San Ramon Valley High School

Home of the Wolves

Focus on Learning

Midterm Report

of

San Ramon Valley High School

2009

Submitted to:

The Western Association of Schools and Colleges
&
The California Department of Education

San Ramon Valley High School
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San Ramon Valley Unified School District

San Ramon Valley Unified School District

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Principal

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Assistant Principal

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Assistant Principal

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San Ramon Valley High School WASC Leadership Team

Joseph Ianora . . . . Principal

John Walker . . . . Assistant Principal, Self-Study Coordinator

Toni Taylor . . . . Director, Instructional Services, SRVUSD Representative

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Jennifer Levy-Wendt . . . . Counselor Representative

Jake Friedler . . . . Student Representative

Mark Warwick . . . . Student Representative

Christine Wentker . . . . PTSA President, Parent Representative

Table of Contents

Part I

Part II

Appendix

Student, School and Community Profile

San Ramon Valley High School has a long-standing tradition of excellence and is a source of pride for the surrounding suburban communities of Danville, Alamo, and San Ramon. Founded in 1910, San Ramon Valley High School is located in the town of Danville, a Contra Costa County community approximately 35 miles east of San Francisco. 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, dedicated parents, and active community partners. Through a comprehensive system of support programs, San Ramon Valley High School works to fulfill its mission:

<div align="center">

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

</div>

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 96% continue their formal education at two-year and four-year colleges. Based on data for the class of 2008, 67% of the graduates enrolled at a four-year college, and 29% 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.

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Expected Schoolwide Learning Results

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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.
- utilize effective study skill strategies.
- effectively use technological resources.

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.

San Ramon Valley High School students will demonstrate effective communication.
Students will be able to…
- listen, speak, and write effectively.
- give oral presentations that demonstrate clarity of ideas and expression.
- collaborate with others to solve problems and produce quality work.
- communicate using appropriate technology.

San Ramon Valley High School students will demonstrate integrity and responsibility.
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.
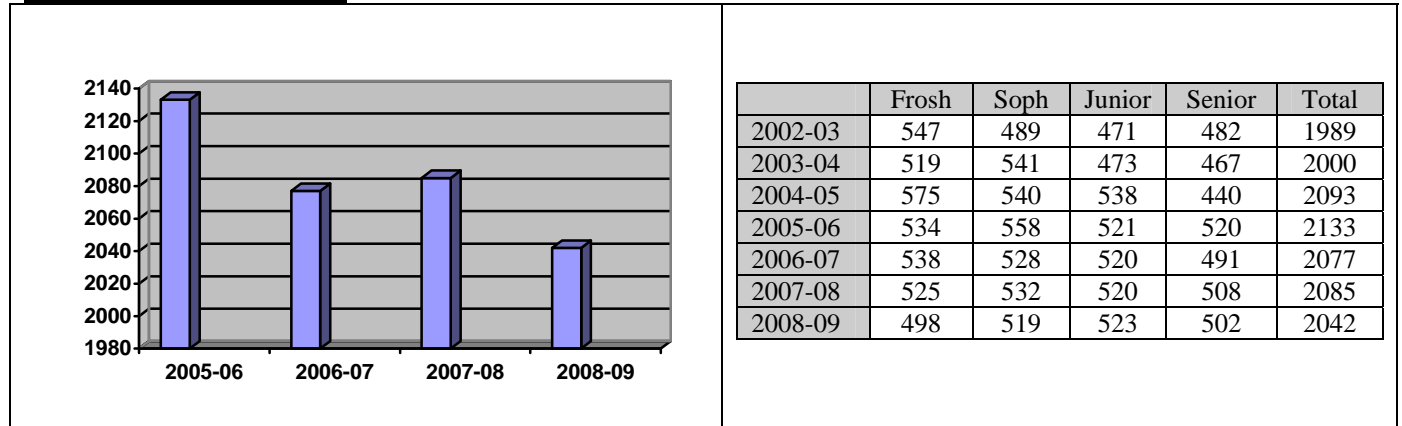- exhibit positive citizenship at school and in the community.

Fully accredited through the Western Association of Schools and Colleges (WASC), SRVHS provides a complete college-preparatory curriculum, vocational education classes, and a full array of extra-curricular activities. As a result of exemplary standards-based educational practices, San Ramon Valley High School consistently earns the honor of being a California Distinguished School and, in 2002, was recognized as a National Blue Ribbon School.

Parent support groups donate thousands of hours of time and raise approximately $300,000 annually to support school programs. Notable among these groups are the PTSA, Academic Boosters, Fine Arts Association, Athletic Boosters, and the "Wolf Tones" Music Boosters. Community groups including Kiwanis Club, Rotary, Business Roundtable, and Soroptimists, provide the school with services, awards, and scholarships. 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.
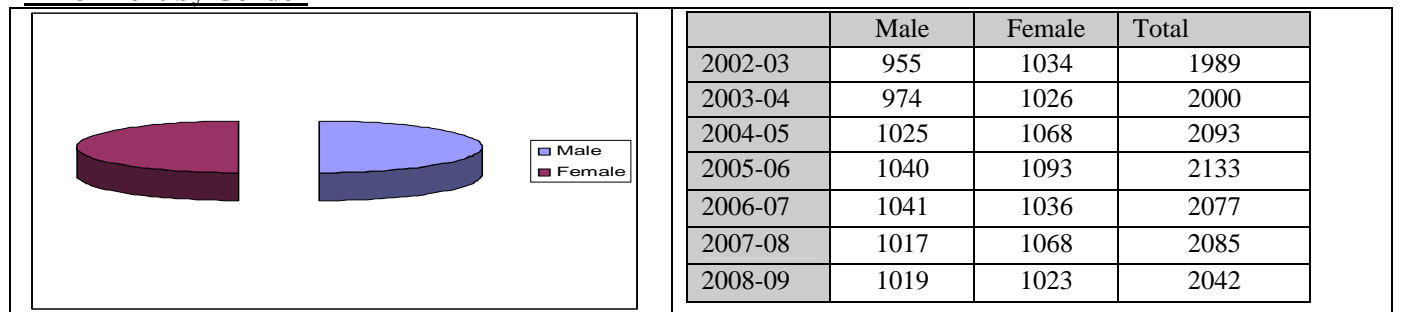
Student Demographics

Over the past three years, enrollment at San Ramon Valley High School has dropped 4%. Enrollment currently stands at 2,042. A key reason for the decline has been the opening of a new high school in the San Ramon Valley Unified School District. The majority of SRVHS students are white, with Asian and Hispanic students comprising the next two largest ethnic groups.

Total Student Enrollment

	Frosh	Soph	Junior	Senior	Total
2002-03	547	489	471	482	1989
2003-04	519	541	473	467	2000
2004-05	575	540	538	440	2093
2005-06	534	558	521	520	2133
2006-07	538	528	520	491	2077
2007-08	525	532	520	508	2085
2008-09	498	519	523	502	2042

Enrollment by Gender

	Male	Female	Total
2002-03	955	1034	1989
2003-04	974	1026	2000
2004-05	1025	1068	2093
2005-06	1040	1093	2133
2006-07	1041	1036	2077
2007-08	1017	1068	2085
2008-09	1019	1023	2042

Student Ethnicity

	Native American	Asian	Pacific	Filipino	Hispanic	African American	White	No Response
2001-02	20	164	8	15	77	13	1625	0
2002-03	16	166	5	21	77	19	1685	0
2003-04	14	161	6	24	76	20	1695	4
2004-05	13	167	3	23	85	26	1767	9
2005-06	8	170	3	27	110	25	1802	8
2006-07	4	168	4	32	107	20	1718	24
2007-08	1	170	7	38	108	23	1719	19
2008-09	1	173	6	37	108	23	1673	21

Asian
Pacific Islanders
Filipino
Hispanic
African American
White
Native American
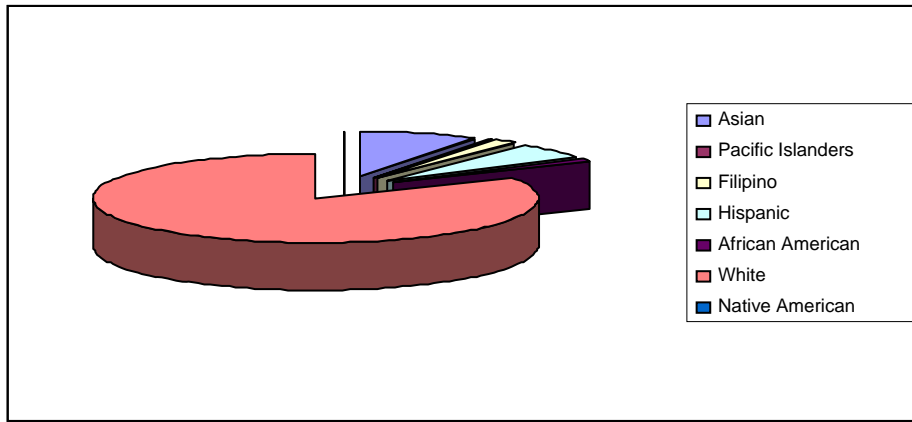
Academic Program Enrollment

SRVHS offers a wide array of educational programs to meet the needs of students from all academic ability levels. The number of students in Advanced Placement (AP) classes continues to increase.

	2004-05		2005-06		2006-07		2007-2008		2008 - 2009	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Advanced Courses	90	108	81	94	72	111	80	121	88	126
Honors Courses	191	275	174	210	208	224	237	304	277	306
AP Courses	192	259	221	304	344	479	375	470	335	420
Full Inclusion	6	8	6	9	8	5	6	7	4	5
Special Day Class	15	6	14	10	19	15	14	15	16	11
Resource	101	44	96	51	96	57	85	64	90	64
504	20	18	30	17	28	18	22	19	24	14
GATE	86	70	86	75	79	77	92	94	93	106

Student Participation

The student body at San Ramon Valley High School has the opportunity to participate in a wide array of co-curricular and extra-curricular activities.

Student Participation in Co-Curricular and Extra-Curricular Activities										
Activity	2004-05		Fall 2005-06		2006-07		2007-08		2008-09	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Athletics	652	518	227	213	673	525	690	522	710	531
Vocal music	69	122	67	144	73	149	73	162	76	150
Instr. Music	126	70	128	58	120	65	118	66	113	80
Theatre Arts	36	87	44	83	48	75	60	70	47	77
Dance	0	181	0	190	0	212	0	193	1	167
Speech	41	37	38	46	32	38	47	25	51	16
Leadership	31	64	13	71	18	83	27	73	29	67
Newspaper	9	17	6	19	2	15	1	17	5	19
Yearbook	3	26	4	25	2	16	0	23	1	23
Mock Trial	6	12	10	8	8	6	2	4	0	0
Cheerleading		39		58		57		60		62
Robotics	19	1	19	4	24	0	29	0	22	1
Model U N	30	42	25	37	25	30	21	23	15	15

Note: Statistics affected by student participation in multiple activities.

Language Proficiency
San Ramon Valley High School has relatively few English Language Learners (ELL). There are currently
14 students who are designated as ELL. For ELL students, SRVHS offers a designated English Language
Development (ELD) class. All students classified as ELL are placed with teachers who are CLAD
certified.

Language Proficiency Designations

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
English Language Learners	12	2	3	9	3	13	14
Fluent - English proficient	100	119	129	90	94	92	90
Redesignated R-FEP	8	6	1	36	35	31	28

Attendance
The entire SRVHS community recognizes the importance of regular attendance and the school has
developed an extensive program to improve upon our attendance rate of 97%. While the school's overall
attendance rate is high, there are a significant number of students who are truant at least once during the
school year. During the 2007-2008 school year, 973 students were truant at least once, down from 1,215
in 2006-2007. SRVHS responds to truancy using a variety of proactive approaches including counseling
and punitive measures. Individual teachers develop their own responses to tardiness and, upon request,
the administration gets involved to assign work details, schedule parent meetings, and refer students to the
Student Attendance Review Board (SARB).

Suspension / Expulsion Rates and Crime Statistics
San Ramon Valley High School has clear guidelines regarding suspensions, and the administration uses
an annual assembly, student handbooks, parent newsletters, and the SRVHS web page to ensure that the
students and their parents are aware of these policies.

Suspensions and Expulsions

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
# of Suspensions	75	73	80	88	91	68
Rate of Suspensions	.037	0.037	.038	.042	.044	.032
# of Expulsions	3	6	1	1	2	3
Rate of Expulsions	.0015	.0030	.0004	.0004.	.0010	.0014

Each month, an administrator files a California Safe Schools Assessment and Incident Reporting Form
with the district. These reports summarize the crimes or other serious incidents that involved San Ramon
Valley High School students. Most of the incidents take place on campus during school hours; however,
the school also keeps track of incidents occurring at school-sponsored events and incidents occurring
while students are traveling to and from school. A review of statistics for the past three years reveals that
over 45% of the incidents involved the use or possession of drugs or alcohol. Most of the remaining
incidents involved theft, vandalism, battery, or disruption of school activities.

Socio-economic Status
San Ramon Valley High School serves a primarily upper-middle-class community. There are currently
three students who qualify for a free or reduced lunch. The parent education level is also relatively high.

Parent Education Level, 2008	Number
Declined to state or unknown	239
Graduate school / post-graduate training	1646
College graduate	1706
Some college (includes AA)	376
High school g raduate	84
Non-graduate of high school	8

San Ramon Valley High School Staff, Facility, and Finances

The staff of San Ramon Valley High School includes 98 fully-certificated teachers, six counselors, and four administrators. Through an extensive program of professional development, staff members stay apprised of successful and current educational practices. The certificated staff is currently in the process of building a Professional Learning Community (PLC) based on collaboration, data-based decision-making, and systematic intervention for students who do not master the state content standards.

