

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA DEPARTMENT OF EDUCATION
FOR**

San Ramon Valley High School

**501 Danville Valley Blvd
Danville, CA 94526**

San Ramon Valley Unified School District

March 24-26

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Introduction

HISTORY AND BACKGROUND OF THE SCHOOL

San Ramon Valley High School (SRVHS) was founded in 1910 and serves students from Alamo and Danville, California. It is one of four comprehensive high schools in the San Ramon Valley Unified School District (SRVUSD). San Ramon Valley High School provides a robust curriculum designed to meet the needs of its diverse student population. Students have access to a variety of academic programs tailored to meet their needs and are scheduled into classes with careful consideration given to their abilities and needs. San Ramon Valley's instructional program includes support classes for students who do not qualify for special education and English Learners, grade level instruction, College Preparatory, Honors and Advanced Placement. Nearly all students in grades 9, 10, and 11 are in college preparatory academic programs.

Summary Description of Programs offered and Intervention Systems

In addition to the courses outlined by the district, San Ramon Valley High School offers the following programs for students:

- **24 AP courses**
- **College Connect:** Dual Enrollment program for 11th and 12th grade students
- **CTE Programs**

SRV Auto Shop: Teaches vehicle maintenance, repairs, and the theory/history of vehicle systems, preparing students for post-secondary education or industry work.

iQuest: Provides students with internship opportunities to explore areas of interest through mentorship.

Work Experience: Allows students to work 10 hours a week, with weekly class time focused on job-related activities.

- **Leadership:**

Freshman Leadership: Exclusively for 9th graders, focusing on developing leadership skills.

10th-12th Grade Leadership: Includes student council and ASB officers, with other positions available through applications.

Academic Enrichment Leadership:

Launched in the 2021-2022 school year, this course supports students needing extra academic help (not qualifying for Special Education). It focuses on study skills, writing, note-taking, and academic goal setting. Enrollment has grown from 13 students in 2023-24 to 17 students in 2024-25 across all grade levels..

DIVERSITY, EQUITY, AND INCLUSION

Equity Liaison Role:

In the 22-23 school year, SRVUSD appointed an Equity Liaison to each high school to support

DEI efforts. The SRVHS Equity Liaison led staff professional development, facilitated a book club on race issues, and worked with teachers to diversify curriculum. When the position was eliminated in 23-24, the work was taken over by MTSS Liaisons and a 0.4 FTE TSA.

Student-Led Initiatives, Collaborations and Programs::

SRVHS students have actively shared their experiences on campus, leading to two rounds of campuswide, student-led assemblies focusing on acceptance, belonging, and discrimination. In 23-24, the "CIRCLES" concept was introduced through lessons that promote community and inclusivity. This initiative was developed with input from student leadership.

The school partnered with the Student-led Anti Racism Movement (SLAM!) for training sessions aimed at raising racial consciousness and tools to combat racism. The Safe School Ambassador (SSA) program, relaunched in 2022, trains students and staff to address and disrupt mistreatment on campus. The visiting committee confirmed through interviews that these programs are active, well accepted, and appreciated by all stakeholders on campus. In the 2024-25 school year, SRVHS leadership established an Equity Committee to coordinate efforts across various groups and launch an Equity Cohort, bringing affinity club presidents together to address campus-wide issues.

Curriculum Diversification: Various departments have worked to diversify their curricula: English participated in a cohort to diversify texts. Social Science replaced AP European History with AP World History and worked on the upcoming Ethnic Studies course. World Language adopted a new, culturally relevant curriculum for students.

Summarize the involvement and collaboration of stakeholders/education partners in the self-study process.

All staff were surveyed about their preferences for Focus Groups and interest in leading the work. In Fall 2024, Focus Group leaders were appointed, and groups were finalized for certificated staff, classified staff, caregivers, and students. Shared agendas were created for Focus Group and department leaders, who then communicated the information to their teams via email, calendar invites, and Google Docs. Focus Group meetings started in September 2024. There were five groups, including staff from all departments, classified staff, caregivers, and students. Some departments were assigned specific WASC-related tasks during their meeting time. This process resulted in a self study that was authored by a large group.

Use of AI Tools:

The VC Committee used AI tools to summarize collected data, identify trends, and highlight strengths and areas for growth in preparation for this report.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

All school instructional staff and other stakeholders/educational partners, administration, parents, support staff, older students, and community members were involved in data review, analysis and dialogue about the school's effectiveness and perceived strengths and growth areas.

SIGNIFICANT DEVELOPMENTS AND THEIR IMPACT

Post-Pandemic Re-engagement:

In the three years since reopening, students have been relearning social and academic engagement, while teachers have been adjusting to better understand and support students' social and emotional needs.

New Administration

A former Assistant Principal was named Principal this school year. This is the 5th principal since 2020. There have been seven different individuals in the Assistant Principal positions since 2020. The current team has worked together for the past two and a half years.

Impact: Despite the changes, San Ramon Valley's faculty and staff have functioned at high levels throughout.

Liaison Program Development:

- **21-22 School Year:** The district created a Liaison program to support equity and MTSS work. One MTSS Liaison was hired at SRVHS.
- **22-23 School Year:** An additional MTSS Liaison and an Equity Liaison was hired.
- **23-24 School Year:** The MTSS and Equity Liaison positions were merged, resulting in two remaining Liaisons and the addition of a .4 FTE TSA position. By the end of the year, the Liaison program was eliminated by the district.
- **24-25 School Year:** Both Liaisons were retained as site-funded Admin TSAs, along with the .4 Equity position. These TSA positions have provided support to both administration and teachers, functioning as instructional leaders on campus. Additionally, the site has maintained other part-time TSAs in areas like technology, student leadership, and attendance.

Impact: The people in the TSA positions have provided consistent instructional leadership since 2021.

Wellness Center

The Wellness Center opened in the 21-22 school year. This resource is staffed by both an onsite clinical social worker and an intake coordinator, and provides students a place to reset, speak with a therapist, and gain further support. This center is housed in the central location of the Administration Building. Students may refer themselves or staff may refer students. Additionally, the Wellness Center hosts social-emotional options for students to sign up for during Student Support periods.

Impact: The VC confirmed that students view the wellness center as a location to go for support for their personal well being without any attached stigma.

Bell Schedule with Student Support

The previous modified block schedule, which included two block days, two Student Support periods, and three traditional days, was adjusted to a new schedule with four block days, four Student Support periods, and one traditional day. This is now the third year of implementing this schedule, which has required teachers to adapt their instruction to longer class periods and make greater use of the more frequent Student Support periods for student intervention.

Impact: The data shows that the student D/F rate has reduced significantly from 416 students with at least one D/F to 226 students in 23-24.

School Wide Action Plan

San Ramon Valley has made progress in the implementation and monitoring of the Schoolwide Action Plan. The principal, assistant principal, Instructional Leadership Team (ILT) and teachers along with their educational partners, collaborate throughout the year to engage in an ongoing, systemic analysis of their progress and overall effectiveness towards meeting program goals as they relate to the Areas of Growth and their Action Plan.

The 22-23 Action Plan goals are as follows:

WASC Action Plan Goal #1: Increase the percentages of students participating in CAASPP testing to a minimum of 95% of 11th grade students.

The VC confirmed that the school has made progress on this goal. 97% of 11th grade students completed the CAASPP in the past two years.

Current Action Steps:

- Increase the messaging to students about the importance of taking the CAASPP.
- Assistant principal in charge of testing required the parent of a student to call him directly to discuss opting out prior to submitting a written request to do so. This reduced the number of parents choosing to opt their student from the tests.
- All 11th grade students took the SBA Interim assessment in Math and received their scores.

Impact on students: This goal has been met, but there is still room to create an impact on students through the use of data to inform curriculum and instruction to meet the needs of all learners. Positive impacts to students include having a more robust learner profile as they move forward in their academic pursuits.

WASC Action Plan Goal #2: Close achievement gaps by reducing the number of quarterly Ds/Fs through use of common high quality Tier 1 instructional practices and common Tier 2 intervention strategies during Access (now called Student Support).

The VC confirmed a decrease in the overall number of students who earned a D/F each semester. In Semester 1 of 21-22, the site had 418 students with at least one D/F, while in Semester 1 of 23-24, only 226 students had one or more D/Fs.

Current Action Steps:

- Counselors receive D/F reports at each official grading term including progress report, quarter report and semester report. They then call students in for one on one meetings to discuss strategies and build a plan for improvement. If needed, counselors will refer students to the Student Review Team (SRT) to discuss further areas of intervention.
- During staff meetings, counselors and liaisons share strategies for Tier 1 instructional practices and Tier 2 interventions.
 - The liaison newsletters reinforce Tier 1 strategies.
 - Staff were asked to agree upon shared Tier 1 instructional practices at the department level to commit to put in place in daily learning and instruction.
- Departments also agreed to a criteria by which students would be identified for Student Support periods.
 - Principal Litten requires teachers to identify the students who will be with them for student support. If they do not do this on their own, they are assigned.
 - the XFun Executive Function group was formed, and an open Math Lab after school on Tuesdays and Thursdays for drop in Math support.

