff members from the district's six high schools (four comprehensive and two alternative) openly opposed what they saw as a top-down, standardized approach to summative assessment. They wanted to maintain site and classroom control over their final exams. After a series of meetings between management and teacher representatives, the district agreed to alter their expectations regarding district-wide common assessments. Instead of common district finals, site teams in the nine core areas are developing,

implementing, and analyzing common formative assessments each semester. Drafting this agreement between district management and the teachers took a lot of time and energy, but the SRVHS staff is proud of the role it played in developing a common assessment plan that will better benefit the students.<sup>3</sup>

Since 2006, the district has supported the school's commitment to data-based decision making regarding curriculum and instruction. In particular, the district has placed an emphasis on the use of DataDirector, which empowers school sites to collect and manage large volumes of student performance data. All certificated employees at SRVHS have received basic training in this software and ten employees have had more advanced training. As a result, teachers have been increasingly able to assess the skills of entering classes, as well as to assess the effectiveness of various units and teaching methods. At a district level, the board has been able to use data to guide summer school programs to provide remediation.

With respect to the relationship between the school and district, areas for improvement remain. In particular, staff at San Ramon Valley High School, when surveyed about the clarity and effectiveness of the Governing Board's guidelines, expressed their desire for more face-to-face interaction with Board members. Although the majority of the staff agreed that Board policies were clear, there was a sense that greater personal contact between site staff and Board members would increase the effectiveness of both groups.

*A3. To what extent, based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards? To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?*

The school's leadership, staff, and other stakeholders work together to ensure student achievement of the ESLRs. At the core of this partnership is the opportunity for all stakeholders to get involved in the school's planning processes. During weekly meetings with the principal, the student Leadership Program provides input on issues and events that impact the student body. With an active PTSA that meets monthly on campus, parents have opportunities to provide input on school policies and procedures. In addition to the general PTSA meetings, the PTSA's Priorities subcommittee meets with the principal each month to provide input on a wide variety of school issues, and the PTSA president meets with the principal on a weekly basis. The principal also meets on a weekly basis with the Academic Boosters. During the staff meetings on the first Tuesday of each month, there is usually an opportunity for staff to discuss schoolwide issues; however, the fifty-minute time frame does not always allow for in-depth discussion. The Leadership Team, comprised of administrators, academic curriculum leaders, the lead counselor, and a representative from the classified staff meets bi-monthly to address all facets of the school's program. The minutes from these meetings are sent to the entire staff by e-mail so that the

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<sup>3</sup> See Appendix for the district proposal to the Board about common assessments

departments can further address the issues in department meetings. Issues and decisions from these meetings are also communicated to the staff via the principal's weekly bulletin to the staff.

### **Student Achievement Data**

The San Ramon Valley High School staff is committed to using a wide variety of student performance data to improve teaching, learning, and student achievement of the ESLRs. On the leadership level, the school's Leadership Team, comprised of administrators, academic curriculum leaders, the lead counselor, and a representative from the classified staff consistently review data related to student performance, attendance, discipline, and campus climate. Campus leaders use this data to make decisions about all facets of the school program. Decisions about staffing, professional development, academic interventions, and course offerings are always grounded in the data. The adoption of Infinite Campus, a new web-based student information system, and the expanded use of DataDirector, have made data-based decision making at SRVHS easier and more effective. The Leadership Team meets bi-monthly to review, discuss, and refine the school's programs. Once a month, student leaders are invited to the Leadership Team meeting in order to get student input regarding all facets of the school.

When reviewing and refining the annual Single Plan for Student Achievement. The SRVHS School Site Council, comprised of members from all of the school's stakeholder groups, always grounds its decisions in student data, especially student performance data. CST scores, semester grade data, and survey data on campus climate issues are some of the key measures the School Site Council uses. The current Single Plan for Student Achievement has three main goals:

- By supporting students as they engage in a **rigorous** curriculum, decrease the percentage of students earning semester D and F grades by 5%.
- By fostering engaging, **relevant** instructional practices and curriculum, promote a yearly growth in the schoolwide API score by five points and increase the percentage of students scoring advanced or proficient by 5% in all disciplines.
- Build positive **relationships** through the implementation of schoolwide climate and character education initiatives. Success to be measured through a 5% reduction in disciplinary referrals and a reduction in incidents of bullying and harassment.

For each of the three main goals in the plan, there are several associated SMART goals that are specific, measurable, attainable, results-oriented, and time-bound. The three main goals of the Single Plan for Student Achievement directly correspond with the goals of the 2011 WASC Schoolwide Action Plan.<sup>4</sup>

At the department level, staff members review student performance data throughout the year and use this data to help refine their professional practice. Before classes begin in the fall, departments receive CST data from the previous state testing cycle. The data is disaggregated so staff members can analyze cluster scores. Individual teachers also pull CST data for specific students to help identify areas of strength and areas of growth. With DataDirector, all teachers can pull state testing data for their own students, but most teachers still rely on administrators to pull and disaggregate the data. As the staff

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<sup>4</sup> See Appendix for the Single Plan for Student Achievement

becomes more comfortable with DataDirector through professional development, more teachers are starting to access this type of data on their own. In addition to the CST data in the fall, the math and world language departments administer a formative assessment in the first week of school to help properly place students and to find their skill sets.

To enhance the monitoring of student progress, SRVHS has fully implemented the use of School Loop, an online grade book and school communication system, which provides teachers with intervention opportunities that were not previously available. Through the use of the online grade book, teachers post grades at least every three weeks, providing more frequent progress reports to all students, parents, and staff. This online system highlights at-risk students and students with grades that are trending up or down; teachers, counselors, and administrators can keep tabs on students who need monitoring and then intervene with appropriate, timely remediation. With the detailed information provided by School Loop, participants in Student Study Team (SST) meetings can design more effective action plans.

### **Schoolwide Action Plan**

Every year since the last self-study in 2006, SRVHS has reviewed and revised the school's Action Plan. The SRVHS Leadership Team, consisting of administrators, the lead counselor, curriculum leaders, and a classified representative, has assumed the primary responsibility for revising, implementing, and monitoring the components of the Action Plan. While the Leadership Team plays the primary role in implementing the Action Plan, a separate WASC Leadership Team also helps monitor action plan progress. The WASC Leadership Team consists of administrators, counselors, teachers, students, and parents. Since the last full self-study, the WASC Leadership Team has met a minimum of twice a year to analyze data and provide informed feedback on Action Plan progress. The entire staff reviews and helps revise the Action Plan through focus group meetings. These focus groups also include students and parents. From 2006–2010, the school's five focus groups have met twice a year to provide updates on the various steps in the Action Plan; however, from 2010–2012, these groups have met monthly to prepare the new self-study report.<sup>5</sup>

*A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?*

### **Qualified Staff**

Working closely with the district office, San Ramon Valley High School devotes a great deal of time and energy toward the recruitment, hiring, and development of outstanding teachers. There is a strong recognition at the school that a quality staff is critical for fostering student achievement of the ESLRs. Due to the school's and district's effective efforts with respect to hiring and staffing, 99% of the certificated staff meets the "highly qualified" criteria as established by No Child Left Behind. When hiring new staff, the site administration handles the interview process. SRVHS uses EDJOIN to post jobs and screen the initial candidates. Interview panels typically consist of a site administrator and two teachers from the

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<sup>5</sup> See Chapter 3 for details on the revisions.

target department. Once the panel narrows their choice to one or two candidates, the principal conducts a second interview. The finalist's name is then sent to the district's Personnel Department for a second background check and credential review. If everything is in order, the candidate's name is forwarded to the Board of Education for final approval.

When building the master schedule, the school administration works collaboratively with the staff to ensure that teachers have schedules that mesh with their professional strengths. The school adheres to the practice of building a schedule that best meets student needs, not teacher requests; however, teacher requests are taken into account. Toward the end of the spring semester, teachers work with their curriculum leaders and administrators to build a department teaching schedule that attempts to factor in each teacher's requests. Due to the complexity of this endeavor, not every teacher can get his or her ideal schedule, but the initial department schedules encompass most teacher requests. The site administration and lead counselor then work to fuse all of the eight department schedules into one master schedule. Further adjustments are made depending on enrollment numbers, placement exams, and student course requests. As the school adjusts the master schedule throughout the spring and into the summer, teachers are notified as soon as possible if their schedule changes. Due to fluctuations in enrollment, late schedule changes might need to occur in August, but the administration and lead counselor try to avoid these types of changes when possible. Over the past two years, late schedule changes have been a source of discontent for several teachers.

### **New Teacher Support**

New staff members go through two days of orientation in August. During this orientation session, administrators and experienced teachers introduce the new staff members to the school policies and procedures. In addition, new staff members learn about the school's mission, vision, and collaboration model. The second half of the orientation is almost exclusively dedicated to curriculum development with experienced teachers.

The Beginning Teacher's Support and Assessment program (BTSA) remains a central component of the school's effort to maintain excellence in teaching. The BTSA program supports teachers during their first two years of teaching by pairing them with master teachers for support and guidance. There are currently four SRVHS teachers enrolled in the BTSA program and two staff members are approved BTSA mentors. The administration also conducts the evaluation of new teachers in conjunction with the BTSA mentors. This enables a stronger partnership between the BTSA program and the school administration. However, not all new teachers are eligible for BTSA, but they may still need help with classroom management and curriculum development. To support all new teachers, even those who are not eligible for BTSA, starting in 2004 the school began a support program that included monthly lunches to discuss problems and issues as well as further training and advice by outside consultants. This program was temporarily halted for two years from 2009 to 2011 because we only had two new teachers. This year the program has been reinstated with the seven new teachers on campus. Additionally, the principal has paired new teachers with a more experienced member of the staff for mentoring. These partnerships are not as formal as the BTSA program, but through class observations and regular meetings, these partnerships serve to strengthen the instructional quality at SRVHS.

The collaboration model used at San Ramon Valley High School also provides support for new and experienced teachers. During collaboration time on the second, third, and fourth Tuesday mornings of each month, teachers meet with their departments and their subject-level teams to share best practices and develop curriculum. This regularly scheduled collaboration provides extensive support for new and experienced teachers. A key indicator that the collaboration model is assisting teachers new to SRVHS is that in 2009 and 2010 the teacher retention rate was the highest it has been in over ten years.

*A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?*

Recognizing that quality professional practice must occur if students are to achieve the ESLRs, professional development is one of the top priorities at San Ramon Valley High School. Over the past six years, the school alone has allocated over \$10,000 annually for professional development (this figure does not include development funded through the school district and parent support groups). Professional development activities occur during Tuesday morning meetings, staff development days (three per year), each department's annual "day away," and off-campus courses and conferences. Based on feedback from the staff during the self-study process, the emphasis on, and availability of, professional development is one the key strengths of SRVHS.

With the adjusted Tuesday schedule, the staff is able to engage in professional development during the monthly staff meetings held the first Tuesday of each month. During these meetings, teachers and administrators have made brief presentations on such topics as webcasts, Google Docs, document cameras, DataDirector, School Loop, Infinite Campus, student transponders, SMART Boards, SMART tablets, online discussions, and teacher webpage development.

Even with the state's budget crisis, the district has been able to maintain three staff development days per year. These days have been an invaluable resource in the school's professional development plan. Over the past three years, a key focus of professional development during these days has been on twenty-first-century technology in the classroom. At the conclusion of each professional development day, the staff completes a survey so that administrators can continuously improve professional development. In addition to funding three professional development days, the district provides afternoon professional development through a very active Professional Development Center. For example, recent afternoon sessions have addressed issues such as special education, formative assessment, student collaboration, Google Docs, and iPads in the classroom.<sup>6</sup>

During site collaboration time on the second, third, and fourth Tuesdays of each month, teachers meet with their departments and their subject-level teams. After years of working in isolation on curriculum development and assessment, the SRVHS teachers have shifted to a process of completing these tasks collaboratively. Subject-level teams now meet two to three times a month to develop curriculum, review common assessments, and hone their professional practices. All teams have established meeting norms,

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<sup>6</sup> See [www.srvusd.net/edservices/professionaldevelopment](http://www.srvusd.net/edservices/professionaldevelopment) for more information about professional development through SRVUSD.

pacing guides, common assessments, and annual goals. While the SRVHS collaboration model does not require a specific format for pacing guides or common assessments, all SRVHS teams engage in this type of collaborative work. During collaboration sessions, teams are encouraged to keep the following three key questions in mind:

- What should students know?
- How will we know if they know it?
- What will we do if they don't know it?

Having common pacing, assessment, and goals does not equal uniformity in instructional methods. The staff has always insisted that instructors be allowed to draw on their own personal strengths using their own individualized approaches. Departments and subject-level teams base curricular decisions on specific student performance data, including the CSTs, Advanced Placement exams, and in-house common assessments. Sharing assessment results with colleagues can make some teachers feel uncomfortable and even defensive. To address this issue and facilitate the collaborative process, all teams establish meeting norms designed to build trust as well as enhance productivity. To help foster effective collaboration, subject-level teams utilize a "collaboration log." This log is essentially a worksheet that helps teams keep track of notes, decisions, next steps, and pending questions. After collaboration meetings, a team member files the collaboration log in an electronic drop box for future reference. Administrators have access to the drop boxes so they keep track of each team's progress.

To allow for even more professional development and staff collaboration time, the SRVHS administration added up to eight "late-start Thursdays" to the school year. On these days, the staff has ninety additional minutes to collaborate with colleagues. The additional time has proven beneficial, especially during the WASC self-study process, but the staff continues to ask for more collaboration time.

The SRVHS School Site Council allocates a significant portion of the School Improvement Program budget to professional development. Allocations from this account alone have been over \$8,000 for the past three years. Much of this funding supports teacher enrollment at outside conferences. Over the past three years, teachers and administrators have attended conferences on a wide variety of topics: professional learning communities, Advance Placement courses, twenty-first-century technology in the classroom, expository writing, critical thinking, world language instructional strategies, sports medicine, the college application process, and data-based decision making. Staff members bring professional development proposals to the Leadership Team for approval. Comprised of the administrators, academic department leaders, the lead counselor, and a certificated representative, the Leadership Team encourages the staff to request professional development and makes it a high budgetary priority.

Another core component of the school's professional development plan is the departmental "day away." Each year, all departments, or one of their subject-level teams, are encouraged to meet off campus twice a year to address curriculum and instruction issues. While off campus, the teachers engage in curriculum development, assessment development, and team building.



*A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?*

### **Human Resources**

San Ramon Valley High School has a highly qualified staff. Ninety-nine percent of the teachers at San Ramon Valley have met the “highly qualified” teacher requirements of No Child Left Behind and all teachers are instructing within their credentialed area. Forty percent of the certificated staff has a master’s degree and the average number of years of experience is sixteen years, which is two years greater than the state average. In addition to the certificated teaching staff, SRVHS has four full-time administrators, four full-time counselors, and one part-time counselor. The part-time counselor focuses on attendance and academic interventions. To support all facets of the school’s program, SRVHS has sixty-six classified employees, of which 82% are full-time and 27% are part-time. Among the classified employees are maintenance staff, office support staff, cafeteria staff, campus safety monitors, and paraprofessional educators.

### **Financial and Material Resources**

The San Ramon Valley Unified School District provides an average of \$7,901 for each student at San Ramon Valley High School. This funding is sufficient for the school’s basic educational needs; however, San Ramon Valley provides an education that extends well beyond basic classroom instruction. The school is extremely fortunate to have a strong parent community that supports students through a variety of booster clubs. Raising over \$375,000 in 2010–2011, the Academic Boosters pay for eighteen class sections annually to help reduce class size. Through a grant process, the Academic Boosters provide enrichment materials such as computers, software, LCD projectors, books, videos, art supplies, and science equipment. The PTSA dispenses over \$30,000 in grants each year. Annually, the San Ramon Valley Education Foundation offers grant opportunities for teachers to request instructional materials and equipment. In 2008, parents and administrators worked to establish the Wolf Foundation, a non-profit educational foundation that has raised over \$400,000 for SRVHS programs and facilities. During the 2010–2011 school year, the Athletic Boosters contributed over \$57,000 to help San Ramon Valley High School maintain its excellent athletic program. The music support group, Wolf Tones, contributes over \$70,000 annually to support the choir and band program. The Performing Arts Association also contributes money for teacher needs. Teachers use gifted and talented (GATE) funds with identified GATE students to buy advanced instructional materials (these materials are available for use by all students). GATE monies have been spent on software, videos, CDs, DVDs, supplementary textbooks, and professional development for teachers. Over the past six years, the site’s yearly GATE allocation has been approximately \$3,000.

A full-time financial analyst closely manages the school’s budget. This staff member, working closely with site and district administration, implements appropriate accounting procedures to ensure that all funds are allocated in a timely, legal, and effective manner. In 2011, an independent CPA firm completed a full financial audit and determined that the school’s accounting policies and procedures were compliant

and effective. They made a few minor suggestions, such as tighter tracking of ticket sales to student-body functions.

The School Site Council monitors the School Improvement Plan (SIP) funds, which are used to address the needs of students who are testing “basic or below” on statewide assessment tests. In the 2011–2012 school year, the full SIP budget was \$72,601. The SIP funds are dedicated to professional development, academic intervention, technology support, and educational materials.<sup>7</sup>

The SRVHS community has been working hard over the past six years to upgrade the technology on campus. By supplementing site and district funding with parent donations and grants, the school has been able to expand student access to twenty-first-century technology:

The SRV Network: The computer network is now being utilized at near to full capacity. Traffic is charted, storage is monitored, and there have been recent upgrades to the fiber optic lines connecting the campus to the Internet. Students are asked to keep storage below 100 MB. Each network user is given an Outlook account as well as a Google Apps account. Students have access to their files from any computer linked to the Internet. In 2011, the district finished the installation of wireless access throughout the campus. To handle the increased use of the Internet, the school district has increased bandwidth by a factor of five.

Computer and iPad Labs: The school has five computer labs, two mobile labs, and the yearbook and video production classrooms are equipped with twenty-four iMacs for editing and production. In the fall of 2011, the school purchased 110 iPads for use in the classrooms and library. Maintaining and expanding the labs has been difficult. The recent addition of a full-time technology support person will prove helpful.

School Loop: All teachers use School Loop as their online grade book. In addition to posting a full grade book, teachers use this web-based program to post assignment calendars, class notes, student resources, and webcasts.

SRVHS Website: The SRVHS website (www.srvhs.net) has evolved into an excellent high school website. Each teacher has a web presence that includes access to an online grade book, calendar, and student resources.

### **Facilities**

San Ramon Valley High School serves not only the San Ramon Valley High School community, but also the greater public of the San Ramon Valley through the many community activities staged at the school. The facility is maintained through the diligent efforts of the site custodial crew and district maintenance staff, as well as an outside landscape corporation. Student groups such as E2 and Leadership regularly sponsor activities aimed at maintaining a clean campus. Booster groups and local service groups have

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<sup>7</sup> See Appendix for full SIP budget

also contributed to the care of the facility. With ninety-five classrooms and over 2,100 students, campus space is at a premium. The master schedule has been organized so that only a few teachers need to share their classroom during their prep period, but access to the science labs and some of the athletic facilities is tight.

Currently, the school is undergoing a three-phase modernization project. Phase One, completed in 2006, included the construction of the new Performing Arts Center, music facility, library, and cafeteria. Phase Two, completed in 2008, included the construction of a two-story classroom building and a new auxiliary gymnasium. Phase Three includes a three-story classroom building, a new main gymnasium, and a vocational education center. The main gym and vocational center are complete, but the three-story classroom building is not scheduled for completion until 2015. In 2011, the Board of Education voted to secure full funding for a new aquatics facility. This facility is scheduled for completion in 2013.

### Evidence

- Staff meeting agendas
- Professional development day agendas
- Professional development day surveys
- Late-Start Thursday schedules
- SIP budget for professional development
- Staff applications for professional development funding
- Departmental “day away” agendas
- EDJOIN materials
- Master Schedule
- Orientation Day agenda
- BTSA materials
- Department and subject-level team collaboration materials
- Leadership Team: agendas and minutes
- School Site Council: agendas and minutes
- Single Plan for Student Achievement
- Infinite Campus
- Student data reports used by departments and subject-level teams
- WASC Focus Groups: rosters, agendas, and minutes
- School Board policies and procedures
- Principal meetings: agendas and minutes
- Assistant Principal meetings: agendas and minutes
- Counselor meetings: agendas and minutes
- District Assessment Committee: agendas, minutes, and working drafts of common course syllabi
- DataDirector district training materials
- Agendas and minutes from Mission and ESLR Committees
- Mission and ESLR posters
- SRVHS website: [www.srvhs.net](http://www.srvhs.net)
- Minutes from focus group meetings

- Memos to staff on mission statement and ESLRs
- Staffing statistics
- School Site Council materials and budgets
- PTSA materials and donation information
- Academic Boosters materials and donation information
- Athletic Boosters materials and donation information
- Wolftones materials and donation materials
- Technology inventory
- Financial audit clearance

**Areas of Strength**

- Highly qualified and effective staff (certificated and classified)
- Safe campus
- Online tools: Infinite Campus, SRVHS webpage, School Loop
- Clear mission and vision
- Financial support from parent community
- Opportunities for professional development
- Weekly time for collaboration
- Collegial culture among staff
- Staff access to administrators for input
- Management of school's finances

**Prioritized Areas of Growth**

- More collaboration time
- Student and teacher access to twenty-first-century technology in the classroom
- Less reliance on outside funding
- More staff input, not just curriculum leader input, on schoolwide decisions
- Staff concerns about district's attempt to standardize curriculum and assessment
- Stakeholder awareness of the ESLRs

## Category B: Curriculum

**B1.** *To what extent do all students participate in rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?*

The students at San Ramon Valley High School participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the Expected Schoolwide Learning Results.

Teachers develop curriculum based upon the California Frameworks and State Standards in order to ensure that all students are learning the appropriate material and achieving the ESLRs. In order to maintain standards-based curriculum, teachers are expected to collaborate on many levels. Every department has been organized into Subject-Level Teams (SLT) in order to collaborate effectively. Teachers collaborate within subject area, by department, or interdepartmentally at least three times a month during the school's Tuesday morning meetings. If an SLT feels that additional collaboration time is needed, administration has provided funding for "days away" where staff can meet on or off campus to evaluate, review, and create rigorous, relevant, and standards-based curriculum. For example, last year Spanish 1, 2, and 3 had "days away" that were designated to help develop curriculum. Over the past few years, staff collaboration time has focused on what students should know by course and grade level. The administration has posed three essential questions that each SLT has worked on answering:

- What should students know?
- How will we know if they know it?
- What will we do if they don't know it?

In an effort to streamline classes and maintain a sense of commonality among academic courses, we have created know/do lists and pacing guides, identified "power standards" and English and Social Studies skill continuums, and have started the process of creating and administering common finals. Beyond creating commonality among teachers, this has also helped with the transitions between courses from one year to the next. Last year, every academic course created common final questions to be administered in the spring semester. Currently, our staff is in the process of evaluating the effectiveness of giving common summative assessments, and the staff might determine that common formative assessments would be more effective in evaluating student progress towards reaching the established power standards.

In addition to the collaboration among the San Ramon Valley staff members, there is annual articulation with the district's other comprehensive high schools as well as the middle schools. Finally, the district organizes periodic meetings with high school departments to collaborate and promote the district's academic standards. For example, teachers from every high school site have been meeting periodically this year to discuss common summative assessments and common course syllabi.

Rigorous, relevant, and coherent standards-based curriculum is also created through the utilization of ongoing professional development. Teachers are highly encouraged to engage in professional development opportunities that are offered through the school, school district, and conferences around the nation. The professional development that the teachers at San Ramon Valley High School have engaged in range in focus from meeting the needs of Special Education students, to the needs of AP students, to integrating new technology into the classroom.