Staff Experience, 2007-2008

	Average # Years in the District	Average # of Years in Profession	# of First-Year Teachers	# of Second-Year Teachers
Certificated Staff	11.4	14.3	6	8

Certificated Staff Demographics, 2007-2008

	Native American	Asian	Pacific Islander	Filipino	Hispanic	African American	White	No Response	Total
Certificated Staff	0	4	0	1	4	0	89	0	98

School Facilities

In 2003, the community passed a $265 million construction bond; as a result, San Ramon Valley High School is currently improving its facilities through three major construction projects. Phase 1 involved the addition of two major campus buildings. The first building houses a new instrumental music and choral facility. The second building houses a new student commons, cafeteria, library, and media center. Completed in February of 2008, Phase 2 of construction included a new two-story classroom building and a new auxiliary gymnasium. Phase 3 of construction, scheduled to be completed in 2013, includes a new main gym, a vocational education center, and a three-story classroom building.

Academic Facilities	Athletic and Physical Education Facilities
• 86 classrooms (16 portables) • 6 science lab/classrooms • 5 science labs • 4 computer labs • 1 auto shop classroom • 1 instrumental music room • 1 choral music room • 1 culinary arts room • 1 video production room • 1 photography room with dark room • 2 art rooms • 1 meeting room • 1 career center • 2 conference rooms • 4 staff lounges	• 2 gymnasiums • 1 weight room • 1 yoga room • 1 dance room • 1 stadium field • 1 practice field • 1 swimming pool • 2 baseball fields • 3 softball fields • 6 tennis courts

School Safety

San Ramon Valley High School has long-established procedures that help ensure a safe and orderly campus. A recent survey indicates over 95% of our students, parents, and staff feel SRVHS is a safe environment. Visitors must check in at the office. A nurse is on duty one day per week. A School Resource Office is a member of the school's staff. SRVHS also has two full-time campus supervisors. The school safety plan is updated annually. SRVHS is designated as a community shelter in case of a general emergency, and appropriate procedures and equipment are in place. During lunch, juniors and seniors are allowed to leave campus; freshmen and sophomores must remain on the supervised campus.

School Financial Support

Current San Ramon Valley Unified District figures, from audited '07-'08 financial statements, indicate an average of $8,004 spent to educate each student, based on total expenditures of $210,039,426. Classroom Education costs accounted for 67% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 3%; and District Administration/Business Operations 6%. Our district of 24,243 students spends less than the state average because we are a designated "low wealth" district, as defined by the state's complex funding formula for schools.

Student Performance Data

According to key academic measures, SRVHS is a high-performing school. Over 99% of our students graduate; 72% of the graduating seniors are U.C eligible, the school consistently meets all Adequate Yearly Progress (AYP) goals, and the Academic Performance Index (API) score is 868, an increase of 8 points since 2006. The record of academic success is strong; however, there remain areas of concern. Compared to similar schools, SRVHS math scores remain relatively low, English Language Arts (ELA) scores have dropped slightly, SAT scores are down, and 20% of the student body consistently earn at least one semester D or F.

Academic Performance Index

Over the past five years, San Ramon Valley High School students have continued to score well on the state standardized tests and the school's API has steadily increased. In 2007, the school's API dropped 5 points, but scores rebounded 13 points in 2008. The API has increased 20 points since 2004.

API Scores
2003 . . . 842
2004 . . . 848
2005 . . . 857
2006 . . . 860
2007 . . . 855
2008 . . . 868
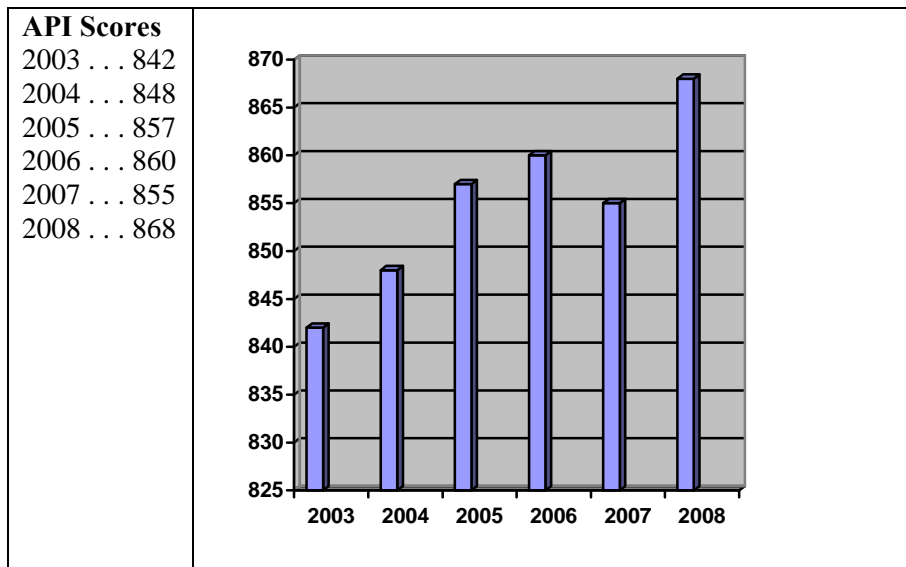
API Performance							
Year	Percent Tested	# of Students included in the API Growth	API Score	Growth Target	Growth	School-wide Target	Subgroup Targets
2007-08	99%	1551	868	A	13	Yes	Yes
2006-07	99%	1566	855	A	-5	Yes	Yes
2005-06	99%	1554	860	A	3	Yes	Yes
2004-05	99%	1440	857	A	9	Yes	Yes
2003-04	99%	1450	848	A	5	Yes	Yes
2002-03	99%	1398	842	A	11	Yes	Yes

Note: An "A" indicates the school or subgroup scored at or above the state-wide performance target.

School Rank and Similar Schools Rank		
Year	Statewide Rank	Similar Schools Rank
2008	*10**	*8**
2007	10	7
2006	10	8
2005	10	8
2004	10	8
2003	10	8
2002	10	8
2001	10	8

*Projected ranking for 2008. State has not officially published 2008 Similar Schools Rank

API Targets – Over the past three years, San Ramon Valley High School met API growth targets for all significant subgroups, with one exception: Special Education in 2006. Since 2006, the Special Education API has increased 73 points and SRVHS is now meeting AYP goals for Special Education. The Asian students at SRVHS consistently outperform the school's other groups on the California Standards Tests.

	2006			2007			*2008*		
Subgroups Ethnic/ Racial	Number of Students in API	API Score	Met Growth Target	Number of Pupils in API	API Score	Growth Target	Number of Pupils in API	API Score	*Growth Target*
Asian	120	928	Yes	128	901	Yes	125	913	*Yes*
White	1287	865	Yes	1298	854	Yes	1289	867	*Yes*
Sp. Ed.	*135*	*605*	*No*	*132*	*661*	*Yes*	*119*	*678*	*Yes*

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socio-economically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with test scores included in the API (valid scores) OR (2) comprises at least 15% of the school population tested and contains at least 50 students with valid scores. Source: California Department of Education.

California Standards Tests

CST – English Language Arts
Over the past 4 years, the percentage of 9th grade students who test Proficient or Advanced on the English Language Arts portion of the CST has increased, but the scores for 10th and 11th grade students have dipped slightly.

English Language Arts	9th				10th				11th			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
# of Students Tested	552	539	535	518	511	536	525	529	516	498	513	516
% Advanced	48%	52%	47%	57%	38%	40%	40%	43%	37%	44%	40%	38%
% Proficient	32%	29%	34%	29%	37%	36%	32%	30%	36%	30%	31%	30%
% Basic	16%	12%	15%	10%	19%	18%	20%	19%	16%	16%	16%	21%
% Below Basic	3%	4%	2%	3%	3%	4%	5%	5%	6%	5%	8%	6%
% Far Below Basic	1%	3%	2%	2%	3%	2%	2%	2%	6%	5%	4%	5%

CST – Mathematics

Scores on the mathematics sections of the CST have not been as strong as the scores for the other curricular disciplines. In 2008, over 50% of the students who took the General Math, Algebra, and Algebra II tests scored Basic or below. Geometry and Summative Mathematics scores remain strong.

General Mathematics	2005	2006	2007	2008
# of Students Tested	127	130	48	28
% Advanced	2%	5%	6%	0%
% Proficient	35%	37%	13%	32%
% Basic	47%	37%	52%	29%
% Below Basic	9%	14%	21%	25%
% Far Below Basic	6%	8%	15%	14%

Algebra I	2005	2006	2007	2008
# of Students Tested	303	357	328	300
% Advanced	5%	9%	2%	3%
% Proficient	42%	48%	18%	26%
% Basic	38%	33%	43%	41%
% Below Basic	15%	7%	29%	27%
% Far Below Basic	2%	3%	7%	4%

Geometry	2005	2006	2007	2008
# of Students Tested	486	414	560	491
% Advanced	16%	22%	14%	21%
% Proficient	40%	38%	41%	36%
% Basic	32%	29%	30%	26%
% Below Basic	9%	9%	13%	14%
% Far Below Basic	3%	2%	1%	3%

Algebra II	2005	2006	2007	2008
# of Students Tested	352	422	356	492
% Advanced	9%	9%	8%	8%
% Proficient	28%	23%	29%	31%
% Basic	34%	36%	32%	38%
% Below Basic	21%	27%	26%	17%
% Far Below Basic	9%	5%	5%	5%

High School Summative Mathematics	2005	2006	2007	2008
# of Students Tested	180	160	207	194
% Advanced	30%	28%	26%	24%
% Proficient	43%	44%	38%	49%
% Basic	22%	23%	24%	21%
% Below Basic	5%	5%	11%	6%
% Far Below Basic	0%	0%	0%	1%

CST – Social Studies

The number of students testing Proficient or Advanced on the World History and United Sates History exams dropped in 2007, but, in 2008, scores rose to match those of previous years.

World History	2005	2006	2007	2008
# of Students Tested	504	535	527	535
% Advanced	41%	42%	35%	42%
% Proficient	33%	32%	31%	29%
% Basic	20%	19%	22%	19%
% Below Basic	3%	4%	7%	5%
% Far Below Basic	3%	4%	5%	5%

United States History	2005	2006	2007	2008
# of Students Tested	514	496	510	512
% Advanced	33%	37%	26%	34%
% Proficient	36%	32%	38%	34%
% Basic	18%	20%	23%	21%
% Below Basic	7%	8%	8%	7%
% Far Below Basic	5%	4%	5%	4%

CST – Science

Except for Physics, science scores in the Proficient and Advanced range are up over the past four years.

Biology/Life Sciences	2005	2006	2007	2008
# of Students Tested	530	544	701	605
% Advanced	34%	40%	38%	38%
% Proficient	40%	42%	32%	38%
% Basic	22%	16%	23%	20%
% Below Basic	3%	1%	5%	3%
% Far Below Basic	1%	0%	2%	1%

Chemistry	2005	2006	2007	2008
# of Students Tested	436	293	358	468
% Advanced	19%	27%	24%	24%
% Proficient	32%	31%	31%	35%
% Basic	42%	36%	38%	36%
% Below Basic	6%	5%	6%	4%
% Far Below Basic	2%	1%	1%	1%

NCLB Grade 10 Life Science	2005	2006	2007	2008
# of Students Tested	N/A	526	524	529
% Advanced	N/A	34%	41%	42%
% Proficient	N/A	35%	32%	35%
% Basic	N/A	21%	16%	14%
% Below Basic	N/A	6%	7%	6%
% Far Below Basic	N/A	3%	4%	4%

Physics	2005	2006	2007	2008
# of Students Tested	79	53	41	43
% Advanced	30%	23%	20%	33%
% Proficient	51%	58%	61%	37%
% Basic	15%	15%	17%	30%
% Below Basic	3%	2%	2%	0%
% Far Below Basic	1%	2%	0%	0%

Integrated Science 1	2005	2006	2007	2008
# of Students Tested	N/A	343	253	308
% Advanced	N/A	3%	1%	6%
% Proficient	N/A	30%	28%	34%
% Basic	N/A	54%	56%	48%
% Below Basic	N/A	9%	11%	6%
% Far Below Basic	N/A	3%	4%	5%

16

California Standards Test: Disaggregated by Subgroups, 2008

The following charts address CST results for the following key subgroups: Asian Indian, Chinese, Hispanic, White, Female, and Male. Scores for the Hispanic students are significantly lower than those for other subgroups on the ELA, math, and science tests. Significant discrepancies exist between male and female students on the ELA, science, and history exams.

ELA – All Levels

Subgroup	# of Students in Subgroup Tested	ELA % Proficient or Advanced
Asian Indian	20	70%
Chinese	70	90%
Filipino	32	78%
Hispanic	76	64%
White	1290	76%
Female	788	80%
Male	770	71%

Math – All Levels

Subgroup	# of Students in Subgroup Tested	Math % Proficient or Advanced
Asian Indian	20	65%
Chinese	68	68%
Filipino	27	41%
Hispanic	71	37%
White	1248	47%
Female	769	46%
Male	732	49%

End of Course Science – All Levels

Subgroup	# of Students in Subgroup Tested	Science % Proficient or Advanced
Asian Indian	18	72%
Chinese	68	79%
Filipino	29	66%
Hispanic	67	43%
White	1180	62%
Female	727	57%
Male	696	67%

World History

Subgroup	# of Students in Subgroup Tested	World History % Proficient or Advanced
Asian Indian	8	63%
Chinese	24	75%
Filipino	10	80%
Hispanic	24	67%
White	439	71%
Female	253	65%
Male	281	76%

United States History

Subgroup	# of Students in Subgroup Tested	U.S. History % Proficient or Advanced
Asian Indian	7	71%
Chinese	23	78%
Filipino	13	46%
Hispanic	25	68%
White	426	69%
Female	250	65%
Male	260	71%

California High School Exit Exam

For the past four years, 99% of SRVHS students have met the CAHSEE requirement by the end of their senior year.

	2004-2005		2005-2006		2006-2007		2007-2008	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
10th Grade	517	98%	543	97%	526	96%	513	97%
11th Grade	19	63%	13	65%	27	70%	26	69%
12th Grade	0	n/a	2	33%	10	70%	8	75%
	Class of 2005		Class of 2006		Class of 2007		Class of 2008	
Met CAHSEE Requirement by End of Sr. Yr.	99%		99%		99%		99%	

Adequate Yearly Progress

For the 2006-2008 school years, San Ramon Valley High School met all of its federally-mandated AYP criteria goals.