Impact on students: Any students who have Ds and Fs early in the semester receive help to improve those grades before the term ends which has shown a consistent reduction in the number of students needing to repeat a course or improve a D to remain A-G eligible. VC confirmed that the Student Support period is more structured, students are signed up and report to their class.

WASC Action Plan Goal #3: Subject Level Teams (SLTs) to develop and align with common learning standards and common formative assessments.

- In the 2022-2023 school year, district liaisons led the creation of District Wide Essential Standards (DWES).
- In the 2023-2024 school year, Subject Level Teams were asked to create shared agendas to guide their collaboration around district initiatives, including District Wide Essential Standards. The assistant principal in charge of technology created shared folders for each department and assisted all department leaders in ensuring everyone had access to their shared team agenda. For 24-25, SRV streamlined the sharing and storage process of all SLT agenda documentation in one document.
 - While the DWES aligned standards across the district and the site,

- departments and SLTs are in varying stages of implementation, and common formative assessments are not regular practice yet.
- In 23-24, both Math and English departments gave CAASPP interim assessments and, for the first time in many years, were able to access the data for discussion.
 - Math also piloted the Mathematics Diagnostic Testing Project (MDTP) to replace our previous screener, Fastbridge, and discussed the data at their SLT meetings in the Spring. English piloted STAR to replace Fastbridge, and met to review the data.
 - At the start of the 2021-2022 school year, all departments were asked to identify at least two common, equitable grading practices that all members of the team could agree to and adopt for the school year. This has not been revisited since then; some teams have held onto these shared practices while others have not.

VC confirmed that Departments and SLT's are at varying stages of using the essential standards, the creation of common assessments and common equitable grading practices. Not all departments are using data from common assessments to identify students in need of intervention prior to the quarter grading period. Data collection and the use of data to inform instruction continues to be an area of growth.

WASC Action Plan Goal #4: Increase communication and strengthen relationships between all members of the school community to improve school climate.

- The site has delivered more explicit communication to students, caregivers, and community members about the importance of CAASPP participation.
- Starting in the Fall of 2023, a cohort of teachers began using the Elevate platform to survey their students on important learning conditions and then using their survey data to improve student experiences in their classes.
- Starting in the Spring of 2024, our administrative team began using the Catalyze platform to survey staff on their experiences working at SRV and then using the survey data to identify further areas of need and improvement on site. For the 24-25 school year, the focus is on Collective Vision and Effective Systems as areas to improve.
- Site administration has utilized social emotional training opportunities for staff at the beginning of both the 23-24 and 24-25 school years, recognizing that staff relationships and rapport deeply impact the school's overall culture and climate. The site invited a speaker from Breaking Down the Walls to conduct a two hour training for staff in August of 2023, and invited Community Matters to guide staff in the use of circle and restorative practices in August of 2024.
- In Fall of 2024, SRV began the system of IEP Distribution Day in order to build stronger relationships between SPED teachers and general education staff, as well as better serve our students. Teachers come to a central location during their prep period over the course of two days to review IEP at a Glance documentation with case managers.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective
Ineffective

Narrative Rationale:

The VC reviewed the prior accreditation finding including the validation of the COVID-19 pandemic as a portion of the prior accreditation cycle. In the primary WASC goals listed in the action plan, item 1 based on what has been in the report and what was validated on the site visit, a common grading system, common syllabi, and pacing guides. The VC has noted that using data to guide instruction is still in its early stages and is not currently a top priority for either the school administration or the district. The current administration is focusing on fostering a stronger sense of community on campus, believing that without a strong sense of community, progress on other initiatives will be limited until all educational partners are unified, and use of common grading systems are not utilized with fidelity in all classrooms. It is recognized that capacity is developing among subject areas. However, common assessments are not utilized in all subject areas nor is data used to drive instruction. There is a need for grading practices to be developed that establish a norm schoolwide in regards to scale of grades, rubrics, and authentic grading scales in all subject areas.

For Action item # 2, Focus groups confirmed that Counselors receive D/F reports at each grading term and meet with students individually to discuss improvement strategies and create a plan. Students are referred to the Student Review Team (SRT) for further intervention based on academic success. During staff meetings, counselors and liaisons share strategies for Tier 1 instructional practices and Tier 2 interventions, with newsletters reinforcing these practices. Staff agree on shared Tier 1 practices at the department level and set criteria for identifying students for Student Support. Principal Litten requires teachers to identify students for Student Support, with assignments made if teachers don't follow through. Additionally, the XFun Executive Function group was formed, and an after-school Math Lab provides drop-in support on Tuesdays and Thursdays.

The VC confirms that an area of celebration is the work on Action plan # 3. There is a strong sense of relationships and communication with most educational partners on site. The committee also validates the findings presented.

For the follow-up areas identified in the mid-cycle review

The VC has observed that while using data to guide instruction is still in its early stages, it is not yet a primary focus for either the school administration or the district. The current administration is prioritizing the development of a stronger sense of community on campus, believing that without this foundation, progress on other

initiatives will be limited until all educational stakeholders are fully united. The VC recommends that the site move towards implementing common assessments and grading practices as they move towards more equitable learning outcomes for all students.

Chapter 2: School and Student Profile and Supporting Data

San Ramon Valley High School is a large comprehensive high school serving grades 9-12 in Dublin, California, a 3.42 square mile community that is located in the eastern area of the Bay. According to the 2020 Census, Dublin's population is estimated at 69,128. San Ramon Valley's student population resides primarily in the town of Dublin, an area that has seen substantial growth over the last five years.

Enrollment Data Trends:

- Since 2019, the student population has been over 2000 people, but has fluctuated from 2132 students in 2020-21 to 2057 in 23-24 as reported in the October census available <https://www.ed-data.org>. The site report indicated the enrollment from 23-24 was 1945 students which shows that they experience a fluctuation in enrollment from the October census to a latter part of the year. Approximately 100 students are more migratory as reflected in the enrollment data from the past five years. The district is experiencing declining enrollment, and San Ramon has experienced this to a smaller degree than other high schools in the district.
- 63 percent of students identify as white, twelve percent Asian, 9 percent Latinx, 9 percent Two or more races with less than 1% African American or Pacific Islander.
- The EL population is growing at SRVHS (18 in 23-24 to 26 in 24-25) but is still too small for the data to be reported.

Student Performance Data:

CAASPP ELA Trends:

- 78.47% Met or exceeded standards overall
- 86% of Asian students met or exceed standards, White students 78%, Hispanic 73%
- 25.76% of Students with disabilities met or exceeded standards
- General education students outperforming students with disabilities by 53%

CAASPP Math Trends:

- 46% met or exceeded standards overall
- 75% of Asian students met or exceeded, Filipino students 54%, Hispanic 38.6%, White 42%
- General education students outperforming students with disabilities by 34.57%

College and Career Preparation Trends:

- Hispanic students and Students with disabilities continue to underperform compared to their peers.
- 64.6% of students are prepared for College/Career
- Overall students have continued to show growth in the college and career indicators.

Graduation Trends:

- Overall graduation rate is above 96%
- The graduation rate for students has declined by 2% in the past two years
- Graduation rate for Asian students dropped to 88%

School Climate Data Trends:

- Overall, the number of students suspended has declined by nearly 4% over the last three years.
- Filipino students are suspended at a slightly higher rate than the rest of the student body in 2024
- The majority of students surveyed shared that they know where to go for academic or social emotional support. They all shared they have a trusted adult on campus they can seek support at any time.

Attendance data Trends:

- When comparing the number of chronic absent students over the past three years, there has been little fluctuation amongst certain ethnic groups.
- Hispanic student population absentee rate remains higher than the rest of the population at 17.8%.
- Overall, SRVHS has seen a decrease in absenteeism since the pandemic.

San Ramon Valley High School's mission statement is to empower students to achieve their educational potential, while their vision is to foster intellectual, physical, and social development, teaching students how to learn for lifelong growth, and promoting tolerance, respect, and community involvement.

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

SRVHS Student Learning Outcomes:

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

Schoolwide Learner Goals are measured through CAASPP scores, extra curricular participation, suspension rates, graduation rates, etc.

Through analysis of the data, the school has identified the following as their Major

Preliminary Student Needs:

Support for Students with Disabilities SPED students underperform across all metrics.
Closing Achievement Gaps Significant gaps in Math, ELA,

Through analysis of the data, the school has identified the following preliminary student learner needs:

Support for Students with Disabilities

- SPED students underperform across all metrics.