An examination of the master schedule, student work, and the results of standardized test scores from the past three years, reveals that students are making progress in achieving the Expected Schoolwide Learning Results and meeting the demands of standards-based education. The master schedule lists the variety of courses offered at San Ramon Valley High School. San Ramon Valley moves beyond the traditional curriculum to offer additional courses that will allow success for all types of students. The school offers remedial, non-college preparatory, college preparatory, honors, and advanced courses in many subject areas. In addition, academic departments have created electives that will motivate students to look deeper into specific subject matter.<sup>8</sup>

To meet the needs of students requiring Special Educational services, the school has a strong Resource Department that provides teachers and students with the support services necessary for student success. There are currently three levels of Special Education services at San Ramon Valley. The Resource Department and the Special Day Classes serve students who have mild to moderate learning differences and the Transitions Program serves students with more severe learning disabilities up to the age of twenty-two. SRVHS currently has the largest transitions program in the district with two classes added in the last two years.

In recent years, the various resource teachers and adult aides have been placed in “support-taught” academic classes to provide additional content help to mainstreamed Special Education students, as well as academic teachers. Currently there are five support-taught classes: English 9, English 10, Non-College Prep English 12, World History, and Integrated Physical Science. In addition, there are three support-taught courses staffed by paraprofessionals or aides: English 11, Life Science, and Non-College Prep Government & Economics. More support-taught classes might be added at the semester, which may include Algebra, Sign Language, and Biology. The program is flexible and can be adapted annually to meet the various needs of the students. The program has helped students with note-taking, organization, and test-taking strategies based upon specific course work. In addition, it provides academic teachers with assistance in modifying or adapting curriculum to meet the needs of specific students based upon Individualized Education Program (IEP) requirements.

There is an ever-growing body of students who participate in the challenges of Advanced Placement and honors courses. The increased number of AP and honors classes that are offered demonstrates that more and more students are taking part in rigorous curricula. We currently are offering twenty-three different honors and AP courses. There are fifty-three sections, and 1,766 students enrolled in these classes (many

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<sup>8</sup> See Appendix for Master Schedule

students take multiple AP courses). Over the past five years the number of students taking AP exams has continued to increase annually. In May 2011, 504 students took a total of 908 exams, and 79% earned a passing score (three or above).

While the master schedule lists the variety of courses offered, student work best demonstrates the extent to which students participate in rigorous, relevant, and coherent standards-based curriculum. As the staff collected representative samples of student work for the self-study, it became evident that all departments are providing a challenging curriculum. For example, in the Social Studies Department most economics students complete a “food court” simulation that applies economic concepts to a real world situation. In many chemistry classes, students apply their understanding of concepts to create a magic show that they present to their peers. In AP Environmental Science, students complete a sewer science project where they meet with a representative from Contra Costa Waste Authority and the students make sewage (no bodily fluids involved) and then treat it. In addition, the 2011 School Climate Survey reveals that 65% of the students and 78% of the parents surveyed view the courses at San Ramon Valley High School as challenging.

The results of state-mandated assessments and school statistics further demonstrate the successful integration of standards into the curriculum at San Ramon Valley High School. The school’s Academic Performance Index (API) scores have risen from a score of 857 in 2005 to a score of 890 in 2011. There has also been improvement in the school’s California Standards Test (CST) results in English, Science, and Social Studies. Ninety-nine percent of our students have passed the California High School Exit Exam (CAHSEE) by senior year.

SAT and ACT scores are another source of data that proves that San Ramon Valley students are receiving rigorous and relevant curriculum. Both of these tests are designed to reflect a student’s ability to think and analyze information.

***B2. To what extent do all students have access to the school’s entire program and the assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?***

San Ramon Valley High School provides all students with information regarding the school’s many programs and all students receive assistance as they pursue academic, personal, and school-to-career goals. Counselors visit the feeder middle schools each spring to introduce the programs offered at San Ramon Valley High School to the incoming ninth grade students. Following this introduction, students and parents will continue to receive information and assistance as they plan academic, personal, and school-to-career goals. This year SRVHS has also introduced the Naviance program through the career center. This program empowers schools to increase student achievement through a structured approach to course, college, and career planning and advising. SRVHS is the only high school in the school district with full-time staff coverage in its career center. Through financial support of the school’s Academic Boosters, one part-time staff member salary is funded in addition to the funding for an extra four hours for another part-time staff member. The College and Career Center brings all freshmen into the center for

a period during their health class to orient them to the resources available to them. Additionally, students take a personality assessment designed to get them thinking about their personal strengths and interests and the careers that might be a good match for them.

Information is also provided to parents and students through a variety of informational events.

*Through the PTSA:*

- Dad's Night was formed several years ago to allow dads to comfortably relate and learn from community professionals in a dad-centered environment. The meetings are held bimonthly in the evenings on the school campus. One of the many positive outcomes from this group is the increased level of dad participation and volunteerism within the school community. The principal is an integral part of this group.
- Mom's Night came out of the desire to create a nurturing and safe environment for moms to learn, connect, and share experiences. Professionals from within our valley are invited to present information on topics pertinent to raising teenagers. These mini-seminars take place on the school campus four times per year in the evening.
- Brown Bag Lunches were created to accommodate busy parents who cannot attend an evening workshop. These one-hour presentations starting at noon are held on campus on a quarterly basis. The environment is casual, allowing parents to enjoy their lunches while a professional within our community presents topics relevant to parenting teenagers.
- The Building Bridges program at SRVHS is designed to make the transition from middle school to high school as successful as possible. This program consists of two nights of informational meetings and activities for our incoming ninth graders and their parents. Through a panel discussion, they have opportunities to hear from both students and staff members on what life at SRVHS is like as well as ask questions. Counselors are responsible for presenting course selection, academic, and graduation information to parents in a workshop format.

*Through the Counseling Department:*

- Parent Resource Night is offered twice each year, these parent evenings provide parents of at-risk students, either socially or academically, a variety of workshops ranging from study skills to social media to risk behaviors of teens. Topics are designed to help parents gain tools to help their child be successful in school. Parents of students struggling with academics, discipline, or attendance are invited to attend. Dinner is served as a way for parents to meet each other.
- To-Be-Sophomore/Junior/Senior Parent Night is an evening workshop held for soon-to-be sophomores/juniors/seniors and their parents, which presents course selection and registration information along with graduation and college admissions requirements. New courses are also



highlighted, and the evening includes a brief presentation by a group of students. The PowerPoint of information presented is made available on the SRVHS website for those who cannot attend.

*Through the Career and Counseling Center:*

- AP Night is an evening that includes a panel presentation where students share their perspectives of the AP experience at SRVHS. In addition, a representative from each department briefly explains their departments' AP offerings.
- College 101 is a monthly two and a half hour program for parents designed to educate them about the college planning process and the resources available through the center at SRVHS. A wide variety of topics are discussed, including: the differences between ACT/SAT, financial aid, the college application process and calendar, and how parents can best help their students through the process.
- FAFSA on the Web Night is held each year. The College and Career Center hosts two evening sessions for parents who need assistance filing their FAFSA financial aid application. A financial aid officer from a local college leads the program. Approximately forty-five families participate in this program every year.
- College Night is hosted by the district each year at one of the four district high schools. The 2011 fair was held at SRVHS. With coordinating support of parents, SRVHS hosted college representatives from approximately 140 schools. Over 2,000 students and families attended this event. A special session on the topic of financial aid was also held.
- Practice SAT/ACTs are held with the support of the school's Academic Boosters. The College and Career Center provides numerous opportunities throughout the year for students to take full-length practice ACT and/or SAT tests. Various test preparation companies proctor these tests and then host follow-up sessions at which test results are returned to students and an overview of testing strategies is given. All proceeds from this program go to the school's Academic Boosters.

There are additional programs designed to help freshmen adjust to high school life and learn about the school's programs. We have the Link Crew program, which utilizes staff and upper classmen to provide a full-day freshman orientation before school starts. Recently, we piloted a new program called the Bridge Program, which offers incoming at-risk freshmen with a week of additional preparation for high school. Previously identified freshmen attended four half-day seminars the week before school started. The goal was to learn and practice study skills and organization. In addition, students were introduced to various other tools that would help them succeed in high school, including some technology training.

Every spring, all students are provided with an annotated list of courses; in addition, all courses and programs are described on the school's web page.<sup>9</sup> Counselors advise all students of graduation and

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<sup>9</sup> See Appendix for course descriptions

course requirements through small group presentations. During these presentations, students receive a copy of their transcript so they can monitor their progress.

Four counselors collaborate as a team with teachers and parents to monitor the progress of students and their goals. School Loop helps all necessary parties communicate effectively regarding an individual student's assignments, grades, and progress. In addition, counselors check in regularly with all students. If counselors, teachers, or parents feel that a student needs additional assistance in achieving academic goals, the school provides four ways to address the student's needs. The Student Study Team (SST) and the 504 Program provide teachers, students, and parents with strategies to help individual students. For Special Education students, Individualized Education Plans (IEPs) are implemented. Finally, the GATE program provides additional opportunities for advanced students to excel through a variety of honors and advanced placement classes as well as numerous academic extra-curricular programs, such as Model United Nations, Science Alliance, and Youth and Government.

In the past two years, a few new policies and programs have been implemented to both ease student stress levels and to provide them with additional assistance to succeed. The district implemented a homework policy that has encouraged the staff to evaluate the purpose of homework and to limit the amount of homework assigned per class. Separately, our site has adopted an "even/odd" testing schedule. Half of the departments can test on even days and the other half can test on odd days. This eliminates students having too many tests on one particular day, which allows students adequate time to prepare for all of their classes. We have also taken a more active role in providing teacher and peer-tutoring opportunities. Teachers without an A period are available at the end of the day on Tuesdays to provide office hours for individual students, and we offer peer tutoring four days a week. Another example of increased tutorials is Exam Jam. Last year prior to final exams, we offered students not only a location to study, but also review sessions on every single subject with tutoring by teachers and students.

Finally, the staff at San Ramon Valley High School utilizes technology to make sure that all students have access to the curriculum through School Loop as well as through individual teacher web pages. The school's four counselors and the Career Center provide vital information to all students regarding college and career planning. In addition to meeting one-on-one with many parents and students to provide guidance, the Career Center coordinates presentations made by various college and alumni representatives. The Career Center is also a resource for information about standardized test registration (PSAT, SAT, ACT, and AP), test preparation, scholarships, and financial aid. Academic Boosters arranged for a SAT test prep course to be offered to San Ramon Valley students at a discounted price.

San Ramon Valley High School offers a wide variety of courses and programs that allow students to pursue a full range of career and educational options. For example, the school encourages student participation in challenging curriculum through honors and AP courses. No quota or percentage system is used to determine access to these classes; instead, qualification procedures are designed to encourage successful participation. Admission criteria can include one of the following:

- Open enrollment
- Prerequisite coursework
- Student completion of *one* of the following criteria: a qualifying score on a standardized test or essay; a qualifying score on a portfolio or audition; a teacher recommendation; a qualifying GPA

Students and parents may also request in writing an exemption to the placement criteria described above. If they complete this waiver form, access to a particular honors or AP course is granted on a space-available basis. According to the 2011 School Climate Survey, 84% of the students and 71% of the parents agree that students have fair access to honors and AP classes. Our 2011 AP equity number (the number of our school's seniors who scored three or higher on at least one AP exam at any point during high school divided by the total number of our school's seniors) was 48.7%.

San Ramon Valley High School also offers a range of classes that provide introductory training for specific careers. For example, there are ten Regional Occupation Program (ROP)/Career Tech Education (CTE) courses offered on campus: AP Environmental Science, Intro to Law, Intro to Engineering, Auto Shop 2, Video Production, Sports Medicine, Advanced Sports Medicine, Careers in Teaching, Web Design, and AP Music Theory. Additional courses, such as Recording Arts, Marine Biology, Personal Finance, Culinary Arts, Photography, Digital Arts, Auto Tech, Auto Shop, Alternative Fuels and Vehicles, and Creative Writing introduce students to possible career opportunities. Through the Work Experience Program, students receive support and assistance while working at an off-campus job. In addition to these courses, many teachers have incorporated job preparation skills into their curriculums. For example, many students are learning how to write resumes, business letters, brochures, and professional e-mails as well as how to create portfolios and PowerPoint presentations. According to the 2011 Campus Climate Survey, 71% of students and 74% of parents feel that San Ramon Valley High School prepares students for their career goals. According to the 2011 Exit Survey, 98% of the school's graduating students are going to a college or vocational school. The remaining students either enlist in the military, work, or wait to make a career decision. Students graduating from the Special Day and Transitions Programs are provided with counseling regarding independent living and help with job placements.

Another way we are working to ensure that students can pursue their academic, personal, and school-to-career goals is through Naviance, a new program that we will be piloting from 2011–2013. This program provides parents and students with tools to help with personal learning plans for students' high school and post-high school goals. The tentative plan is to introduce the following modules this school year: Ninth graders will engage in a career cluster and course planner; tenth graders will engage in a career interest profile; eleventh graders will engage in a program called "Do What You Are"; and twelfth graders will engage in a senior exit survey.

**B3.** To what extent are the students able to meet all the requirements of graduation upon completion of the high school program?

San Ramon Valley High School offers a variety of programs to assist all students in reaching the requirements of graduation by providing a variety of academic and personal services. There are four counselors on campus who monitor the progress of each student. These counselors maintain contact with students, teachers, and parents to ensure that all students are receiving the help they need in order to meet all academic requirements. School Loop is an additional tool that eases communication between all relevant groups. The counselors and assistant principals also meet weekly to implement strategies to help struggling students. In addition, San Ramon Valley has a variety of programs that are used to identify at-risk students who may need extra help to meet their academic goals. These programs include the previously discussed SST, IEP, and 504 programs. In addition, the district offers independent study courses through Venture High School and summer school classes for remediation, allowing students to stay on schedule for graduation. To inform and assist parents of these struggling students, the counseling department offers Parent Resource Nights. On these nights, the entire school community is invited to attend, but an emphasis is placed on parents of students who have been identified as at-risk. These nights include breakout sessions on study skills, online safety, time management, drug and alcohol use, and motivation.

The previously mentioned tutoring programs are also designed to help reduce the number of students earning D's and F's and to help them meet graduation requirements. Data from the 2010–2011 school year reflects the success of some of these programs. For the fall semester, the number of students with at least one D or F and the number of students with three or more D's or F's dropped by nearly 2% from the previous year. For the spring semester, the percentages dropped nearly 2.5% in both categories. By implementing these programs, 99% of the class of 2011 passed the course requirements for graduation. The 1% of the class that did not complete the graduation requirements by June completed them by August at the Venture High School Summer School Program. These students were then issued diplomas.

In addition to the school's graduation mandates, all students are required by the State of California to pass the California State High School Exit Exam (CAHSEE). On average, 99% of graduating students have passed the CAHSEE by June of their senior year. San Ramon Valley begins to track students who are at risk of failing the CAHSEE Exam freshman year. All freshmen students take a Mock CAHSEE in the spring. Students who are identified as at-risk are offered workshops for remediation, including summer school courses. In addition, various Math and English classes have integrated core CAHSEE concepts into the curriculum in order to ensure that all students can pass the CAHSEE exam by their senior year.

#### **Evidence**

- Incoming Freshman programs
- Building Bridges
- Link Crew
- Bridge Program

- Annual grade level presentations
- School Loop
- District Homework Policy
- Even/Odd testing schedule
- Tutoring programs
- Individual teacher web pages
- AP data
- Waiver process for AP/Honors courses
- Academic nights
  - AP Information Night
  - Grade level parent nights
- Special Education (see rooms C8–C10)
- Resource Program (see rooms F1–F6)
- SST Program
- GATE Program
- Career Center
- Post graduation statistics (see Chapter 1)
- 2011 School Climate Survey
- Lesson plans/assignments for job preparation
- Special Day/Transitions Job Placement Program
- 2011 Exit Survey
- Naviance Program
- Subject-level teams
- Collaboration logs
- “Days away” meeting minutes
- “Know/Do” lists, pacing guides, power standards, skill continuums
- Common final questions (from spring 2011)
- Articulation meeting minutes (between middle and high schools)
- Professional development samples
- Data on Masters degrees
- Master Schedule
- Student work
- 2011 School Climate Survey
- API, CST, CAHSEE data
- SAT and ACT data
- CAHSEE Mock Exam and results
- Remedial CAHSEE testing workshops and classes
- 504/IEP programs
- Venture Concurrent Program
- Extended Day Program
- Summer School Program

- D/F statistics
- Parent communication via e-mail (see website, School Loop, and teacher web pages)

**Areas of Strength**

- Variety of courses
- Multi-tiered Special Education Program
- Career Center
- Alternative Education programs and CAHSEE Preparation Program to ensure graduation
- Academic tutoring
- Teachers engagement in a variety of professional development
- Continuing improvement on CST scores
- Clear and consistent communication with parents
- Effective and consistent intradepartmental collaboration

**Prioritized Areas for Improvement**

- Continue to add diverse course offerings
- Increase time for interdepartmental collaboration to integrate curriculum across disciplines
- Increase collaboration and articulation with feeder schools
- Increase communication with graduates to determine areas of strength and weakness regarding college and job preparation

## Category C: Instruction

*C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?*

To ensure that San Ramon Valley High School engages all students in rigorous learning experiences to achieve the ESLRs and the academic standards, all students are enrolled in a challenging, standards-based curriculum. In addition to offering a wide variety of college preparatory classes, SRVHS offers numerous AP, honors, and advanced classes. Furthermore, SRVHS is committed to offering elective courses that challenge students and engage their interests outside of the core curriculum. Examples of these elective courses include the History of Rock and Roll, the Vietnam War, Robotics, Auto Shop, Aquatics, and Yoga as well as the award-winning choir, band, theater, and dance programs.<sup>10</sup>

Over the past five years, the number of students taking an AP class and taking an AP test has increased by 5% and the number of AP courses offered on campus has also increased. In addition to these challenging courses, SRVHS has increased the number of non-college prep courses to provide opportunities for those students not ready to complete college preparatory classes. We currently have nine non-college preparatory classes: Film as Literature, Creative Writing, Aquatic Certification, Building Basic Robots, Personal Finance with Business Applications, Recording Arts, 3-D Art, Non-College Prep Economics, and Non-College Prep Government.

Through frequent and systematic collaboration, subject-level teams continuously examine and refine curriculum and instructional practice. Teachers are collaborating as subject-level teams twice a month to give feedback, develop lessons, and develop common assessments. Additionally, subject-level teams examine student performance data to help identify strengths and areas for growth. Disaggregated data from CSTs, formative assessments, and finals helps inform and improve instructional practice.

### **Results of Student Observations and Examining Work**

As part of the self-study process, all SRVHS teachers examined a broad cross section of student work in their WASC home groups. Teachers were asked to compile every assignment they collected for one week of school, and they then analyzed and discussed these assignments in their home groups. The summary findings from this examination highlight the fact that all SRVHS students engage in challenging learning activities across the curriculum. Below are just a few of the challenging learning experiences that resulted from this exercise:

- *Physical Education*
  - Overall physical education instruction at the freshman level promotes life-long activities, which results in more student involvement. During the week, student skills were assessed by observation of individual, small group, and team demonstrations, giving the opportunity of assessment at different levels. Beyond the freshmen level, students in the Yoga class researched wellness; the Dance class choreographed a new show; and Weights students mapped their progress to challenge themselves.

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<sup>10</sup> See Appendix for course descriptions

- *Science*
  - Laboratories are a significant part of the overall science curriculum, which allows for all students to be involved and for students at different abilities to work in mixed collaborative groups. Lectures and note taking were also part of the students' week.
- *Math*
  - Overall math instruction includes students often working in pairs of diverse abilities. During the reviewed week, strong students were paired with struggling students to facilitate peer achievement.
- *English*
  - During the reviewed week, students chose prompts and outside reading books that interested them and reflected their abilities. There was vocabulary-focused collaborative work where students assisted each other in writing a creative story using the week's vocabulary words. The week's instruction also included peer editing of essays and a graded performance of *Romeo and Juliet* by the class.
- *Social Studies*
  - The reviewed week included problem-based learning where students were presented with a difficult issue and had to research possible solutions. This included a presentation for the class followed by a robust question-and-answer session by the students. Students took notes on lectures and also wrote in-class essays to prepare for the upcoming AP exams.
- *Special Education*
  - The week focused on organizational skills where students were encouraged to take ownership of their own education by adhering to a strict organizational system.
- *World Language*
  - Over the course of the reviewed week, students gave presentations in their target languages and used flashcards in order to quiz each other on vocabulary. Other students wrote one-page stories that they memorized and presented to the class.

In further discussions of student work in home and focus groups, teachers reported overall findings regarding student work and instruction. Many teachers employed a mixed model of teaching where the teacher lectured on or explained an assignment before turning to collaborative group work. During collaboration time, the teacher typically walked around the classroom and asked questions of the students. There was a great deal of checking for understanding in which the students were specifically called on or asked to repeat what had already happened before predicting the next step. There was also a significant amount of discussion in the classrooms, either between the teacher and the students or as a large group.

Student work indicated that students were not as often asked to synthesize multiple sources. A few upper level classes require synthesis as part of the AP curriculum, but this critical thinking skill was not prevalent in other classes. Student work also showed that skills were largely isolated by subject level and, while there was a lot of similarity within a department, there was not as much similarity between departments, especially regarding higher level synthesis, writing, and problem solving skills.



### **Student Understanding of Performance Levels**

In our student WASC survey, 53% of students agreed or strongly agreed that teachers provided sufficient feedback on their performance.<sup>11</sup> The issue of sufficient feedback on student work is also a concern for teachers, and the consensus is that the issue stems mostly from increased class sizes, particularly in regards to writing assignments. Teachers have reported that with an increased load of students, it is difficult to return written work to students in a timely manner while still maintaining rigor in their grading.

Teachers also noted the use of student samples in classrooms. These student examples tended to be of written work, such as lab reports and essays, and they helped students to understand the expectations of an assignment. According to students and teachers, the use of sample work is a key strategy for making sure students are clear regarding academic expectations. The mandatory use of School Loop as a homework and grading platform has also increased the understanding of students' grades and assignments by making students' grades more transparent for both the students and their parents.

*C2. To what extent do 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?*

According to our WASC survey, 76% of students self-reported that they performed a wide variety of activities in classes such as presentations, projects, group assignments experiments, and written reports. This information was further supported by the teacher observations that documented the creativity of SRVHS teachers.

Last year, teachers were asked to perform two informal observations of other teachers, one of a teacher in their department and one of any other teacher they wanted to observe. Almost every teacher performed at least one observation, and this observation information, as well as discussions in home groups and focus groups, led to some of the following observations about instruction on campus. Some of the examples reflect specific activities while others refer to larger teacher practices, depending on the class.

### **Physical Education**

- Dance
  - The teacher enables students to choreograph dances using dance skills and choreographing techniques learned in class and from observation of professional pieces.
- Yoga
  - Instruction revolves around increasing student health and well-being through daily yoga practice and assignments related to helping their stress levels.
- Freshman PE
  - Teachers put a priority on working with students individually, even with large class sizes, and execute this by having students practice skills in pairs or small groups before breaking out into whole class activities.

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<sup>11</sup> See Appendix for the full survey

**Science**

- Biology, Physics, and Chemistry
  - Teachers use warm-up activities and laboratory investigations that require students to answer higher-level thinking questions based on previous lectures, homework assignments, and their own prior knowledge.
  - Active learning is also promoted in some classes through the RAFT model (role, audience, format, topic). For example:
    - Role: activist
    - Audience: group of potential voters
    - Format: an e-mail
    - Title/topic: hungry, hungry mitochondria fed by chloroplasts
  - The use of hands on activities and demonstrations is particularly used by physics teachers. Examples include building hot air balloons and rockets, experimenting with a Van de Graaff generator, and visualizing sound waves through the use of hot air.