AYP Criteria	2006	2007	2008
Overall AYP	Yes	Yes	Yes
Participation Rate ELA	Yes	Yes	Yes
% Proficient ELA	Yes	Yes	Yes
Participation Rate Math	Yes	Yes	Yes
% Proficient Math	Yes	Yes	Yes
API	Yes	Yes	Yes
Graduation Rate	Yes	Yes	Yes

Graduation Rate

Graduation rates consistently remain near 100%.

Graduation Rates					
Class of 2002-03	Class of 2003-04	Class of 2004-05	Class of 2005-06	Class of 2006-07	Class of 2007-08
99.8	99.8	99.3	99.2	99.2	99.4

Post Graduation Plans				
	2005	2006	2007	2008
Going to College	95%	98%	97%	96%
Four-Year College	67%	71%	69%	67%
Two-Year College	28%	27%	28%	29%
Vocational School	2%	1%	.4%	1%
Military/Working/Undecided	2%	1%	3%	3%

California English Language Development Test 2006-2008

The overall numbers of ELL students and their CELDT classifications have remained consistent over the past three years. SRVHS offers one ELL English class.

	2005-2006	2006-2007	2007-2008
Advanced	1	0	1
Early Advanced	1	2	0
Intermediate	1	2	1
Early Intermediate	0	1	2
Beginning	1	0	0
Total	**4**	**5**	**5**

SAT and ACT Results

Scores on the SAT I have dropped over the past four years. ACT scores have remained consistent, but the number of students taking the ACT has almost tripled.

	SAT I				ACT	
	# Students	Average Verbal Score	Average Math Score	Average Writing Score	# Students	Composite Score
2004	342	562	582	602	66	25.3
2005	367	559	588	605	89	25
2006	399	560	584	567	108	24.7
2007	378	564	579	565	108	24.7
2008	381	552	572	554	178	25.2

National Merit Scholars

	Finalists	Semi-Finalists	Commended
2003-04	3	3	5
2004-05	4	4	15
2005-06	4	4	14
2006-07	3	3	22
2007-08	4	4	16

Advanced Placement

Enrollment in AP classes has grown over the past seven years. In recent years, enrollment growth is primarily due to increases in the AP Environmental Engineering and AP Statistics classes. In 2008, 458 students took 790 AP exams. SRVHS students earned a score of 3 or higher on 78% of the exams.

Test Year	Total # of Test Takers	Total # of Exams	Passing Scores (≥3)
2002	255	449	88%
2003	289	516	89%
2004	301	531	88%
2005	374	702	82%
2006	427	785	89%
2007	418	828	83%
2008	458	790	78%

Advanced Placement Examination Statistics by Subject – 2008		
	# of Students Taking Exams	% Passing Scores
Biology	15	10
Statistics	81	46
U.S. History	79	81%
European History	58	95%
Calculus AB	60	97%
Calculus BC	5	100%
Chemistry	56	91%
Computer Science	9	78%
Micro Econ	14	100%
Macro Econ	14	100%
English Lang	62	98%
English Lit	31	100%
Environmental Science	120	59%
French Language	15	53%
U.S. Government	21	81%
Comparative Government	46	63%
Physics	6	100%
Psychology	36	92%
Music Theory	11	64%
Studio Art Drawing	5	100%
Spanish Language	44	75%
Studio Art 2D	2	100%

U.C. and C.S.U. Eligibility

U.C. and C.S.U. eligibility continues to remain high. Females are starting to significantly outpace males on this measure of college readiness.

	2006	2007	2008
	% Grads U.C. & C.S.U. Eligible	**% Grads U.C. & C.S.U. Eligible**	**% Grads U.C. & C.S.U. Eligible**
Asian	83%	78%	*State has not yet released official disaggregated statistics on racial and gender breakdown for 2008.*
White	66%	72%	
Male	61%	61%	
Female	70%	77%	
Overall	66%	72%	72%

Number of Students Enrolling in U.C.

Year	Students Enrolled
2001	67
2002	90
2003	75
2004	58
2005	67
2006	109
2007	80
2008	76

Algebra Enrollment

San Ramon Valley High School offers three algebra and pre-algebra courses:

- Transitions to Algebra is a pre-algebra course, remedial in nature, designed to prepare students who are two or more years below grade level ready for Algebra 1.
- Algebra 1 is the state-mandated algebra course.
- Standards Algebra is a less rigorous algebra course, available only to juniors and seniors who have not passed Algebra 1B.

The percentage of students taking a course below Algebra has dropped 15% over the past 4 years.

Algebra and Pre-Algebra Enrollment			
2008 – 2009			
	Grade 9	Grade 10	Grade 11	Grade 12
Transitions to Algebra	30	8	0	0
Algebra 1	181	57	9	1
Standards Algebra	0	0	19	6
2007 – 2008			
	Grade 9	Grade 10	Grade 11	Grade 12
Transitions to Algebra	28	10	0	0
Algebra 1	197	61	20	3
Standards Algebra	0	0	21	3

2006 – 2007			
	Grade 9	Grade 10	Grade 11	Grade 12
Transitions to Algebra	43	17	0	1
Algebra 1	177	117	21	3
Standards Algebra	0	2	17	5

Percentage of Ninth Graders Taking a Course below Algebra

2004-2005	23%
2005-2006	22%
2006-2007	9%
2007-2008	7%
2008-2009	8%

Report Card Analyses

The number of students receiving at least 1 D or 1F at the semester is down 4% over the past 2 ½ years.

	Students with Semester D's and F's for the Past 2 ½ Years			
	Students with at least 1 D or F		Students with 3 or more D's of F's	
	# of Students	% of Students	# of Students	% of Students
Fall 06	504	24%	108	5%
Spring 07	518	25%	111	5%
Fall 07	429	21%	99	5%
Spring 08	480	23%	97	5%
Fall 08	417	20%	90	4%
% Change		(-4%)		(-1%)

Significant Developments over the Past Three Years

New Mission Statement
To help provide a renewed clarity about the fundamental purpose of SRVHS, 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.

Increased Emphasis on the Professional Learning Community 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 (Action Item #2). 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 works 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 three key components:
- Professional collaboration by subject-level teams.
- Data-based decision making.
- Systematic intervention for struggling students.
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, appropriate adjustments to curriculum and instruction. All of this requires more collaboration time; therefore, beginning in 2007, the administration added sixteen additional hours of collaboration through the adoption of eight "late-start Thursdays." On these days, students arrive at 9:30am so the staff has a two-hour block of time to engage in PLC collaboration.

Pursuing a Schedule Change
The late starts have been effective, but staff members have consistently asked for more time to collaborate as well as time during the school day to intervene with their struggling students. To meet this need, SRVHS is pursuing a schedule change to allow for the following: additional collaboration and intervention time during the school day. The Alternative Scheduling Committee, representing all key stakeholder groups, has led this effort. District regulations stipulate that 75% of the certificated staff must approve a schedule change. This threshold has proven difficult to achieve. Staff members agree that they need more time for collaboration and intervention, but there has not yet been consensus on exactly what the schedule should look like. During February 2009, the Alternative Scheduling Committee narrowed the schedule choices to two, and the staff will select one of the schedules for implementation in 2009-2010. (See Appendix)

Adoption of Web-Based Data and Communication Systems
To foster a more systematic approach to data analysis, SRVHS began utilizing the Achieve Database in 2006. This online database provides all teachers, counselors, and administrators with detailed, longitudinal, disaggregated student performance data. 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.

School Modernization
Currently, the school is undergoing a three-phase modernization project. Phase One, completed in 2006, included the construction of a new music facility, a new library, and a new cafeteria. Phase Two, completed in 2008, included the construction of a two-story classroom building and a new auxiliary gymnasium. Phase Three, with a completion date of 2013, will include a three-story classroom building, a main gymnasium, and a vocational education center.

Distinguished School Nomination
Based on student performance data from 2008, SRVHS was nominated to receive the California Distinguished School Award. Administrators and a team of teachers completed the formal application in December 2008. The application called for the school to highlight two "signature practices." SRVHS chose the following:
- Implementing a Professional Learning Community
- Fostering a Successful Freshman Transition

A site validation team is coming February 24, 2009, to validate that SRVHS has excelled in these two areas. The staff is excited about the opportunity to earn the Distinguished School Award and looks forward to the site visit.

Implementation and Monitoring of the WASC Action Plan
The San Ramon Valley High School Leadership Team, consisting of administrators, the lead counselor, curriculum leaders, and a classified representative, assumes the primary responsibility for implementing and monitoring the components of the action plan. The Leadership Team meets at least twice a month to address a wide array of schoolwide issues, including those related to the action plan. While the Leadership Team plays the primary role in implementing the Action Plan, a separate WASC Leadership Team 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 two-to-three times a year to provide feedback on the action plan and to suggest adjustments. In order to gain feedback from the entire staff on action plan progress, five focus groups have met twice a year to provide updates on the various steps in the action plan. These focus groups include staff, students, and parents. Following the last full self-study in 2006, the WASC Leadership Team has utilized staff feedback to make annual adjustments to the action plan. (See Appendix)

NOTES

Report on Schoolwide Action Plan Progress

<u>Action Plan Item #1:</u> Increase the education opportunities for all students.
ESLRs Addressed: #1, #2 & #3

In 2006, student performance data and input from the five WASC focus groups indicated that a significant number of students were struggling with the school's college preparatory curriculum. Stakeholders committed to a variety of steps designed to accomplish one fundamental goal: provide a broader array of academic opportunities and support so more students can meet the demands of the San Ramon Valley High School curriculum.

<u>Expand Course Offerings</u>
The SRVHS staff has worked to expand course offerings at all levels. One of the key accomplishments has been the addition of two sections of Film as Literature. This senior English course is non-college-preparatory, and it has become a very popular English option for students not planning to enter a four-year college right after high school. A key addition to the career technology program has been the Introduction to Engineering course. This course currently meets in the science building, but will move to the new career technology facility in December 2009. The following list contains all of the new course offerings, college-prep and non-college-prep, since 2006:
- Film as Literature – English
- Composition – English
- Creative Writing – English
- Recording Arts – Vocational Education
- Running Plus – P.E.
- 3-D Art – Visual and Performing Arts
- Introduction to Engineering – Science
- Honors Physiology – Science
- AP Comparative Government – Social Studies
- Non-college-preparatory Economics – Social Studies (Scheduled for Fall '09)
- Non-college-preparatory Government – Social Studies (Scheduled for Fall '09)
- Statistics – Math (Scheduled for Fall '09)
- Mandarin – World Language

SRVHS considered reinstating the AVID program, but student and staff interest was low. Currently, the AVID course is on hold, but the school's leadership team will reconsider AVID during the next full WASC self-study.

Expanding career technology and vocational education is a key element of Action Plan Item #1. Construction of a new career technology building began in December 2008, and the anticipated completion date is December 2009. This new facility will consist of one classroom and one shop/laboratory. During the design phase of this project, career technology teachers and administrators conducted extensive research on vocational programs at other schools. SRVHS also planned to conduct a survey on student interest in vocational classes, but this survey has been postponed. Due to budget and facility constraints, as well as strong guidance from the district, the decision has been made to have the new facility house the following programs:

- Auto Technology
- Robotics
- Introduction to Engineering

All three of these programs are expanding, and we anticipate that the new facility will allow for continued growth. There is currently student and staff interest in adding a computer-aided design (CAD) course, however, staffing and funding questions remain. The CAD course is something SRVHS will explore over the next year. SRVHS is the only school in the district to have a full auto technology department. This is a very expensive program, but, based on student, staff, and parent feedback, it is a course SRVHS will maintain. With the upcoming budgetary issues, SRVHS is concerned that ROP funding for this program may be reduced.

Student Intervention

In 2007, the WASC Leadership Team made the following addition to Action Plan Item #1: "Implement a systematic intervention process for students who are struggling with the curriculum." Under the PLC model, SRVHS teachers are moving beyond just giving students the "opportunity to learn." They utilize formative assessments as a basis for mandatory remediation. To track 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. (Implementation of School Loop was added to the Action Plan in 2008.) 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. The staff has also begun to use the Achieve Database, an online database with disaggregated STAR scores.

The intervention program at SRVHS includes a variety of tutoring programs, such as an after-school math lab three days a week, an after-school language lab three days a week, and a daily lunchtime homework club for general help in all subject areas. 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.

As staff members have worked to implement an intervention program, it became clear that having teachers meet with students during lunch and after school was not sufficient. SRVHS needs a new schedule that would allow for focused intervention during the school day. After 2 ½ years of exploring scheduling options, the faculty has narrowed the choices to two. (See Appendix) Both schedules meet the mandated minimum number of instructional minutes and allow for two to three intervention periods during the school day. The faculty is set to choose a specific schedule by the end of March 2009.

The exact details of the intervention period have not yet been finalized, however, there will be a tiered system of activities. (See Appendix) Under the current proposal, students who are at significant risk of academic failure will attend focused tutoring sessions and study halls. Freshmen will attend a Frosh Advisory (20-25 students) for at least 30 minutes a week. In this advisory, they will meet with mentors to hone study skills and basic "high school survival

strategies." Upperclassmen who are academically on track will choose from a variety of extra- and co-curricular activities.

The 2006 Action Plan included a call for professional training in differentiated instruction. The English Department brought in an outside consultant to address this issue during a staff development day, but, there has been no additional formal training in differentiated instruction. Staff development time and resources have been focused on PLC training.

Action Plan Item #1 also included "investigate academic extra-curricular programs" as one of the specific steps. Little progress has been made in this area. SRVHS still maintains a broad array of academic extra-curricular programs, but no new programs have been added. When the intervention period is implemented in the 2009-2010 school year, these programs should expand because the increased flexibility in the schedule will allow for more extracurricular programs to meet during the school day.

With expanded course offerings and a growing intervention system, student performance at SRVHS remains strong. API scores are up 8 points since 2006 and the percentage of students meeting the U.C. a-g Requirements has increased 6% over the past year.