Closing Achievement Gaps

- Significant gaps in Math, ELA, and UC/CSU readiness, especially for SPED and Hispanic students.

Addressing Chronic Absenteeism

- High absenteeism especially among Hispanic/Latino students and seniors.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

From the data provided, San Ramon Valley High School special population students (Special Education) are not performing as well as their general population peers in ELA or Math. The staff was reflective and aware of their needs; however, the last few years have focused more on engagement and wellness rather than academic needs. During the WASC visit, the VC cited several academic areas that the staff needed to place an emphasis on so that all students could reach more academic success as reflected in the CAASPP and CAA..

Chapter 3: Quality of the School's Program**CATEGORY A. ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES****A1: Vision and Purpose**

To what extent a) has the school established a clearly stated vision and purpose reflecting students' needs, current educational research practices, with a focus on diversity, equity, and inclusion and a belief that all students can achieve?

SRVHS has a vision statement that is communicated to the community through various means, including on our school website. This vision is: *"SRVHS believes that a meaningful education is a shared responsibility involving students, staff, family, and community. We value a*

safe, inclusive, and academically rigorous environment, where students will have the opportunity to achieve their maximum

potential as ethical, resilient, and innovative global citizens.” The operating vision has been simplified for the 2024-25 school year as “WE>me” and emphasizes

“connection→community→culture.” This vision is the foundation for our commitment to providing a rigorous and meaningful education for all students and to provide systematic supports to ensure that all students reach these goals, which includes, but is not limited to, our SPED services, Academic Leadership and Academic Enrichment courses,

Student Support periods, academic screeners, Wellness Center, and English Language Development course. We have been using the PERTS Catalyze survey to solicit staff input on improving the school’s mission and systems of administration.

Vision and Purpose that supports high achievement for all students. :Defining of the school’s vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The VC confirms a great strength of the site is SRVHS's vision emphasizes education as a shared responsibility among students, staff, family, and community, reflecting a commitment to high achievement for all students. The school environment is safe, inclusive, and academically rigorous, promoting outcomes that develop ethical, resilient, and innovative global citizens. An area to celebrate is the 2024-25 vision, "WE>me," this vision highlights connection, community, and culture, supported through various resources such as SPED services and Student Support periods. There is also a dedication to continuous improvement by utilizing stakeholder feedback through the PERTS Catalyze survey, ensuring our mission fosters meaningful educational experiences.

A2: Governance

The SRVUSD Board of Education has established Strategic Directions that drive pedagogical and programmatic decisions. These Directions are summarized in the Learner Profile that makes clear that our priorities are Deep Learning, Innovation, and Academic Excellence. These goals are built on a foundation of Equity, Social Emotional Well-Being, Stewardship of Resources, Shared Leadership, and a Culture of Responsiveness. SRVHS has worked to strengthen our Equity and Social Emotional Well-Being Initiatives through the creation of the Wellness Center that includes a social worker, hiring a counselor specializing in student support, regularly training staff to recognize signs of mental health issues, and encouraging student clubs that address student mental health. In alignment with the Strategic Directions, we believe that these efforts are crucial not only for student well-being but also for academic success. (see A3 for additional examples) Decisions resulting from board actions are implemented through the Superintendent’s office down through the established channels for action at the school site. This communication is shared with all educational partners through the Superintendent’s Newsletter, Steering Committees, Parent Committees, and site communication such as The Wolfpack Weekly. The Board communicates its policies through

the district website as well as an annual notification to all staff members. Parents are notified annually of their Rights and Responsibilities.

Monthly board meetings are public and are live streamed and archived on the Board's YouTube page. Board members hold regular Office Hours with parents and Board members are commonly on campus meeting with students and observing classrooms and campus activities.

SRVUSD also has a Student Senate made up of students from all the Middle Schools and High Schools. The Senators are tasked to "gather input and feedback from their respective schools. They must also be focused on achieving the goals of their umbrella groups. The senators meet with their principals after the student senate meeting and the senators share the events of the senate with them and how they can implement the senate's ideas in their school.

Governance that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective**
Ineffective

Narrative Rationale:

The SRVUSD Board provides valuable guidance and support for SRVHS' goal of encouraging both the academic and social-emotional development of our students. However, despite continuous attempts at communication, students and parents are not always clear on the opportunities and expectations of the school. The amount of information conveyed in Board meetings is not always easily distilled down to the site and community level, in part because of the volume and scope of topics addressed.

The main sources of data used to determine student academic needs are the CAASPP (Math and English), the MDTP Diagnostic for Math, Fastbridge (now STAR) English, AP score reports, and some common assessments in Subject Level Teams. These data are occasionally shared by school leadership, and faculty is encouraged to revise curriculum and create targeted interventions during Student Support using responsive scheduling. Parents and counselors may refer students for to be assessed for Special Education. Emerging bilingual students take the ELPAC annually to determine their level of English language proficiency.

Additionally, the school collects social-emotional data through the Social-Emotional Well Being (SEWB) screener once a semester and the annual California Healthy Kids Survey (CHKS) in the spring. These data are reviewed by counselors, psychologists, social workers, and school leadership to address specific student needs and plan schoolwide programs (CIRCLES, student assemblies, Homeroom lessons, Safe School Ambassadors, Student Led Anti-racism Movement, Equity Council, etc.) to address student social-emotional needs.

Every academic Department has an elected Department Leader whose responsibilities include working with Subject Level Teams in a Professional Learning Community model. The Department Leaders meet monthly with the Principal and Administrative Team during Instructional Leadership Team meetings to discuss District and School goals and actions,

share issues and feedback from stakeholders, and determine next steps for Department and School actions. We have changed the job description of the Department Leaders to include an instructional coach portion, but we are still finding ways to implement this expectation.

The Administrative team has defined responsibilities delegated by the Principal in order to maximize efficiency and effectiveness. The SRVUSD Board of Education voted to remove the requirement for a Single Plan for Student Achievement and replace it with a new continuous improvement plan, and so the last year of an SPSA for SRVHS was for the 2020-21 school year. Schools are now required to complete a School improvement Plan which includes a requirement for SMART Goals, action steps, and evaluation of Outcomes. Additionally, SRVHS has a School Site Council that oversees the effectiveness of school improvement programs at the school site level, as well as approves the school safety plan. Teachers often utilize the Council for supplemental budgetary needs for classes and programs. Site Council, however, does not consistently review site goals nor monitor their progress. Meetings are brief.

Leadership for Learning that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective**
Ineffective

Narrative Rationale:

SRVHS is at the early stages of data-analysis with some departments (English and Math) receiving more focused data than others. The VC has confirmed that data is being collected and sharing it within pockets of the staff and teams, the systematic use of data to improve student learning still is in development. Subject Level Teams vary in the quality of their common assessment data and the implementation of intervention based on that data. Data review is still not a practiced norm for most teams, nor is it a current initiative of the school administrative focus.

A4: Qualified Staff and Professional Development

Teachers and staff are hired under District guidelines for qualifications which include proper certification for the subjects being taught and roles being performed.

The evaluation of teachers follows the procedures set out in the SRVEA Contract. Evaluations fall into Plan A (formal observation by administrator) and Plan B (self-evaluation guided by administrator).

Other forms of teacher evaluation include informal observations by administrators, TSAs, Department and Subject Level Team Leads, and colleagues, as well as participation in the PERTS Elevate program. The Elevate program, optional for teachers, is a cycle of student surveys, data analysis, pedagogical adjustment, and resurveying. Less than 20% of staff participate in Elevate.

Teachers who are working on an intern or preliminary credential participate in the San

Ramon Valley Induction Program (SRVTIP). This pairs them with a mentor teacher for two years where they meet weekly, discuss issues, and take time to observe other veteran teachers. The goal setting aspect of this program allows new teachers to pick an area they want to focus on and have one-on-one coaching to help improve their practice.

Professional development for staff comes in many forms, but breaks down broadly into mandatory and self-selected.

Mandatory professional development occurs District-wide twice in a school year, with two days in the Fall and one in the Spring. Generally, these district PD days are tied to our Student Learner Profile and involve some direct instruction via a speaker as well as time to collaborate across sites. Site-based professional development typically takes place during all-staff meetings once a month when best practices are shared out by staff members. This school year, many staff meetings have focused on community building and the reiteration of our site vision.

Self-selected professional development is sometimes provided directly by the District (such as for specific courses like Introduction to Ethnic Studies or general teaching techniques such as Restorative Justice), through funds provided by the District or Site (such as California Association of Teachers of English conventions, California Council for the Social Studies, or AP trainings), or through courses or programs paid for by the teacher (in order to advance in the salary schedule through acquiring units from accredited schools and colleges). Frequently, Our Site Council and PTSA generously fund opportunities for teachers to attend conferences.