**Math**

- Algebra 1, 2 and Geometry and Calculus
  - Teachers use class discussions to help explain concepts. Teachers also apply math concepts to real-life situations using examples and manipulatives whenever possible. Some teachers use technology to aid instruction by recording lessons as pen casts, which are then posted online for students to review at home. Checking for understanding is a priority and teachers make sure all students understand a concept before moving on to the next topic. Many teachers emphasize homework as a way for students to practice their skills.

**Visual and Performing Arts**

- Choir
  - The teacher uses student collaborative groups to practice and to evaluate students. One example is the teacher's use of quartet exams. Students sing their part in front of the class against two to four other singers on opposing parts. They have to hold their part, sing with good tone, etc. At the same time, four students, along with the teacher, are grading them on their rhythmic accuracy, tone, phrasing, etc.
- Debate
  - The teacher provides both professional and student examples of quality debates as well as leading practice sessions to help strengthen students skills. An example is the expository speech where the students are evenly divided on both sides of a motion. Speakers for the motion are the "proposition" or "government" while speakers against are the "opposition." A topic is announced for both teams and then twenty minutes of preparation time is given for each team to work on its definitions of the topic, write its case, and strategize the debate.

- Art & Photography
  - Teachers are primarily engaged in small lectures at the beginning of class followed by significant of one-on-one time with students to help them increase their skills and practice the skills they already have.
- Theater
  - The teacher enables students to have metacognition with their acting and theater performances, engaging students in multiple intelligences through the implementation of student-driven performance and/or theatrical design. Each class takes skills learned and applies them directly to in-class and public performances, preparing them for real-world experiences.

### **English**

- English 9
  - Teachers use group discussions of novels to focus on literary terms and to practice critical thinking about the texts. Overall reading skills are emphasized by having all students read a novel of their choosing with supplemental in-class discussions and creative assignments. Most teachers use a variety of activities in one class period with many classes performing two to three activities during a fifty-five-minute period. Additionally, writing instruction is focused on composing analytical paragraphs, which strengthen students' analysis skills.
- English 10
  - Instruction for sophomores is focused on transitioning students from smaller, but still rigorous, assignments to larger rigorous assignments. A focus on mythology also leads to in-class skits and presentations.
- English 11
  - Besides class and small group discussions, the major project for some classes is a college research assignment that teaches letter writing, resume writing, interviewing, and professionalism skills. The teacher provides examples and explanations and leads peer-review workshops of every aspect of the assignment.
- English 12
  - Teachers are heavily focused on discussion with seniors, which allows for more critical thinking opportunities and challenging reading. Writing activities use more non-fiction sources than other grade levels and shift toward more rigorous forms like academic summary.

### **Social Studies**

- U.S. History
  - Through stepped and organized instruction, every student writes a research paper during the second semester. This research paper teaches students to analyze primary and secondary sources and synthesize the information to support their thesis.

- Economics
  - The teacher organizes debates on economic policies, and enables students to propose solutions to current economic problems. The Food Court project has students analyze statistical and anecdotal information and propose a solution to the school's cafeteria problem.
- Government
  - Following research on economic and social issues, teachers lead debates in a mock senate.

### World Language

- Spanish 1, 2, 3, 4, and AP
  - Instruction supports student engagement and discussion at all levels.
  - Teachers have students do a paired technology-based project. Students work in Google to compose a PowerPoint presentation about a terrible or wonderful day in the outdoors. They base the story on a national park from a Spanish speaking country and they use the preterit and imperfect tenses in their story. No notes are allowed on the day of the presentation, and they are graded by the teacher for memorization and pronunciation. In choosing their park, they have to learn about parks in the Spanish speaking countries that range from deserts to glaciers and mountain ranges.
  - Every day teachers have students look at works of art and students speak or write in the target language before sharing with others a detailed explanation of the art. They contrast and compare and offer their opinion with their likes and dislikes.
  - Teachers develop students' fluency by holding a conversation or writing and presenting skits in the target language with a focus on grammar and vocabulary. Students have to explain their own personal experiences. The students then share with the class what their partner told them.
- French 1, 2, 3, 4, and 5
  - Teachers enable students to analyze and compare French and English syntax at all levels of instruction. Teachers also enable and support collaborative group work on problem solving exercises.
  - Teachers have students write and perform skits in groups of three. Students must all work together to write a skit using the skills they have learned—but they also have creative freedom to come up with the story. This allows them to take their grammar knowledge and use it in their own way. They write it, they practice it, and then they perform it.
  - Teachers facilitate full class debates. The entire class sits in a circle and they discuss and debate a question or topic such as "the role of technology in our lives." Everyone must participate and they listen to and respond to each others' opinions and ask questions.

As part of the larger discussion around the teacher observations, teachers noticed that integrating technology into instructional practices continues to be a struggle; however, when able, teachers are using technology to help students. Currently, every department has at least one document camera and there are SMART boards in the math, science, and SDC classes. Additionally, as of this fall, every teacher and student has a school-provided Google account for accessing Google docs and other Google products. Wi-Fi access was installed this fall to further aid the use of technology across the curriculum. Additionally, this fall the school purchased two class sets of iPads to be checked out by classroom teachers and used within the classroom. The Wi-Fi access and iPads are new to the school and teachers have yet to be fully trained on their use.

Nevertheless, having technology available does not necessarily mean it is being used. In classroom observations, few teachers reported seeing technology being used in the classroom. If technology was being used, it was in the form of basic presentations by the teacher in order to give the students information rather than technology that allows the students to actively engage or create for themselves.

A few teachers on campus are actively involved in infusing technology into the classroom experience. Two teachers in the Math Department are actively recording themselves work through problem sets on their iPads, which are then posted as videos for students to review at home. The Language Department has started to use Quizlet, an online program that allows students to work with flashcards in different languages. For example, students write a card in Spanish, the program reads it to them, and they have to write the answer in English. Once students have set this up, they can use Quizlet on a computer or any web-enabled device at home. This has provided the Language Department with a better way to track student vocabulary development.

Another observation made by teachers was the type of writing happening across campus. In student work, students were neither writing nor writing about informational texts. (This term, “informational texts,” is hard to define and every subject has a slightly different definition, but CSU refers to this as “expository texts.”) In English classroom observations, almost all of the writing and reading was based on fiction sources, except for in the senior classes where there was a slightly increased expository focus. In Social Studies, much of the writing and reading was based on secondary source materials like textbooks or online sources rather than the primary source material. In Science, the lab reports have moved away from the detailed lab reports students will be expected to complete in college. While students are involved in rigorous studies across the curriculum, teachers noticed that the materials students are writing about need to shift slightly to match what students will be expected to accomplish in college.

### **Opportunities Beyond the Classroom**

SRVHS has also developed several programs to provide students with access to educational opportunities beyond the core classroom experience. A brand new career technology building houses an auto shop and our award-winning Robotics Program that participates in the FIRST robotics competition every year. The Robotics Program incorporates a variety of skill sets, including CAD drawing, machining parts, computer coding, and construction.

The Environmental Engineering (E2) Academy has grown to over one hundred students, and participants are required to complete environment-focused community service and attend lectures by professionals working in environmental fields. Over the last five years, the E2 students have built and maintained four native plant beds, two vegetable garden beds, and two apple trees. The E2 Academy also runs the recycling program on campus, sponsors two electronic recycling events each year, performs coastal cleanups, and partners with other community organizations to help create a more sustainable school and community.

SRVHS also offers a Careers in Teaching Program that enables students to collaborate with an elementary class and help students and teachers on a one-on-one basis. This course invites students to explore careers in teaching and other education-based professions. The program focuses on a number of topics, including effective teaching skills, foundations of teaching and learning, critical issues in education, student diversity, and career options. Active class participation is enhanced by fieldwork at school sites under the guidance of a mentor teacher. This course is designed for students considering teaching as a profession.

### **Current Knowledge**

SRVHS teachers continue to learn and grow even in the face of increasing budget cuts. The district has provided professional development classes during the annual staff development day and has created a district-wide professional development program that provides ongoing classes and webinars throughout the year. Additionally, every teacher at SRVHS participated in DataDirector training. Many teachers were also able to participate in other trainings, including: the California State Expository Writing Conference, AP conferences, technological instruction conferences, and the Computer Using Educators Conference.<sup>12</sup>

### **Differentiation of Instruction**

Home groups reported that there was a variety of instruction methods occurring in the classroom, such as pairing students together for math or writing assignments, increasing the use of collaborative benchmarks, and giving students the ability to retake quizzes until they reached proficiency. The Resource Department has also partnered with specific teachers to create co-taught classes that have a larger percentage of resource students. This enables the resource teacher to gain a better understanding of the specific assignments and teaching methods employed while also enabling them to help the students with more individualized attention.

### **Evidence**

- Master Schedule
- WASC surveys
- AP test scores
- CST scores
- CAHSEE scores
- Student work
- Teacher observations

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<sup>12</sup> See Category A, Section 4 for a more detailed description of professional development

**Areas of Strength**

- Access to a challenging college-preparatory curriculum
- Classroom discussions and debates
- Student engagement
- Collaborative learning
- Teacher willingness to try new technologies

**Prioritized Areas of Improvement**

- Critical thinking across the curriculum
- Synthesis of multiple sources
- Infusion of technology into all facets of the curriculum
- Writing about informational materials
- Emphasis on lecture and notes in some disciplines

## Category D: Assessment & Accountability

*D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the parents and other shareholders of the community?*

During the first staff development day of the school year, SRVHS administration presents a detailed report on student performance on the Advanced Placement exams, California High School Exit Exam, and California Standards Tests. In addition to this presentation, the administration provides detailed reports for use in department meetings and subject-level collaboration team meetings. These reports have generally been focused on CST performance, but with the addition of common assessments and the continuing development of common finals across defined core academic classes, the reports may now include assessment results from DataDirector, which was implemented in the second semester of 2011.

During the first few department meetings of the school year, teachers work in their departments or subject-level teams discussing testing results in order to identify program strengths and weaknesses and to develop improvement plans to enhance student learning. Over the past two years, the English, Social Studies, Math, and Science Departments have received test results broken down by individual teacher in order to conduct closer analysis. The PTSA, Academic Boosters, and the School Site Council also review the test results. State fitness tests are given to freshmen and the district mails the results to parents in the spring.

Parents, guardians, and other stakeholders are made aware of the school's testing performance via PTSA meetings, the school website, the district websites, the Principal's Newsletter, and the PTSA newsletter, eLINK. Individualized test scores are also mailed home.

Sixty percent of the parents who participated in the 2011 School Site Survey agreed that teachers provide assessment results in a timely manner; 93% percent of parents surveyed agreed that they have adequate access to view student grades; and 55% of parents surveyed agreed that teachers provide sufficient feedback on student performance.

*D2. To what extent do teachers employ a variety of assessment strategies to evaluate student learning?*

*D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?*

During the self-study process, the San Ramon Valley High School staff conducted a schoolwide analysis of the school's programs, including assessment strategies. One of the key conclusions from the self-study is that San Ramon Valley teachers employ a variety of assessment strategies to evaluate student learning. The teachers at San Ramon Valley work both individually and collaboratively to develop effective assessment strategies. The following list details some of the key strategies teachers at San Ramon Valley use to formally assess student progress: multiple choice testing, student presentations, essays, debates,



lab reports, collaborative projects, written reports, listening comprehension and speaking assessments, portfolios, speeches, and performances in drama, music, and dance. Informal assessment strategies, typically used on a daily basis, include: daily performance observation, classroom discussions, journal writing, and homework questions. Departments use both district and state standards as a guide when developing assessments strategies. According to the 2011 School Site Survey, 78% of the teachers stated that students complete a wide variety of activities in their classes; 81% of parents and 76% of the students agreed with this statement. Eighty-one percent of the teachers said that they used a variety of tools to assess student achievement; however, only 43% of parents and 58% of students agreed.

Grading rubrics play a role in helping both students and teachers identify areas for improvement. The extent to which teachers utilize rubrics varies by department; however, rubrics are common practice. Teachers in the Social Studies Department regularly use rubrics to assess student essays and presentations. The English Department has developed common rubrics to assess different types of writing assignments. In the Performing Arts Department, teachers use rubrics to assess theatrical, musical, vocal, and dance performances. Science uses rubrics to grade lab reports. During scheduled collaboration times, teachers meet to refine grading rubrics. While there is collaboration on rubrics, teachers tend to individualize rubrics to meet specific course requirements.

The San Ramon Valley staff is starting to use classroom assessment results as a catalyst for curricular modification. If students do not demonstrate mastery of a particular topic, teachers often reteach a particular section of the unit, provide review exercises, or collaborate with colleagues to design a more effective unit. For students who regularly struggle on assessments, San Ramon Valley offers teacher office hours on Tuesdays and an after-school and at-lunch peer-tutoring program which takes place in the library. The school informs students and parents about tutoring opportunities through a variety of channels: teacher referrals, counselor referrals, campus flyers, parent newsletters, the school's website, Back-to-School Night, Parent Resource Night, and parent-teacher conferences.

As mentioned earlier, collaboration plays a key role in the development of assessment strategies at San Ramon Valley. During the bimonthly collaboration time or during department meetings, teachers meet to develop a variety of assessments. Over the past five years, there has been a concentrated effort by departments to develop common formative and summative assessments. During the 2010–2011 school year, administration mandated that all core subjects have at least a 50% common final. Some departments already had an entirely common final while others developed the 50% common final that year. While the staff has made significant progress in the creation and implementation of common finals (and other common assessments), the analysis of the results of those common finals and the modification of curriculum based on those results is still in the beginning stages and continues to be an area of growth for teachers.

Special Education teachers collaborate with general education teachers to provide appropriate accommodations for those students served by this program. For these students served by the Special Education Department, individualized assessment strategies are developed using information from the student's IEP or 504 plan (monitored by counseling). Accommodations might include taking an un-timed

test, using a word processor to type answers, or having a paraprofessional educator read test questions aloud. Student Study Teams also play a role in developing assessment accommodations. These teams may include, but are not limited to, the school psychologist, counselors, an administrator, classroom teacher(s), the student, and his/her parent(s).

*D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?*

State standardized testing results and school accountability report cards are published on both the district and school websites. Individual testing results are sent via U.S. mail to parents/guardians and a record is kept in the student's cumulative file in the Registrar's Office. Partially disaggregated test results are provided by the administration and discussed at the first staff development day of the year.

The Counseling Department has an extensive academic planning and monitoring system that involves students and parents. For parents of eighth graders, the counselors host "Building Bridges": two evening meetings with the eighth-grade parents to introduce the high school program, graduation requirements, and college entrance requirements. This past summer, counselors made presentations over the summer to incoming freshmen who participate in the "Bridge" program, a program that targets at-risk incoming freshmen students.

Prior to course registration at San Ramon Valley, counselors visit English or Social Studies classes in all grade levels to give class presentations about graduation requirements and college admission criteria. They also meet with students individually to review graduation status reports and review academic goals. In addition to meeting with the students, counselors host a series of evening meetings so parents can stay informed about graduation and college admission requirements. During the meetings for tenth and eleventh grade students and parents, counselors emphasize the importance of registering for the PSAT, SAT, and/or ACT. Special conferences are held for seniors and their parents if there is the possibility of the student failing a course required for graduation. Starting this school year, the Counseling Department will be introducing a district-sponsored program called Naviance, which will help students with career development, course planning, and post-secondary planning.

Individual teachers report student academic progress on many occasions throughout the school year. Teachers are required to update grades on School Loop every three weeks. Within the first six weeks of each quarter, student progress reports are sent home via e-mail. Quarter grades are also sent home via e-mail while semester grades are sent home via U.S. mail and e-mail. In addition, teachers report their grades online and maintain School Loop websites where they post their syllabi, weekly calendars, lectures, homework, course expectations, contact information, and other information important to the course. However, the amount of information available on School Loop varies by teacher. Individual teachers also report on student progress via telephone, e-mail, and parent-teacher conferences. SST, 504, and IEP meetings serve as venues for teachers, parents, counselors, administrators, and students to discuss academic progress. Student achievement is recognized and celebrated through the California

Scholarship Federation (CSF), academic awards nights, sports banquets, the school newspaper, daily bulletin, e-Bulletin, eLINK, Renaissance awards, Academic Letter, and the Principal's Newsletter. The Staff Choice Awards Ceremony has served as an effective means for honoring student achievement in academics and citizenship. Each teacher is given the opportunity to nominate one or two students by completing a computerized form explaining why the Leadership Program should choose his or her particular nominee(s).

During the 2010–2011 school year, the Tuesday schedule was adjusted to allow for teacher office hours to occur from 2:15–3:00 pm. This schedule was also adopted for the 2011–2012 school year. In addition to the Tuesday office hours, individual teachers also offer opportunities for extra help every day before school, during lunch, and after school. Office hours, along with the peer-tutoring program explained in D2, allow for further monitoring of student progress.

This year, another part-time counselor was hired to specifically deal with at-risk students. The counselor has a roster of students who are in danger of failing or with consistent behavioral problems and deals with them exclusively. This has enabled a more systematic approach for these students.

Teachers, counselors, and administrators at San Ramon Valley High School use a variety of strategies to help students and parents monitor academic progress. The following list details some of the key strategies:

- Mandatory three week grade updates by teachers on School Loop
- Mid-quarter progress reports, quarter report cards, and semester report cards sent home via e-mail
- E-mail correspondence with parents
- Parent/Teacher/Student conferences
- Weekly progress reports are offered through the Counseling Office for students and parents/guardians to monitor academic progress
- Parent Resource Night
- Summer Bridge Program

*D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation, and improvement and usage of resources?*

As detailed above, the staff at San Ramon Valley High School spends staff development time, especially in the fall, reviewing standardized testing results to better understand the strengths and weakness of the school's program. The staff's desire to continue improving the school's assessment results is one of the key forces driving school improvement efforts and one of the reasons why we have been moving to more common subject-level team assessments over the past five years.

On the schoolwide level, assessment results led to several recent attempts to improve student achievement. Grade analysis showed that a large number of students have D's and F's over the course of the semester; therefore, there was a move to create a comprehensive schoolwide intervention program which began in the 2009–2010 year. This directed D and F students to participate in an after-school study

hall every Monday, Wednesday, and Thursday. While the staff recognized the need for intervention, they voted not to continue the necessary schedule for the following school year and the program was discontinued. A peer-tutoring program was established for the 2010–2011 school year where students received help during lunch or after school in the library. The program continues to occur this school year.

Assessments results also serve to shape the decisions of the School Site Council (SSC). One of the stated purposes of the SSC is to provide assistance to students testing “basic and below” on the CST. The actions and budget allocations of the SSC are designed to help bring all students into the “proficient and advanced” categories.

Freshmen were found to be in need of extra academic support as they have a high percentage of D’s and F’s. This conclusion led to the creation of a freshman intervention class during the 2009–2010 school year, which was held after school on Mondays. The schedule was not continued for the following school year.<sup>13</sup> However, other efforts are in place to support freshmen, including an orientation and mentoring program called Link Crew, the Bridge Program, and the peer-tutoring program.

Staff collaboration is a key tool in the effort to improve student performance, and there has been an effort over the past five years to increase collaboration opportunities. For example, two Tuesdays of the month are designated for collaboration time. Presentations on collaboration are given to the staff; in addition, staff members have attended conferences on how to build a Professional Learning Community.

On the departmental level, assessment results have also led to several recent efforts to alter/amend student performance (see evidence below).

### **Evidence**

- Online grades through School Loop
- DataDirector
- Mock CAHSEE
- Diagnostic tests
- Peer-tutoring program
- Teacher Tuesday office hours
- Testing results
- Science: lab reports, group PowerPoint presentations, AP Environmental Science portfolio, cell projects, tests, and FRQs
- Visual and Performing Arts: instrumental music competitions and performances; theatre performances, competitions, and improv shows; vocal music shows and competitions; dance shows, competitions, choreography, writing critiques, and performance assignments; business roundtable competition
- Foreign Language: oral and PowerPoint presentations, quizzes, exams, and essays
- Social Studies: U.S. History research paper, Economics Food Court, DBQs, FRQs, essays, quizzes, tests, and discussions

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<sup>13</sup> See Chapter Three for more information on the intervention program

- Special Education: MAZE, fluency assessment, San Diego Quick Phonemic Awareness (2–12), and vocabulary screening
- English: district and departmental fall writes, English 9 analytical paragraph, English 9 and 10 grammar finals, English 9–12 subject-level team common assessments; projects and presentations
- Physical Education: 2010 Physical Fitness Test Summary Report for school and district; Healthy Fitness Zone; written and performance tests
- Mathematics: diagnostic tests, common finals, and statistics projects
- 2011 School Site Survey
- Annual PowerPoint presentation by administration on testing results
- Departmental reports on standardized testing results and common final results
- Science: CST review implemented due to Cell Biology scores; reinforced placement procedures for Biology
- Social Studies: Sociology was replaced with Geography to better support World and U.S. History classes
- Math: In our 2006 WASC report, low CST scores in math were targeted as an area for growth. The Math Department adopted new textbooks and has implemented placements tests to help more appropriately place students in the correct classes. Counseling checks every student's placement in math and counsels incoming ninth graders with a B- or lower to repeat the class at the high school level. The department collaborates on CST scores to help adjust pacing guides.
- Visual and Performing Arts: As students were showing a weakness (in upper levels) in the basic understanding of theater's function, value, approach, and structure, a textbook based on National and California State Theatre Arts Standards was acquired in order to set a common foundation for all students.
- Physical Education: fitness test results, targeting mile run to improve VO2 max scores, and stretching to improve flexibility scores

#### **Areas of Strength**

- Majority of parents/guardians and students access assessments results for feedback
- Majority of teachers use multiple measures to evaluate student achievement of academic standards and school goals
- Teachers maintain high expectations and challenging assignments
- The majority of subject-level teams engage in collaboration and analysis of common assessments
- Staff is in the process of using and receiving training on DataDirector, which is designed for analyzing test results

#### **Prioritized Areas for Improvement**

- Teachers need more training and equipment to facilitate improvements in assessments (e.g. School Loop, DataDirector, Infinite Campus, websites, and wireless network access)
- Analyzing and using data in a time-effective way
- Balancing standardized common assessments and teacher autonomy

## Category E: School Culture

*E-1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?*

San Ramon Valley High School employs a variety of methods for communicating to all stakeholders about opportunities for involvement in the school experience and campus programs that support student learning.

### **Direct Parent and Community Communication**

School Loop is a web-based program that allows all stakeholders access to grades, calendars, and curricular and communication resources and is accessible seven days a week, twenty-four hours a day. All staff as well as parents and students are expected to have a School Loop password and to access this website on a regular basis. Teachers are expected to post grades every three weeks, to upload assignments and resources that are relative to the learning objectives of the class, and to allow a clear path for communication and understanding about course expectations and outcomes. Additionally, the career center, counselors, and the registrar use School Loop to communicate with students and parents regarding deadlines, speakers, information necessary to complete applications, and other important information.

The SRVHS e-Bulletin is sent daily to all parents, students, teachers, and community members who subscribe. The vast majority of the SRVHS community is subscribed. The e-Bulletin is filled with pertinent information about SRVHS; it keeps the stakeholders informed and encourages involvement in the teaching and learning process. The e-Bulletin is also accessible through the school website and includes information for students and parents about the career center, sports, and activities. It also contains links to: the PTSA eLINK newsletter, the after-school tutoring calendar, PTSA parent information, eSCRIP information, the school website, and the monthly school calendar. Teachers, administrators, students, and parents can contribute information for publication in the e-Bulletin.

The school's website ([www.srvhs.net](http://www.srvhs.net)) is also a vital link to information. It contains information about the following aspects of the school's program: academics, athletics, extra-curricular activities, college preparation, publications, resources, and teacher web sites.

The Principal's e-Bulletin is a means of communicating with the staff. Sent out via e-mail at the beginning of every week, the bulletin provides information about the school calendar and upcoming meetings and opportunities for involvement in school functions. It also serves as a reminder of teacher and classroom expectations. It provides strategies for engaging students and supporting student learning in and outside of the classroom.