Summary of Progress and Changes to Action Plan Item #1
San Ramon Valley High School:
- Added 7 non-college-preparatory classes to master schedule.
- Added 7 college preparatory classes.
- Dropped AVID from Action Plan – lack of interest.
- Is constructing a new career technology facility.
- Postponed a survey on student career education interests – basic program has been established and no resources are available at current time for expansion.
- Added implementation and full use of School Loop to Action Plan.
- Used School Loop to better track progress and improve communication.
- Used the Achieve Database for accessing STAR scores.
- Added the following step to Action Plan Item #1: "Implement a systematic intervention process for students who are struggling with the curriculum."
- Will implement a new intervention schedule for '09-'10 – to include a frosh advisory.
- Expanded tutoring opportunities.
- Received training on differentiated instruction.
- Investigated academic and extra-curricular programs at six model schools, no new programs started, will expand programs during intervention period in '09-'10.

Action Plan Item #2: Strengthen staff collaboration
ESLRs Addressed: All ESLRs

Action Plan Item #2 calls for the strengthening of staff collaboration by pursuing the establishment of a Professional Learning Community (PLC). Beginning in the fall of 2006, the staff of San Ramon Valley High School began a full implementation of the PLC model of staff collaboration. PLC implementation has involved an extensive amount of professional development. In 2006, all of the curriculum leaders, administrators, and lead counselors attended a PLC institute in Cerritos, California. Additionally, the entire school leadership team read *On Common Ground: The Power of Professional Learning Communities Richard DuFour, Robert Eaker, Rebecca DuFour*, ed. (2005). Once the leadership team completed its initial research and training in the PLC model, other certificated staff began to attend PLC conferences and visit schools that already had adopted this approach. Teachers, counselors, and administrators attended conferences in Southern California, Atlanta, and Honolulu. Staff teams visited PLC schools in the Seattle, Chicago, and the San Francisco Bay Area. By fall of 2007, the SRVHS community was fully committed to the PLC model. In the fall of 2008, the entire certificated staff attended a full-day of PLC training in San Ramon.

Professional collaboration lies at the core of the PLC model. After years of working in isolation on curriculum development and assessment, SRVHS teachers have shifted to the new 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 SRVHS teams have established common pacing guides, four common assessments, common components to their finals, and common team goals. For example, the biology team utilizes a pacing guide that features specific dates to cover content standards, common chapter assessments, suggested lesson plans, and suggested extension activities. One of the goals of this team is to improve student performance on the "Cell Biology" cluster from the California Standards Test (CST). The pre-calculus team's pacing guide also promotes a common scope and sequence; their goal is to raise CST scores on questions related to probability and statistics. While the PLC model does not require a specific format for pacing guides or common assessments, all SRVHS teams engage in this type of collaborative work. Having common pacing, assessment, and goals does not equal uniformity in instructional methods. Even when covering the same skills, using the same assessments, and pursuing common goals, teachers find that autonomy still exists; instructors draw on their own personal strengths using their own individualized approaches.

Data-based decision making is essential to PLC collaboration. Subject-level teams base curricular decisions on specific data from a variety of sources, including STAR and in-house common assessments. Sharing assessment results sorted by teacher and labeled with each teacher's name is new to SRVHS; some teachers felt uncomfortable with this approach. To address this issue and facilitate the process, all teams established meeting norms designed to build trust as well as enhance productivity. With this type of collaborative culture, team members openly discuss their own assessment results without feeling threatened or defensive. STAR data is primarily accessed and disaggregated through the online Achieve database. The school has an Achieve leader to provide support throughout the year, and all teachers have received training in retrieving data and accessing the Achieve database.

Subject-level teams utilize assessment data, especially in the early fall, to design and refine curriculum. For example, in 2008, chemistry teachers made some key decisions based on

standardized testing scores. They found that their students scored poorly on the "Chemical Reactions" cluster from the CST, and they adjusted their curriculum accordingly to better address this content area. In the social sciences, the U.S. history team focused on their common research paper assignment. Through examining papers from the past two years, the team observed significant room for improvement. Team members were able to collaboratively design an improved set of paper requirements and a more effective rubric. Grade-level teams in English review CST scores and assign students released test questions in order to identify what specific standards are proving to be problematic for students. These examples from science, history, and English reflect the type of data-based decisions being made by all subject-level teams. At SRVHS, while there are no requirements for what type of student performance data should be used, all key decisions need to be rooted in the data.

To help foster effective collaboration, the subject-level teams utilize a "collaboration log." It 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 dropbox for future reference. Administrators have access to the dropboxes so they keep track of each team's progress. (See Appendix)

The PLC model of collaboration has served to provide excellent support for new teachers. Beginning teachers are typically less effective at designing curriculum and formative assessments. Under the PLC model, team collaboration provides extensive support in these areas. Prior to the implementation of the PLC model, SRVHS had an extensive program set up to support new teachers; this program has now been cut back and revised in light of the support provided through PLC collaboration. In 2008, the teacher retention rate was the highest it has been in ten years; only eight new teachers joined the staff, which was 50% fewer than the previous year's average. New teachers do meet as a group during lunch once a month to discuss topics such as classroom management and instructional practice.

To allow for sufficient collaboration time, the SRVHS administration added eight "late-start Thursdays" during the 2007-2008 school year. On these days, the staff has two additional hours to collaborate with colleagues. The additional sixteen hours a year has proven beneficial, but the staff continues to ask for more collaboration time. SRVHS is currently in the process of ratifying a new 2009-2010 school schedule. Once ratified, the schedule will allow for more collaboration and intervention time during the school day. (Please see comments under "Action Plan Item #1" and "Significant Developments" for more details about the new schedule.)

In 2007, the following step was added to Action Item #2: "Draft and adopt a new mission statement and a new vision statement." The goal was to foster a unity of purpose behind the staff's efforts. In the fall of 2007, SRVHS adopted a mission statement that succinctly describes the school's essential purpose:

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

Work on a new vision statement will continue. A Vision Committee, comprised of representatives from all stakeholder groups, has collected significant feedback; however, a new vision statement has not yet been ratified by the staff. The goal is to have one ratified by the end of the 2008-2009 school year.

Collaboration appears to be having a positive impact on student performance at SRVHS. API scores continue to rise (up 13 points over the past year) and the school continues to meet all of its AYP goals.

The new collaboration model at SRVHS has helped improve articulation of the California content standards with all stakeholders. Subject-level teams engage in standards-based collaboration as they establish pacing guides and set student performance goals. When developing common formative assessments, subject-level teams develop the assessments based on specific state standards. The testing reports generated by Achieve delineate how students perform on specific state standards and subject-level teams use these reports to refine curriculum and instruction. The increased articulation of state standards by the subject-level teams has led to a growing awareness that students and parents need more information about the state standards.

SRVHS has taken steps to improve student and parent understanding of the state content standards. With implementation of the online School Loop system, an increasing number of teachers are posting course syllabi that specifically reference the state standards. Many teachers have the state standards posted in their classrooms; however, there is still progress to be made in this area. In SST and 504 meetings, counselors and administrators present Achieve reports to students and parents as they reference disaggregated CST scores.

When SRVHS implements an intervention program next year, stakeholder awareness of the standards will grow even stronger. During the intervention period, teachers will run weekly tutorials designed to foster mastery of a specific standard or set of standards. While enrolled in a specific tutorial, students will know exactly what standards are being addressed.

Summary of Progress and Changes to Action Plan Item #2
San Ramon Valley High School:
- Investigated PLC model: 3 multi-day conferences, 12 school visits
- Progressed on PLC implementation by establishing subject-level teams, norms, pacing guides, common assessments, and specific goals.
- Used of Achieve Database for disaggregated STAR scores.
- Developed a collaboration accountability tool.
- Supported new teachers through the PLC model – 50% reduction in turnover, 2007-2008.
- Expanded collaboration time with "late-start Thursdays."
- Is implementing a new schedule in 2009-2010 with more collaboration and intervention time.
- Revised the 2007 Action Plan to include the following: "Draft and adopt a new mission statement and a new vision statement."
- Adopted a new mission statement to focus efforts.
- Worked on a new vision statement.
- Increased articulation of California state standards through standards-based collaboration.
- Use of Achieve CST reports so students and parents can see performance levels for specific standards.
- Intervention program planned for 2009-2010 will include tutorials designed to address specific standards.

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.**
ESLRs Addressed: #1 & #2

The Algebra I course has been a key area of focus over the past three years. Under the PLC model, the Algebra I teachers meet after common formative assessments to evaluate student performance. After these meetings, the team makes the necessary adjustments to pacing and in some cases, re-teaches key concepts. At the beginning of each school year, the Algebra I team reviews STAR scores using the Achieve Database. They use the reports to help adjust scope and sequence and to set annual goals. For the 2008-2009 school year, the Algebra I team developed the following goal: "Cyclical review of operations on rational numbers (fractions) to produce a CST gain of 4% on these questions compared to 2007-2008 scores." On January 26, 2009, the algebra and geometry teams met with the Algebra I teachers from our feeder middle schools and the district math coordinator. During this vertical articulation meeting, the teachers were able to establish a better transition plan for incoming eighth graders.

In the 2006 Action Plan, Algebra II was identified as a key area of concern. Test scores were low and many of the students were having a significant level of difficulty in the next course, Pre-Calculus. To help address this issue, SRVHS pushed for and received an early adoption of a new Algebra II textbook, *Algebra II Structures and Methods* (Houghton Mifflin). 2008-2009 is the first year with the new textbook, but according to the Algebra II team, the new textbook is proving to be a better fit for students. A review of 2009 STAR scores will provide some objective evidence to review. Another area of concern, with respect to Algebra II, was preparation for the next course, Pre-Calculus. Students finishing the year with a C in Algebra II are eligible to move to Pre-Calculus, but these students tend to struggle. To address this issue, the Math Department adjusted its "Course Pathway" chart in 2008 and added an intermediary course. Starting in 2009, students who struggle to complete Algebra II will be encouraged to take Advanced Math topics the next year. This college-preparatory course will help prepare students for Pre-Calculus or the new Statistics course SRVHS will offer next year.

All subject-level teams in the math department have taken full advantage of the added collaboration time during the late-start Thursdays, however, with respect to collaboration under the PLC model, the Algebra II team has taken the lead. They consistently revise curriculum and pacing based on formative assessments. In addition, on December 9, 2008, the team took a release day to review student performance data, adjust curriculum, and write a new common semester final.

Tutoring opportunities in math have not expanded significantly over the past three years. The department still offers Math Lab after school, and teachers often work with students after lunch. When SRVHS implements a new intervention schedule in the fall of 2009, there will be a significant increase in tutoring opportunities. Each of the two proposed schedules for 2009-2010 allow for a minimum of 60 extra minutes for tutoring.

In 2008, the following step was added to Action Plan Item #3: "Utilize test-generating software to generate more effective assessments." In 2007, the department began utilizing the *Infinite Algebra* test-generating software. In 2008, they began using *Access* test-generating software, especially for Geometry, Algebra II, and Pre-Calculus.

For each the past two years, the math department has recommended a revision of the school's prerequisite policy. As it currently stands, students with a C or better can move on to the next level. The math department has sought to revise this policy by adding placement exams scores as an additional factor in determining student advancement. In February of 2009, the school district implemented a common prerequisite policy for all of the high schools. This policy maintains the "C or better" standard. Math department members were disappointed with the standardized policy, but are confident that they can work with students, parents, and counselors to facilitate proper placement.

Standardized test scores in math remain a concern. The overall percentage of SRVHS students scoring Proficient or Advanced in math is 2.19% lower than in 2005-2006, but there has been a recent increase in scores. Over the past year, the percentage of students scoring Proficient or Advanced in math has increased 4.1%. The percentage of students at the Proficient or Advanced levels in Geometry and Algebra II has increased 1% and 2% respectively. Overall, math performance remains relatively low, however, with the changes described above, there remains optimism for continued improvement.

Summary of Progress and Changes to Action Plan Item #3
San Ramon Valley High School:
- Continued to refine of Algebra I through collaboration and use of Achieve data.
- Engaged in vertical articulation with feeder middle schools.
- Adopted a more effective Algebra II textbook.
- Redesigned math pathways to better meet the needs of Algebra II and Pre-Calculus students.
- Increased collaboration time (16 hours per year).
- Will adopt a new intervention schedule in '09-'10, providing new opportunities for math tutoring.
- Revised the 2008 Action Plan to include the following: "Utilize test-generating software to generate more effective assessments."
- Used *Infinite Algebra* and *Access* software to develop better assessments, formative and summative.
- Investigated and advocated for a revised prerequisite policy – not successfully.

Action Plan Item #4: Improve Campus Climate

ESLRs Addressed: #4

San Ramon Valley High School has taken several concrete steps to improve the campus climate. The focus has been on reducing bullying and maintaining a clean campus.

Anti-Bullying Campaign

In an effort to reduce harassment and bullying on campus, SRVHS formed the Safe School Ambassadors club in 2006. Over 40 students were recruited to participate in this nationwide program. Representing all grade levels and diverse backgrounds, the students went through two days of training on how to reduce bullying on campus. Students were divided into "family groups" and met with faculty advisors once a week to report on actions taken to reduce bullying. The program expanded to 60 students during the 2007-2008 year. From the fall of 2006 through the spring of 2007, Safe School Ambassadors employed their training and worked diligently to reduce bullying among their different peer groups.

SRVHS established a Campus Climate Committee in 2006. An administrator, counselor, and 12 students from all grade levels served on the committee. Meeting once a month at lunch, the committee primarily served as a discussion forum for student concerns about safety, harassment, and peer pressure. One of the key concrete achievements of the committee was to facilitate the showing of the "Prevent and Protect" video to the school community. This video, produced by the San Ramon Valley Unified School District, provides students with practical strategies to prevent peer-to-peer harassment. While the Climate Committee served as a productive forum for those involved from 2006-2007, it became apparent that the committee needed to become more proactive. Beginning in the fall of 2008, the Campus Climate Committee joined forces with the Safe School Ambassadors to form the United Wolves.