Unfortunately, District-mandated and provided professional development has declined in the last few years so that currently there are only 3 required professional development days a year. As a result, most professional development is self-selected and not systematic.

Communication with students and the community about policies and procedures is done primarily through online means: weekly newsletters sent to parents, the school website which links to the Student and Parent Handbook that outlines the major operational processes of the school. Our principal communicates with parent booster groups around policies and procedures and attends the monthly PTSA meetings to connect with parents. SRVHS has used several learning platforms over the last six years, including School Loop, Schoology, and currently Google Classroom; this is the main way that students and the community can find teacher written policies and procedures. Grades are posted on Google Classroom and/or Infinite Campus.

Qualified Staff and Professional Development that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective
Ineffective

Narrative Rationale:

The VC committee confirms that SRVHS has opportunities for teachers to improve their practice including weekly collaboration time with colleagues, district-wide and site-wide training, and off-site opportunities. Unfortunately, many of these trainings are not systematic nor required, so site-wide advancement is inconsistent. There is a

mis-connect in the fidelity of a systematic method to participate and apply training to assist in the educational practices on the site. Having a new LMS every few years has been a challenge for both staff and students/parents. There are many means through which information is communicated, which has both its merits and drawbacks, but due to the vast number of options, a reduced number of options that is utilized consistently site wide could benefit all educational partners.

The main source of funds come from the District which allocates funds to each site for “site discretionary” use. The allocation model is projected enrollment times student rate. The school board policy has granted the school Principal sole discretion of these site funds. The Principal and Financial Analyst ensure Site funds align with student and staff needs.

The main budget process is essentially that the District sends projected site discretionary allocation in late February and the budget worksheets to the Principal and Financial Analyst. A preliminary budget is due in 3 weeks after this allocation. Meetings are held about potential changes and needs for the upcoming school year in which the Principal solicits feedback from the administrative team and others. The financial analyst reviews the last 2 years of expenses and assembles a draft budget. Upon consultation and review of the budget, it is submitted to the District.

Additional funds come from parent donations, various Boosters clubs, PTSA, revenue from AP tests, and other smaller sources to provide for classroom resources, professional development, and staffing needs.

Departments are allocated funds each year based on parent donations and other sources and department members and the Department Leader set the processes for spending these funds. In some cases these funds are used for essential functions of the classroom (e.g. Science department lab equipment, Art department supplies, the Math department purchased classroom calculators, etc.) and in others they are used for enrichment purposes (e.g. the Social Studies department hosts speakers during class time or student support, the English department purchases books for book clubs, etc.). Departments also use these funds to cover the costs of substitutes for additional collaboration time, for conferences, and for professional development opportunities (such as CATE conference). The spending of these funds is determined primarily by discussions between Department members, the Department Lead, and the Assistant Principal who oversees the Department.

SRVHS has utilized technology for instruction for over 20 years and in the last ten years has gone to a one-to-one technology school where every student is provided with a District-managed Chromebook for use in class and for testing. Many students still use their personal laptops in class, which can be problematic for teachers who have little ability to monitor personal devices and for situations where a secure browser is needed, such as CAASPP. Loaner Computers are available through the Library for day-use, though these computers often need updating and the library frequently runs out of loaners because so many students do not bring their school issued devices on a regular basis. This also puts a burden on our teacher librarian to maintain and track these computer check outs.

The school has a computer lab dedicated to computer science in which students learn coding via AP Computer Science Principles (Code.org) and AP Computer Science A. In AP Computer Science A, students learn how to code in JAVA. The Computer Science Classes

also have laptops in another class which students use for coding.

Textbooks and other Board-approved materials are provided by the District through the Textbook office. Using class projections from Infinite Campus in late April, the Textbook Coordinator determines any textbook or online textbook license shortages and, if possible, procures needed books from other sites in the District. Textbook Coordinator submits remaining textbook and online license needs to District Materials Technician by mid-May. All-Class Novels must be on the SRVUSD Board-Approved List. Book Club books or books used only for excerpts do not need board approval. Novels can be ordered year round using a District form that is currently being revised. It needs to be signed by the Textbook Coordinator, Assistant Principal and Department Head before being submitted to the District Materials Technician. SRVHS' custodians provide for daily maintenance of the school. They also set up for the extensive after school programs and events that occur on this campus, which stretches them thin and can make it challenging to complete their assigned areas. Recently, a custodian retired and the job was not filled due to budget cuts, so the remaining team had to absorb the work. Custodians are required to complete training on how to use certain cleaners safely and properly and report facility work orders. Based on work orders, the district supplies the site with plumbers and technicians as needed if it is out of the scope of our custodians.

Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The VC confirms that given the ongoing limitations of public school funding, SRVHS is able to provide a wealth of opportunities to students and staff, largely due to the generosity of our parent community. Our systems of finance (acquisition and spending) operate well and enable us to be transparent to all stakeholders. Despite being one of the lowest funded districts in the state, our community's consistent generosity and commitment to education help maintain a highly functional school site.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

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

1. Our site vision is clear and we are proud that SRVHS aspires to be a place that serves the whole student and not just push content.
2. We have great pieces in place upon which to build. There is consensus on our site vision and a general belief that we as an institution are serving a purpose.
3. Interpersonal communication between teachers and students and our overall Social Emotional Learning are strong (Wellness, SEWB, etc.). We devote time and energy and resources to the well-being of the children in our care and it is a focus of everyone on campus.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. Some efforts lack system-wide buy-in and implementation. While most people believe in the vision of the school, not everyone views it as their job/responsibility to achieve those goals, so we are not always pulling the rope in the same direction.
2. We should use data to make decisions over the long-term. We make too many shifts trying to solve immediate problems (budgetary or otherwise) and don't track over time what is working and what isn't.
3. A culture of extrinsic motivation undermines many of our efforts in relation to attendance, testing, behavior, etc.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Self-study report
- Classroom observations
- Focus group meetings
- Formal and informal student discussions
- Parent group discussion
- Site leadership discussion

CATEGORY B. CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum

San Ramon Valley High School (SRVHS) supports curriculum through use of educational programs, digital tools, and curriculum guides. The school provides staff with multiple days throughout the year for collaboration within departments and Subject Level Teams (SLTs). While these opportunities have been beneficial for building community and collaboration, there is a need for clearer structure and accountability in how this time is utilized. The Visiting Committee (VC) observed that while teachers in some departments are using this time effectively, there is a desire for more consistency and opportunities for interdepartmental collaboration. The VC also noted that there is a need for more instructionally focused conversations, the creation of common assessments, and discussions on assessment results and best practices.

VC noted that while standards are in place, vertical articulation between grade levels requires further development. Additionally, the school utilizes both standards-based grading and traditional grading in different departments, leading to some inconsistencies. Pacing guides are used in some departments, and evidence in some classrooms shows alignment between the pacing guides and actual lessons.

Teachers at SRVHS also participate in additional professional development during the summer, which includes creating standards progressions, common assessments, and ongoing curriculum development. Informal collaboration among teachers, such as during lunch or prep periods, fosters professional growth and strengthens the established campus culture. Teachers have access to various professional development opportunities, including conferences, district-led workshops, and self-selected curriculum and development days.

SRVHS students graduate prepared for higher education or other career pathways. Currently, 98% of students meet the college and career readiness indicators through the A-G requirements for the University of California system. This is supported by a focus on collaboration across ability levels, inclusivity, and teamwork across disciplines, as confirmed by the 2024-2025 School Profile data sheet from the counseling office.

The school offers unique articulation opportunities, such as dual enrollment with local community colleges (Los Positas College and Diablo Valley College). One program allows students to enroll in a trade program while fulfilling high school graduation requirements, which was confirmed by both the counseling and student panels. Another program, College Connect, enables students to reduce their high school course load to take college classes, completing a year of college by the time they finish high school. This two-year program currently enrolls 24 students.

Additionally, two departments at SRVHS regularly communicate with trade schools and other community partners, including elementary schools, local businesses, and athletic trainers. The

school also offers a "Careers in Teaching" course, where students gain hands-on experience in elementary classrooms, with steady enrollment of approximately 40 students each year. The College and Career Center organizes trade panels, vocational fairs, and invites guest speakers on subject-specific topics, with evidence of these activities displayed on campus.

Each spring, the Special Education (SPED) department hosts transitional IEP meetings for incoming ninth-grade students in collaboration with feeder schools. Similarly, the counseling team holds meetings with incoming 504 students to address their academic and social-emotional needs, which the VC confirmed through interviews with both the SPED and counseling departments.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

SRV provides a rigorous and coherent curriculum for many students based on current educational research and reflected in high levels of success for many students. There is some integration between/among areas of study, academic standards, and college- and career preparedness goals. The school communicates and engages with feeder schools, community partners and others to best meet student needs using a range of strategies. Generally, the curriculum is aligned with school goals.