Student handbooks are given free of charge to each family registering a student at San Ramon Valley High School. The handbooks contain the following: the school's vision and Expected Schoolwide Learning Results (ESLRs); an administrative and staff directory; district contact information; a campus map; listings of parent organizations; attendance and academic policies; campus rules and regulations; and health, safety, and security information.

SRVHS installed a new electronic marquee on Danville Boulevard that displays the dates and times of special events and student programs happening at SRVHS as well as student birthdays.

The Letter from the Principal is delivered on an as-needed basis to the school community. This is another strategy to inform parents and the school community about upcoming events and schoolwide issues and policies, and to encourage parental and community involvement in the learning process. The principal also writes a regular column for the four local newspapers that details issues and events happening at the school.

*The Wolfprint* is a student-run newspaper that strives to provide the student body and parent community of SRVHS with the highest quality information about school activities, programs, and culture. This publication is currently available on the web and allows students and the community to directly access it and interact with the student editors and authors.

Back-to-School Night is an annual event in which parents have the opportunity to follow their child's schedule in the form of ten-minute introductions to their child's classes. This is a highly effective strategy to improve the communication and relationships between parents and teachers. Teachers are expected to provide an engaging experience that outlines their values as educators and to inform parents of class expectations and learning objectives.

Information is also provided to parents and students through a variety of informational events.

*Through the Counseling Department:*

- Parent Resource Night is offered twice each year. These parent evenings provide parents of at-risk students, either socially or academically, a variety of workshops ranging from study skills to social media to risk behaviors of teens. Topics are designed to help parents gain tools to help their child be successful in school. Parents of students struggling with academics, discipline, or attendance are invited to attend. Dinner is served as a way for parents to meet each other.
- To-Be-Sophomore/Junior/Senior Parent Night is an evening workshop held for soon-to-be sophomores/juniors/seniors and their parents, which presents course selection and registration information along with graduation and college admissions requirements. New courses are also highlighted, and the evening includes a brief presentation by a group of students. The PowerPoint of information presented is made available on the SRVHS website for those who cannot attend.

*Through the Career and Counseling Center:*

- AP Night is an evening that includes a panel presentation where students share their perspectives of the AP experience at SRVHS. In addition, a representative from each department briefly explains their departments' AP offerings.
- College 101 is a monthly two and a half hour program for parents designed to educate them about the college planning process and the resources available through the center at SRVHS. A wide variety of topics are discussed, including: the differences between ACT/SAT, financial aid,

the college application process and calendar, and how parents can best help their students through the process.

- FAFSA on the Web Night is held each year. The College and Career Center hosts two evening sessions for parents who need assistance filing their FAFSA financial aid application. A financial aid officer from a local college leads the program. Approximately forty-five families participate in this program every year.
- College Night is hosted by the district each year at one of the four district high schools. The 2011 fair was held at SRVHS. With coordinating support of parents, SRVHS hosted college representatives from approximately 140 schools. Over 2,000 students and families attended this event. A special session on the topic of financial aid was also held.
- Practice SAT/ACTs are held with the support of the school's Academic Boosters. The College and Career Center provides numerous opportunities throughout the year for students to take full-length practice ACT and/or SAT tests. Various test preparation companies proctor these tests and then host follow-up sessions at which test results are returned to students and an overview of testing strategies is given. All proceeds from this program go to the school's Academic Boosters.

#### **Parent and Community Groups and Organizations**

Parents are given the opportunity to join a WASC committee that includes staff, students, administrators, and community members. Parents and students currently serve on all focus groups and on the WASC Leadership Team. Parents and students provide critical input as all stakeholders engage in a comprehensive analysis of the school's entire program.

The members of the School Site Council consist of parents, teachers, administrators, and students. These members are responsible for drafting and voting on the Site Improvement Plan. This plan allocates specific school funds for direct improvement in academic and learning programs. This group meets on the third Wednesday of every month. Members are elected by the school community and are required to serve a minimum of two years on the council.

With 1,500 members, the SRVHS PTSA is the largest PTSA in the district and its members aim to provide money and support to all student programs on campus. The four most important PTSA-sponsored events for keeping members informed and engaged are the following:

- Dad's Night was formed several years ago to allow dads to comfortably relate and learn from community professionals in a dad-centered environment. The meetings are held bimonthly in the evenings on the school campus. One of the many positive outcomes from this group is the increased level of dad participation and volunteerism within the school community. The principal is an integral part of this group.



- Mom's Night came out of the desire to create a nurturing and safe environment for moms to learn, connect, and share experiences. Professionals from within our valley are invited to present information on topics pertinent to raising teenagers. These mini-seminars take place on the school campus four times per year in the evening.
- Brown Bag Lunches were created to accommodate busy parents who cannot attend an evening workshop. These one-hour presentations starting at noon are held on campus on a quarterly basis. The environment is casual, allowing parents to enjoy their lunches while a professional within our community presents topics relevant to parenting teenagers.
- The Building Bridges program at SRVHS is designed to make the transition from middle school to high school as successful as possible. This program consists of two nights of informational meetings and activities for our incoming ninth graders and their parents. Through a panel discussion, they have opportunities to hear from both students and staff members on what life at SRVHS is like as well as ask questions. Counselors are responsible for presenting course selection, academic, and graduation information to parents in a workshop format.

PTSA Members also sponsor the following programs:

- eLINK (an electronic newsletter sent to the school community)
- Special Needs Advocacy and Education
- Wolf Pack Days (school registration process)
- College scholarships to graduating seniors
- Sister School Program (Peres Elementary)
- Grad Night
- Disaster Preparedness
- Grants for Teachers
- Homecoming celebrations
- 100 Year Anniversary Celebration

The Athletic Boosters are dedicated in their support of the men's and women's athletic programs offered at San Ramon Valley High School. Their financial commitment has become a significant factor; it bridges the gap between the costs associated with the athletic programs and the insufficient funds generated by participation fees. The Boosters have historically contributed in excess of \$100,000 annually, and, during the past two years, the financial commitment was just under \$140,000. The Boosters' contribution to the general athletic fund constitutes approximately one-third of the Athletic Department's operating budget.

Wolftones, a 501c-3 non-profit organization established in 1982, offers support to the instrumental music program through parental and community involvement. The members of this organization provide all of the musical instruments, equipment, instructional materials, clinicians, and competition and festival participation fees. In addition, members also provide funds for uniforms for the various performing

ensembles. The district provides a \$200.00 instructional supply budget each year, and Wolfstones provides the additional financial and volunteer support to maintain this quality program.

The Performing Arts Association supported the Dance, Theatre Arts, and Vocal Music programs for twenty-five years, utilizing the expertise and talents of parent volunteers. Recently, this group decided to dissolve in an effort to establish individual support groups for the Vocal Music, Dance, and Theatre Arts programs.

Academic Boosters is a parent-run organization at SRVHS that supports and promotes academic success for all students. The organization's goal is to continue to fund more courses and class sections, to provide support for students, and to fund services which enhance the quality of student education. The Boosters provide financial support for the following:

- Class size reduction
- Free after-school tutoring
- Classroom materials
- Computers and Technology support staff
- Student directory
- Extended Career Center hours
- Academic letter program
- PSAT, SAT, and ACT preparation classes
- Competition entry fees for all of the school's academic teams
- The "College Connection," a quarterly newsletter published by Academic Boosters that is sent to the families of seniors
- Two scholarships each year

Community members help operate the San Ramon Valley Education Foundation, which is a 501c-3 not-for-profit organization, as it works to provide supplemental funding to local schools. The Education Foundation also acts as the umbrella organization for more than fifteen school-affiliated foundations in the district. The Education Foundation is involved in many partnerships that involve the educational community, the parent community, and the local business community. One example is the "Primo's Run for Education," a 5K/half-marathon run that involves more than 4,000 runners and hundreds of parent, student, and community volunteers. The Run for Education raises over \$50,000 each year for the local schools.

*E-2. To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvements?*

SRVHS takes great pride in the planning and implementation of safe school procedures and programs and these actions have made SRVHS one of the safest and cleanest schools in the district. There is a demand in the SRVUSD community to send students to SRVHS because of these efforts. This year we have over 150 intra-district transfers and 70% of those students transferring wrote that the reason for

transferring was that SRVHS is a safer, cleaner, and healthier school. For the past six years, through collaboration with some of the largest students groups, including the Leadership Program, Environmental Engineering Program, and the San Ramon Student Ambassadors/United Wolves Program, the cleanliness and safety of our campus and student population has improved dramatically.

Furthermore, the safety and responsibility of staff and students is so valued that it is part of our ESLRs. ESLR posters are located in all of the school's classrooms and athletic facilities. Students will be able to:

- adhere to district, school, and classroom policies.
- respect diverse cultures, lifestyles, and ideas.
- take personal responsibility for educational goals.
- display academic integrity and honesty.
- exhibit positive citizenship at school and in the community.

### **Clubs, Organizations, and Activities**

There are many programs and groups on campus that help to support safety and responsibility. One of the primary organizations that works to ameliorate bullying on campus as well as to increase drug and alcohol abuse awareness is the Student Ambassador Program (SRSA), which is also called United Wolves. This student intervention program at SRVHS has been in existence since the fall of 2006. The students identify the problem areas on campus and come up with action plans to resolve the issues. Areas of focus include drug/alcohol awareness, campus climate, bullying, GSA, elementary/middle/high school collaboration, school stress, personal and family issues, cyber safety, and campus environment. SRSA is open to all students wishing to make a change or difference in the campus culture while at SRVHS. There are currently 430 students in this program.

In collaboration and coordination with all student clubs and programs, the Leadership Program offers many opportunities for students to become involved in the school experience. This program leads the student body in positive school spirit rallies that recognize student achievements in many activities. The Leadership Program awards athletic, academic, and co-curricular achievements throughout the student body. The students in the Leadership Program also recognize outstanding staff members. They organize all of the school dances and many school events, such as the GQ contest and community services events. The leadership program is also instrumental in the existence of the fifty-one clubs on campus. These clubs offer an opportunity for students to engage in outside activities that interest and excite them.<sup>14</sup>

For the past five years, the E2 Academy, with over one hundred participating members, has been dedicated to changing habits and promoting sustainable behaviors on the SRVHS campus. These students, in accordance with the AP Environmental Science classes, Marine Biology classes, Engineering classes, and Sustainable Danville, have conducted trash audits, installed recycling bins in every class room and around the school, engaged in campus cleanup activities, organized two e-waste events per year and a sustainable car wash kit for car wash fundraising, and constructed six planting beds on the

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<sup>14</sup> See Appendix for complete club list

campus grounds. The E2 Academy continues to make SRVHS a more eco-friendly environment and sustainable campus.

During the 2010–2011 school year, SRVHS started a national program called Character Counts. This program is based on the Six Pillars of Character:

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

These pillars are displayed on large banners attached to the building overlooking the quad. Students are nominated by their teachers and peers for exhibiting behavior that includes one or more of these pillars. Students who are nominated receive a gift card and campus recognition for their positive behavior.

Freshmen Link Crew is a student-driven program that gives freshmen and transfer students an opportunity to interact with upperclassmen and establish positive relationships before the school year begins. The program begins with two days of Link Crew Leader training that teaches the leaders how to effectively lead a small group of ten to fourteen incoming freshmen. On the day of orientation, all incoming freshmen are assigned to a Link Crew Leader, who begins to establish a basic rapport with the freshmen. Throughout the day, students participate in name games and group building games, which lead up to a group task that culminates the experience. Students are also given a campus tour and fed lunch before walking through a school day, going classroom to classroom meeting their teachers. Transfer students have their own tour group separate from the freshmen that caters to their specific questions and needs. Each year we have over 150 applications to be a Link Crew Leader for a program that needs approximately one hundred leaders. Students report that they apply because they want to make a difference for incoming freshmen, just like their senior leader did for them. The program is run by three staff members who have all received the Link Crew Advisor training from the Boomerang Project, based in Santa Cruz. One advisor has also received the follow-up training.

The Gay/Straight Alliance is a large and active group on campus that meets monthly to support the on-campus LGBT community. Club members work to promote awareness and respect for the LGBT community and host several campus-wide events, including the National Day of Silence.

### **Events**

Every 15 Minutes is a national campaign that occurs every three years to educate students on the risks of drug and alcohol abuse and the danger of driving under the influence of these substances. Over the course of two days, announcements are made every fifteen minutes over the intercom that a student has reportedly been killed in a drinking and driving accident. These students are released from school and unable to communicate with their families or friends. On the final day, the Danville Police Department with the help of the Fire Department and John Muir Hospital set up a mock drinking and driving

accident on the football field where the student body and the community can witness the trauma and tragedy that results from drinking and driving. This is a highly effective program that discourages high risk behavior among the students.

Red Ribbon Week coincides with Homecoming, and the annual campaign provides awareness about the physical and emotional effects of drugs and alcohol on the community. Red Ribbons are abundantly placed around campus and students are encouraged to wear a red ribbon on their clothing. Guest speakers share either personal stories of drug and alcohol abuse or the impact of drug and alcohol abuse on the body, the family, and/or the community.

Homecoming Week is an exceptionally fun-filled week with an assortment of safe, clean, and orderly activities for students. Each day of Homecoming Week centers on a new theme in which all students are encouraged to dress up and take part in the positive festivities. Many of the events include float building for the Homecoming Parade, Homecoming Court Nominations and voting activities, a Homecoming Dance, a Homecoming Rally, the announcement of Mr. and Mrs. San Ramon (these are outstanding staff members selected by students), and the Homecoming football game. Homecoming is an all-inclusive week with plenty of opportunities for students to share in school spirit and promote positive behavior within their school and their community.

Grad Night is an all-night “safe and sober” graduation party with games, music, dancing, crafts, food, and prizes. This positive sendoff to the graduating class is organized by the Senior Class parents. They transform the gym using an annual theme. Parents with students in other classes volunteer to work in several shifts. The senior parents spend a year in the planning process for what is always a very successful event.

### **Supervision and Safety**

The administration has hired two additional part-time campus supervisors to help monitor the student body before and after school as well as at lunch and brunch. Teachers are consistently encouraged through the principal’s leadership to step out of the classrooms and help monitor the students and promote responsible behavior.

Each room and area of campus is equipped with an emergency bag with medical supplies, a red binder with evacuation procedures and maps, and a sanitation bucket. Staff is provided with specific steps to ensure student safety in the event of a disaster. The school provides at least one emergency practice every year for the entire staff to learn how to properly evacuate classrooms and ensure student safety.

In order to maintain the academic integrity of the campus, campus supervisors, administrators, and other staff are required to report dress code violations. First offenses require students to report to the attendance office to retrieve extra clothing or a parent must bring them appropriate clothing. There is a continuum of disciplinary actions for students who repeatedly violate dress code violation.

The School Resource Officer is present on campus all day. He provides support for campus supervision as they support positive behavior among all students. This officer is able to interact with students and teachers, share his knowledge of legal protocols, and assist in the intervention and discipline of students who are engaging in negative or high risk behavior that may be endangering themselves or others. SRVHS has a minimal issue with vandalism, arrests, and suspensions.

**E-3.** To what extent do students receive appropriate support along with an individualized learning plan to help ensure academic success?

Students of varying skill levels are given academic support through tutoring and access to enrichment, counseling, and intervention programs. Class size is limited to twenty-six or fewer students for English 9, Transitions to Algebra, Algebra 1, and some Geometry classes. This provides more opportunities for one-on-one time for teachers to provide students individual attention to promote success. Students who have an active Individual Education Plan (IEP) receive Special Education services in the form of academic or Resource tutorial classes. Based on psycho-educational testing, specific IEP goals and objectives are developed. An educational plan is tailored to promote academic success for these students in a comprehensive high school setting. Resource teachers are now a part of the core classroom and are available to offer assistance to all students in these classes.

### **Ongoing Support**

Special Education students have specific Individual Education Programs (IEPs) that address specific Special Education needs. These IEPs are monitored by the Special Education staff. Teachers and staff are required to adhere to these IEPs and provide the accommodations necessary for IEP students to be successful

The SRVHS Resource Department is made up of a collaborative team of credentialed teachers and teacher assistants who work individually with special needs students to help and encourage them to achieve academic success in their core classes. Students with accommodations can access this department to help with test-taking skills, study skills, intervention, and homework.

SRVHS has one on-site psychologist who is available to meet with students and help them work through their academic, social, or emotional challenges at school. This certified professional offers many coping strategies for not only Special Education students, but also to students who may be struggling with personal problems that are impacting their academic success.

The Counseling Office also provides many services directly to students. SRVHS currently has 4.2 counselors with a counseling ration of 500:1. Counselors coordinate Student Study Teams (SSTs), and they provide crisis counseling to students. Additionally, they meet with the school psychologist and special education curriculum leader weekly to discuss at-risk students. They participate in Building Bridges and run Parent Information Nights regarding course selection and registration. In the fall, they hold a College Application Workshop, and prior to course registration, counselors visit English or Social Studies classes in all grade levels to give class presentations about graduation requirements and college admission criteria. They also meet with students individually to review graduation status reports and review academic goals.

To allow for more student intervention time, during the adjusted schedule on Tuesdays, A period is moved to the end of the day. This allows a majority of students who do not have an A period to seek assistance in their classes by going to see their teachers at the end of the day. Teachers are encouraged to keep their rooms open, so that students have access to them and to the lessons of the curriculum.

### Events

Starting in the 2010–2011 school year, Exam Jam was offered to students after school. Teachers and students formed study groups during the week before finals in teachers' classrooms, the library, the staff lounge, and other student friendly areas of campus. Under the direction of a classroom teacher, students received peer-tutoring and review sessions in preparation of final exams.

As of the 2010–2011 school year, freshmen are required to take a diagnostic CAHSEE exam to test their skills and give them practice at taking this standardized test. Students who do not pass this practice test are identified and required to go through an intervention program that provides curricular and skill support, so that they can be successful on the actual examination during their sophomore year. SRVHS currently has a 99% passing rate on the CAHSEE.

*E-4. To what extent do students have access to a system of personal services, activities, and opportunities at the school and within the community?*

San Ramon Valley High School provides a wide array of personal support services as well as curricular and co-curricular activities. The student support services staff includes four guidance counselors, a full-time school psychologist, a speech therapist, two part-time Career Center advisors, one student support counselor, a part-time school nurse, and a psychologist intern. Counselors may also refer families to the Discovery Center where private counseling is offered throughout the year. The school psychologist provides a wide array of psychological support services. In addition to testing responsibilities, the psychologist meets with individual Special Education students, runs social skills groups, consults with teachers and students on the SST team, and attends IEP meetings. IEP meetings and services are coordinated by the five full-time resource specialists or one of the five full-time special day teachers, depending on the student's functional level.

The Counseling Office provides academic, social, emotional, and career services to students that enable them to realize their potential. The Counseling Office has an open door policy and students are encouraged through outreach programs and teacher recommendations to seek individual help through the department. In an effort to increase the accessibility of the counselors, the school administration reduced the number of general campus supervision hours for counselors; this allows them to be available for students during break, lunch, and before or after school. Services provided by the Counseling Office include the following:

- Academic program planning
- Review of graduation status reports
- Assistance with Student Study Team, IEP, and 504 meetings
- College entrance test interpretation
- Financial aid information
- Vocational and career guidance
- Personal counseling

The Counseling Department also facilitates the annual Honors and Advanced Placement Information Night for students and parents. The assistant principals and counselors meet weekly to develop assistance plans for students who are having academic or behavioral issues. The assistant principals, counselors, and principal meet weekly to discuss schoolwide issues.

Incoming freshmen receive critical support to help with the adjustment to high school. As mentioned above, the counselors hold informational meetings at the feeder middle schools and host the Building Bridges meeting. To help introduce the various arts programs at San Ramon Valley, there is an annual Fine Arts assembly for students from the feeder middle schools. The program also sponsors a Freshman and New Student Orientation held the Friday before school begins. During the school year, Link Crew reaches out to freshmen and new students to help them connect to the school.

San Ramon Valley High School's Career Center is open during school hours, at lunch, and after school. The center is designed to assist students in every phase of the college application process, including financial aid and scholarships. There Career Center offers a number of test preparation books for all of the standard college entrance examinations, a collection of college guidebooks, and computer programs that help students hone in on the right college. Representatives from approximately fifty universities come to the center each year to deliver presentations to San Ramon Valley students. The Career Center staff, working with the other district high schools, helps coordinate an annual College Night, which is an opportunity for parents and students to collect information on a wide variety of colleges, make contact with admission staff, and gather information about opportunities in the military and other vocations. There were 135 colleges represented at the 2011 College Night. Career Center personnel from each high school work on varying aspects of this event and many parent volunteers are utilized to ensure a successful evening. The center also arranges meetings with students and their parents to coordinate and plan for the student's future academic and career goals. Vocational resources are available for students not intending to go to college directly after high school. They also provide information on all the summer programs available to students. A list of student tutors is maintained as well as a binder of private tutors who are available in the community. Current employment opportunities are posted on the job board, and in the spring, materials are accessible which cover the wide array of summer programs available to students. Additionally, the Career Center hosts College 101, a monthly two and a half hour program for parents designed to educate them about the college planning process and the resources available through the center at SRVHS. A wide variety of topics are discussed, including: the differences between ACT/SAT, financial aid, the college application process and calendar, and how parents can best help their students through the process.

The Career Center organizes a Career Day for juniors and seniors every other year. The staff organizes this event with the support of many parent volunteers. The goal is to expose students to careers they might never have thought of or knew little about. In the past, some of the speakers included alumni or the parents of current or former students. Measures of success for the day were determined by a questionnaire given to the teachers who hosted speakers in their classes as well as from anecdotal input from students and parents.



An integral part of student support is helping students maintain regular attendance. The assistant principals work with the counselors, attendance office staff, campus monitors, and teachers to ensure consistent attendance and the ability to accurately use the new attendance software Infinite Campus. Three full-time classified staff members process the attendance information, and the school uses an automated phone system that telephones students' homes with absence information. Two campus monitors assist with tardy referrals and chronic attendance problems. Habitual tardiness can lead to consequences such as morning detention or Saturday School. This process helps ensure that students are given every opportunity to be successful and responsible learners.

San Ramon Valley High School provides additional student support through the use of the Internet. The school web page allows parents to stay informed about school events. Many teachers have developed their own web pages that feature online calendars to keep parents and students connected with important dates for projects and tests. E-mail is used extensively between teachers and parents to support open communication linking school and home. There is an e-Bulletin, Principal's Newsletter, and a one minute morning announcement during fist period every day.

Teacher involvement at San Ramon Valley reflects the high level of commitment the staff has to nurturing the mind, body, and spirit of the students. Many members of the staff attend school events, not as a part of their duties, but to support the students outside of the classroom. Teachers frequently allocate time during lunch as well as before and after school to assist students and serve as club advisers. Teachers are also regular participants in 504, IEP, and Student Study Team meetings.

Co-curricular and extracurricular activities help foster a positive learning environment at San Ramon Valley High School. Currently, San Ramon Valley hosts over thirty clubs as well as Yearbook, Newspaper, Youth and Government, Speech and Debate, Science Alliance, Drama, Instrumental Music, Robotics, Model United Nations, Vocal Music, Video Production, Dance, and Mock Trial. The wide variety of co-curricular and extracurricular activities supports the diverse interests of students and provides the students with opportunities beyond the classroom. The staff is regularly seeking ways to implement new programs, so that all students have a program that best suits their interests. Students are informed about these clubs through the school website and on the Annual Club Day.

San Ramon Valley High School has an active and effective Leadership Program. The goal of the Leadership Program is to develop the skills necessary for student officers to fulfill the duties of their offices and to become effective leaders. Leadership classes give students the opportunity to work with their peers, school staff, and community members in order to promote a positive school experience and to develop a strong school community. The principal meets with the Leadership students once a month to discuss campus issues. There is also a regular House of Representatives meeting that serves as a forum to address student concerns. There is also a weekly student council that oversees expenses, approves budgets, and informs students about upcoming events.