With over 60 student members, three faculty advisors, and weekly lunchtime meetings, the United Wolves have been very proactive on climate issues during the 2008-2009 school. They have continued the anti-bullying strategies learned through the Safe School Ambassadors program, held anti-bullying poster campaigns, and organized formal meetings with similar groups from surrounding high schools and feeder middle schools. During the spring of 2009, the United Wolves plan to visiting social studies classes to make an anti-harassment presentation.

The Gay-Straight Alliance (GSA), a student-led club, has worked closely with the United Wolves to raise awareness about verbal harassment on campus, especially with respect to issues of sexual orientation. Over the past two years, the GSA has sponsored "A Day of Silence" in April to draw attention to discrimination of all types. They GSA also developed a classroom lesson plan that was presented in all of the core social studies classes. The lesson focused on strategies to reduce verbal harassment and bullying.

Every year, freshmen and juniors participate in the *Healthy Kids Survey*: a survey about health-related issues, safety, and campus climate. The *Healthy Kids Survey* results are positive. Data from 2005 indicated that 76% of freshmen and juniors felt "safe" or "very safe" on campus, by 2008, this percentage increased to 84%. During the 2007-2008 school year, suspensions related to violence and harassment are down 17% since 2006.

<u>Campus Clean-Up</u>
In 2007, the Environmental Engineering Academy (E$_2$A), a co-curricular program with 120 student members, launched a campus clean-up initiative. In October 2007, they organized the "Trash Awareness Project." For three days, custodians were instructed not to pick up any of the trash left on the campus grounds by students. After the third day, there was a significant mess. Members of the E$_2$A and Leadership Program then collected all the trash and held a Trash Awareness Rally at lunch to draw attention to the issue. E$_2$A makes recycling runs throughout the entire campus twice a week. During the 2007-2008 school year, they collected 285 pounds of recycling worth over $300. In the past semester alone, E$_2$A has collected 400 pounds of trash worth $250. These funds are deposited into the E$_2$A Program account to fund more campus clean-up projects.

E$_2$A also hosts quarterly campus clean-up days. On Saturdays, student volunteers come to school to pick up trash and work on other campus beautification projects such as maintaining the native plant gardens. The next campus clean-up day is scheduled for March 2009.

The 2006 Action Plan Item #4 on improving campus climate contained the following step: "Investigate a senior project and community service requirement." While visiting schools to investigate the PLC model, one of the programs staff investigated was service learning. The staff acquired some interesting feedback on service learning, but SRVHS has not taken any specific steps in this direction. Staff has expressed reservations about the time commitment such programs would involve. With the adoption of an intervention schedule for the 09-10 school year, SRVHS will again look at the possibility of a senior year community service requirement.

<u>Summary of Progress and Changes to Action Plan Item #4</u>
San Ramon Valley High School:
- Established a Campus Climate Committee.
- Established Safe School Ambassadors.
- Established United Wolves Club to improve campus climate.
- Learned about tolerance through the efforts of the Gay-Straight Alliance.
- Supported the Environmental Engineering Academy as they launched a campus clean-up and recycling campaign.
- Postponed action on senior project and service learning program, currently lack of interest.

NOTES

Appendix

Action Plan 2006-2007

Action Plan Item #1: Increase the educational 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: Increase the number of students meeting the University of California's a-g requirements by 2-4% over the next five years. Staff will review this growth target in 2011 and adjust as necessary.

ESLRs Addressed: #1, #2 & #3

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Ways to Assess Progress	Methods to Report Progress
1) Provide staff training in differentiated instruction.	Administration Department Coordinators School Site Council District Office	School Improvement Plan (SIP) funds In-service meeting time Guest Speakers	2006 – 2008: All departments will receive training in differentiated instruction Staff Development sessions held 3 times per year: August, November, and May Summer 2006: Department Coordinator Conference (PLC Conference) 2008-2012: Implement differentiated instructional strategies 2009-2012: Annual evaluation of new teaching strategies and adjust accordingly	Staff collaboration forms Staff Survey Administrative observations – formal and informal	Staff meetings Department meetings School Site Council meetings PTSA meetings and parent communications[1]

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[1] Parent communications include the E-Bulletin, the E-Link, the Principal's Newsletter, and periodic mailings from Counseling and the Administration.

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Ways to Assess Progress	Methods to Report Progress
2) Pilot non-college-prep classes in core academic disciplines.	Administration Department Coordinators in core academic disciplines: English, math, science and social science Counseling	Meeting time Funding for new materials	2006-2007: Develop courses Spring '07: District and UC approval 2007-2012: Implement new courses 2008-2012: Annual evaluation with necessary modifications	Student and parent interest as expressed through signups Feedback from student, parents and teachers	Staff meetings Department meetings School Site Council meetings PTSA meetings and parent communications
3) Expand academic electives.	Department Coordinators Counseling District Office (Course approval) Individual teachers	Release time for planning Classroom space	Spring and Fall 2006: Prepare courses Spring '07: District and UC approval 2007-2012: Implement new courses 2008-2012: Annual evaluation with necessary modifications	Master schedule Student and parent interest as expressed through signups	Staff meetings Department meetings School Site Council meetings PTSA meetings and parent communications
4) Investigate academic extra-curricular programs.	Staff sponsors Student leaders	Funding from ASB Leadership Fund Meeting space	2006-2007: Investigate 2007-2012: Implement programs if recommended 2008-2012: Annual evaluation with necessary modifications	Student interest as expressed through signups Teacher and Leadership evaluation	Staff meetings Student Leadership Class Daily Student Bulletin
5) Investigate reinstating the AVID program.	Administration Counseling Interested teachers Feeder middle school staff	Meeting time Evaluations from previous AVID program	2006-2007: Investigate 2007-2012: Implement program if recommended 2008-2012: Annual evaluation with necessary modifications	Report from investigating team	Staff meetings Department meetings School Site Council meetings PTSA meetings and parent communications

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Ways to Assess Progress	Methods to Report Progress
6) Conduct research on what similar high schools offer in terms of vocational / career education programs.	Administration Department Coordinators Career Technology staff	Release time	Fall 2008	Report from investigating team	Staff meetings Department meetings School Site Council meetings PTSA meetings and parent communications
7) Conduct a parent and student survey to determine interest in vocational / career education classes.	Administration Technology team to design survey ROP Teachers	Meeting time Online survey tool	2008-2009	Review survey data	Staff meetings Department meetings School Site Council meetings PTSA meetings and parent communications
8) Modify current vocational program to match stakeholder interests, district recommenda-tions, and fully utilize the new career / technology education facility.[2]	District Facilities Department Administration Department Coordinators Career Technology staff	District funded building Release time for curriculum development and collaboration	2009-2010: Curriculum development 2010-2012: Implement curriculum 2011-Ongoing: Annual evaluation of program with necessary modifications	Student performance data Teacher, student, and parent survey	Staff meetings Department meetings School Site Council meetings PTSA meetings and parent communications
9) Formalize an academic study skills unit to be taught to Freshmen.	English and Social Science Departments Administration	Collaboration time	Spring '06: Develop unit Fall 2006-2012: Implement unit 2007-2012: Annual evaluation with necessary modifications	Student performance data Teacher, student and parent survey	Staff meetings Department meetings School Site Council meetings PTSA meetings and parent communications

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[2] New vocational / career education facility planned for completion during the 2010-2011 academic year.

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Ways to Assess Progress	Methods to Report Progress
1) Provide staff development on different types of collaboration.	Administration Department Coordinators District Office	In-service days Guest speakers	2006-2008: All departments will receive training on collaboration models. Tuesday collaboration meetings twice a month and staff dev. sessions held 3 times per year: August, November, and May 2008-2012: Utilize collaboration models 2009-2012: Annual evaluation with necessary revisions	Staff surveys Administrative observations – formal and informal	Teacher evaluation conferences Staff meetings Department meetings School Site Council meetings PTSA meetings and parent communications[3]
2) Investigate methods other similar schools use to foster collaboration.	Administration	Meeting and conference expenses	2006	Report on findings	Staff meetings Department meetings School Site Council meetings PTSA meetings and parent communications

[3] Parent communications include the E-Bulletin, the E-Link, the Principal's Newsletter, and periodic mailings from Counseling and the Administration.

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Ways to Assess Progress	Methods to Report Progress
3) Revise the meeting schedule to provide more time for intra and interdepartmental collaboration.	Administration	N/A	Spring '06	Revised calendar Staff collaboration log sheets	Staff meetings
4) Expand and improve site support for beginning teachers.	Administration Experienced teachers BTSA Coordinators	Funding for training Release time	2006-2007: Develop improvements 2007-2012: Implement improvements 2008-2012: Annual review and modifications as necessary	New teacher survey Staff retention rate	Teacher evaluation conferences New teacher meetings with mentor New teacher handbook Staff meetings
5) Develop an effective accountability tool to track staff collaboration.[4]	Administration Department Coordinators	Meeting time	2006-2007: Develop tool 2007-2012: Implement 2008-2012: Annual review and modifications as necessary	Effective use of new collaboration form	Staff meetings Collaboration planning worksheets Department meetings

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[4] See Appendix for current staff collaboration form.

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Ways to Assess Progress	Methods to Report Progress
1) Revise the Algebra courses to better prepare students for standards-based testing and the demands of higher level math courses.	Math Department Feeder middle school staff District Office	Release time Funding for new resources (if necessary)	2006-2007: Develop revisions 2007-2012: Implement revisions 2008-2012: Annual review with modifications as necessary	Student performance data, including data common final Survey data	Department Meeting
2) Purchase new Algebra II textbooks that align more closely with the state standards. Provide release time for Algebra II teachers to train with new materials.	District Office District Math Leaders Math Departments from District's comprehensive high schools	Funding Release time for training of Algebra II teachers	2006-2007: Pilot new textbooks 2007-2008: Implement new textbooks 2007-2012: Annual review of new materials with modifications as necessary	Student performance data Survey data	Department Meetings
3) Provide additional staff development time for the Math Department to analyze disaggregated test results and hold articulation meetings with feeder middle schools.	Administration District Office Feeder middle school staff	Release time Conference funding ACHIEVE Database for student performance	2006-2012: Release time for staff development	Student performance data Survey data	Department Meetings

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Ways to Assess Progress	Methods to Report Progress
4) Examine and potentially revise prerequisite policies to make sure students are being placed in the proper class.	District Office Administration Counseling Math Department Feeder middle school staff	Release time	2006-2007: Examine prerequisites 2007-2012: Implement recommended changes 2008-2012: Annual review of modifications	Student performance data Number of students on the D, F, and Incomplete list Survey data	Department meetings PTSA meetings and other communications[5]
5) Increase peer-tutoring opportunities in math	Math Department Student Leadership Class CSF Coordinator	Release time Classroom space	Spring and Fall 2006: Investigate 2007-2012: Implement recommended tutoring programs 2008-2012: Annual review with necessary modifications	Student participation data Student performance data	Staff meetings Department meetings School Site Council meetings PTSA meetings and parent communications
6) Organize interdepartmental collaboration to better understand math-related standards in other departments' curricula.	Administration Department Coordinators	Meeting time	2006-2008: Hold collaboration meetings 2009-2012: Implement recommendations with annual review	Student performance data	Staff meetings Department meetings

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[5] Parent communications include the E-Bulletin, the E-Link, the Principal's Newsletter, and periodic mailings from Counseling and the Administration.

Action Plan 2006-2007

Action Plan Item #4: Improve the 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

Growth Target: Improved perception of campus climate over the next six years as indicated through multiple surveys: District Online Climate Survey, Healthy Kids Survey and SRVHS Climate Survey.

ESLRs Addressed: #4

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Ways to Assess Progress	Methods to Report Progress
1) Establish a Campus Climate Committee	Administration	Meeting time	Spring 2006	Meeting minutes Discipline statistics School and District Climate Surveys Healthy Kids Survey	Staff Meeting Student Leadership Class PTSA meetings and parent communications[6]
2) With new Campus Climate Committee taking the lead, expand student-led campaign to clean up campus.	Campus Climate Committee Student Clubs Student Leadership Class Administration PTSA Campus Beautification Committee	Supplies	2006-2008: Expand program 2008-2012: Implement program with annual review and modifications as necessary	Campus appearance Survey data	Staff meetings PTSA meetings and parent communications
3) Survey students and meet with student focus groups on methods to improve school climate.	Campus Climate Committee Technology team for online survey	Meeting time Survey tool	2006-2007: Survey #1 2009-2010: Survey #2	Survey data	Staff meetings PTSA meetings and parent communications

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[6] Parent communications include the E-Bulletin, the E-Link, the Principal's Newsletter, and periodic mailings from Counseling and the Administration.

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Ways to Assess Progress	Methods to Report Progress
4) Investigate senior project and community service requirement	Ad Hoc Committee consisting of administrators, interested staff, students, parents and community members. Staff and community volunteers if a program is implemented	Release time Online survey tool	2006-2007: Investigate interest and possible programs 2007-2008: Develop program if interest is strong 2008-2012: Implement potential program with yearly review and modifications as necessary	Report from investigating team Survey data on student and community interest.	Staff meetings Department meetings PTSA meetings and parent communications
5) Investigate peer-to-peer nonviolence programs.	Ad Hoc Committee consisting of administrators, counselors, interested staff, students and parents Staff and community volunteers if a program is implemented.	Meeting time	2006-2007: Investigate interest and possible programs 2007-2008: Develop program if interest is strong 2008-2012: Implement potential program with yearly review and modifications as necessary	Meeting minutes Survey data on student and community interest. Statistics on violent incidents	Staff meetings PTSA meetings and parent communications

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Progress / Next Steps
1) Provide staff training in differentiated instruction and PLC.	Administration Department Coordinators School Site Council District Office	School Improvement Plan (SIP) funds In-service meeting time Guest Speakers	Fall '06 – Spring '12	English Dept. – staff development day on differentiated instruction, '07. Admin and teacher leaders attended 3 multi-day PLC conferences, '06-'07. Completed 12 PLC school visitations, '06-'07. Continue PLC training, '07-'12.
2) Implement a systematic intervention process for students who are struggling with the curriculum.	Administration Department Coordinators School Site Council District Office	Release days for school visits In-service time 75% staff approval	Approve new schedule, Spring '07 Implement Fall '07	New schedule for intervention developed through committees, '06-'07. Schedule failed to get 75% staff approval. Develop a new schedule in '07 for Fall '08, and seek 75% staff approval. Implement intervention schedule with annual review, '09-'12.
3) Pilot non-college-prep classes in core academic disciplines.	Administration Department Coordinators in core academic disciplines: English, math, science and social science Counseling	Meeting time Funding for new materials	2006-2007: Develop courses Spring 07: District and UC approval 2007-2012: Implement new courses 2008-2012: Annual evaluation with necessary changes	Prepared 5 non-college-prep courses, '06-'07: Film as Literature, Creative Writing, Recording Arts, Running Plus, and 3-D Art. To implement, 07-08. Annual Review, '08-'12.