B2: Equity and Access to Curriculum

San Ramon Valley High School (SRVHS) offers a broad range of post-graduation opportunities, including college pathways, career pathways, trade programs, and Career and Technical Education (CTE) courses. With an open enrollment policy, all students have access to the full range of course offerings. Each spring, students are given the opportunity to learn more about available classes, enabling them to make informed decisions regarding their course selections. Additionally, many advanced and AP teachers hold informational meetings prior to course selection, ensuring students are well-informed. Evidence of these practices was found by the VC through meetings in the counseling department and discussions led by advanced/AP teachers. Moreover, a system of checks and balances has been introduced for AP and Honors courses during the sign-up process for sophomores, aimed at reducing class dropout rates in the fall.

Students also have the option to enroll in non-district courses for advancement, enrichment, or remediation, broadening their course choices. These courses are typically offered through online schools approved by the district. However, concerns have arisen regarding the rigor and the ability of these courses to meet the standards outlined in the DWES. Additionally, some students may perceive these online courses as an easier alternative to in-person classes, leading to overuse or misuse of these options. The VC confirms that students and parents

appreciate the flexibility of online courses, but also found that many students are using these courses primarily for advancement. There is concern that this overreliance could perpetuate the perception of weaknesses within certain departments, potentially impacting the master schedule.

The College and Career Center at SRVHS plays a vital role in supporting students' future planning. The center hosts numerous workshops and seminars that provide valuable information to help students navigate their post-secondary options. SRVHS also offers one-on-one individualized post-secondary planning, where students' transcripts are reviewed, and next steps are discussed. The VC confirmed this through the counseling department, which organizes various student and parent nights, as well as March enrollment meetings.

SRVHS offers a supportive curriculum with real-world applications, including research projects, presentations, and discussions, particularly at the upper grade levels. However, many of these projects are teacher-specific, meaning not all students will have access to the same teachers, which can create issues of equity. The VC confirmed this concern through the student panel, which highlighted inconsistencies among teachers in delivering these projects.

Classrooms at SRVHS utilize a variety of technological resources, including online textbooks, Google Classroom, EdPuzzle, Kahoot, Quizizz, and AP Classroom. However, the open enrollment policy has led to concerns about the representation of certain ethnic groups in AP and other courses, with some departments experiencing either over- or underrepresentation. SRVHS acknowledges this as an area for improvement.

For the 2024-2025 academic year, SRVHS transitioned from Schoology to Google Classroom and Infinite Campus as its Learning Management System (LMS). While this shift was intended to improve functionality, staff have reported difficulties navigating Google Classroom, particularly in addressing grade-related issues for students and parents, as well as challenges in communicating larger topics. The VC confirmed these issues through feedback from the parent panel, staff, teachers, and students. However, as with all transitions, the VC believes that, with time, the system will become more streamlined, and the challenges currently experienced will be resolved.

Students, staff, and parents collaborate through Student Support Team (SST) meetings, where student progress and support strategies are discussed. Naviance is used as a platform to connect parents, counselors, and teachers to the student's profile, streamlining the college admissions process. The College and Career Center trains students on how to effectively use Naviance and offers multiple opportunities for students to meet with counselors and ask questions. The counseling department also holds several parent information nights, including a Welcome to the Wolfpack event for incoming 8th-grade students and their families. The VC found that SRVHS has established several formalized groups, such as site councils, booster groups, PTSA, and the Student Equity Council, all of which are dedicated to enhancing student learning and the overall student experience.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective
Ineffective

Narrative Rationale:

SRVHS is an effective school due to its broad range of post-graduation pathways, including college, career, and technical education, accessible through an open enrollment policy. The school offers strong support systems, such as personalized counseling, project-based learning, and community collaboration. Students also have access to online courses for advancement, enrichment, or remediation, providing flexibility. The school is proactive in addressing challenges, like AP course dropout rates, and offers workshops, seminars, and one-on-one planning to guide students.

However, there are challenges, including concerns about the rigor and overuse of online courses, variability in how projects are delivered across teachers, and the need for improved representation in advanced courses. The transition to Google Classroom and Infinite Campus has created navigation difficulties, especially with grade tracking, but the school is working to resolve these issues. Despite these challenges, the school's solid systems and proactive efforts to improve make it an effective institution.

CATEGORY B: CURRICULUM**Areas of Strength for Curriculum:**

1. SRV offers a wide range of courses, including multiple Advanced Placement offerings and several Career/Tech courses.
2. College and Career Center and post high-school career path exploration
3. Our staff offers multiple opportunities for engagement and access to curriculum to enable student success.

Growth Areas for Continuous Improvement for Curriculum:

1. Developing and utilizing skill ladders within and across departments to ensure all students have an equitable experience in a given course and that skills articulate from level to level and department to department.
2. Improving collaboration to include discussions of data both schoolwide numbers as well as subject level team specific.
3. Increase the number of students taking all courses at SRV, strengthening on-campus courses and instructional strategies, and using diagnostic tests to ensure all students, both at SRV and in online classes, meet the DWES standards for SRVUSD.
4. Improving articulation with feeder schools with regards to grading practices, skills, and content

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Self-study report
- Classroom observations
- Focus group meetings
- Formal and informal student discussions
- Parent group discussion
- Site leadership discussion

CATEGORY C. LEARNING AND TEACHING

The VC commends SRVHS for its ongoing commitment to providing all students with challenging and relevant coursework in an equity-centered learning environment. Evidence suggests that SRVHS is making significant strides in fostering inclusivity and promoting equitable access to rigorous academic opportunities. The open enrollment policy for Honors and AP courses allows all students to access advanced coursework, which is commendable. Through focus group meetings and feedback from parents and students, the VC confirms there are vastly differing opinions regarding the online class options.

Through the self-study and focus group conversations, the VC confirms the English department's efforts to diversify texts across all grade levels is a positive step in ensuring that the curriculum is culturally responsive. The provision of choice for students in selecting reading materials and incorporating their cultural backgrounds into assignments, as seen in health classes, further demonstrates a commitment to student agency and relevance in the curriculum.

Through classroom observations, the VC confirms SRVHS establishes collaborative learning environments, in most classrooms, promoted through group projects, tutoring opportunities, and reflective practices is a valuable approach for fostering both academic and social-emotional growth. The opportunities for students to practice real-world skills, such as collaboration and critical thinking, will serve them well in college and their careers.

The VC confirms the district's creation of DWES and the implementation of essential standards in most classrooms, however, the VC notes not all subject-level teams appear to be aligned in their implementation of the DWES, and there is room for improvement in ensuring that all students receive consistent, clear communication regarding course expectations.

Through classroom observation, the VC confirms teachers at SRVHS use a variety of strategies to communicate learning objectives clearly. For example, daily and weekly agendas are posted on Google Slides and uploaded to Google Classroom, ensuring that students have access to critical information regarding course expectations and progress. The use of rubrics for assignments is another example of how the school supports student understanding of expectations. These practices allow students to track their progress and gain a better understanding of what is expected of them in both formative and summative assessments.

The VC commends SRVHS surrounding the use of the testing center, run by department specific paraprofessionals, which adequately supports students in the special education program.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective
Ineffective

Narrative Rationale:

SRVHS is dedicated to offering an equity-centered, rigorous, and relevant curriculum that

supports both academic and social-emotional development. While there are areas for improvement, such as aligning the DWES and addressing feedback on online courses, the school's strong focus on promoting inclusivity, clearly communicating learning objectives, and fostering collaboration and real-world skills demonstrates its effectiveness in meeting the standards for challenging work and clear expectations.

C2: Student-Centered Instruction through a Variety of Strategies and Resources

The VC celebrates SRVHS's commitment to empowering students by providing them with meaningful opportunities for voice and agency in their learning. The responsive scheduling system, which allows students to choose their Student Support periods, is an excellent example of how students can take ownership of their academic progress. This model encourages students to assess their own learning needs and make informed decisions about where they need support, fostering self-awareness and responsibility for their education.

The VC confirms most SRVHS teachers are using evidence-based instructional practices, such as chunking information, peer review, and activating prior knowledge, to ensure that all students can access the content at their level. This approach ensures that students can progress toward proficiency and mastery of the standards. Through the self-study, classroom observations, and focus group conversations the VC confirms a need for SRVHS to provide consistency and implementation of instructional best practices across all disciplines and subject levels.

The VC notes SRVHS uses the Elevate program to provide students with another opportunity to share their feedback and influence teaching practices. By administering surveys twice a semester, teachers that have opted into this program receive valuable insights into student engagement, classroom dynamics, and the effectiveness of instructional strategies. The VC confirms the Elevate program has the potential to create a more collaborative and student-centered learning environment, although its impact is limited by the number of participating teachers. Further expanding participation in Elevate could amplify the positive effects of this practice.