Leadership students promote school unity, pride, and involvement by setting high leadership standards and working proactively with all students, staff, and the community. Under the direction of the Activities Director, the Leadership classes are responsible for schoolwide student activities including facilitation of

all clubs and activities on campus. The following list contains some of the activities sponsored by the Leadership Program: Homecoming, Spirit Weeks, Greek Games, Red Ribbon Week, the Renaissance Assembly, the Fine Arts Assembly, intramural contests, after-school dances, club carnivals, Battle of the Bands, the Mr. GQ contest, rallies, assemblies, staff appreciation week, and lunchtime entertainment.

One of Leadership's most important programs is Every 15 Minutes. This two-day program challenges students to think about drinking, driving, personal safety, the responsibility of making mature decisions, and the impact these decisions have on family, friends, and the community. Every 15 Minutes is dramatic and emotional. San Ramon Valley High School began the first Every 15 Minutes program in the district in 2001 and has repeated the program every three years since. The program rotates between the three high schools in the San Ramon Valley Unified School District. It brings together a broad coalition of interested local agencies, such as the California Highway Patrol, Danville Police, local hospitals, emergency medical responders, and community leaders, with the goal of reducing alcohol-related incidents among youth. The program takes between eight and ten months of careful planning with a cost of approximately \$10,000.

Students in the Leadership Program place a strong emphasis on community service. San Ramon Valley has partnered with Peres Elementary School in Richmond, a school that has a large percentage of students from disadvantaged backgrounds. Each year, with the help of the PTSA, Leadership students provide every Peres student with school supplies in the fall, a gift for the holiday season, and a new book. Leadership also sponsors several blood drives and canned food and clothing drives during the year. Leadership students respond to world disasters as the need arises.

In addition to these activities, the Leadership Program works to recognize students for achievement through its Renaissance Program. The objective of this program is to motivate individual students to achieve excellence in the areas of attendance, academics, and citizenship. Renaissance rewards all students who receive one of the following:

- 4.0 grade point average
- Four outstanding citizenship marks per quarter
- .5 grade point average improvement
- 3.5 grade point average while participating in athletics or advanced fine arts
- Student of the Month

Rewards include public recognition, T-shirts, small gifts, and coupons. The number of students recognized by the Renaissance Program has improved 13% since the 2002–2003 school year. Renaissance also partners with the Oakland Athletics in the "Stay in School Challenge."

San Ramon Valley High School has exceptional Visual and Performing Arts Programs that are available to the entire student body. There is a wide variety of Fine Arts classes at San Ramon Valley: Vocal Music, Instrumental Music, Theater Arts, Drama, Dance, Digital Photography, Photography (35mm black and white), Art, Video Production, Graphic Design, and Oral Interpretation. All programs are award-winning and have participated in a variety of competitions and festivals, including the CMEA Music Festival,

Central CA Board Review and Jazz competition, Santa Cruz Jazz Festival, the Northern California Golden State Choral Competition, Lenea Festival, California Speech and Debate State Tournament, and the Business Roundtable. The school also has Cancan and Dance Line competition teams that compete twice a year and travel to Los Angeles for instruction from professional choreographers. The Fine Arts teachers are experts in their respective fields and are regularly asked to be guest directors and clinicians. The Instrumental Music Director is the President-elect of the California Music Education Association and the Vocal Music Director is the President-elect of the California State American Choral Director's Association at both the regional and state level. The Speech and Debate teacher is the President of the Golden Gate Speech Association. The new four-hundred seat Performing Arts Center is used by both the school and the community. The school honors Scholar Performers with a Fine Arts letter and students are recognized for outstanding performances at the annual Wolfie Awards.

San Ramon Valley students have been heavily involved in the Youth and Government Program. The SRVHS Y and G Program is currently the largest delegation in the state. An SRVHS student has been elected to the position of secretary of state, the second highest position a delegate can earn. Run through the YMCA with help from San Ramon Valley parents and community volunteers, the program provides ninth through twelfth graders with the opportunity to participate in a hands-on learning program. San Ramon Valley has participated in this program for over fifteen years.

Coordinated by an administrator and teacher, the Model United Nations Program brings together teachers, parents, and students in a weekly seminar to study world issues. Parents, community members, professionals, and even mayors Willie Brown and Gavin Newsom have been involved either as speakers or as program supporters. The issues addressed in this program correlate directly with the curriculum in AP Comparative Politics and World and Cultural Geography. Students in the school's International Studies Academy play a key role in the school's Model United Nations program.

San Ramon Valley High School is very proud of its Athletic Program, especially its ability to foster teamwork and build self-esteem. Twenty-seven boys and girls sports teams are in place at San Ramon Valley, and they each have different performance and challenge levels. Throughout the course of an academic year, over 1,100 students participate on one of the interscholastic teams. San Ramon Valley is committed to the highest standards of sportsmanship, teamwork, scholarship, and citizenship. In order to participate in athletics, students must have at least a grade point average of 2.0 and maintain that average throughout the season. All coaches work closely with the administration to ensure both the academic and athletic success of the students on their teams. In the San Ramon Valley High School Athletic Department, staff and students work closely with each other to create a safe and supportive, yet highly challenging and rewarding environment. All varsity level teams have the potential to participate in North Coast Section Championships. In conjunction with the Leadership Program, the Athletic Department provides students with the opportunity to play intramural sports during lunch.

**Evidence**

- Campus safety maps and procedures
- Campus Safety Supervisors
- Anti-harassment posters
- SRSA Materials
- Anti-harassment information in the Teacher Handbook
- Parent/Student Handbook
- Building Bridges evening
- e-Bulletin
- Annual Parent Information Pamphlet
- Evacuation routes posted in classrooms
- ESLRs posted in classrooms
- E2 Academy brochure and information
- Character Counts Letter and Nomination Slip
- Homecoming brochure
- CPR/First Aid cards
- Discovery Center information
- District Anti-Harassment Training Program
- Student work on anti-harassment activity
- Student Study Team (SST) information
- Individual Education Plan (IEP) information
- 504 Plan information
- List of support staff found in the Teacher Handbook
- Student Assignment Notebook
- Link Crew information
- Attendance and behavioral contracts
- School Webpage: [www.srvhs.net](http://www.srvhs.net)
- SRVHS Calendar
- Renaissance Program handout
- Red Ribbon Week
- Blood Drive
- Fine Arts programs from concerts
- Staff Appreciation Day
- Clubs and activities handouts
- e-Bulletin
- Principal's e-Bulletin
- Marquee
- PTSA
- Wolftones
- Athletic Boosters
- Grad Night 2011

- Academic Boosters By-Laws
- Performing Arts
- Business Roundtable
- Peres Elementary School
- Budget for PTSA
- Copy of “Inside Your Schools”
- District Website: [www.srvush.k12.ca.us](http://www.srvush.k12.ca.us)
- Career Day brochure and questionnaire
- Back-to-School Night program
- YMCA Youth and Government brochure: [www.calymca.org](http://www.calymca.org)

**Areas of Strength**

- Incredible parent and community support through contributions, volunteers, programs, and activities
- The school community supports the academic, social, and emotional development of students at all functioning levels
- Provide a safe, welcoming environment that is consistently recognized by the community
- Provide a variety of academic, extra-curricular, co-curricular, and social activities in an effort to reach all interests of students
- Multidirectional tools and opportunities for communication between staff, parents, and students
- Amazing school spirit rooted in tradition
- Maintain high standards for academic focus and growth

**Prioritized Areas of Improvement**

- Design electives that meet the needs of both college and non-college bound students
- Inform and educate parents of non-college bound students about non-college prep and elective courses
- Increase integration of career direction in core courses
- Reinvigorate technology committee to advocate for improving technology resources on campus
- Provide opportunities and invitations for district personnel to visit and observe the student and teacher experience
- Improve the utilization of the Wolf Foundation
- Create a quarterly forum for district and school employees to discuss areas for growth

## Chapter V: Schoolwide Action Plan

### 1. Critical Thinking

*Increase critical thinking and problem solving skills of students in all disciplines.*

**Rationale:**

Student performance data, community survey results, and WASC focus group input indicate that students need more support with their critical thinking and problem solving skills.

**Growth Target:**

- By supporting students as they engage in the most rigorous aspects of our curriculum, increase the schoolwide API score by 5 points annually and increase the percentage of students scoring advanced or proficient on the CSTs by 3-5% in the all the disciplines assessed.
- Decrease the percentage of students earning semester D & F grades by 3-5%.

**ESLRs Addressed:**

#1, #2, #3

**Assessment:**

In addition to CST and D & F Data, SRVHS will assess progress through the yearly examination of student work and teacher observations by administrators, curriculum leaders, and other teachers. Assessment will also happen through staff, student, and parent surveys as well as ongoing discussion by WASC home and focus groups. WASC Focus groups will meet at least once a year to evaluate the progress and need for each of the action plan steps.

**Reporting:**

Progress will be reported through staff meetings, department meetings, and subject level team meetings. Parents will be informed of major developments and changes through the PTSA and Principal’s Bulletins. Students will be informed through their teachers and the daily announcements.

Action Plan Steps	Who is Responsible?	Resources Needed?	When Will it Happen?
1.) Provide time for cross-curricular collaboration to develop strategies for addressing critical thinking skills	- Administration - Curriculum Leaders - Subject-Level Teams	- Meeting Time - Substitutes for Days Away	- Spring 2012 - Ongoing
2.) Revisit, refine, and enforce school guidelines for math placement	- Administration - Counselors - Math Department	- Meeting Time	- Spring 2012
3.) Expand critical thinking projects for individual classes across the curriculum	- Subject-Level Teams - Teachers	- Meeting Time	- Fall 2010

## CHAPTER V: Schoolwide Action Plan

4.) Strengthen and expand the peer-tutoring program by encouraging more students to attend and by providing tutors with training on how to approach critical thinking problems	- Administration - Counselors - Tutoring Program Coordinator - Parents	- Training Resources - Parent Support - Funding for Adult Supervision Time	- Spring 2012
5.) Strengthen vertical articulation with middle school teachers to gain insight into student performance and placement	- Administration - Subject-Level Teams	- Meeting Time	- Fall 2012
6.) Increase primary source analysis in English and Social Studies	- English & Social Studies Subject-Level Teams	- Meeting Time - Professional Development - Primary Source Resources	- Fall 2012 - Ongoing
7.) Increase the use of common academic language definitions per subject	- Subject-Level Teams	- Professional Development - Academic Language Resources	- Spring 2012 - Ongoing
8.) Analyze the national Common Core standards to identify ways to integrate future critical thinking standards into the math curriculum	- Departments - Subject-Level Teams	- Meeting Time - Professional Development	- Fall 2012

## 2. Writing

*Improve the ability of students to comprehend and write informational (expository) texts across all disciplines.*

### **Rationale:**

College entrance results, primarily the EAP and CSU preparedness tests, along with community survey results and WASC focus group feedback indicate that students need more support with informational (expository) texts.

### **Growth Target:**

Through an interdisciplinary focus on reading and writing, improve student performance on the following assessments:

- CAHSEE Initial Test: 5% annual increase of students testing “Proficient” or “Advanced”
- Early Assessment Program (EAP): 3% annual increase of students testing “College Ready” in writing

CHAPTER V: Schoolwide Action Plan

**ESLRs Addressed:**

#1, #2, #3

**Assessment:**

Progress will be assessed through CAHSEE results as well as EAP and other college entrance results. Additionally, the use of Naviance as an exit survey will help to assess this action plan step. SRVHS will also assess progress through the yearly examination of student work and teacher observations by administrators, curriculum leaders, and other teachers. Assessment will also happen through staff, student, and parent surveys as well as ongoing discussion by WASC home and focus groups. WASC Focus groups will meet at least once a year to evaluate the progress and need for each of the action plan steps.

**Reporting:**

Progress will be reported through staff meetings, department meetings, and subject level team meetings. Parents will be informed of major developments and changes through the PTSA and Principal’s Bulletins. Students will be informed through their teachers and the daily announcements.

Action Plan Steps	Who is Responsible?	Resources Needed?	When Will it Happen?
1.) Assemble and Evaluate an inventory of the writing currently happening	- Teachers - Departments - Administration	- Inventory Organization Tool - Meeting Time	- Spring 2012
2.) Expand cross-curricular collaboration to meet and develop strategies for addressing critical reading and writing skills	- Subject-Level Teams - Departments - Administration	- Meeting Time - Professional Development	- Fall 2012
3.) Develop an expository writing skills ladder including common writing standards with respect to grammar and citation	- Subject-Level Teams - Departments - Administration	- Meeting Time	- Fall 2012
4.) Implement an online interdisciplinary writing resource center	- Administration - Writing Resource Center Coordinator	- Writing Resource Center Coordinator - Meeting Time	- Develop 2012-2013 - Implement 2013-2014
5.) Investigate grading support for teachers	- Administration - Departments	- Meeting Time - Funding	- Fall 2012
6.) Collaborate and train teachers on the use of the CSU Expository Reading and Writing Program	- Administration - Subject-Level Teams	- Meeting Time	- Fall 2012
7.) Increase technical writing across curriculum	- Administration - Departments - Subject-Level Teams	- Meeting Time - Professional Development - Writing Resources	- Spring 2012
8.) Utilize the library as a resource for technology and research across the curriculum	- Subject-Level Teams - Teachers - Library Media Specialist	- Funding - Professional Development	- Spring 2012



## CHAPTER V: Schoolwide Action Plan

9.) Develop common resources for teaching reading comprehension strategies and note taking skills and disseminate the resources through staff development	- Administration - Departments - Subject-Level Teams	- Professional Development - Meeting Time	- Fall 2012
10.) Increase understanding of collegiate writing expectations and entrance tests	- Administration - Departments - Subject-Level Teams	- Meeting Time - Outside Speakers	- Fall 2012
11.) Analyze the national Common Core standards to identify ways to integrate technical writing standards into the English curriculum	- Departments - Subject-Level Teams	- Meeting Time - Professional Development	- Fall 2012

### 3. Technology

*Enhance student engagement and learning through the appropriate use of 21st-century technology.*

#### **Rationale:**

Community survey results and WASC focus group feedback indicate that enhancing student engagement through technology not only needs support on campus but that it is also a priority on campus.

#### **Growth Target:**

Through the use of the Technology Integration Matrix (Florida Center for Instructional Technology) increase the level of technology integration in the curriculum.<sup>15</sup>

#### **ESLRs Addressed:**

#1, #2, #3

#### **Assessment:**

Progress will primarily be through the ongoing use of the Technology Integration Matrix. Additionally, SRVHS will assess progress through the yearly examination of student work and teacher observations by administrators, curriculum leaders, and other teachers. Assessment will also happen through staff, student, and parent surveys as well as ongoing discussion by WASC home and focus groups. WASC Focus groups will meet at least once a year to evaluate the progress and need for each of the action plan steps.

#### **Reporting:**

Progress will be reported through staff meetings, department meetings, and subject level team meetings. Parents will be informed of major developments and changes through the PTSA and Principal's Bulletins. Students will be informed through their teachers and the daily announcements.

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<sup>15</sup> See appendix for a summary of the matrix or [mytechmatrix.org](http://mytechmatrix.org) for more information.

CHAPTER V: Schoolwide Action Plan

Action Plan Steps	Who is Responsible?	Resources Needed?	When Will it Happen?
1.) Continually revisit, update, and distribute the SRVHS technology plan	- Administration - Technology Committee	- Meeting Time	- Fall 2012 - Ongoing
2.) Strengthen the technology committee as a decision making body to include all stakeholders	- Administration - Technology Committee	- Meeting Time	- Spring 2012
3.) Create a technology skills ladder mapping out the specific skills every student should master by the completion of each grade level	- Technology Committee - Departments	- Meeting Time	- Fall 2012
4.) Develop interdisciplinary staff technology cohorts	- Administration - Interested Teachers	- Meeting Time - Funding for Technology	- Fall 2012
5.) Expand site-based professional development in technology	- Administration	- Meeting Time - Funding for Professional Development	- Fall 2012
6.) Develop a computer language lab for the world language department	- Administration - World Language Department	- Location - Funding for Computers & Software - Professional Development	- Fall 2012
7.) Investigate ways to expand textbook accessibility online	- Administration - Technology Committee - Departments	- Meeting Time	- Fall 2012
8.) Develop an online SRVHS technology resource for students and staff that includes technology resources: best practices, recommended hardware and software, and professional development.	- Administration - Technology Committee - Subject-Level Teams	- Meeting Time	- Fall 2012
9.) Investigate new sources of funding for technology and support	- Administration - Technology Committee	- Meeting Time	- Spring 2012

**4. Culture**

*Maintain and strengthen a safe and welcoming school culture that fosters student engagement and learning*

**Rationale:**

Community survey results and WASC focus group feedback indicate that people value the culture already created on campus and overwhelmingly want to maintain and strengthen the existing climate on campus.

**Growth Target:**

By building positive relationships through campus climate initiatives, improve campus culture as indicated by the following:

- 5% annual reduction in the number of disciplinary referrals
- 3-5% annual reduction in the incidence of bullying and harassment as measured by the annual California Healthy Kids Survey.

**ESLRs Addressed:**

#4

**Assessment:**

Progress will be assessed through the disciplinary referral data and the healthy kids survey. Assessment will also happen through staff, student, and parent surveys as well as ongoing discussion by WASC home and focus groups. WASC Focus groups will meet at least once a year to evaluate the progress and need for each of the action plan steps.

**Reporting:**

Progress will be reported through staff meetings, department meetings, and subject level team meetings. Parents will be informed of major developments and changes through the PTSA and Principal’s Bulletins. Students will be informed through their teachers and the daily announcements.

Action Plan Steps	Who is Responsible?	Resources Needed?	When Will it Happen?
1.) Develop a protocol for monthly committee meetings with staff, students, and administration to re-establish the shared decision making model for school policy changes	- Administration - Leadership Team	- Meeting Time	- Fall 2012

CHAPTER V: Schoolwide Action Plan

2.) Expand campus cleanup efforts to include groups beyond environmentally-orientated clubs	- Administration - Student Clubs and Organization - Campus Climate Committee	- Funding for clean up efforts	- Fall 2012
3.) Investigate the formalized use of a peer to peer mediation program through the San Ramon Student Ambassadors Program and the ASB Leadership Program	- Administration - SRSA - Leadership Program	- Meeting Time - Funding for Staffing	- Fall 2012
4.) Incorporate the Character Counts program more fully into all facets of the school	- Administration - Leadership Program - Campus Climate Committee - Subject-Level Teams	- Funding for Professional Development - Meeting Time - Funding for Program	- Fall 2012
5.) Develop and maintain a cyber awareness/cyber safety program	- Technology Committee - Departments	- Meeting Time	- Fall 2012 - Ongoing
6.) Expand and assess the effectiveness of the parent resource night to include more families in order to strengthen the focus of campus climate issues, especially bullying and harassment	- Administration - Counseling Department		- Fall 2012 - Ongoing
7.) Utilize Naviance to survey students about campus climate issues and to solicit feedback on how to improve the climate on campus	- Departments - Career Center - Campus Climate Committee	- Naviance - Career Center Funding	- Spring 2012

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# Master Schedule 2011 - 2012

Teacher Name	A Period	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Macphail, Carol *CL		Dance 2 [DR]	Dance 5 [DR]	Dance 3 [DR]	Dance 4 [DR]		Dance 1 [DR]
Melvin, Eric		US History [B2]	World History [B2]	World History [B2]		W History [B2]	US History [B2]
Moran, Liam			Biology [S5]	Life Science [S5]	Biology [S5]	Biology [S5]	Biology [S5]
Morris, Ray		AP Statistics [K2]	AP Statistics [K2]	AP Statistics [K2]	Geometry [K2]		Geometry [K2]
Moruz,Anna		Spanish 2 [D207]	Spanish 2 [D207]	Spanish 1 [D207]	Spanish 1 [D207]		Spanish 1 [D207]
Muldowney, Jeanne		English 10 [D105]	English 10 [D105]	AP Eng Lang [D105]		AP Eng Lang [D105]	English 10 [D105]
Naritomi, Tracy				Culinary Arts[A1]	Culinary Arts [A1]	Culinary Arts [A1]	
Nawim, Sara		Biology [L2]	Biology [L2]	Chemistry [L2]	Chemistry [L2]		Chemistry [L2]
NoackSmith, Jen		Adv Math Top [K4]	Algebra 2 [K4]	Adv Math Top [K4]		Algebra 2 [K4]	Algebra 2 [K4]
Nolan, Molly			Adv Math Top [K3]	Adv Algebra 2 [K3]	Adv Algebra 2 [K3]	Algebra 1 [K3]	Algebra 1 [K3]
Pike, Kerri		English 11 [I4]	English 12 [I4]	English 11 [I4]		English 12 [I4]	English 11 [I4]
Pinkerton, Zach				English 10 Adv [I5]	English 10 Adv [I5]	English 9 [I4]	English 10 Adv [I5]
Poppas, Christele			French 2 [D206]	French 2 [D206]	Hon Fr 4 [D206]	French 3 [D206]	
Purcell, Merian	Spanish 3 [D202]	Spanish 2 [D202]	Spanish 3 [D202]	Spanish 2 [D202]		Spanish 3 [D202]	
Ramos, Dearborn			Biology [L3]	Int Phy Sci [L3]	Biology [L3]	Biology [L3]	Biology [L3]
Raynor, John							Bktball Cond [AG]
Regalia, Susan		Geometry [P1]		Algebra 2 [P1]	Geometry [P1]	Geometry [P1]	Algebra 2 [P1]
Reifers, Jackie		Tutorial [F1]	Tutorial [F1]			Support Sci [S2]	9th Tutorial [F3]
Roeder , Teresa				Tutorial [F3]	Support Eng [A3]	Tutorial [F3]	9th Tutorial [F3]
Rossi, Meghan		English 9 [R6]	English 11 [R6]		English 9 [R6]	English 9 [R6]	English 9 [R6]
Rowell, Suzanne				French 1 [D208]	French 3 [D208]	AP French [D208]	
Sabatini, Lisa			AP Eng Lit [D101]	AP Eng Lit [D101]	English 11 [D101]	English 11 [D101]	English 11 [D101]
Salge, Alicia			Anat/Phy [S2]	Anat/Phy [S2]	Int Phy Sci [S2]	Int Phy Sci [S2]	Int Phy Sci [S2]
Santos, David			Geometry [K1]	Geometry [K1]	Geometry [K1]	Algebra 1 [K1]	Algebra 1 [K1]
Schar, Bonnie				Sports Med [LG]	Sports Med [LG]	Sports Med [LG]	Adv Sp Med [LG]
Sekera, Cindi		ELD Adv [D106]	Career/Teach [D106]	Career/Teach [D106]		Digit Arts [D106]	Wk Exp [D106]
Silva, Phil		English 12 [E4]	English 12 [E4]		English 9 [E4]	English 9 [E4]	English 12 [E4]
Slater, Mike	US History [C4]	World Geog [C4]	World Geog [C4]		WW2 [C4]	US History [C4]	
Smith, Craig	Algebra 1 [R4]	Algebra 1 [R4]				Algebra 1 [R4]	Geometry [R4]
Stephens, Matthew			US History [C5]	US History [C5]	W History [C5]	US History [C5]	W History [C5]
Stevens, Tim *CL		Economics [B4]	Economics [B4]	Economics [B4]	Am Gov NCP [B4]		Economics [B4]
Study Hall		Study Hall [R7]	Study Hall [R7]	Study Hall [R7]	Study Hall [R7]	Study Hall [R7]	Study Hall [R7]
Tomada, Angela	Biology [L1]	Biology [L1]	Hon Anat/Phy [L1]	Hon Anat/Phy [L1]	Hon Anat/Phy [L1]		
Torquemada, Jeff		Art 1 [J3]	Art 1 [J3]	Art 2/Studio [J3]	Art 2/Studio [J3]	3D 1 & 2 [J3]	
VanNess, Donald	Algebra 2 [H1]	AP Physics B [H1]	Physics [H1]	Hon Phy [H1]	Hon Phy [H1]		
Van Wolbeck, Chris		Auto Tech [AS]	Auto 1 [AS]	Auto 1 [AS]		Auto 1 [AS]	Alt Fuels/Veh [AS]
Wallace, Steve	Hon Pre Calc [G4]	Algebra 2 [G4]	Algebra 1 [G4]	Hon Pre Calc [G4]		Hon Pre Calc [G4]	
Ward, Joan		Yoga [FR]	PE 9 [AG]		PE 9 [AG]	Dance 1 [DR]	Yoga [FR]
Weible, Ryan		Theatre 3 [PAC]	Creat Write [PAC]	Theatre 4 [PAC]	Thea Art 1 [PAC]		Thea Prod [PAC]
Wigginton, Shannon		PE 9 [AG]	PE 9 [AG]			PE 9 [AG]	Sport Cond [AG]
Willford, Janet		Oral Int/Sp 2 [A2]	Oral Int/Sp 2 [A2]	Leadership [A2]	Leadership [A2]		
Williams, Andy		Photo [J1]	Photo [J1]	Photo [J1]	Art 1 [J2]	Art 1 [J2]	
Willis, Kenon	Algebra 1 [P3]	Algebra 1 [P3]	Geometry [P3]		Algebra 1 [P3]	Geometry [P3]	
Zumbro, Rick *CL	AP Calc BC [G5]	Geometry [G5]	AP Calc AB [G5]	Geometry [G5]	AP Calc AB [G5]		

## SIP Budget 2011 - 2012

<b>Original Budget</b>	<b>Description</b>
\$ 9,000	Classified Extra pay
\$ 3,600	Substitute coverage
\$ 20,000	CL Extra Pay stipends
\$ 6,000	General Supplies
\$ 16,501	Equipment
\$ 4,000	Conference Expense
\$ 2,500	Other professional services
\$ 11,000	Technician partial funding
<b>\$ 72,601</b>	<b>2011-12 Budget</b>
<b>\$ 444</b>	2010-11 Carry Over
<b>\$ 73,045 Total Budget available for 2011-12</b>	

# Course Descriptions

Course Catalog  
2011 – 2012

## SOCIAL STUDIES

### **World Geography and Culture**

This required semester-long 9th grade course constructs a foundation for 10th, 11th, and 12th grade social science curricula through the study of culture in a geographical context. Physical geography is organized in terms of location, place, environment, movement, and region. Cultural studies focus on understanding concepts that describe political, economic beliefs, and social systems along with learning about present day ways of life around the world and their historical backgrounds. In addition, students will incorporate map work, globes, graphs, the internet, library resources and class discussions.