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Progress / Next Steps
4) Expand academic electives.	Department Coordinators Counseling District Office (Course approval) Individual teachers	Release time for planning Classroom space	Spring and Fall 2006: Prepare courses Spring 07: District and UC approval 2007-2012: Implement new courses 2008-2012: Annual evaluation with necessary modifications	Added 5 non-college prep courses, for Fall '07: Film as Literature, Creative Writing, Recording Arts, Running Plus, and 3-D Art. Added 5 college-prep courses, for Fall '07: Composition, Introduction to Engineering, Honors Physiology, AP Comparative Government, and Mandarin. Considering new courses for '08-'09. Annual evaluation, '08-'12.
5) Investigate academic extra-curricular programs.	Staff sponsors Student leaders	Funding from ASB Leadership Fund Meeting space New Schedule	2006-2007	Little progress. Academic extracurricular options same as in 2006. New proposed schedule to allow more time for extracurricular activities. Annual review of extracurricular opportunities.
6) Investigate reinstating the AVID program.	Administration Counseling Interested teachers Feeder middle school staff	Meeting time Evaluations from previous AVID program	Investigate '06-'07 Potentially implement Fall '07	Investigated, '06-'07. Little interest on part of staff and students. To reconsider 2009.
7) Conduct a parent and student survey to determine interest in vocational / career education classes.	Administration Technology team to design survey ROP Teachers	Meeting time Survey tool: online and mail	Spring '07	Formal survey cancelled. Use of the new Career Tech building established by district. No funds for additional career technology courses. Will reconsider survey Fall 2009.

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Progress / Next Steps
8) Conduct research on what similar high schools offer in terms of vocational / career education programs to see if potential programs match student and parent interest.	Administration Department Coordinators Career Technology staff	Release time	Investigate '07-'08	Visited other schools and reviewed site plans for new career technology buildings in district, '06-'08. New career technology building scheduled for completion in 2009.
9) Formalize an academic study skills unit to be taught to Freshmen.	English and Social Science Departments Administration	Collaboration time	Develop Spring '06 Assess Spring '07	New freshman Geography course incorporates key study skills activities. Not enough time in course to be fully implemented. Frosh advisory to be part of new intervention schedule, '07-'08. To include study skills. Annual review, '08-'12.

Action Plan 2007-2008

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: Strengthen student achievement as indicated by San Ramon Valley High School meeting and / or exceeding API growth target scores.

ESLRs Addressed: All ESLRs

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Progress / Next Steps
1) Provide staff development on PLC.	Administration Department Coordinators District Office	In-service days Guest speakers	Begin Spring '06	Admin and teacher leaders attended 3 multi-day PLC conferences, '06-'07. Continue PLC training, '07-'12.
2) Investigate methods other similar schools use to foster collaboration.	Administration	Meeting and conference expenses	Begin Spring 2006	Completed 12 PLC school visitations, '06-'07.
3) Revise the meeting schedule to provide more time for intra and interdepartmental collaboration.	Administration	N/A	Spring '06	Added 8 late-start Thursdays for 16 additional hours of collaboration, '07. Reduced staff meetings to one per quarter – allow more time for collaboration, '07 Annual review of adequacy of collaboration time, '08-'09.
4) Expand and improve site support for beginning teachers.	Administration Experienced teachers BTSA Coordinators	Funding for training Release time	2006-2007	PLC collaboration strengthened new teacher support. New teachers meet once per month Teacher retention rate in '07 strongest in 10 years. Annual review, '08-'09
5) Develop an effective accountability tool to track staff collaboration.	Administration Department Coordinators	Meeting time	Develop Spring '06 Use Fall '07	Subject-level teams using Collaboration Log (See Appendix) and putting logs in electronic dropbox. Annual review of collaboration tool, '08-'12
6) Draft and adopt a new mission statement and a new vision statement.	Staff, students, and parents.	Meeting time Statement Models	Develop '06-'07	Mission and Vision Committee worked on models to present to staff, '06-'07.

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 I and Algebra II. 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: Over the next three years, raise the percentage of students testing proficient and advanced by 3% and reduce the number of students testing basic and below by 5%.

ESLRs Addressed: #1and #2

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Progress / Next Steps
1) Revise the Algebra courses to better prepare students for standards-based testing and the demands of higher level math courses.	Math Department Feeder middle school staff District Office	Release time Funding for new resources (if necessary)	2006-2007	Annual vertical articulation meetings. To pilot new textbook, '07-'08. Worked to revise course placement policy, '06-'07. PLC collaboration in Algebra, '06-'07. Annual review of Algebra I scores, '08-'12
2) Purchase new Algebra II textbooks that align more closely with the state standards.	District Office District Math Department	Funding	Pilot new textbooks 06-07 Implement new textbooks 07-08	Piloting new Algebra II text, '06-'07. To implement, '07-'08. Annual review of Algebra II scores, '08-'12.
3) Provide additional staff development time for the Math Dept. to analyze disaggregated test results.	Administration District Office	Release time Conference funding ACHIEVE Database for student data	2006-2007	Added 16 hours of staff collaboration time during late-start Thursdays, '06-'07. Trained in use of Achieve Database for STAR data, '06-'07. Continue to use Achieve, '07-'12.
4) Examine prerequisite policies to make sure students are being placed in the proper class.	Administration Counseling Math Department Feeder middle school staff	Release time	Ongoing	Examined prerequisite policy and asking for revision, '06-'07. Students with low C grade should be advised not to move to next level. Asked district to revise prerequisites policy, request denied, '07. Annual review of policies, '08-'12.

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Progress / Next Steps
5) Increase peer-tutoring opportunities in math	Math Department Student Leadership Class CSF Coordinator	Release time for staff coordinator Classroom space	Investigate Spring and Fall '06 Implement Spring '07	Peer tutoring part of proposed intervention schedule. Staff failed to approve new schedule, '07. Plan to develop a new proposed schedule in '07 for Fall '08 – new schedule to have increased tutoring opportunities. Annual review, '08-'12.
6) Organize interdepartmental collaboration to better understand math-related standards in other departments' curricula.	Administration Department Coordinators	Meeting time	2006-2007	Increased interdepartmental collaboration with new late-start Thursdays, '06-'07. Little progress on understanding math-related standards in other departments' curricula.

Action Plan Item #4: Improve the 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: Improved perception of campus climate as indicated through multiple surveys: District Online Climate Survey, Healthy Kids Survey and SRVHS Climate Survey.

ESLRs Addressed: #4

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Progress / Next Steps
1) Establish a Campus Climate Committee	Administration	Meeting time	Spring 06	Established Campus Climate Committee 2006 – meets once per month. Annual review of climate data.
2) Expand student-led campaign to clean up campus.	Campus Climate Committee Student Clubs Administration PTSA Campus Beautification Committee	Supplies	Fall 06	E$_2$A leading recycling and campus clean-up campaign, '06-'07. Annual review of climate data, '08-'12.
3) Survey students and meet with student focus groups on methods to improve school climate.	Campus Climate Committee Technology team for online survey	Meeting time Survey tool	2006-2007	Full student survey postponed – not seen as necessary. Surveyed student government and Leadership class, '06-'07. New survey, 2010.
4) Investigate senior project and community service requirement	Ad Hoc Committee	Release time Online survey tool	2006-2007	Investigated – lack of staff and student interest, '06. Review interest level 2009.
5) Investigate peer-to-peer nonviolence programs	Ad Hoc Committee consisting of administrators, counselors, interested staff, students and parents.	Meeting time	2006-2007	Established Safe-School Ambassadors, 2006. . To expand Safe School Ambassadors, '07-'12.

Action Plan Item #1: Increase the educational 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: Increase the number of students meeting the University of California's a-g requirements by 2-4% over the next three years.

ESLRs Addressed: #1, #2 & #3

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Progress / Next Steps
1) Provide staff training in differentiated instruction and PLC	Administration Department Coordinators School Site Council District Office	School Improvement Plan (SIP) funds In-service meeting time Guest Speakers	Fall '06 – Spring '12	English Dept. – staff development day on differentiated instruction, '07. Admin and teacher leaders attended 3 multi-day PLC conferences, '06-'07. Completed 12 PLC school visitations, '06-'07. Full staff PLC training in San Ramon, '08. Continue PLC training, '08-'12.
2) Implement a systematic intervention process for students who are struggling with the curriculum.	Administration Department Coordinators School Site Council District Office	Release days for school visits In-service time 75% staff approval	Approve new schedule, Spring '09 Implement Fall '09	New schedule for intervention developed through committees, '06-'07. Schedule failed to get 75% staff approval. New schedule for intervention developed through committees, '07-'08. Schedule failed to get 75% staff approval. New schedule for intervention developed through committees, '08-'09. Received 75% staff approval to move forward. Implement '09-'10. Annual review of intervention process, '09-'12.
3) Pilot non-college-prep classes in core academic disciplines.	Administration Department Coordinators in core academic disciplines: English, math, science and social science Counseling	Meeting time Funding for new materials	2006-2007: Develop courses Spring '07: District and UC approval 2007-2012: Implement new courses 2008-2012: Annual evaluation with necessary changes	Added 5 non-college-prep courses, '07-'08: Film as Literature, Creative Writing, Recording Arts, Running Plus, and 3-D Art. Approved to pilot non-college-prep Econ and Government, '09-'10. Annual review of academic offerings, '09-'12

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Progress / Next Steps
4) Expand academic electives.	Department Coordinators Counseling District Office (Course approval) Individual teachers	Release time for planning Classroom space	Prepare Spring and Fall '06 District and UC approval Fall '06 Implement Fall '07	Added 5 non-college-prep courses, since Fall '07: Film as Literature, Creative Writing, Recording Arts, Running Plus, and 3-D Art. Piloting non-college-pre Economics and non-college-prep Government. Added 6 college-prep courses, since Fall '07: Composition, Introduction to Engineering, Honors Physiology, AP Comparative Government, Mandarin, and Statistics. Consider new courses for '09. Annual review of course offerings, '09-'12
5) Investigate academic extra-curricular programs.	Staff sponsors Student leaders	Funding from ASB Leadership Fund Meeting space New Schedule	2006-2009	Little progress. Academic extracurricular options same as in 2006. New proposed schedule to allow more time for extracurricular activities. Annual review of extracurricular opportunities.
6) Investigate reinstating the AVID program.	Administration Counseling Interested teachers Feeder middle school staff	Meeting time Evaluations from previous AVID program	Investigate '06-'07 Potentially implement Fall '07	Investigated, '06-'07. Little interest on part of staff and students. To reconsider 2009.
7) Conduct a parent and student survey to determine interest in vocational / career education classes.	Administration Technology team to design survey ROP Teachers	Meeting time Survey tool: online and mail	Spring '07	Formal survey cancelled. Use of the new Career Tech bldg. established by district. No funds for additional career technology courses. Will reconsider Fall 2009.
8) Research what similar high schools offer in terms of vocational / career education to see if potential programs match interest.	Administration Department Coordinators Career Technology staff	Release time	Investigate '07-'08	Visited other schools and reviewed site plans for new career technology buildings in district, '06-'07. New career technology building scheduled for completion in 2009. Annual review of career technology offerings, '09-'12.

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Progress / Next Steps
9) Formalize an academic study skills unit to be taught to Freshmen.	English and Social Science Departments Administration	Collaboration time	Develop Spring '09. Assess Spring '10.	Freshman Geography course incorporates key study skills activities. Not enough time in course to be fully implemented. Frosh advisory planned for intervention schedule, '09-'10. To include study skills. Annual review.
10) Implement full use of School Loop for online grades and communica-tion.	Administration Certificated staff	District funding Training time	Begin Fall '08	Fully implemented Fall '08. Annual review, '09-'12.

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: Strengthen student achievement as indicated by San Ramon Valley High School meeting and / or exceeding API growth target scores.

ESLRs Addressed: All ESLRs

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Progress / Next Steps
1) Provide staff development on PLC.	Administration Department Coordinators District Office	In-service days Guest speakers	Begin Spring '06	Admin and teacher leaders attended 3 multi-day PLC conferences, '06-'07. Full staff PLC training in San Ramon, '08. Continue PLC training, '08-'12.
2) Investigate methods other similar schools use to foster collaboration.	Administration	Meeting and conference expenses	Begin Spring 2006	Completed 12 PLC school visitations, '06-'07.
3) Revise the meeting schedule to provide more time for intra and interdepartmental collaboration.	Administration	N/A	Begin Spring '06	Added 8 late-start Thursdays for 16 additional hours of collaboration, '07. Reduced staff meetings to 1 per quarter – allow more time for collaboration, '07-'08 only. Staff meetings now once per month per staff request. Planned schedule for '09-'10 adds collaboration time. Annual review of adequacy of collaboration time, '09-'12
4) Expand and improve site support for beginning teachers.	Administration Experienced teachers BTSA Coordinators	Funding for training Release time	2006-2009	PLC collaboration strengthened new teacher support. New teachers meet once per month Teacher retention rate in '07and '08 strongest in 10 years. Annual review.
5) Develop an effective accountability tool to track staff collaboration.	Administration Department Coordinators	Meeting time	Develop Spring '06 Use Fall '07	Subject-level teams using Collaboration Log (See Appendix) and putting logs in electronic dropbox. Continue '09-'12.
6) Draft and adopt a new mission statement and a new vision statement.	Staff, students, and parents.	Meeting time Statement Models	Develop '06-'07	New Mission Approved, '07 New Mission Statement adopted '08. New Vision Statement in progress. Planned adoption in '09.