The VC confirms SRVHS has a robust approach to career preparedness and applied learning. Teachers are actively working to connect student learning to real-world applications through a variety of methods. Field trips, guest speakers, and hands-on projects offer students the opportunity to engage with content outside the classroom and see its relevance in real-world contexts.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective
Ineffective

Narrative Rationale:

SRVHS is deeply committed to student engagement, offering meaningful opportunities for students to have a voice and take ownership of their learning. The school effectively

integrates evidence-based instructional practices, provides real-world learning experiences, and leverages technology to enhance the learning process. The Elevate program has strong potential to foster a more student-centered learning environment, and expanding participation among teachers will further amplify its positive impact.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

1. The diverse range of course offerings and classroom experiences enables students to take ownership of their educational path, fostering greater agency and independence
2. Several teachers and programs provide an array of career preparedness opportunities, including field trips, guest speakers, and hands-on learning experiences.
3. AP teachers are highly effective in their instruction and actively engage students in the learning process.
4. The special education department operates efficiently, providing comprehensive support to students at all levels.

Growth Areas for Continuous Improvement for Learning and Teaching:

1. The effectiveness and consistency of collaboration time can be improved by using time-appropriate agendas to ensure focused discussions and efficient use of time.
2. Provide more focused student intervention during Student Support time to ensure the time is meaningful, effective, and supports growth in site-specific data points.
3. Enhance consistency in best instructional practices by facilitating opportunities for teachers to learn from strong teacher leaders and observe their classes.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Self-study report
- Classroom observations
- Focus group meetings
- Formal and informal student discussions
- Parent group discussion
- Site leadership discussion

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

SRV employs a comprehensive and evolving assessment system to monitor student achievement, inform instruction, and drive continuous school improvement. A variety of assessment tools, including state assessments, district-wide screeners, diagnostics, common course assessments, and informal checks for understanding, provide a multi-layered approach to evaluating student performance. Recent district-led shifts from Fastbridge to STAR Reading and MDTP for math reflect a desire to use teacher-informed, data-driven tools, however further training is needed to fully realize this goal. Teachers report that these tools are superior to Fastbridge in that they are more in alignment with DWES and more accurately reflect student learning. Teachers access student performance data through Infinite Campus and eduCLIMBER, though the latter is primarily utilized by Teachers on Special Assignment (TSAs) for deeper data analysis. While some teachers share assessment results with students and parents, site-wide communication practices are inconsistent between the use of Google Classroom and Infinite Campus. Standardized test data is shared with department members by January, and then with the entire staff. Parents received emails with instructions guiding them to access scores in Infinite Campus. Assessment data directly influences intervention programs, grading consistency, and resource allocation. Before and After School Intervention Programs are structured based on student performance trends, with a recent focus on math intervention in Algebra 1, Geometry, and Algebra 2, as CAASPP and screener data indicate these as areas of greatest need. Counselors are able to recommend students for intervention based on D/F data. Student Support sections have been expanded to provide targeted assistance. In addition, CAASPP interim assessments are now more widely utilized across English and math departments to improve student preparedness and long-term proficiency.

SRV utilizes Google Classroom and Infinite Campus for reporting student progress. While some departments employ common rubrics and shared grading policies, standardization remains inconsistent across content areas. District-Wide Essential Standards (DWES) provide a foundation for curriculum consistency, and some departments without DWES have developed site-based essential standards to ensure alignment. Students report a sense of learning the same material across course regardless of which teacher they have, although they do express a perceived difference in grading practices. Expanding the use of common formative assessments for early identification of struggling students is a priority for future growth.

SRV leadership works with district administration to refine instructional programs and modify curriculum based on assessment data. SLT meetings have provided a forum for teacher collaboration at the school site. This district and site-based collaboration has led to programmatic shifts, including:

- Increasing Student Support periods from 2 to 4 per week to enhance intervention opportunities.
- Standardizing the term "Student Support" across all schools to create consistency.

- Adjusting SPED programs by restructuring the Moderate Special Day Class program to separate lower and upper-grade students, improving targeted support.

Despite these efforts, further refinement of assessment communication, grading consistency, and program flexibility is needed. The Personalized Learning Initiatives (PLIs), which allow students to take fewer in-person courses, remain a point of discussion among stakeholders, with calls for additional data-driven conversations to evaluate their impact.

Overall, SRV demonstrates a strong commitment to building data-informed instructional practices and continuous improvement. Strengthening assessment transparency, grading consistency, and collaboration with district leadership will further enhance student outcomes and equity in learning experiences.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective**
Ineffective

Narrative Rationale: SRV demonstrates a solid, structured, and thoughtful approach to collecting student performance data, with room to learn how to effectively analyze the data. The school is beginning to use this data to shape instruction, intervention, and some operational changes. However, inconsistencies in grading practices, communication of data to families, and site-wide implementation fidelity prevent a higher rating at this time.

D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

At San Ramon Valley High School, teachers employ a diverse array of assessment strategies to evaluate student learning. Formative assessments—ranging from informal check-ins to structured quizzes—are widely used to gauge student understanding throughout instruction. While some SLTs utilize shared formative assessments, this practice is not yet consistent across all departments. Many teachers also implement common summative assessments aligned with essential standards, with comparative data analysis within teams cited as a future goal.

To foster student growth, feedback mechanisms include digital platforms such as Google Classroom, Illuminate, and Google Docs, along with real-time verbal feedback and rubrics. Additionally, some departments have adopted Standards-Based Grading (SBG), emphasizing mastery over time. Some teachers often permit test corrections and rewrites, encouraging students to learn from mistakes and improve their understanding. However, test correction and retake policies are not consistent within departments or even SLTs.

Assessment data is actively used to refine teaching strategies and support students. Teachers adjust lessons based on formative results and strategically utilize Student Support periods to target areas of difficulty. Departments like math and English analyze CAASPP and screener data to refine instruction, while technology tools such as Google Forms, Gimkit, Kahoot, and

Quizlet provide real-time insights for immediate instructional shifts. However, these adjustments are often individualized rather than systematically analyzed across teams, indicating room for improvement in structured data-driven decision-making.

For students requiring additional intervention, counselors and the Student Response Team (SRT) review academic and social-emotional data, coordinating targeted support plans. Special Education (SPED) services utilize tailored comprehension checks and SEIS progress reports to ensure accommodations align with student needs. In response to teacher feedback, more communication was provided regarding IEP's in two ways. First, students with IEPs were instructed to fill out half sheets with their accommodation information to present to their teachers. Second, the SPED team met with every teacher during the second week of school to provide hard copies of IEP's and to review the IEP at a glance with them for each student. While this is the first year of implementation, the support for this program has been overwhelmingly positive.

While SRV effectively utilizes a range of assessment methods and feedback tools, increasing the consistency of shared formative assessments and structured data analysis within teams would enhance equity and effectiveness across grade levels and departments.

Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective**
Ineffective

Narrative Rationale: While SRV uses a variety of assessment tools and platforms, the consistent use of assessment data to modify instruction is limited and remains a key area for growth. Feedback practices and retake opportunities exist but are inconsistently applied across departments. Structured collaboration around data is minimal, and shared formative assessments are not yet standard. As a result, assessment strategies have a limited impact on instructional decisions and student learning schoolwide.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

1. Student support allows for time built into the schedule to assess and reassess student learning, in case of absences or students not meeting standard.
2. The school employs a variety of assessment tools, including formative, summative, and standardized assessments, to track student progress.
3. The switch to STAR and MDTP screeners for ELA and math is a positive move as these assessments are more aligned with measuring student achievement and have been well received by teachers.

Growth Areas for Continuous Improvement for Assessment and Accountability:

1. Teachers and administrators need to better leverage assessment data to inform instruction and improve student outcomes. Implement structured, recurring data meetings within departments and SLTs to ensure continuous dialogue about student performance and instructional strategies.
2. Increase commonality across SLTs and departments, particularly shared teaching practices and shared assessments. Establish a standardized framework for common assessments across SLTs and departments. This could include agreed-upon performance rubrics, shared grading policies, and team-wide assessment schedules to ensure consistency and equity.
3. Continue fostering a culture where data is used not just for accountability, but as a tool for empowering both teachers and students. Encouraging regular reflection on data (in both informal and formal settings) can strengthen the school's commitment to improvement.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Self-study report
- Classroom observations
- Focus group meetings
- Formal and informal student discussions
- Parent group discussion
- Site leadership discussion

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Campus leadership has prioritized staff and student development around equity and inclusion. The current administration has highlighted staff community building, introducing the simple We > Me messaging of our values, and taking time to train staff on the use of circles and other restorative practices to improve both staff relationships with each other and student rapport. The administrative team uses Catalyze to solicit input from the staff about staff perceptions of culture and processes. “Howls”, a staff recognition practice, are a part of each staff meeting, and we are working to include more student voices at staff meetings as well. The administrative team is visible and intentional in their support to build staff trust and rapport.