*CSU/UC: "a"*

### **World History I & II**

This required year long 10th grade course presents a narrative of world history from the roots of democracy through the present. The course traces the development of civilizations throughout the world. Themes include political change, economic development, the growth of science and technology, the effect of contact between cultures, and creativity in the arts. Skill emphasis will include reading, analysis, speaking, note-taking, writing and research.

*CSU/UC: "a"*

### **AP European History (10–12)**

This course is a full year introductory college course that covers European history from 1450 to the present. Students will gain an understanding of geography and the chronology of the major events and trends of that time period. Instruction will include the principal themes in modern European history, an ability to analyze historical evidence, and an ability to express historical understanding in writing. The course covers the cultural, political, and socio-economic history of Europe in preparation for the AP exam. For sophomores, this class will replace World History 2/3. For upper classmen, this class will be counted as a Social Studies elective.

**Prerequisite:** "B" or better in the prior AP Social Studies course, if applicable, or "A's" in prior college prep Social Studies course and English course, or successful completion of qualifying assessment.

*CSU/UC: "a"*

### **United States History I & II**

This 11th grade course is required for graduation. This is a survey course covering the major political, economic, social, and cultural developments of United States history.

*CSU/UC: "a"*



### **AP United States History**

All students interested in this course should sign-up for U.S. History. Following a possible placement assessment the counselors may place students into U.S. History AP. This class is a challenging two-semester course that is meant to be the equivalent of a freshman college course. The content is comprised of a complete survey of American history from the age of exploration to the present using multiple perspectives. Emphasis will be placed on critical and evaluative thinking skills, essay writing, and interpretation of original historical documents.

**Prerequisite:** “B” or better in the prior AP Social Studies course, if applicable, or “A’s” in prior college prep Social Studies course and English course, or successful completion of qualifying assessment.

*CSU/UC: “a”*

### **American Government**

This 12th grade course will examine the major principles of the American political system. Particular attention will be paid to the political decision making process employed by Federal, State and local government. Students will also analyze the major institutions of the American political system, such as the Constitution, Presidency, Congress, Supreme Court, political parties, voting, elections, civil liberties and the media. Special emphasis will be placed on helping the student understand his/her role within the American political system.

*CSU/UC: “a” or “g”*

### **AP American Government**

This course will examine the nature of the American political system and will be concerned with the development of American political culture over the past two hundred years. The principal processes and institutions through which the political systems function will be studied in detail. Specific areas of study will include: 1) the context of American politics, 2) the political process, 3) major institutions of the national government, 4) civil liberties and civil rights, 5) the nature of American democracy. Students may take the AP Exam at the end of the course.

**Prerequisite:** “B” or better in the prior AP Social Studies course, if applicable, or “A’s” in prior college prep Social Studies course and English course, or successful completion of qualifying assessment.

*CSU/UC: “a” or “g”*

### **American Government – NCP**

American Government is required for graduation. In this non-college preparation class students will learn the basic structure and values of the United States Government and will study current issues. Emphasis will be on class work and participation as well as current event study and analysis.

**Prerequisite: Counselor Recommendation Only**

Note: This course is not UC & CSU certified.

### **AP American Government**

This course will examine the nature of the American political system and will be concerned with the development of American political culture over the past two hundred years. The principal processes and institutions through which the political systems function will be studied in detail. Specific areas of study will include: 1) the context of American politics, 2) the political process, 3) major institutions of the national government, 4) civil liberties and civil rights, 5) the nature of American democracy. Students may take the AP Exam at the end of the course.

**Prerequisite:** “B” or better in the prior AP Social Studies course, if applicable, or “A’s” in prior college prep Social Studies course and English course, or successful completion of qualifying assessment.

*CSU/UC: “a” or “g”*

### **AP Government and Politics Comparative**

This is a college level course that requires substantial reading and writing and prepares students for the AP exam in May. The course examines the major components of the political system and culture of the United States, including Federalism, the three branches, political parties and pressure groups, etc. The study of the American political systems serves as the basis for the comparison of other contemporary political systems including Britain, Russia, China, Iran, Mexico, and Nigeria. This course meets the American Government graduation requirement and is linked with English 12.

*CSU/UC: “a” or g”*

### **Economics**

This 12th grade course examines the principles of the American economic system. It includes a study of comparative economic systems, economic policy-making and decision-making, and of economic issues on a personal, national and international level. This course includes principles of micro and macroeconomics.

*CSU/UC: “g”*

### **AP Microeconomics (12th grade)**

AP Microeconomics is an eighteen (18) week study of basic economic concepts and principles, as well as the fundamental concepts and factors concerning individual decision makers, product and factor markets, the structure of firms, and the role of government within the economy. The main areas of concentration include basic economic concepts; the nature and functions of individual product markets including measures of elasticity and indifference curves; forms of competition in the market which include perfect and imperfectly competitive firms and their corresponding models; the nature and function of factor or resource markets including input and labor costs; and, the efficiency, equity, and the role of government in the marketplace. Students are expected not only to know the material but also to apply critical thinking skills to the units covered in preparation for the AP Microeconomics Exam

**Prerequisite:** “B” or better in the prior AP Social Studies course, if applicable, or “A’s” in prior college prep Social Studies course and Algebra II, or successful completion of qualifying assessment.

*CSU/UC: “g”*

### **Economics – NCP**

The study of economics will include microeconomic—individual economic decisions, and macroeconomics—the aggregate national economy including international economics and basic consumer economics. This course meets graduation requirements.

Note: This course is not UC & CSU certified.

**Prerequisite: Counselor recommendation only**

## **SOCIAL STUDIES ELECTIVES**

### **Law (Introduction to)**

This course provides students with a basis for understanding the American political and legal systems, with a focus on legal ideas and the legal process. Students participate in moot court and mock trials by assuming the roles of trial attorneys for both the prosecution and defense, developing analytical and critical thinking skills as well as oral presentation and teamwork skills.

*CSU/UC: “g” ROP*

### **Psychology (11-12)**

This course focuses on personal growth and provides students a basic introduction to the field of psychology. Students learn to apply basic psychology concepts to themselves so they have a better understanding of who they are and how they can relate better to those around them.

*CSU/UC: “g”*

### **AP Psychology (11-12)**

This class will challenge the student to study psychology at the college level. You will learn about the latest research findings regarding the brain, the mind, and behavior. Units studied will include research methods, consciousness, sensation and perception, neuroanatomy, motivation and emotion, learning theory, mental illness, personality theory, development, etc. This course is designed for the accelerated student seeking college credit through the advanced placement test. It is expected that all students will take the AP exam in May.

**Prerequisites:** “B” or better in Psychology, or 3.0 overall GPA, or meeting criteria on placement assessment

*CSU/UC: “g”*

### **Roots of Rock Music (Semester) (11-12)**

This one-semester elective is designed to introduce students to the rich musical heritage of our country and explore US History in the process. Starting with slavery, the course moves from the blues, to rhythm and blues, jazz, the birth of rock and roll, and the evolution of modern rock music. Via video, text, supplementary reading, internet, local musicians and the music itself, this class surveys selected topics in US History. Historical themes will include civil rights, war and peace, social class propaganda, and protest. Please bring an open musical mind to this class. This class has a text, unit exams, projects, and about one homework assignment per week. Optional field trips to music clubs in the Bay Area will also be offered.

**Prerequisite:** Cumulative average of 3.0 or better and a C or better in World History or US History.

*CSU/UC: “g”*

### **Vietnam Era (11-12)**

This course examines US involvement in Vietnam as well as the social and political times in which that conflict took place. Students will use readings, videos, music, guest speakers, classroom exercises and simulations to explore the roots of the Vietnam War, the growing US military presence, the soldier's experience, responses at home and abroad to the war, and the turbulent social and political times in which it took place. The course will examine the Vietnam War from a variety of political perspectives and conclude with a look at Vietnam today and the legacy of the war for both Americans and the Vietnamese.

*CSU/UC: "g"*

### **World War II (History of) (11-12)**

This course will be an intensive study of the major events, leaders and themes of the most significant war in modern history. Topics will include: the role of new military technology, social effects on civilians, the impact of the war on post-war Europe and Asia, and the development of the Cold War. This course will allow students a chance to develop analytical skills by examining primary documents from the era and through the completion of a research project based on those primary documents. An emphasis will be on interpretation of key events from various international perspectives. In addition to understanding why events happened during the war, students will study the root cause and effects of the war.

*CSU/UC: "g"*

## **ENGLISH**

### **English 9**

English 9 is an introductory course that lays a foundation of skills that students will need throughout high school. It is a literature-based course with an emphasis on critical reading and composition skills. These skills include: literary analysis and close reading, writing expository essays, creative writing, timed writing, grammar and usage, vocabulary, discussion group skills, and dramatic interpretation. Students are exposed to a variety of classical and contemporary genres: novels, short stories, plays, poetry and non-fiction.

*CSU/UC: "b"*

### **English 10**

English 10 is a college preparatory language arts course which expands and strengthens the skills developed in English 9. This world literature based course emphasizes critical reading, composition and speaking skills. Students will study short stories, poetry, drama, non-fiction and novels. The course also includes extensive writing instruction in a variety of forms, grammar instruction, root word instruction, and vocabulary development.

*CSU/UC: "b"*

### **Advanced English 10**

Advanced English 10 is a rigorous course due to the increased expectations regarding volume of reading, maturity of insight, sophistication of language use, and standards of evaluations. This course exposes students to world and multicultural literature through discussion and critical

analysis of various genres, including non-fiction, myth, legend, epic, poetry, short story, and the novel. Course work focuses on the development of analytical thinking skills, with an emphasis placed on critical writing in response to literature. The course also includes grammar instruction, root work instruction, and vocabulary development with words taken from the literature as well as from lists designed for SAT preparation. Prerequisite: B- in prior advanced English course, or meet criteria on placement assessment.

*CSU/UC: "b"*

### **English 11**

English 11 is a college preparatory language arts course in which students will study traditional and contemporary works drawn from American literature. Materials include novels, plays, short stories, essays, poetry and non-fiction. Student writing focuses on refining the thesis statement and developing the skills necessary for multiple writing tasks as well as the examination of rhetorical techniques in nonfiction writing. The course also includes grammar instruction and vocabulary development.

*CSU/UC: "b"*

### **English 12**

English 12 is a year-long course designed to prepare seniors for the rigor and depth of college-level reading and writing requirements. English 12 course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, and writing. Students read expansively for comprehension of content and to evaluate authors' biases and purposes. Students write for a variety of purposes in preparation for college, including application essays, placement assessments, expository analysis of non-fiction, and interpretive literary analysis. Students continue to build writing skills through process draft writing, grammar review and vocabulary development. The course provides extensive and challenging reading of many literary genres, including non-fiction, poetry, fiction, and drama, ranging from classical through contemporary literature. Classroom discussions will tackle challenging themes, philosophical views, and contemporary issues.

*CSU/UC: "b"*

### **AP English Language and Composition**

AP English Language is a rigorous, college level course emphasizing expository writing and critical reading. Writing assignments include in-class timed writings and out-of-class essays. The analysis of many forms of literature (i.e. novels, non-fiction essays, reflective essays, letters, etc.) focuses on how authors use language and literary devices to inform or persuade. Students also continue to work on grammar and vocabulary development. This is an Advanced Placement course that prepares students to take the AP Language and Composition exam in May.

**Prerequisite:** B- in prior advanced or honors course, or meet criteria on placement assessment.

*CSU/UC: "b"*

### **Creative Writing (Semester)**

This course offers experiences in reading, writing and publishing. Students read extensively in short fiction and poetry, developing critical reading skills. Students write frequently and participate in response groups. They create their own magazine or author a web site to publish their work. Students also participate in a public poetry reading and have the opportunity to submit their work to a contest or publication outside the school community.

*CSU/UC: "g"*

### **Film as Literature (NCP)**

Film as Literature focuses on mastery of the literary elements through the medium of film. Students learn about plot, setting, theme, and irony by analyzing various types of films. The curriculum includes vocabulary specific to the film industry. In addition, the course covers the origins and history of film, propaganda, documentaries, drama, comedies, and other great films. Independent reading is also assigned. Students are required to discuss and analyze film clips for technical aspects. A variety of writing assignments corresponds with the state standards. \ *This course fulfills the high school graduation requirement, but is not certified for UC and CSU "b" requirement.*

### **English ELD**

This course is for students who have been identified as English Learners based on the California English Language Development Test (CELDT) who score at the Beginning or Early Intermediate level. It is designed to develop skills in listening, speaking, reading, and writing for everyday and academic purposes. Instruction focuses on communicative and academic skills based on the California ELD Standards.

*CSU/UC: "b"*

### **English ELD Advanced**

Meets CSU/UC "b" requirement for one year only. This class is for Advanced English Language Learners. Students continue to refine skills in reading, writing, speaking, listening, and grammar. Grammar instruction emphasizes the "editing process" for personal habitual error patterns each student makes in the English language. Note-taking skills, vocabulary, and literary analysis are emphasized. Students write analytical papers of between three and six paragraphs in length, depending on personal skills level. Subject matter includes the analysis and comprehension of poetry, short stories, novels, film, art, and cultural awareness topics. Students write memoir and personal response papers and a cultural studies project. The class is conducted in a "seminar" style; hence class discussions and oral participation are emphasized. Field trips occur throughout the year in order to help students develop cultural and aesthetic awareness.

*CSU/UC: "b" (one year only)*

## MATH

### Transition to Algebra

The objective of this course is to introduce students to Algebra 1 standards and to review and refine pre-algebra skills. The course content includes review of whole numbers, fractions, decimals, percents, ratio and proportion, and data analysis. Additional Algebra 1 content will include variables, introduction to functions, real numbers, solving equations, graphing linear equations and functions, writing linear equations, and solving and graphing linear equations. (NOTE: Calculators are NOT allowed.)

This course is not CSU/UC certified.

### Algebra 1

The course content includes working with properties of real numbers, solving linear equations, graphing linear equations and functions, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational expression and equations, and radicals and connections to Geometry. (NOTE: Calculators are NOT allowed)

**Prerequisite:** C or better in Transition to Algebra or proficient on STAR test in General Math.

*CSU/UC: "c"*

### Standards Algebra

This course is designed to satisfy the State of California and San Ramon Valley Unified School District graduation requirement of passing a yearlong course covering the California Algebra 1 standards. This standards based course is NOT a replacement for Algebra 1 and does not satisfy the prerequisites for High School Geometry. This course is NOT CSU/UC certified.

### Geometry

The objective of this course is to help the student understand plane and space relationships. Topics covered are: basic spatial concepts, deductive proofs, parallelism, perpendicularity, congruence, quadrilaterals, ratio and proportion, similar polygons, the Pythagorean Theorem, right triangle trigonometry, circles, coordinate geometry, regular polygons, areas, volumes, compass and straight edge constructions, and optional subjects as time allows.

**Prerequisite:** C or better in Algebra 1 or proficient on STAR test in Algebra 1.

*CSU/UC: "c"*

### Algebra 2

Algebra 2 is a college prep course which emphasizes review of Algebra I, the Real and Complex Number Systems, solving equations and inequalities, and functions including linear, quadratic, exponential, logarithmic, and rational. Sequences and series, determinants, conic sections, the Binomial Theorem, permutations, combinations, and probability will also be covered. It also prepares the students for Pre-Calculus w/Trig.

**Prerequisite:** C or better in Geometry.

*CSU/UC: "c"*

### **Advanced Algebra 2**

Advanced Algebra 2 is a rigorous college prep course, designed to prepare the students for Pre-Calculus w/ Trig. It covers the real and complex number systems, solving equations and inequalities, and functions including linear, quadratic, trigonometric, exponential, and rational. Logarithmic sequences and series, the Binomial Theorem, determinants, permutations, combinations, and probability will also be covered. This advanced course spends less time on the initial review chapters, and investigates later chapters in greater depth.

**Prerequisite:** Placement based upon multiple criteria which include grade in previous course, placement test, and/or final exam score.

*CSU/UC: "c"*

### **Math Topics Advanced**

This year long math course is designed for students who need a challenging math curriculum in a fourth year math course. The first three quarters of this course is an introduction to statistics. The student will be introduced to topics including measures of central tendency such as mean, median, mode, and variance. Special emphasis will be placed on the binomial distribution, Z-scores, and the normal curve. The fourth quarter is an introduction to calculus including rational, exponential and log functions and their graphs.

**Prerequisite:** C or better in Algebra 2.

*CSU/UC: "c"*

### **Pre-Calculus With Trigonometry**

This is a course in functions, development of the trigonometric functions through the use of the concept of circular functions, graphical characteristics of the trigonometric functions-including translations, amplitude, change of period, domain, range, and sums and differences of functions, inverse trigonometric functions-notations and graphs, trigonometric identities, including addition and double-angle and half-angle formulas, use of degree and radian measures, solution of trigonometric equations, polar coordinates and vectors; solution of problems related to force and navigation, matrices and determinants, higher degree equations, logarithmic functions, rational functions, summation notation, mathematical induction, the conic sections (parabola, ellipse, hyperbola), translations and rotations of the axes and curve sketching. Graphical calculator required (TI-84 recommended; TI-89 is not allowed on exams).

**Prerequisite:** C or better in Algebra 2. Recommended: B in Algebra 2.

*CSU/UC: "c"*

### **Honors Pre-Calculus With Trigonometry**

A screening process, which includes prior mathematics course and final exam grades, and a placement test, will determine the list of qualified students who will be in this class. This course spends much less time on initial review and investigates the content of in greater depth and rigor, and pace. The chapter on Limits is also covered in the Honors course. A graphical calculator is required (the TI84+ is recommended, the TI-89 is not allowed on many exams).

**Prerequisite:** Placement based upon multiple criteria which include grade in previous course, placement test, and/or final exam score.

*CSU/UC: "c"*



## Calculus

The topics covered are: functions, limits, continuity, the derivative, rectilinear motion, minima-maxima problems, related rates, the indefinite integral, the definite integral, applications of the definite integral (area between curves, distance, volume, arc length, areas of surfaces of revolution, etc.), transcendental functions-differentiation and integration, and methods of integration. Problems will be approached from four perspectives: graphical, numerical, analytical, and verbal. (TI-84 recommended; TI –89 is NOT allowed on many exams).

**Prerequisite:** C or better in Pre-Calculus.

*CSU/UC: “c”*

## AP Calculus AB

This course includes the following topics: functions and graphs, limits, derivative, continuity and sequences; differentiation of algebraic functions; and applications of differential calculus; Rolles and Mean Value Theorems, graphing, applied minima-maxima, concavity, differentials, related rates, anti-derivatives, the theory and applications of integral calculus, methods of integration, differentiation and integration of transcendental functions. Problems requiring the use of graphical calculators will be included in the curriculum. Graphical calculator problems will also be on the AP Exam. Time is spent in preparing for the AP Exam in Calculus. Problems will be approached from four perspectives: graphical, numerical, analytical, and verbal. (TI-84 recommended; TI-89 is NOT allowed on many exams).

**Prerequisite:** Placement based upon multiple criteria which include grade in previous course, placement test, and/or final exam score.

*CSU/UC: “c”*

## AP Calculus BC

This course will include a brief review of the topics covered in AP Calculus AB. Additional topics will include: parametric, polar, and vectors functions, including their derivatives and applications; numerical solutions to differential equations using Euler’s method; L’Hopital’s Rule; applications of integrals including arc length and surface area; all methods of integration; improper integrals; solution of logistic differential equations; sequences and series and tests for convergence and divergence; Maclaurin and Taylor Series. Problems will be approached from four perspectives: graphical, numerical, analytical, and verbal. Graphical calculator required (TI-84 is recommended; TI-89 is NOT allowed on many exams).

**Prerequisite:** Placement based upon multiple criteria which include grade in previous course, placement test, and/or final exam score.

*CSU/UC: “c”*

## Statistics

This course introduces the discipline of statistics to students to provide a solid foundation in problem solving and processing statistical information. Students will leverage statistical analysis and computation using a variety of real-world problems and information from business, science, economics, and other sources. Graphical calculator required (TI-84 recommended)

**Prerequisite:** C or better in Algebra 2.

*CSU/UC: “c”*

### **AP Statistics**

The topics covered are those required for the Advanced Placement Statistics Exam. Among the topics covered is exploratory analysis of data (observing patterns and departures from patterns while making use of graphical and numerical techniques), planning a study (deciding what and how to measure), anticipating patterns (producing models using probability theory and simulation), and statistical inference (making inferences with the z-test, t-test, chi-square procedure, and regression analysis). A graphical calculator is required **Prerequisite:** B or better in Algebra 2.

*CSU/UC: "c"*

### **Personal Finance With Business Applications (11-12)**

Using basic math skills, this course is designed to show how students can apply these same skills to the real world of personal finance. Students will be introduced to elements of every day financial transactions, as well as life's major financial decisions. Included will be: Banking Transactions, Income Management, Vehicle Ownership, Loans/Credit Cards, Investments, Real Estate, Renting Apartments, and some basic Business (retail oriented).