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 I and Algebra II. 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: Over the next three years, raise the percentage of students testing proficient and advanced by 3% and reduce the number of students testing basic and below by 5%.

ESLRs Addressed: #1and #2

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Progress / Next Steps
1) Revise the Algebra courses to better prepare students for standards-based testing and the demands of higher level math courses.	Math Department Feeder middle school staff District Office	Release time Funding for new resources (if necessary)	2006-2009	Annual vertical articulation meetings. Piloted new textbook, '07-'08 and adopting in '09. Worked to revise course placement policy, '06-'07. PLC collaboration in Algebra, '06-'12. Annual review of Algebra scores, '09-'12.
2) Purchase new Algebra II textbooks that align more closely with the state standards.	District Office District Math Department	Funding	Pilot new textbooks '06-'07 Implement new textbooks '07-'08	Piloted new Algebra II text, '06-'07 and adopted in '08. Annual review of Algebra II scores, '09-'12.
3) Provide additional staff development time for the Math Dept. to analyze disaggregated test results.	Administration District Office	Release time Conference funding ACHIEVE Database for student data	2006-2009	Added 16 hours of staff collaboration time during late-start Thursdays, '06-'07. Trained in use of Achieve Database for STAR data, '06-'07 & '07-'08. Continue to use Achieve, '08-'12.
4) Examine prerequisite policies to make sure students are being placed in the proper class.	Administration Counseling Math Department Feeder middle school staff	Release time	Ongoing	Examined prerequisite policy and asking for revision, 06-07. Students with low C grade should be advised not to move to next level. Asked district to revise prerequisites policy, request denied, '07 & '08. Revisit prerequisites annually, '09-'12.

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Progress / Next Steps
5) Increase peer-tutoring opportunities in math	Math Department Student Leadership Class CSF Coordinator	Release time for staff coordinator Classroom space	Investigate Spring and Fall '06 Implement Spring '07	Peer tutoring part of proposed intervention schedule. Staff failed to approve new schedule, '07 & '08. New schedule for '09-'10 to have increased tutoring opportunities. Annual review, '09-'12.
6) Organize interdepartmental collaboration to better understand math-related standards in other departments' curricula.	Administration Department Coordinators	Meeting time	Fall '06	Increased interdepartmental collaboration with new late-start Thursdays, '06-'08. Little progress on understanding math-related standards in other departments' curricula.
7) Utilize test generating software to generate more effective assessments.	Administration Math Dept.	Funding Training time	Fall '08	Department utilizing two test-prep programs: *Infinite Algebra* and *Access*. Annual review of software's effectiveness, '09-'12.

Action Plan 2008-2009

Action Plan Item #4: Improve the 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: Improved perception of campus climate as indicated through multiple surveys: District Online Climate Survey, Healthy Kids Survey and SRVHS Climate Survey.

ESLRs Addressed: #4

Specific Steps	Person/Group Responsible	Resources Needed	Timeline	Progress / Next Steps
1) Establish a Campus Climate Committee	Administration	Meeting time	Spring '06	Established 2006 – meets once per month.
2) Expand student-led campaign to clean up campus.	Campus Climate Committee Student Clubs Administration PTSA Campus Beautification Committee	Supplies	Fall '06	E_2A leading recycling and campus clean-up campaign, '06-'08. To expand '08-'12.
3) Survey students and meet with student focus groups on methods to improve school climate.	Campus Climate Committee Technology team for online survey	Meeting time Survey tool	2006-2007	Full student survey postponed – not seen as necessary. Surveyed student government and Leadership class, '06. Next survey 2009.
4) Investigate senior project and community service requirement	Ad Hoc Committee	Release time Online survey tool	2006-2007	Investigated – lack of staff and student interest, '06. Review interest level 2010.
5) Investigate peer-to-peer nonviolence programs	Ad Hoc Committee consisting of administrators, counselors, interested staff, students and parents.	Meeting time	2006-2007	Established Safe-School Ambassadors, 2006. . To expand Safe School Ambassadors, '08-'12. Safe School Ambassadors expanded and joined United Wolves. Leading the campus climate initiatives, '08. Meets once per week.

Proposed Intervention Schedule and Activity Matrix, 2009 - 2010

Schedule Option 1
Notes:
- 255 minutes of class
- 60 minutes collaboration & meeting for teachers with °A
- 90 minutes collaboration & meeting for teachers with °1-°6
- 60 minutes intervention
- 35 minute lunch 3 days & 30 minute lunch 2 days
- Contract stipulates up to 6 additional hours per month

Monday & Friday – Regular Schedule

A	7:30 – 8:25	55 min
1	8:30 – 9:25	55 min
2	9:30 – 10:25	55 min
Brunch	10:25 – 10:35	10 min
3	10:40 – 11:35	55 min
4	11:40 – 12:35	55 min
Lunch	12:35 – 1:10	35 min
5	1:15 – 2:10	55 min
6	2:15 – 3:10	55 min

Tuesday – Late Start (Collaboration, Dept. Mtg. & Staff Mtgs.)

Collaboration & Meetings	7:30 – 8:30 (°A teachers)	60 min
	7:30 – 9:00 (°1 -°6 teachers)	90 min
A	8:40 – 9:25	45 min
1	9:30 – 10:15	45 min
2	10:20 –11:05	45 min
Brunch	11:05 – 11:15	10 min
3	11:20 – 12:05	45 min
4	12:10 – 12:55	45 min
Lunch	12:55 – 1:30	35 min
5	1:35 – 2:20	45 min
6	2:25 – 3:10	45 min

Wednesday & Thursday – Intervention Session

A	7:30 – 8:20	50 min
1	8:30 – 9:20	50 min
2	9:25 – 10:15	50 min
Brunch	10:15 – 10:25	10 min
3	10:30 – 11:20	50 min
4	11:25 – 12:15	50 min
Lunch	12:15 – 12:45	30 min
5	12:50 – 1:40	50 min
6	1:45 – 2:35	50 min
Intervention	2:40 – 3:10	30 min

Schedule Option 2

Notes:

- ❖ 255 minutes of class
- ❖ Departments decide amount of collaboration time – up to 90 minutes a week (i.e.: 1/2 hour session three times a week)
- ❖ Departments decide amount of intervention time – up to 90 minutes a week (i.e.: 1/2 hour session three times a week)
- ❖ 35 minute lunch 1 day & 30 minute lunch 4 days
- ❖ Contract stipulates up to 6 additional hours per month

Monday, Tuesday, Wednesday & Thursday – Collaboration/Intervention

A	7:30 – 8:20	50 min
1	8:30 – 9:20	50 min
2	9:25 – 10:15	50 min
Brunch	10:15 – 10:25	10 min
3	10:30 – 11:20	50 min
4	11:25 – 12:15	50 min
Lunch	12:15 – 12:45	30 min
5	12:50 – 1:40	50 min
6	1:45 – 2:35	50 min
Collaboration/Intervention.	2:40 – 3:10	30 min

*Per contract, teachers with classes A period may miss intervention twice a month.

Friday – Regular Schedule

A	7:30 – 8:25	55 min
1	8:30 – 9:25	55 min
2	9:30 – 10:25	55 min
Brunch	10:25 – 10:35	10 min
3	10:40 – 11:35	55 min
4	11:40 – 12:35	55 min
Lunch	12:35 – 1:10	35 min
5	1:15 – 2:10	55 min
6	2:15 – 3:10	55 min

Tier 1 Activities

SRVHS will schedule students for these activities and attendance will be taken. Students must have an "Intervention Period Pass" to attend alternate activities.

Activity	Students	Staff	Time	Location	Priority	Notes
Frosh Advisory	All freshmen (approx. 450)	20-25 certificated volunteers and 40-50 Leadership/Link Crew Student Mentors	Tues, 1st Semester	Classrooms of volunteer teachers	Mandatory	Curricular focus will be on high school orientation and study skills. Teacher stipend for prep time.
Frosh Advisory Student Mentor	Selected Leadership and/or Link Crew students (approx. 50)	Link Crew and Leadership Directors	Tues, 1st Semester	Classrooms of volunteer teachers	Mandatory	Will utilize an established frosh curriculum. Student mentors will receive training through Leadership and Link Crew.
Frosh Guided Study Hall	All freshmen (approx. 450)	Same 20-25 certificated volunteers handling advisory	Wed, 1st Semester Tues & Wed, 2nd Semester	Classrooms of volunteer teachers	Mandatory, but with "Intervention Period Pass" students can attend another appropriate activity	Time of quiet study. Volunteer teachers can call in 10th, 11th & 12th graders for remediation and enrichment.
CAHSEE Prep	11th & 12th graders that need to pass CAHSEE (approx. 30)	1-2 teacher volunteers. Stipend paid through CAHSEE intervention funds.	Tues & Wed 2nd Semester until confirmation of passing score	Designated classroom and periodic use of computer lab	Mandatory	Teachers can work with these students at lunch or after school. SRVHS already has books, software, and trained teachers.
Staff Office Hours*	Students who request time with teacher Students who are requested by teacher	All certificated teachers except those volunteering for alt. activity	Tues & Wed, All year	Classrooms	Mandatory Office Hour requests take priority over all other activities except Frosh Advisory and Frosh Student Mentor	Teachers design structure of Office Hours. Anticipate calling approx. 3-5+ students per day. Teachers maintain professional autonomy during Office Hours.
Student Athlete Study Hall	Varsity and JV rosters will determine student participation. Fall -approx. 350 Winter- approx. 200 Spring- approx. 450	Certificated and classified staff/coaches who request this activity. Staff member may request to supervise Athletic Study Hall just one day per week.	Tues & Wed, All year	Commons, New Staff Lounge, 1-2 classrooms, & New Conference Room	Mandatory, but with "Intervention Period Pass" students can attend another appropriate activity.	Teachers may request athletes for Office Hours. Frosh athletes will already be in Advisory or Guided Study Hall.
Guided Study Hall	10th -12th who are sent by teacher(s) (30-40)	Admin & designated classified staff	Tues & Wed, All Year	New Staff Lounge	Mandatory	Teachers may require students to attend for homework or classwork completion. Pass system utilized.

Tier 2 Activities

Students will choose to participate, but these activities represent a significant commitment. Attendance will be taken.

Activity	Students	Staff	Time	Location	Priority	Notes
Academic, Extra and Co-Curricular Programs	Select students from Model U.N., Speech & Debate, Mock Trial, Link Crew, Leadership, CSF, NHS, and Performing Arts groups (approx. 100+)	Staff Moderators	Tues & Wed, All Year	Classrooms	Teacher mandated, but Office Hours have higher priority	Moderators will request participation from students as needed.
SAT Prep	Students who sign up & pay Priority to juniors and seniors (approx. 30)	Outside vendor	Wednesdays	Classroom and Computer Lab	Voluntary Students must attend Office Hours if requested	Students will pay a registration fee.
Student Tutors	Student volunteers with strong academic credentials and an interest in service (approx. 15)	N/A	Tues & Wed, All year	Math, Writing, Computer, and other Labs	Voluntary Students must attend Office Hours if requested	NHS & CSF can be a resource for this option.

Tier 3 Activities

Students will choose to participate in these activities. Activities will be run on a "drop-in" or appointment basis; however, sign-in sheets will be required.

Activity	Students	Staff	Time	Location	Priority	Notes
Library Hours	Drop-Ins	Library Staff	Tues & Wed, All year	Library	Voluntary	Student access to Library and computers
Math Lab	Drop-Ins	1-2 certificated volunteers, Student volunteers	Tues & Wed, All year	Classroom	Voluntary	Option for students who need Math Lab, but can't stay after school. Math Lab continues after school. Opportunity for peer-to-peer tutoring.
Computer Lab	Drop-Ins	1-2 staff volunteers, Student volunteers	Tues & Wed, All year	Computer Labs	Voluntary	Utilize new facilities & equipment
Career Center	Drop-Ins or Appt.	Career Center Staff	Tues & Wed, All year	Career Center	Voluntary	Extended time for college & career counseling
Reading/Writing Lab	Drop-Ins or Appt.	1-2 certificated volunteers, Student volunteers	Tues & Wed, All year	Classroom	Voluntary	Opportunity for peer-to-peer tutoring
Counseling Services	Drop-Ins or Appt.	Counselors & Interns	Tues & Wed, All year	Counseling Office	Voluntary or students requested by Counselor	Time for individual and group services

Collaboration Worksheet

What should students know/do?   How do we know they learned it?   What do we do if they do not learn it?