Students and families are introduced to San Ramon Valley High School (SRVHS) through Freshmen Welcome Night in the Spring and Link Crew in the Fall. Communication to families continues throughout the year through our Wolfpack Weekly communication, as well as numerous groups such as PTSA, Site Council, and Booster Clubs. Students are encouraged to join grade specific and site specific social media accounts to stay informed and involved. The caregiver community is welcomed for Back to School Night each August.

Throughout the year, the site hosts several activities during the school day to further promote

the campus values and promote an inclusive environment.

Among them are the cultural fair, various assemblies and guest speaker opportunities, and smaller programs to reach specific groups of students, such as new student lunch and Student 2 Student club. Additionally, every few years, we host day-long events like Breaking Down the Walls and Every 15 Minutes. These activities/programs have offered specific and dedicated opportunities for students to affirm their own identities and develop a more inclusive cultural understanding of the range of identities that exist in the fabric of our broader community.

Homeroom is often used to disseminate campuswide cultural messages, and lessons around the CIRCLES acronym are pushed out to all students. Campus cohorts such as Student Led Anti-Racism Movement (SLAM) and Safe School Ambassadors (SSA) empower students to be a force for good on and off campus. Our Comrades Club focuses on inclusion for moderate and intensive students and conducts a number of events such as Special Olympics and more. One fifth of the staff participate in Elevate, a program that promotes a diverse classroom community built on trust, feedback, and growth where teachers ask their classes to evaluate their teaching and practices, and then they work together to improve the classroom learning environment.

One tradition that is unique to SRVHS is Grad Night, where families, local businesses, and the school community at large participate in putting on a sober graduation celebration here on campus. The PTSA plans and executes this large event, providing the community at large with many opportunities to tie in and get involved.

Family and Community Involvement that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale: The VC confirms that SRVHS offers numerous programs and events to welcome and integrate students and families into the school community, including Freshmen Welcome Night, Link Crew, and various communication channels like Wolfpack Weekly. The school also maintains strong connections with parent organizations, offering educational nights through PTSA as well as groups for parents to connect together, like Boosters and Grad Night. The campus leadership prioritizes staff and student development in the areas of inclusion and community building, implementing initiatives like the "We > Me" messaging, restorative practices training, and the use of Catalyze to gather staff input. The VC agrees that while the current strategies are working well, there is an opportunity to continue integrating outreach and communication with parents of students who may be resistant to mental health resources, as well as be responsive to our school demographic shifts over the next few years, specifically in regards to our students of color.

E2: School Culture and Environment

SRVHS has implemented various safety measures to enhance emergency preparedness and response, including small group training with tabletop discussions, emergency evacuation training for multi-level buildings, and emergency bags. The Smart Start Program, required for students seeking parking passes, is offered in partnership with the California Highway Patrol. Campus security upgrades include auto-locking doors for the B-Building, comprehensive camera coverage, and 811 emergency line stickers on all campus phones to facilitate efficient coordination with first responders. Additionally, staff can use a dedicated email system to quickly notify key personnel across the administrative building of urgent issues. Regarding campus technology use, the district has internet safety measures in place and students can access tech support through our school's website. At the site level, we have various digital safety tools like Securly, but they aren't all utilized consistently across all classrooms.

During our August staff professional development this year, the staff were trained in using community circles in class in order to establish a shared SEL practice sitewide, and were challenged to integrate more opportunities for connection with students and between students in the day-to-day learning. A cohort of teachers is currently being trained further in SEL practices through the Community Matters organization. Staff are at various levels of comfort with using community circles, and at the classroom level, strategies still vary as to how to make the space safe and inclusive. SRVHS utilizes site funding for ongoing collaboration and training with Community Matters, SLAM, and SSA to continue developing a foundational layer of inclusion and respect at SRVHS. Administrators, teachers, campus supervisors, and additional staff work to uphold campus norms and codes of conduct as outlined in the handbook. Students can make an appointment with their counselor at any time, as well as access the Wellness Center. Students take a Social Emotional Well-Being (SEWB) Screener at least 2x per year, and the site TSAs collate the data to share with counselors and teachers. Parents are informed of the chain of communication, and encouraged to communicate openly with staff as needed. The Wellness Center, which was created and developed since our last WASC cycle, provides a supportive space for students to access mental health resources, decompress, and receive guidance. Collaborating with staff, it ensures a safe, tech-free, welcoming environment focused on inclusivity, with special support for LGBTQ+ and BIPOC communities. The center promotes respect, diversity, and emotional well-being, and since September, 480+ students have checked in to utilize the space. Additionally, teachers may refer students to both the Wellness Center Coordinator and our Support Counselor for further support. Our Support Counselor has received 34 referrals so far this school year and our Wellness Center Coordinator has personally met with 90+ students since September.

District and sitewide, further policies and procedures have been put into place to support student identity. We have gender neutral locker rooms for students who prefer a nonbinary locker room space. We also provide unisex uniforms for all students to support inclusion and equity for all students. The Gender and Sexuality Alliance (GSA) collaborates with site and District leaders to develop action plans for ongoing issues and participates in the annual GSA Forum, where students and staff from across the District connect, share experiences, and find solutions. Additionally, the Wellness Center Coordinator, in collaboration with the Educational Equity Director, develops confidential and personalized Gender Support Plans that meet individual students' needs, ensuring respect and safety. Our campus is known for our athletics programs, and since 2018, strategic steps have been taken to improve sporting event culture within our community and student fan groups. In athletics, our 12th Man/6th Man programs provide student leaders an opportunity to lead student sections in appropriate and supportive cheering activities throughout all sporting events, with a particular emphasis on bringing more

student and community attention to the sports and activities that have historically seen lower attendance/participation from community members. Further, our administration team messages the parent community about appropriate behavior and expectations when attending an SRVHS athletic event, and follows up in person at events.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale: The strengths of campus safety and procedures, student programs that foster a supportive community culture, and the growing inclusion of Social and Emotional Learning (SEL) work create a holistic educational environment. Robust safety measures ensure that students can focus on their learning without concerns for their well-being. Meanwhile, programs promoting inclusivity and empathy help build strong relationships among students, enhancing their overall experience. While staff have voiced concern over the cleanliness of the campus in relation to trash around the facilities as well as animal droppings, dirty floors, and more during the WASC visit the campus did have a sense of cleanliness that was in line with a typical high school in the state. As a site there is a concern from faculty and staff the lack of cleanliness is due to a limited and stretched custodial staff, as well as a student body, which has identified their part of the rubbish on campus, that can take more ownership over their role in maintaining campus facilities. Further, it is noted that some staff are less invested in the SEL work on site, which leads to different levels of facilitation and implementation at the classroom level. There is not a consistent response to address staff culture and deviation from expected norms.

E3: Academic, Social-Emotional, and Multi-tiered Supports

The VC recognizes the evolution of the MTSS system since the last WASC cycle. Staff meetings have provided staff with information about Tier 1 strategies to use in the classroom, and these practices have been reinforced through liaison messaging and coaching. This was confirmed in a consensus during a focus group meeting. In 2022, all stakeholders voted on the current bell schedule, which includes eight Student Support periods (36 minutes each) every two-week cycle, one of which is a grade-level Homeroom. The purpose of Homeroom is to deliver sitewide information, while Student Support provides an opportunity for Tier 2 intervention. Students may sign up for their support periods based on academic needs, and teachers may tag students as needed to provide further support. This model encourages student self-advocacy in determining where they most need support, and then having the ability to sign themselves up.

Departments and SLTs committed to shared Tier 1 strategies for their classrooms and determined the criteria for tagging a student for support, but hasn't been revisited recently. Effectively utilizing Student Support for intervention is a work in progress. The technical, and logistical pieces are getting into place so now the focus can develop the meaningful use of the intervention time at a teacher-team and individual teacher level. There is also continued focus on encouraging students to sign up for a support that best serves their academic needs.

The Student Response Team (SRT) meets twice monthly to review students that counselors have identified as needing further support and develop actionable plans. The Counseling team, school psychologists, SPED Chair, as well as the site social worker and Wellness Center Coordinator attend. SRT also reviews students for SST meetings, 504s, and IEPs. Last year, a shared form was rolled out to staff so that teachers could refer students to Wellness, Support, or their Academic Counselor in one place, but ultimately, the Counseling team decided that they wanted to utilize their original system, which includes multiple forms and individual emails. There currently isn't a central way for teachers to refer students, aside from individual emails or forms.

In order to increase communication for and understanding of students with IEPs, the Special Ed department developed an IEP Distribution Day this year, during which general education teachers met with their students' resource teachers and reviewed all IEPs individually. The site also staffs both an alternate test location for EL students and students with 504s, as well as a testing center for students with IEPs. Another area of our Special Ed department, our SDC courses, offer SDC students the opportunity to push into general education classes with co-support.