*This course is NOT CSU/UC certified.*

## **SCIENCE**

### **BIOLOGICAL SCIENCE**

#### **Life Science (9-12)**

Life Science parallels the state standards for Biology. Topics include genetics, cell biology, DNA, body systems, cell chemistry, ecology, and evolution. This course meets the high school life science graduation requirement. Students who pass this course with a "C" or higher and have passed Algebra 1 may take Biology the following year.

*This course is NOT CSU/UC certified.*

#### **Biology (9-12)**

Biology is a lab-based college prep course that focuses on the major concepts of life science, methods of science, and inquiry-based learning. Topics include science process, genetics, biochemistry, cell biology and physiology, ecology, evolution, and human body systems.

**Prerequisite:** Completion of Algebra 1. Concurrent enrollment in Geometry.

*CSU/UC: "d"*

#### **Accelerated Biology With Research (9)**

Accelerated Biology is designed for students with a strong interest in science. Students in this course will use a college-level textbook to prepare them for taking AP Biology in their Jr. or Sr. year. The course explores science standards at a greater depth and complexity than in Biology, incorporating real-world applications in a problem-based/hands-on approach. Topics include ecology, taxonomy, evolution, cell biochemistry and physiology, genetics, botany, and human body systems. This is not a weighted grade course.

**Prerequisite:** A's in 8th grade science, 8th grade English and Algebra 1. Concurrent enrollment in Geometry.

*CSU/UC: "d"*

### **Marine Biology (10-12)**

The theme of the marine ecosystem will drive the curriculum involving the coverage of classic biological concepts. Many laboratory activities will be inquiry-based and involve live sea life. Students will also do biotechnology protocols and perform numerous laboratory activities using probe ware interfaced into computers located at each lab station. This course meets the state and district content standards for biology/life science.

**Prerequisite:** Biology with a grade of C or better. Must have completed Geometry.

*CSU/UC: "d"*

### **AP Biology (11-12)**

AP Biology is for second year Biology students and parallels the content studied in college level introductory biology. Lecture, text, and laboratory experiments will be at the college level, including the 12 required College Board Laboratory Exercises. Students will be encouraged to take the advanced placement exam at the end of the course to earn college/university credit. This course is for the self-motivated student. Coursework includes a required summer assignment that is due the in the first week of class.

**Prerequisite:** Completion of Biology with an A. Completion of Chemistry with a B or better.

*CSU/UC: "d"*

### **Anatomy and Physiology (10-12)**

Anatomy & Physiology provides an in-depth study of the human body, its construction and functions. The topics are reinforced with gross anatomy dissection and laboratory experiments. This course introduces and prepares students to pursue educational and career pathways in science or health science related fields.

**Prerequisite:** Completion of Biology with a C or better.

*CSU/UC: "d"*

### **Honors Anatomy & Physiology (11-12)**

Honors Anatomy & Physiology consists of a faster pace and more in-depth study of the topics covered in regular Anatomy & Physiology. Each major organ system (biochemistry and histology) will be studied in depth through a variety of activities, with a heavy emphasis on gross anatomy dissection and laboratory experiments. This course is recommended for students interested in a science or health-related field such as medicine, nursing, physical therapy, exercise physiology, kinesiology, sports medicine, and veterinary science.

**Prerequisite:** Completion of Biology and Chemistry with a B. (C or better for Honors Chemistry).

*CSU/UC: "d"*

## **PHYSICAL SCIENCE**

### **Integrated Physical Science (9-12)**

Integrated Physical Science covers basic Chemistry, Physics, Earth and Biological Sciences beyond the eighth grade standards. Topics include atomic and molecular structure, chemical bonds, acids and bases, heat and thermodynamics, waves, electric and magnetic phenomena,

dynamic earth processes, biogeochemical cycles, California geology, ecology, and evolution. This course is recommended for freshmen who have not met the requirements to enter Biology or Accelerated Biology.

**Prerequisite:** Completion of or concurrent enrollment in Algebra 1.

*CSU/UC: "g" Does not meet the UC "d" lab science requirement.*

### **Chemistry (10-12)**

Chemistry deals with matter, its properties, and the changes that it undergoes. Topics include: atomic structure and theory, properties of gas, solids, and liquids, chemical bonding, and principles of chemical reactions. This course uses an inquiry approach which includes discussion, lecture, laboratory experiments, and demonstrations.

**Prerequisite:** Completion of Geometry with a C or better. Concurrent enrollment in Algebra 2.

*CSU/UC: "d"*

### **Honors Chemistry (10-12)**

Honors Chemistry is designed for students intending to major in science or engineering. It provides a solid foundation for students planning to take chemistry in college. This course includes a more in-depth study of the topics covered in chemistry as well as additional topics. As an honors level course this class earns a weighted grade.

**Prerequisite:** Completion of Geometry with a B or better. Concurrent enrollment in Algebra 2 or higher. Completion of Biology with a B or better.

*CSU/UC: "d"*

### **AP Chemistry (11-12)**

AP Chemistry is designed to be the equivalent of the general chemistry course taken during the first college/university year. Emphasis is given to the theoretical aspects of chemistry, chemical calculations, and laboratory exercises. Topics include: structure of matter, kinetic theory of gases, chemical equilibrium, chemical kinetics, and thermodynamics. Students are encouraged to take the advanced placement exam at the end of the course and earn college/university credit.

**Prerequisite:** Completion of Chemistry with an A. Completion of Honors Chemistry with a B or better. Completion of Algebra 2 with a B or better.

*CSU/UC: "d"*

### **Physics (10-12)**

This course is recommended for all students planning to attend college. Basic physical concepts and their applications to everyday activities (toys, sports, and light) are emphasized through a variety of lab activities and problems. Skills taught in class include problem solving strategies, lab techniques, technical writing (lab reports), and graphical analysis of data. Physical concepts basic to all fields of science and critical thinking skills that can be utilized in any college major are introduced. Topics include motion, forces, energy, wave theory, light, electricity, and magnetism.

**Prerequisite:** Completion of Geometry with a C or better. Concurrent enrollment in Algebra 2.

*CSU/UC: "d"*

### **Honors Physics (10-12)**

Honors Physics consists of a more in-depth study of the topics covered in regular Physics and some additional topics. The problems, concepts, and exams are more rigorous and academically challenging than in the regular Physics. The course is recommended for students planning to take Physics in college. It is intended for students planning to major in Physical Science, Engineering, or Math.

**Prerequisite:** Completion of Algebra 2 with a B or better. Concurrent enrollment in Pre-Calculus With Trigonometry.

*CSU/UC: "d"*

### **AP Physics (B) (11-12)**

AP Physics (B) is intended for students with an interest in engineering, science or the medical field. The five general areas that are covered are Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics and atomic and nuclear physics, are required by the College Board. Basic concepts of calculus may be introduced in connection with physical concepts, such as acceleration and work. Students are encouraged to take the AP Exam at the end of the course to earn college/university credit.

**Prerequisite:** Completion of Physics with an A. Completion of Honors Physics with a B or better. Completion of Pre-Calculus with a B or better.

*CSU/UC: "d"*

### **AP Environmental Science (ROP)**

This course provides students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems and examine alternative solutions for resolving or preventing them. Job shadowing and internships are encouraged.

**Prerequisites:** Completion of Algebra/Biology. Chemistry, Life Science or Physical Science are recommended.

*CSU/UC: "d"*

## **WORLD LANGUAGE**

### **American Sign Language I**

This course will teach basic signs, grammar, finger spelling, and cultural aspects of deafness. Students will learn basic communication as well as song signing. Total participation is mandatory in order to properly learn the language. Activities will include: students working in pairs or groups, role playing, skits, songs, and impromptu presentations. In addition to written homework, students are expected to study/practice the language outside the classroom on a daily basis. Students will also be required to complete a book report and attend one out-of-class function.

**Prerequisite:** strongly recommended: overall C average.

*CSU/UC: "e"*

### **American Sign Language II**

This course further develops basic reception and production skills in American Sign Language. Emphasis will be on Deaf Culture, syntax, and vocabulary of more abstract concepts. Students will be required to sign stories, skits, and songs, as well as attending two out-of-class functions, completing one book report and a research paper. In addition to written homework, students are expected to study/practice the language outside the classroom on a daily basis.

**Prerequisite:** C or better in American Sign Language I and teacher recommendation.

*CSU/UC: "e"*

### **Chinese Mandarin I**

This is a beginning Mandarin Chinese course intended for students with no prior knowledge of any Chinese speaking or writing ability. This course will focus on the Chinese Zhuyinfuhau/Hanyupinyin (phonetic) system: tones, rules of phonetic spelling, and pronunciation drill; and Chinese characters: creation and evolution, stroke order, structure, and the writing system. Reading and writing skills are introduced. Students will learn the basic sentence patterns, and develop the Chinese language skills in listening, speaking, reading, and writing.

*CSU/UC: "e"*

### **Chinese Mandarin II**

This course is designed for students interested in a continuation of learning Mandarin Chinese. This course will focus on the review of grammar and a further development of reading, speaking, listening and writing skills. This course presupposes a basic knowledge of Chinese Zhuyinfuhau/Hanyupinyin, words, sentences, and grammar. Emphasis will be placed upon practical use of Mandarin, so that students will experience the world of Communication among the Chinese language speaking people. For students who have not taken Chinese 1, please contact the counseling office for a readiness assessment to be admitted to this class.

**Prerequisite:** C or better in Chinese Mandarin I and teacher recommendation. Students may also be given a placement exam to ensure that they have the background to succeed at this level.

*CSU/UC: "e"*

### **Chinese Mandarin III**

This course is designed for students interested in a continuation of learning Mandarin Chinese. This course will focus on the review of grammar and a further development of reading, speaking, listening and writing skills. This course presupposes a basic knowledge of Chinese Zhuyinfuhau/Hanyupinyin, words, sentences, and grammar. Emphasis will be placed upon practical use of Mandarin, so that students will experience the world of Communication among the Chinese language speaking people. For students who have not taken Chinese 2, please contact the instructor to schedule a readiness assessment to be admitted to this class.

**Prerequisite:** C or better in Chinese Mandarin II and teacher recommendation.

*CSU/UC: "e"*

### **Chinese Mandarin Honors IV**

This course will focus on the review of grammar and a further development of reading, speaking, listening and writing skills. This course presupposes intermediate Chinese ability in characters, sentences, and grammar. Emphasis will be placed upon practical use of Chinese, and prepare for college level Chinese courses.

**Prerequisite:** B or better in Chinese III and teacher recommendation. For students who have not taken Chinese III, please contact counseling office.

*CSU/UC: "e"*

### **French I**

This course is an introduction to the four basic language skills: listening, speaking, reading and writing. Students will learn cultural information about the French-speaking world.

*CSU/UC: "e"*

### **French II**

A continuation of the course of study of the French language and of the associated cultures started in French I. French II is designed to develop the students' speaking and writing skills to a greater extent, to reinforce correct pronunciation and intonation, and to improve listening and reading comprehension. The grammatical study of the language will also be increased.

**Prerequisite:** C or better in French I and/or teacher recommendation. Students may also be given a placement exam to ensure that they have the background to succeed at this level.

*CSU/UC: "e"*

### **French III**

Continuation of basic grammar. Fundamentals are presented in the form of moderately long reading passages and emphasis is placed on reading and writing. Conversing in the French language becomes imperative and students are given more advanced cultural readings.

**Prerequisites:** C or better in French II and/or recommendation of the French II teacher.

*CSU/UC: "e"*

### **French IV Honors**

Emphasis of this class is French for literature and communication. Students will develop speaking skills through oral presentations and class discussions on various topics. Throughout the year students will read works of French authors. Composition and literature assignments will provide the opportunity to review grammar. The class is conducted completely in French. Enthusiasm for French is a must.

**Prerequisites:** Grade B or better in French III.

*CSU/UC: "e"*

### **AP French Language**

This is an intensive course designed to prepare students for the AP French test in May. Students will read from more complex materials: short stories, novels, poetry excerpts and other literature. Basic skills are reinforced through the reading with an emphasis on speaking. Language syntax and grammar are reviewed. By the year's end, the students will be able to

understand the spoken language, be able to read and understand literary excerpts, and be able to carry on advanced conversations with few grammatical errors. Summer homework may be required.

**Prerequisites:** B or better in French IV Honors and teacher recommendation.

*CSU/UC: "e"*

### **Spanish I**

This course is an introduction to the four basic language skills: listening, speaking, reading and writing. Students will learn cultural information about the Spanish-speaking world.

*CSU/UC: "e"*

### **Spanish II (9-12) - Year**

Spanish 2 is designed to develop the students' speaking and writing skills to a greater extent, to reinforce correct pronunciation and intonation, and to improve listening and reading comprehension. The grammatical study of the language will also be increased.

**Prerequisite:** C or better in Spanish 1 and/or teacher recommendation. Students may also be given a placement exam to insure that they have the background to succeed at this level.

*CSU/UC: "e"*

### **Spanish III**

Fundamentals are presented in the form of moderately long reading passages and emphasis is placed on reading and writing. Conversing in the Spanish language becomes imperative and there are more advanced cultural readings.

**Prerequisites:** C or better in Spanish II and/or recommendation of the Spanish 2 teacher

*CSU/UC: "e"*

### **Spanish IV Honors**

Emphasis of this class is Spanish for literature and communication. Students will develop speaking skills through oral presentations and class discussions on various topics. Throughout the year students will read works of Spanish and Latin American authors. Composition and literature assignments will provide the opportunity to review grammar. The class is conducted completely in Spanish. Enthusiasm for Spanish is a must.

**Prerequisite:** B or better in Spanish III

*CSU/UC: "e"*

### **AP Spanish Language**

This is an intensive course designed to prepare students for the AP Spanish test in May. Students will read from more complex materials: short stories, novels, poetry excerpts and other literature. Basic skills are reinforced through the reading with an emphasis on speaking. Language syntax and grammar are reviewed. By the year's end, the students will be able to carry on advanced conversations with few grammatical errors. Summer homework may be required.

**Prerequisite:** B or better in Spanish IV Honors and teacher recommendation.

*CSU/UC: "e"*



## **VISUAL AND PERFORMING ARTS**

### **VISUAL ARTS**

#### **Art 1**

This is an introductory skills-based, visual art course that introduces students to a variety of media. Students will also learn about art history and develop aesthetic valuing skills through writing. Class assignments are based on the California Visual Art Standards and introduce students to the Elements of Art and the Principles of Design. This class prepares students for the next level of art classes.

*CSU/UC: "F"*

#### **Art 2**

Students apply artistic processes and skills, using a wide variety of media, to communicate meaning and intent to works of art based on the Elements of Art and the Principles of Design. Students further develop skills learned in Art 1 to create more individualized works of art moving from proficient to advanced levels. The study of Art History and culture are included in the curriculum. Assignments are based on the California Visual Arts Standards.

**Prerequisite:** C or better in Art 1.

*CSU/UC: "F"*

#### **AP Studio Art Drawing**

Students work at an advanced skill level to produce an individual portfolio of two-dimensional and/or three-dimensional work. This rigorous class requires that students be self-motivated as they prepare to submit a portfolio for the College Board Advanced Placement Exam in the Spring. All work must follow class specifications to assure variety and meet the demands of the portfolio contents with multiple measures for quality production. Students must be able to demonstrate mastery in various media and artistic concepts while producing two categories of work to meet the Concentration and Breadth requirements of the AP portfolio. **Prerequisite:** Teacher recommendation.

*CSU/UC: "F"*

#### **3D Art 1**

This art class is an introduction to basic design elements and principles with three dimensional design applications. Students work in a variety of media and with varied techniques to create original works of art. There is a strong emphasis on creativity and craftsmanship.

*CSU/UC: "F"*

#### **3D Art 2**

This advanced three-dimensional art class explores the Elements of Art and the Principles of Design in increasingly sophisticated ways when applied to a variety of forms and sculptures. Students work in a variety of media with advanced techniques, to create in-depth original works of art. This course is aligned with the California Visual Art Standards.

**Prerequisite:** C or better in 3D Art 1.

*CSU/UC: "F"*

### **Photography 1**

This is an introductory class in which students will learn to shoot, process and print their own black and white photographs. The course curriculum is aligned to the California Visual Art Standards and addresses the Elements of Art and the Principles of Design with specific applications to photography. Access to a 35 mm camera, auto or manual, is preferable.

*CSU/UC: "F"*

### **Photography Advanced (Year) (ROP)**

Students will further develop their skills in photography, producing pictures worthy of publication and presentation. Students will apply the Elements of Art and the Principles of Design in increasingly sophisticated ways. Curriculum is aligned to the California Visual Art Standards. Access to a 35 mm camera, auto or manual, is preferable.

**Prerequisite:** C or better in Beginning Photography.

*CSU/UC: "F"*

### **Video Production [Art of] (ROP)**

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.

**Prerequisite:** Basic computer skills, fine arts, photography, drama or journalism are recommended.

*CSU/UC: "F"*

### **Video Production [Art of] 2**

This advanced course provides students with opportunities to work on individual and small group video projects. Workshop methods will be employed to provide students with understandings of advanced principles and practices of videography. Students in this course will be expected to develop project treatments, write and rewrite shooting scripts, develop storyboards, record and edit projects.

*CSU/UC: "F"*

### **Digital Arts/Designs for the Web**

This is a college preparatory course designed to enable students to achieve an understanding and appreciation of artistic expression and be able to use that expression to enhance communication. Students will create original digital arts projects using contemporary media techniques. Outside research is part of the curriculum.

*CSU/UC: "F"*

## PERFORMING ARTS

### DANCE

#### **Dance 1 (9-12)**

This is an introductory course for BEGINNING level students. Course includes training in basic dance techniques and a variety of dancing styles. Freshmen may take this course for Fine Arts credit only.

*CSU/UC: "F"*

#### **Dance 2 (9-12) For INTERMEDIATE students.**

Continuing development of dance technique, skills, and movement with mandatory performance in class and in the dance productions. Student choreography is required. Students must participate in program support activities. Freshman may take this course for Fine Arts credit only. Satisfies visual/performing arts requirement for CSU and UC provided it is not used for PE credit.

**Prerequisite:** Entrance by audition only. See instructor.

*CSU/UC: "F"*

#### **Dance 3 (9-12) . For INTERMEDIATE II students.**

Student choreography is required. Students must participate in program support activities. Freshmen may take this course for Fine Arts credit only. Satisfies visual/performing arts requirement for CSU and UC provided it is not used for PE credit.

**Prerequisite:** Entrance by audition only. See instructor

*CSU/UC: "F"*

#### **Dance 4 (9-12) For ADVANCED INTERMEDIATE students.**

Continuing development of dance technique, skills, and movement with mandatory performance in class and in the dance productions. Student choreography is required. Students must participate in program support activities. Freshmen may take this course for Fine Arts credit only. Satisfies visual/performing arts requirement for CSU and UC provided it is not used for PE credit.

**Prerequisite:** Entrance by audition only. See instructor.

*CSU/UC: "F"*

#### **Dance 5 (11-12) For ADVANCED students.**

Continuing development of dance technique, skills, and movement with mandatory performance in class and in the dance productions. Student choreography is required. Students must participate in program support activities. Freshmen may take this course for Fine Arts credit only. Satisfies visual/performing arts requirement for CSU and UC provided it is not used for PE credit.

**Prerequisite:** Entrance by audition only. See instructor.

*CSU/UC: "F" Schools*

## **MUSIC (Instrumental and Vocal)**

### **AP Music Theory (11-12.)**

This course intends to provide the serious music student with a class equivalent to an undergraduate, college-level course in music theory and ear training. The ultimate goal of the AP Music Theory course is to develop the student's ability to recognize, understand and describe the basic materials and processes of music. The achievement of this goal may be best promoted by integrated approaches to the student's development of: aural, written, creative and analytical exercises. As with all advanced placement courses, the grade is weighted and students are encouraged to take the advanced placement exam. If a school site offers this as an ROP course, students must be at least 16 years or older.

**Prerequisite:** Ability to read music and consent of the instructor.

*CSU/UC: "F"*

### **Concert Band (9-12)**

The focus of this class is to develop instrumental techniques, using a wide spectrum of wind band literature. The class will include elements of music theory, historical and cultural context, and connections to other disciplines. Participation in regularly scheduled co-curricular performances is mandatory and formal performance attire is required.

**Prerequisite:** Open to all students with previous music experience on a woodwind, brass or percussion instrument or students developing a second instrument.

*CSU/UC: "F"*

### **Orchestra (9-12)**

The focus of the class is to develop string and instrumental ensemble techniques. A variety of orchestra literature will be covered. Previous string experience is encouraged. Participation in regularly scheduled co-curricular performances is mandatory and formal performance attire is required.

**Prerequisite:** All String players are welcome. Wind and Percussion instruments by audition/consent of instructor.

*CSU/UC: "F"*

### **Symphonic Band (10-12)**

The focus of this class is a continuation of intermediate/advanced instrumental techniques using a wide spectrum of intermediate/advanced wind band literature. This class will include a more in depth study of musical elements, historical and cultural context, and connections to other disciplines. 9th graders are welcome to audition. Participation in regularly scheduled co-curricular performances is mandatory and formal performance attire is required.

**Prerequisite:** Audition/consent of instructor

*CSU/UC: "F"*

### **Jazz Band (9-12)**

Students must have prior experience on a traditional jazz instrument: saxophone, trumpet, trombone, piano, bass, electric guitar or drum set. The class will include elements of jazz

theory, historical and cultural context, and connections to other disciplines. Participation in scheduled co-curricular performances is mandatory and formal performance attire is required.

**Prerequisite:** Successful completion of audition process

*CSU/UC: "F"*

### **Jazz Ensemble (10-12)**

This is considered an advanced jazz course. The class will include advanced elements of jazz theory, historical and cultural context, and connections to other disciplines. Advanced improvisation skills and techniques will be utilized. Participation in regularly scheduled co-curricular performances is mandatory and formal performance attire is required.

**Prerequisite:** Successful completion of audition process

*CSU/UC: "F"*

### **Marching and Auxiliary Program (Fall Semester) (9-12)**

The focus of the class is to develop instrumental techniques, using a wide spectrum of marching band literature. The class will include elements of movement and performance skills. This group will represent the school at school, community and regional events. Participation in regularly scheduled co-curricular performances is mandatory.

**Prerequisite:** All musicians welcome. Auxiliary by audition.

*This course is NOT CSU/UC certified.*

### **Men's Ensemble Grades 9-12.**

This beginning level class is open to all men who wish to sing and develop a joy for music. They will learn the basics and fundamentals of good singing and musicianship. No prior experience and no audition is necessary, however students must accurately match pitch. Participation in regularly scheduled co-curricular performances is mandatory. A performance outfit may be required.

*CSU/UC: "F"*

### **Women's Ensemble Grades 9-12.**

This beginning level class is open to all women who wish to sing and develop a joy for music. They will learn the basics and fundamentals of good singing and musicianship. No prior experience and no audition is necessary, however students must accurately match pitch. Literature includes classical repertoire, folk songs, pop and jazz. Participation in regularly scheduled co-curricular performances is mandatory. A performance outfit may be required.

*CSU/UC: "F"*

### **Concert Choir Grades 10-12**

Students will expand their mastery of music fundamentals, vocal technique, and historical/cultural perspectives of choral music. Students are exposed to a wide variety of music ranging from classical to contemporary. Participation in regularly scheduled co-curricular performances is mandatory. A formal performance outfit may be required.

**Prerequisite:** Audition or consent of the instructor

*CSU/UC: "F"*

### **Chamber Singers Grades 10-12.**

This group is an advanced ensemble of dedicated and committed students. Members are expected to understand and master music theory, sight-reading, and sing complex music in a variety of genres and performance styles. This group performs extensively throughout the year and a formal performance outfit is required.