Subject	Date	Location	Recorder
Attendees:			

Topic(s)	

Next Topics:	Next Meeting Date	Location:

SRVHS Bell Schedule, 2008-2009

Normal Class Schedule
(Monday, Wednesday, Thursday, Friday)

Period A	7:30 - 8:25
Period 1	8:30 - 9:25
Period 2	9:30 - 10:25
Brunch	10:25 - 10:35
Period 3	10:40 - 11:35
Period 4	11:40 - 12:35
Lunch	12:35 - 1:10
Period 5	1:15 - 2:10
Period 6	2:15 - 3:10

Adjusted Tuesday Schedule

Staff Meetings	7:30 - 8:25
Period A	8:40 - 9:25
Period 1	9:30 - 10:15
Period 2	10:20 - 11:05
Brunch	11:05 - 11:15
Period 3	11:20 - 12:05
Period 4	12:10 - 12:55
Lunch	12:55 - 1:30
Period 5	1:35 - 2:20
Period 6	2:25 - 3:10

Master Schedule

Teacher Name	Period A	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Abrams, Ken			Mens Ens [CR]	Womens Ens [CR]	Concert Choir [CR]	Chamber Sing [CR]	Treble Choir [CR]
Albinson, Matt		W Geo [C7]		US History [C7]	W Geo [C7]	W Geo [C7]	US History [C7]
Ault, Richard			English 10 [D103]	English 10 [D103]	Englist 12 [D103]	English 10 [D103]	English 12 [D103]
Becker, Aaron		Weights [WR]	PE 9 [AG]	Net Sports [TC]		PE 9 [AG]	Sports Cond [AG]
Blake, John		Pre-Transition[C9]	Pre-Transition[C9]	Pre-Transition[C9]	Pre-Transition[C9]	Pre-Transition[C9]	Pre-Transition[C9]
Bonnar, Karen	English 9 [I2]	Film as Art [I2]	Film as Art [I2]		English 9 [I2]		English 9 [I2]
Botteen, Brian		Phy Sci [E1]	English 9-12 [E1]	W History [E1]	Pre-Alg [E1]	Health [E1]	
Brown, Tim *CL	Algebra 1 [G2]	AP Calc AB [G2]	AP Calc AB [G2]		AP Calc AB [G2]		AP Calc AB [G2]
Budhabhatti, Sherna			Alg 2 Adv [L4]	Algebra 2 [L4]	Algebra 2 Adv [L4]	Algebra 2 Adv [L4]	Algebra 2 [L4]
Burleigh, Cheryl		Biology [S5]		Biology [S5]	Chemistry [S5]	Chemistry [S5]	Biology [S5]
Busboom, Don *CL	AP US History [C8]		Am Gov [C8]		Am Gov [C8]	US History [C8]	Am Gov [C8]
Bush, Angela		Hon Anat/Phy [L1]	Biology [L1]	Biology [L1]	Biology [L1]		Biology [L1]
Carpenter, Patrick *CL	Chemistry [L2]	Chemistry [L2]	Int Phy Sci [L2]		Int Phy Sci [L2]		Chemistry [L2]
Castleman, Ken				W Geo [E5]	AP Psych [E5]	AP Psych [E5]	
Childress, Phil		Geometry [G3]	Algebra 2 [G3]	Geometry [G3]	Geometry [G3]	Algebra 2 [G3]	
Cochran,Chad *CL		Photo Adv [J1]	Video Proc [VR]		Video Prod [VR]	DP/GD [D104]	Rec Arts [VR]
Csider, Gene		Chemistry AP [B1]	Hon Chemistry [B1]	Hon Chemistry [B1]	Hon Chemistry [B1]	Hon Chemistry [B1]	
Darling, Colleen					Pre Calc [D209]	Pre Calc [D209]	Pre Calc [D209]
Davis, Jeff			AP Com Pol [R6]	Am Gov [R6]	AP US History [R6]	AP US History [R6]	Economics [R6]
Davis, Penny	Biology [S6]		Int Phy Sci [S6]		Biology [S6]	Biology [S6]	Int Phy Sci [S6]
Delannoy, Hans		Yoga [FR]	Yoga [FR]	Yoga [FR]	Bball Plus [AG]		Yoga [FR]
Dominguez, Miriam	Spanish 3 [D201]	Spanish 3 [D201]		AP Spanish [D201]	Spanish 3 [D201]		Spanish 3 [D201]
Donovan, Kris	English 9 [D102]	English 9 [D102]		AP Lang [D102]	English 9 [D102]	Yearbook [D102]	
Egan, Cindy		AP Env Sci [S3]	AP Env Sci [S3]	AP Env Sci [S3]		Intro to Eng [S3]	AP Env Sci [S3]
Erickson-Beyers, Deb		Tutorial [F1]	Tutorial [F1]			US History [F5]	Tutorial [F2]
Farahani, Pam *CL	Tutorial [F4]	English CD [F4]	Tutorial [F4]			Tutorial [F4]	
Finegan, Kate		English 11 [I1]	English 9 [I1]	ELD [I1]	English 9 [I1]		English 11 [I1]
Frantzich, Diane			Careers/Child [A2]	Careers/Child [A2]	Culinary Arts 1[A1]	Culinary Arts 2[A1]	Culinary Arts 2[A1]
Gardner, Andrew		W History [B3]		Economics [B3]	W History [B3]	W History [B3]	Economics [B3]
Glass, Cheryl Yee		Concert Band [BR]	Symph Band [BR]	Orchestra [BR]	AP Music [BR]	Jazz Ens [BR]	
Gliozzi, Debra		Trans/Alg [R5]	Stand/Alg [R5]	Algebra 1 [R5]	Trans/Alg [R5]	Algebra 1 [R5]	
Groch, Robin		AP Biology [S4]		Biology [S4]	Biology [S4]	Biology [S4]	Accel Biology [S4]
Hamilton, Echo	W History [C1]	W History [C1]	US History [C1]	Econimics [C1]	US History [C1]		
Hansen, Jesse			W History [C3]	W History [C3]	AP European [C3]	AP European [C3]	W History [C3]
Harris, Lorrie			Spanish 1 [D204]	Spanish 1 [D204]	Spanish 1 [D204]	Spanish 2 [D204]	Spanish 2 [D204]
Hatch, Cliff		Tennis [TC]	Net Sports [AG]	PE 9 [AG]	PE9 [AG]	Net Sports [TC]	
Henze, Eric	Pre Calc [R4]	Geometry [R4]		Pre Calc R4]	Geometry [R4]	Geometry [R4]	
Hermens, June		English 9 [D107]	English 12 [D107]	English 9 [D107]		English 9 [D107]	English 12 [D107]
Hoffmann, Betsy	Spanish 2 [D209]	Spanish 2 [D209]	Spanish 3 [D209]	Spanish 3 [D209]			
Hoover, Kelly		W Geo [C6]	W Geo [C6]	W History [C6]		W Geo [C6]	W History [C6]
Horvath, Paul		Am Gov [C2]	Law [C2]	WW2 [C2]		Am Gov [C2]	Am Gov [C2]
Hunt, Carolyn	Tutorial [F2]			Tutorial [F2]	Tutorial [F2]	Support [B3]	

Teacher Name	Period A	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Hunter, Tim	Health [P2]	Health [P2]		Health [P2]	Health [P2]	Health [P2]	Running + [AG]
Hutchins, Jaclyn	English 11 [E4]	English 10 [E4]	English 11 [E4]		English 10 [E4]	English 10 [E4]	
Johnson, Alicia		Anat/Phy [S2]	Anat/Phy [S2]	Int Phy Sci [S2]		Anat/Phy [S2]	Int Phy Sci [S2]
Johnson, Steve	English 9 [I3]	English 9 [I3]	English 12 [I3]	English 12 [I3]		English 12 [I3]	English 9 [I3]
Kamal, Shirin		English [F6]	Life Skills [F6]	Ind Study/L S [F6]	Math [F6]	English [F6]	Fine Arts [F6]
Kessler, Mark		Health [R6]	PE9 [AG]	Weights [AG]		PE 9 [AG]	Football Cond [AG]
Kravitz, Dave			Weights [WR]	PE 9 [AG]	PE 9 [AG]	Weights [WR]	Football Cond [G5]
Leach, Jon	Hon Chem [H2]	Hon Chem [H2]	Chemistry [H2]	Chemistry [H2]	Chemistry [H2]	Chemistry [H2]	
Macphail, Carol *CL		Dance 5 [DR]	Dance 3 [DR]		Dance 2 [DR]	Dance 4 [DR]	Dance 1 [DR]
Marshall, Mike		Transition [C10]	Transition [C10]	Transition [C10]	Transition [C10]	Transition [C10]	Transition [C10]
Melvin, Eric		US History [B2]	Psychology [B2]	Psychology [B2]	US History [B2]	US History [B2]	
Middleton, Merian		Spanish 1 [D202]		Spanish 2 [D202]	Spanish 2 [D202]	Spanish 1 [D202]	Spanish 1 [D202]
Miletich, April	English 9 [E2]		English 10 [E2]	English 10 [E2]	English 10 [E2]		English 9 [E2]
Moran, Liam		Biology [L3]	Biology [L3]	Life Science [L3]	Life Science [L3]		Biology [L3]
Morris, Ray		AP Statistics [K2]	AP Statistics [K2]	Algebra 2 [K2]	AP Statistics [K2]	Algebra 2 [K2]	
Mullowney, Jeanne		English 11 [D105]		English 11 [D105]	AP Eng Lit [D105]	English 11 [D105]	AP Eng Lit [D105]
Noack-Smith, Jen		Geometry [K4]	Geometry [K4]		Adv Mth Top [K4]	Adv Mth Top [K4]	Geometry [K4]
Nolan, Molly	Algebra 2 [R3]	Algebra 2 [R3]	Algebra 2 [R3]		Algebra 1 [R3]	Algebra 1 [R3]	
Perryman, Chuck		Theatre Prod [PAC]	Theatre 1[PAC]		Theatre 3 [PAC]	English 9 [I2]	Theatre 4 [PAC]
Pike, Kerri		English 9 [I4]	English 11 [I4]	English 9 [I4]	English 11 [I4]		English 11 [I4]
Pinkerton, Zach		English 10 Adv [I5]	English 9 [I5]	English 10 Adv [I5]	English 9 [I5]		English 10 Adv [I5]
Poppas, Christele			French 2 [D206]	Hon Fr 4 [D206]	French 2 [D206]	French 3 [D206]	French 3 [D206]
Raynor, John							Bktball Cond [AG]
Regalia, Susan		Algebra 2 [P1]	Geometry [P1]		Algebra 2 [P1]	Algebra 2 [P1]	Geometry [P1]
Rego, Jon	Spanish 2 [D207]	Spanish 2 [D207]	AP Spanish [D207]				
Reifers, Jackie			Tutorial [F3]	Support [S2]		Tutorial [F1]	Tutorial [F1]
Reyes, Alicia		Hon Sp 4 [D203]	Hon Sp 4 [D203]	Hon Sp 4 [D203]	Hon Sp 4 [D203]	Hon Sp 4 [D203]	
Roeder , Teresa		Tutorial [F3]	Support [D103]	Tutorial [F3]			Tutorial [F3]
Rowell, Suzanne	French 2 [D208]	French 1 [D208]	AP French [D208]				
Rugani, Dan							Jazz Band [BR]
Sabatini, Lisa		English 12 [D101]		English 12 [D101]	English 11 [D101]	English 11 [D101]	English 11 [D101]
Santos, David		Geometry [K1]		Algebra 1 [K1]	Geometry [K1]	Algebra 1 [K1]	Algebra 1[K1]
Schar, Bonnie				Sports Med [R8]	Sports Med [R8]	Sports Med [R8]	Adv Sports Med[R8]
Schmitz, Giana		English 12 [A3]	English 9 [A3]		Newspaper [A3]	English 12 [A3]	English 9 [A3]
Sekera, Cindi		Internet [D106]	Career In Ed [D106]	Career In Ed [D106]	Multi M/Web[D106]		Wk Exp [D106]
Setna, Tiffany *CL		Spanish 3 [D205]	Spanish 2 [D205]		Spanish 2 [D205]	Spanish 3 [D205]	Spanish 2 [D205]
Silva, Phil	English 10 [E3]	English 10 [E3]		English 9 [E3]		English 9 [E3]	English 10 [E3]
Slater, Mike	US History [C4]	US History [C4]	Roots/Rock [C4]	US History [C4]		AP Am Gov [C4]	
Smith, Craig		Algebra 1 [K3]	Algebra 1 [K3]	Geometry [K3]		Geometry [K3]	Algebra 1 [K3]
Soucy, Timothy	3D Art [J3]						
Stephens, Matthew			W History [C5]	US History [C5]	W History [C5]	W History [C5]	US History [C5]
Stevens, Tim		Economics [B4]	Economics [B4]	AP Economics [B4]	Economics [B4]	Economics [B4]	
Study Hall		Study Hall [R7]	Study Hall [R7]	Study Hall [R7]	Study Hall [R7]	Study Hall [R7]	Study Hall [R7]
Tea College		Intro to Bus [D204]					
Tea College		Sign Lang [E5]					

Teacher Name	Period A	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Tong, Roberta *CL		AP Eng Lang [D109]	AP Eng Lang [D109]		Composition [D109]	English 12 [D109]	English 12 [D109]
Torquemada, Jeff			Art 3/AP [J3]	Art 3 [J3]	Art 1 [J3]	AP Art [J3]	Art 1 [J3]
VanNess, Donald			Physics [H1]	Hon Phy [H1]	Hon Phy [H1]	Int Phy Sci [H1]	Physics [H1]
Van Wolbeck, Chris		Auto Tech [AS]	Auto 2 [AS]		Auto 2 [AS]	Auto 2 [AS]	Alt Fuels/Veh [AS]
Veres, Paul	Art 1 [J2]	Art 1 [J2]	Art 1 [J2]	Art 1 [J2]		Art 1 [J2]	
Wallace, Steve	Geometry [G4]	Pre Calc [G4]	Pre Calc [G4]	Geometry [G4]		Geometry [G4]	Algebra 1 [G4]
Wang, Wen-Fen					Ch Man 1 [D208]	Ch Man 2 [D208]	
Ward, Joan		PE 9 [AG]		Dance 1 [DR]	Conditioning[AG]	Yoga [FR]	PE9 [AG]
Wigginton, Shannon	Yoga [FR]	PE 9 [AG]	Health [P2]			Health [D207]	
Willford, Janet		Oral Int/Sp 2 [Lab 1]	Oral Int/Sp 2 [Lab 1]	Leadership [Lab 1]	Leadership [Lab 1]		
Williams, Andy	Photo [J1]	3D Art [J1]	Photo [J1]	Photo [J1]		Photo [J1]	
Willis, Kenon		Math Top Adv [P3]	Geometry [P3]	Math Top Adv [P3]		Geometry [P3]	Geometry [P3]
Zumbro, Rick	Geometry [G5]		Pre Calc [G5]	Pre Calc [G5]	Pre Calc [G5]	Pre Calc [G5]	

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