**Prerequisite:** Audition or consent of the instructor

*CSU/UC: "F"*

### **Treble Choir Grades 10-12.**

Members of this intermediate level class continue their vocal development, appreciation of music and music reading skills. This group sings more complex music than that of the beginning level choirs. Participation in regularly scheduled co-curricular performances is mandatory. A performance uniform is required. Audition or consent of the instructor

*CSU/UC: "F"*

## **THEATRE ARTS**

### **Oral Interpretation**

Oral Interpretation is the art of reading, analyzing and interpreting drama, prose, and poetry through the use of voice and body. This course will offer students opportunities to interpret published works as well as to study rhetoric to create and enhance their own works for performance. Students will also be critically assessing and analyzing oral interpretations by professional performers and speakers. In addition, the course offers students a chance to perform outside the classroom at community and school sponsored events. Students will do extensive research and may be required to attend and participate in at least two outside speech contests per semester.

*CSU/UC: "F"*

### **Theatre Arts 1**

This course is an exploration in voice, diction, and movement. You will perform improvisations, pantomime and scenes in order to develop acting and public speaking skills. Class work includes, but is not limited to, the study of method acting, auditioning techniques, performing comedy, stage dialects, and styles of acting.

*CSU/UC: "F"*

### **Theatre Arts 3**

To qualify for theatre Arts 3, a student must have basic and/or technical skills and a willingness to make a commitment to excellence in theatre. This class includes, but is not limited to, the study of method acting, auditioning techniques, performing comedy, stage dialects, and styles in acting. Students will create a production for a final exam performance that reflects the skills and techniques learned during the year.

**Prerequisite:** Theatre Arts 1-2 and permission of instructor (audition requirement).

*CSU/UC: "F"*

#### **Theatre Arts 4**

Students learn all aspects of producing a play, including directing, acting, scene design, construction, costume, sound, and lighting design. Makeup, properties acquisition, construction, publicity, and design are also surveyed. Students will perform and/or assist with two productions and compete in local theatre competitions. Class may be repeated once for credit.

**Prerequisite:** Completion of Theatre Arts 1 and 2 with a C or better and audition.

*CSU/UC: "F"*

#### **Theatre Production**

This course investigates technical theatre as a professional vocation. Stage design, lighting design, and sound design are accented while costume design, makeup design, and general properties design are surveyed. Stage management is a major focus of this course. A general knowledge of theatre is required.

**Prerequisite:** Theatre Arts 1 and permission of instructor.

*CSU/UC: "F"*

#### **Performing Art Production Assistant (10-12)**

This course is designed for Intermediate to Advanced students in dance, theatre art, vocal or instrumental music interested in developing skills in directing and producing shows. Fine arts credit only. Prerequisite: Teacher approval for placement is required.

### **CTE/ELECTIVES/NON-DEPARTMENTAL**

#### **Academic Enrichment (9-12)**

Academic Enrichment is a course that focuses on study skills, learning strategies, writing skills, note taking strategies, vocabulary development and academic goal setting.

**Prerequisite:** Teacher and counselor recommendation.

#### **Fuels/Vehicles (10-12)**

This course will be an exploration of the use of alternative fuels and of the evolution of the alternative fuel powered automobile. There will be various group projects which will lead to the design of an electrically powered robot.

#### **Auto 1 (9-12)**

This course combines theory and practical applications of automotive technology to acquaint the student with the tools and equipment of the trade. The student need not drive a car to benefit. Systems covered include engines, transmissions, final drives, brakes and clutches. The majority of the class time will be committed to hands on learning in the shop. The course is directed toward students who want a working knowledge of their personal auto as well as toward those who are pursuing a career in automotive technology.

#### **Auto 2 (ROP)**

A continuation of Auto 1, this course is an expansion of the principles and skills already learned. The rest of the systems of the modern automobile are covered. The emphasis is on learning

the shop environment. The course is directed toward students who want to round out their knowledge of automotive technology.

**Prerequisite:** Successful completion of Auto1

### **Auto Technology**

This course prepares the student for entry-level employment and provides the knowledge and skills required to enter into advanced training in the automotive field. The course follows ASE (Automotive Service Excellence) guidelines and includes engine repair, fuel delivery systems, wheel alignment, computer control, air conditioning, electrical systems, brake service and repair, front-end repair, diagnostic equipment and technical reading and writing. Integrated throughout the course are career preparation standards which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology and employment literacy.

### **Tutor (10-12)**

Tutor is a one year elective course for student tutors in the programs like AVID or Special Education. Students will tutor five to seven students at least twice a weeks. The tutors are expected to be able to help in at least three academic subjects in which they have been successful in an Honors or Advanced Placement level. These could include World Languages, Language Arts, Mathematics, Sciences, and Social Studies. These tutors may provide tutorial support in other academic courses. Prerequisite: Students must complete an application for the course.

### **Careers in Teaching (ROP)**

This entry level course is designed to provide students with knowledge of career opportunities in the field of teaching and other school site educational professions. Active class participation is enhanced by field work at school sites under the guidance of a mentor teacher. All students are required to observe and/or participate in a variety of settings and classrooms at the primary/elementary, middle/junior high and/or secondary levels. The course helps prepare students for entry into college or university teacher training programs.

*CSU/UC: "g"*

### **Culinary Arts 1 (Year) (9-12)**

This course is designed to give basic knowledge to the beginning cooking student. It covers a wide range of foods from omelets and crêpes to pizza and lasagna. There are practical food labs in which you cook at least three times a week. Learn many helpful cooking hints, including how to prepare foods for yourself as well as a fantastic meal for your guests.

### **Culinary Arts 2 (Year) (10-12)**

This course is designed for the experienced cooking student. Students learn to prepare and serve gourmet meals, study the specifics of meat, poultry, yeast breads, pies, pasta and foreign foods. Students may repeat this course for credit. Prerequisite: Culinary Arts 1 or teacher permission.



### **Engineering (Introduction to) (ROP) (11-12)**

This course is designed to provide students who are interested in pursuing careers in engineering early exposure to engineering and its links to science. As engineering is interdisciplinary, this course embraces a wide variety of topics from different areas of study.

This is a project-based course, where students will develop their critical thinking skills by designing and performing experiments that simulate real-world engineering experiences.

*CSU/UC: "g"*

### **Health (9-12)**

This course examines the scientific knowledge and human behavior as it relates to major health issues and behaviors. Through lectures, readings, group projects, collaborative learning videos, and guest speakers, we will explore a variety of topics pertaining to physical, emotional, and social health. The course topics include: self-esteem, abstinence, substance abuse (drug, alcohol and tobacco education), CPR and first aid, fitness, nutrition, STD's (HIV), family life, personality, decision-making, body systems, and growth and development.

### **Leadership (9-12)**

The Leadership/Student Council class is the student council and student activities center. All class officers and ASB officers are elected to leadership. A number of other positions are open to students through an application process. Positions for the upcoming school year are filled during spring of the previous year. Students are responsible for the activities and spirit of the student body. Leadership students must have a willingness to serve the student body as well as set a positive example to fellow students and the community. The goal of the leadership class is to develop the skills necessary for students to fulfill the duties of their positions and to become effective leaders in the future. The course gives students an opportunity to work with their peers, school staff, and community members in order to promote a positive school experience and develop a school community of which we can be proud.

**Prerequisite:** Election or appointment.

### **Newspaper (ROP) (10-12)**

This year-long course will produce the student newspaper. There will be an emphasis on basic skills of journalism including reporting, writing, editing and layout. Some after school time is required.

**Prerequisite:** Teacher permission and interview or completed Journalism

*CSU/UC: "g"*

### **Recording Studio (Digital Recording Studio)**

In this class, students learn the process of recording—from live performance to CD. Students will have hands-on training in the studio, gaining a working knowledge of the equipment, including computer equipment and recording software. Students wishing to train as studio musicians learn the important aspects of that career and do a minimum of seven live performances per year. Students gain experience in recording, mixing down, and burning CD music projects.

**Prerequisites:** Prior musical background is helpful

### **Robots/Vehicles (Building Basic) (9-12)**

This year course provides a hands-on experience to build and test robots. It will introduce basic robotic applications using computers and Lego kits. The VEXKIT will also be introduced. Catch the robotics revolution!

**Prerequisite:** Completion of Algebra 1

### **Speech 2**

Speech 2 will give students extended practice in the major speech forms. It is also specifically designed to prepare students for speech competition. Students will be critically assessing and analyzing speeches as well as debating and discussing relevant issues with their peers.

Students will work on research, organizational skills and technology to improve their communication skills. Students will be required to participate in at least two outside speech contests per semester. Does not meet the English requirement for graduation.

**Prerequisite:** Successful completion of Oral Interpretation and/or teacher permission.

*CSU/UC:* "g"

### **Sports Medicine (ROP)**

This course explores human anatomy and physiology and lays the foundation for further study of these sciences. Students learn how systems of the body function and interact through physical activity. Students taking this class may be eligible for an after-school sports medicine practicum with the school's athletic teams.

**Prerequisite** Biology

*CSU/UC:* "g"

### **Sports Medicine [Advanced] (ROP)**

This class provides a framework of advanced skills for understanding functional anatomy and kinesiology, building on the concepts learned in 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.

**Prerequisite:** Biology, Sports Medicine

### **Teacher Aide (11-12)**

Teaching assistants are used by teachers in all fields to help in organization and preparation of materials, small group work, tutoring, clerical duties, etc.

**Prerequisite:** Teacher permission.

### **Work Experience (11-12)**

This course enables students to earn 5 credits for a combination of one class period of weekly instruction and a minimum of 10 hours per week of work experience. Class attendance, assignments, and documented hours are required for credit. Instructor will visit each work site two times during the semester for evaluation purposes. Instruction includes issues such as business planning, labor issues, careers, searching for a job, business management, health, safety, etc.

**Prerequisite:** Must have a part-time job (cannot be self-employed).

### **Yearbook (Year)**

Students in this class are responsible for the production of a high quality yearbook. Students enrolled will perform tasks of reporting, copywriting, word processing, graphic design, photography and desktop publishing. Selection into this course will be based on submittal of an application form. You will learn skills basic to the assembly of a publication: data gathering, layout, design, accurate writing, teamwork and above all the meaning of the words commitment and deadlines.

**Prerequisite:** Teacher permission

## **PHYSICAL EDUCATION**

### **PE 9 (Year)**

A required course for all 9th graders. An orientation and introduction to high school physical education. Activities will align with the State Standards and Framework, level 1 in the fall and level 2 in the spring. Level 1 Standards include aquatics, rhythms/dance, individual and dual activities, and fitness. Level 2 Standards include combative, gymnastic/tumbling, team activities and fitness. This course will include the State Fitness Gram in the spring.

**Students scoring below the State standards on 2 or more of the Fitness Gram tests will be required to enroll in a Physical Education Course in 10th grade**

### **Aquatic Certification Fall/Spring.**

This course will provide certification in the areas of Lifeguard Training, First Aid, and CPR for the Professional Rescuer. Students who apply for lifeguard positions will benefit from this class along with students who want to have the knowledge of basic safety skills in these areas.

**Prerequisite:** Must be 15 years of age, be able to swim 500 yards using crawl stroke with rhythmic breathing, breast stroke using pull, breath, kick and glide method, and swim 20 yards, surface dive 7-10 feet to retrieve a 10 lb. object from bottom of pool and return to surface, swim 20 yards to starting point with object and exit the water without using a ladder or steps all within 1:40 time. Have some knowledge of lifeguard training, first aid, and CPR.

### **Basketball (10–12) Fall/Spring.**

This is a highly structured disciplined co-ed program designed to improve skills specific to ball handling, shooting, offense and defense in basketball. This class will include conditioning specific to preparing students for an advanced level of competition.

### **Net Sports (10–12) Fall/Spring.**

This course will provide students with the opportunity to learn skills and techniques in a variety of net games. Emphasis will be placed on team, partner and individual strategy and may include badminton, tennis, volleyball and pickle ball.

### **Sports Conditioning Fall/Spring.**

This co-ed course provides student athletes with general conditioning concepts and activities, as well as sport specific training techniques and practices.

### **Sports (10–12) Fall/Spring**

Students will be given the opportunity to learn the skills and techniques of a variety of team sports through participation. Sports may include flag football, indoor/outdoor soccer, basketball, volleyball, softball, hockey and ultimate Frisbee. Emphasis will be placed on sportsmanship and team strategy.

### **Weights (10–12) Fall/Spring**

This course will provide instruction for students with little or no experience, as well as opportunities for intermediate-advanced level students to develop individualized lifting programs. Students will receive instruction in lifting techniques, spotting, and breathing techniques. The curriculum may include Olympic lifting techniques, plyometrics, and a variety of movement activities.

### **Yoga (10–12) Fall/Spring**

Presents selected exercises from yoga techniques, which allow the student to increase his/her efficiency, and quality of living through improved breathing patterns, habits of relaxation, and posture that contribute to the development of strength, flexibility, balance and coordination. The program may include power walking.

### **SPECIAL EDUCATION**

Students who are eligible for special education, and have a current Individualized Education Plan (IEP), may receive special education services in a variety of ways: in a general education class with support from a special education teacher, in a tutorial or academic success class taught by a special education teacher, individually or in a small group in a special education classroom with a special education teacher for a part of a school day, or in a Special Day Class (SDC) with core academics taught by a special education teacher. Scheduling for any of these options is based on the services outlined in a student's IEP and coordinated by the student's special education case manager in conjunction with the counseling office.

# Clubs

Name	President	Grade	Advisor	Description
Pep Club	Erin Gowen	12	Asbury	To provide an environment where students can learn about color guard and the equipment associated with it.
Operation Military Outreach	Page Rossen	11	Bonnar	To show support to all the military groups through the sending of care packages and letters.
Make-A-Wish	Jamie Leeds	10	Brahmst	To help fulfill wishes of terminally ill children.
Hockey Club	Trevor Stone	12	Busboom	To discuss, promote, and play hockey.
Kicks for Kids	Carter Zetterquist	11	Busboom	To collect soccer cleats for underprivileged kids in the Bay Area.
Harry Potter Club	Maddi Porter	11	Busboom	To discuss the wonderful medias Harry Potter has expanded too.
Mt. Biking Club	Emily Lawrence	12	Busboom	The positive development of young men and women through mountain biking with a focus on student fitness health, leadership, and active community service.
CJ's Shadow	Claire Tsukuda	12	Castleman	To educate students on depression and suicide awareness.
Persian Club	Ladan Herovi	12	Castleman	To explore and further the knowledge of the Persian culture.
Photo Club	Joshua Fong	12	Cochran	To teach about the art of photo and lend support financially to the photo class.
Charity Striders	Morgan Idso	11	Csider	To make people aware and help support different causes through walk-a-thons.
Chemistry Club	Melody Maniex	12	Csider	To explore chemistry beyond the classes offered at SR and learn more about the science.
Spanish Club	Lauren Bruno	12	Dominguez	To teach, discuss, and educate students about the Spanish culture and language.
E2	Trevor Holmgren	12	Egan	To educate students on environmental issues.
Beauty From Ashes	Janelle Coccigmilio	12	Finegan	To discuss violence directed toward woman.
Young Life	Jane Humphrey	12	Finegan	To inform and learn about the fun related to the Christian religion.
Children of Grace	Kendall Vignorali	12	Gardener	To raise money and awareness for the organization Children of Grace.
Anime Club	Adelle Park	11	Groch	To learn and watch anime.
Science Alliance	Nathan Young	12	Groch	To mentor younger students in science and assist with a science fair project.
Free Burma	Maddy Nelson	12	Hamilton	To raise awareness and fundraising for the efforts to promote freedom in Burma.
Friends of the Far East	Megan Lew	12	Hansen	To celebrate and learn more about Asian Culture, and work to better the poor nations.
Stock Trading Club	Nathaniel Matherson	12	Henze	To learn and discuss stock.
California Scholarship Federation	Bridget Karp	12	Hermens	To volunteer throughout the community and award academic achievement.

## Appendix

Horror Club	Ethan Smoller	11Hoover	To watch and read horror medias and discuss techniques behind them.
League of Legends Club	Dean Hatter	11Hoover	To educate SR students about fun video games like League of Legends.
Video Game Club	Peter Chang	12Hoover	To educate students on the various types of video games and build friendships.
Star Craft	Austin Brown	11Horvath	To find others who play Star Craft and to discuss/play the game with them.
Gay-Straight Alliance	Jack Messerly	11Jeff Davis	To have a safe place to discuss different life style choices.
Comrades Club	Maddy Gillette	11John Blake	To eat lunch and spend time with special education kids to build friendships and unity.
San Ramon School Ambassadors (SRSA)	Aiden Struck	12John Jacob	A group of students attempting to better the campus.
Newspaper Club	TBA	12Lillig	To help write and produce the SRVHS Wolfprint
Dance Club	Claire Goldhawk	11MacPhail	To perform and interact with different organizations and raise for local charities through dancing.
Science Fiction Club	Andrew Weinstein	11McCarthy	To discuss interesting classic Science Fiction literature and movie and televisions adaptations.
National Honor Society	Courtney Cheng	12Melvin	To volunteer.
Ping-Pong Club	John Hammil	9Nawim	To educate studnets about the sport of ping-pong.
First Class	Matt McGrath	10Pinkerton	To discuss the importance and ways to be classy.
The Readers	Renee LeTourneau	11Pinkerton	To provide students with a book club to further their knowledge of literature.
Ultimate Frisbee Society	Matt Kaplan	12Pinkerton	To further the education of the values of Ultimate Frisbee offers the SR campus through competition.
FundAField	Hailey Hunter	10Pinkerton	To raise money for the FundAField organization.
Generation 4 Change	Camille Grager	12Pinkerton	To raise funds and awareness for humanitarian causes and global social injustice.
Key Club	Lulu Xu	12Pinkerton	To better the community through volunteering.
Model United Nations	Meredith Ross	Regalia/ 12Hoover	To educate and debate current issues U.S. ambassadors would be faced with.
Students Helping Students	Patrick Colton	11Silva	To help underprivileged families in our community.
Doctor Who Club	Adam Rueckert	12Van Ness	To discuss the show and recreate materials from the show.
TSFEDSISTEMPORS (The Society)	Cooper Johnson	12Van Ness	To discuss.
Rotary Interact Club	Kyle Cuenin	11Van Ness	To help the community through Rotary International.
Improv Club	Emalee Russell	12Weible	To perform and discuss the art of improv.
International Thesbian Society	Meagan Dulsky	11Weible	To educate and discuss drama.
Fellowship of Christian Athletes	Torrey Busboom	11Willford	To recognize our student athletes and to be a Christian light on our campus.
Art Club	Jessica Stauber	9Williams	To teach and discuss types of art and also provide art to be hung around campus.
The Cuts	Eric Burdstedt	11Willis	To discuss baseball for those who have not been chosen to play for SR.



SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

699 Old Orchard Drive, Danville, California 94526

## Single Plan for Student Achievement

### UPDATE 2011-2012

San Ramon Valley High School reviewed the 2008-2009 Single Plan for Student Achievement and made the following revisions:

**Goal #1:** By supporting students as they engage in a **rigorous** curriculum, decrease the percentage of students earning semester D & F grades by 5%.

- Increase the critical thinking and problem solving skills of students in all disciplines.
  - Improve the ability of students to understand and write about non-fiction materials in all disciplines.
  - Expand Link Crew program to include frosh orientation activities throughout the year.
  - Implement a forty-five minute period of remediation and enrichment – 1 day a week.
  - Support the peer-to-peer tutoring program with an emphasis on Algebra 1, Geometry, and Algebra II. (See attached brochure)
  - Collaborate with SRVHS parent groups to present parent support evenings.
  - *Action Steps Removed from previous Site Plan*
    - 30-minute period of remediation and enrichment during the school day, 3 days a week.
    - Frosh Advisory Period
- **Goal #2:** By fostering engaging, **relevant** instructional practices and curriculum, promote a yearly growth in the school-wide API score by 5 points and increase the percentage of students scoring advanced or proficient by 5% in all disciplines.
- Enhance student learning through the use of technology.
  - Extension of library assistant hours to keep library open before and after school.
  - Stipends for curriculum leaders to foster professional collaboration.
  - Career Technology Education Stipend – Robotics Program.
  - Staff development in the area of curriculum and instruction with an emphasis on the implementation of technology. Support teacher use of technology through staff development such as teachers' use of iPads, slates and Google accounts to enhance learning.
  - Implement the updated SRVHS Technology Plan (See attached brochure). Technology plan includes the following: upgrading technology infrastructure and software, staff development on 21<sup>st</sup>-century learning skills, and an information literacy and technology skills ladder.

Appendix

- *Action Steps Removed from previous Site Plan*
  - Webpage maintenance
  - Technology support position
  
- **Goal #3:** Build positive **relationships** through the implementation of school-wide climate and character education initiatives. Success to be measured through a 5% reduction in disciplinary referrals and a reduction in incidents of bullying and harassment.
  - Implement student-lead campaigns organized by the SRVHS Leadership program, San Ramon Student Ambassadors, and the Gay-Straight Student Alliance
  - Maintain and strengthen a safe and welcoming school culture that fosters student engagement and learning.
  - Present anti-bullying and anti-harassment training a minimum of once a year to students and staff.
  - Continue staff development on *The 40 Developmental Assets*.
  - Implement *Character Counts* character education program.
  - Implement the Saturday School program as a positive disciplinary alternative to suspension.

The following program changes have been made:

- N/A

Evidence used to support these changes:

- Percentage of students receiving semester Ds and Fs
- Disaggregated data from the California Standards Tests
- Technology inventory and minutes from site Technology Committee
- Healthy Kids Survey data and discipline and referral data

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School Principal

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Date

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School Site Council Chairperson

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Date



## Common Assessment

- ⊙ First, it was concluded that common final exams may have less value to teachers than formative assessments. Therefore, the district will not be requiring teachers to develop district level common final exams.
- ⊙ It was agreed that each high school would create formative assessments for the specified disciplines at their individual sites. These assessments will be totally created by the teachers at each school and given at a minimum, once each semester. The expectation is that the first assessments will be piloted this spring and that full implementation will begin in the 2012-2013 school year.
- ⊙ These assessments will be entered in to Data Director to provide useful data for collaborative departmental conversations.
- ⊙ **It was also agreed that teachers from each high school would meet to develop common course descriptions and essential learnings for each course. This common description as well as the essential learnings would be a required part of each teacher's syllabus.**

## The Technology Integration Matrix

### Table of Summary Descriptors

This table contains summary descriptors for each cell of the Technology Integration Matrix (TIM). Other available resources include tables detailing student activity, teacher activity, and instructional settings for each TIM cell.

Levels of Technology Integration into the Curriculum

	Entry	Adoption	Adaptation	Infusion	Transformation	
Characteristics of the Learning Environment	Active	Information passively received	Conventional, procedural use of tools	Conventional independent use of tools; some student choice and exploration	Choice of tools and regular, self-directed use	Extensive and unconventional use of tools
	Collaborative	Individual student use of tools	Collaborative use of tools in conventional ways	Collaborative use of tools; some student choice and exploration	Choice of tools and regular use for collaboration	Collaboration with peers and outside resources in ways not possible without technology
	Constructive	Information delivered to students	Guided, conventional use for building knowledge	Independent use for building knowledge; some student choice and exploration	Choice and regular use for building knowledge	Extensive and unconventional use of technology tools to build knowledge
	Authentic	Use unrelated to the world outside of the instructional setting	Guided use in activities with some meaningful context	Independent use in activities connected to students' lives; some student choice and exploration	Choice of tools and regular use in meaningful activities	Innovative use for higher order learning activities in a local or global context
	Goal-Directed	Directions given, step-by-step task monitoring	Conventional and procedural use of tools to plan or monitor	Purposeful use of tools to plan and monitor; some student choice and exploration	Flexible and seamless use of tools to plan and monitor	Extensive and higher order use of tools to plan and monitor

The Technology Integration Matrix was developed by the Florida Center for Instructional Technology at the University of South Florida College of Education and funded with grants from the Florida Department of Education. For more information, visit <http://mytechmatrix.org>.