While emerging bilingual students have attended SRVHS in small numbers in the past, SRVHS is now seeing more newcomer EL students in our population. We have dedicated one counselor to oversee all EL students, and there is ongoing dialogue with staff about how to support these students. This year, the site has one dedicated English Language Development course, and then students are integrated into other courses. The teacher librarian and our Academic Leadership students work closely with this group.

There are many campus activities, groups, and classes that empower students to contribute, voice their needs and concerns, and build connections with staff and peers. We have three robust Leadership classes which students apply to participate in. These classes are devoted to building SRV community and positive culture. Further, our VAPA department offers students a myriad of ways to explore their identities, express themselves, and build a sense of community here at SRV and out in the world at large through competition and travel opportunities. We also have dozens of student-led clubs on campus, each with a staff advisor. This year, a student Equity Council was created to bring together all affinity group clubs and work toward shared goals. Our SLAM and SSA cohorts are trained annually and meet monthly, if not more. A portion of the SLAM cohort is preparing to work with our feeder middle schools in developing ongoing education in Semester 2 and beyond, while another portion is developing staff training for SRVHS teachers. You can read more about our College and Career readiness connections in Categories B and C.

Academic, Social-Emotional, and Multi-tiered Supports that support high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective
Ineffective

Narrative Rationale: SRVHS has further developed their MTSS model since 2018, creating a bell schedule that incorporates intervention time and continually strategizing about the technological and instructional challenges posed by the Student Support periods. Additionally, SRVHS offers numerous ways for meaningful involvement in curricular and co-curricular

courses and activities. The implementation of tiered interventions, as well as tiered social-emotional learning (SEL) supports, is inconsistent across the site, suggesting a need for more standardized practices across the board and ongoing training and guidance around Student Support. There is also a desire for a streamlined, transparent process for teachers to refer students and access shared student information, which could improve communication and coordination of support efforts. Increased teacher participation in 504 and IEP meetings is identified as an area for improvement, which could lead to better alignment between classroom instruction and individualized support plans.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. Development of clear messaging of vision through We>Me and prioritizing community building and rapport through staff development and administration contacts.
2. Addition of MTSS structures and continued development of the logistics of Student Support to further the intervention processes on campus.
3. Adding the Wellness Center to campus and all of the supports it provides for students.
4. Increased attention to and support for ongoing equity work.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. Improve communication across disciplines and between counselors and teachers by implementing a centralized referral system and structured cross-departmental meetings.
2. Increase consistent staff participation in SEL practices and community-building through targeted professional development and staff collaboration opportunities.
3. Enhance the intentional use of Student Support periods by aligning interventions with student needs and fostering collaborative planning among staff.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Self-study report
- Classroom observations
- Focus group meetings
- Formal and informal student discussions
- Parent group discussion

- Site leadership discussion

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

- The visiting committee identified the following specific schoolwide strengths and their rationale for the identification:
- The site vision is clear and they are proud that SRVHS aspires to be a place that serves the whole student and not just push content.
- SRV offers a wide range of courses, including multiple Advanced Placement offerings and several Career/Tech courses
- The scope of course offerings and classroom experiences provide students the opportunity to choose and chart their own educational path, increasing their own agency and providing real world applications.
- Student Support allows for time built into the schedule to assess and reassess student learning, in case of absences or students not meeting standard.

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

The WASC Visiting Committee concurs with the identified growth areas and emphasizes the following:

1. **Increased Focus on Students with IEPs:** The committee supports the site's initiative to enhance its focus on students with IEPs by improving collaborative processes between general education teachers and the SPED department. Efforts such as continuing and refining IEP Distribution Day, implementing tiered interventions in general education classrooms, and establishing best practices and common norms for tutorial classrooms will be key to achieving this goal.
2. **Aligning Systems for More Equitable Outcomes:** The committee agrees with the need to align systems to ensure more equitable outcomes for all students. Teachers will utilize planning time to ensure that DWES and skill ladders are implemented effectively. Additionally, data will be used to inform instructional effectiveness and pacing. The

committee encourages ongoing communication between administration, counseling, and teachers regarding standardized testing and the benefits of on-campus courses. Sharing data with staff, students, and parents at least once per semester will enhance transparency and support informed decision-making.

3. **Improving Attendance Rates:** The committee supports the site's focus on improving attendance rates. Increased communication and education about the importance of attendance will be essential, alongside the sharing of attendance data with the community. The committee emphasizes the importance of teachers continuing to build strong connections with students to foster engaging classroom environments that encourage attendance. Additionally, improving communication between teachers and counselors regarding absent students will enable more timely interventions and support.

Chapter 5: Ongoing School Improvement

ACTION PLAN GOAL #1:

Improve performance of students with IEPs.

The students with IEPs perform lower across a number of metrics, both academically and socially-emotionally, and therefore need improved support in their general education courses and tutorial periods.

LCAP Goal 1.4/2.2: Monitor Pupil achievement as measured by state and local assessments.

LCAP Goal 3.2: California Healthy Kids Survey (CHKS) to measure the sense of safety and school connectedness.

ACTION PLAN GOAL #2:

Improve the number of students who show proficiency on standardized indicators of assessment.

Many students are not demonstrating proficiency on standardized indicators of achievement, suggesting a need for improved systems of academic support as well as climate and culture shifts regarding performance on assessments that are not graded.

LCAP Goal 1.4/2.2: Monitor Pupil achievement as measured by state and local assessments. o Improve overall percentage of students who met or exceeded standards for ELA CAASPP from 78.14% to 80%, and percentage of students who met or exceeded standards for math CAASPP from 71.65% to 74%.

Improve percentage of students with IEPs who met or exceeded standards for ELA CAASPP from 24% to 29% and percentage of students with IEPs who met or exceeded standards for math CAASPP from 7% to 13%

ACTION PLAN GOAL #3:

Decrease the sitewide chronic absenteeism rate, with specific focus on students with an IEP and Hispanic students.

Our Chronic Absenteeism rate is high, especially among seniors, Hispanic/Latino students, and students with IEPs, indicating a need to focus on the importance of attendance and fostering a school culture that helps students and parents see the value of attending.

LCAP Goal 2.5: Pupil Engagement measured by school attendance rates, and chronic absenteeism
 ○ Overall Goal: Improve attendance rates from 95.89% to 97% and decrease Chronic Absenteeism from 9% to less than 6%

○ SpEd Goal: Decrease Chronic Absenteeism from 18.2% to 15%

○ Hispanic students: Decrease Chronic Absenteeism from 14.3% to less than 10%

LCAP Goal 3.2: California Healthy Kids Survey (CHKS) to measure the sense of safety and school connectedness.

○ 9th grade goal: Improve School Connectedness from 67% to 73% district wide.

○ 11th grade goal: Improve School Connectedness from 59% to 65% district wide.

ACTION PLAN GOAL #4:

Subject level teams will collaboratively create and implement common formative assessments and equitable grading practices, ensuring consistency and fairness across disciplines to support all student's learning. Regular collaboration will refine these practices based on data and feedback.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale: The VC confirms the site will increase its focus on students with IEPs by strengthening collaboration between general education teachers and the SPED department. Efforts will include continuing and refining IEP Distribution Day, utilizing tiered interventions in general education classrooms, and developing best practices and common norms for tutorial classrooms.

The VC acknowledges the need to align systems to ensure more equitable outcomes for all students. Teachers will use collaborative time and planning days to ensure that DWES and skill ladders are effectively implemented, using data to guide instructional decisions and pacing. Administration, counseling, and teachers should enhance communication efforts with students and parents about standardized tests and the benefits of on-campus courses. Additionally, administration will share data at least once per semester with staff, students, and parents.

The VC also emphasizes the need to improve attendance rates by enhancing communication about the importance of attendance and regularly sharing attendance data with the community. Teachers will continue to build strong connections with students, creating engaging classroom environments that encourage attendance. Teachers and counselors will strengthen communication around absent students to ensure timely interventions and support.

As identified by the action plan, there are areas that could benefit from further development or more consistent implementation, such as Tier 2 intervention strategies and SEL practices.

The school has analyzed a reasonable amount of data to identify student needs and achievement gaps, but some of the systems for addressing these areas (e.g., Student Support, IEP distribution, attendance improvement) are still evolving or not fully implemented in every area.

This shows a strong foundation with ongoing efforts to further strengthen and refine the action plan.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale: The VC confirms the successful development and implementation of actionable steps outlined in the SPSA and schoolwide action plan. One of the site's key strengths is the effective sharing of information and identification of students with IEPs. The established distribution and information sessions provide valuable support to educators and case carriers, guiding the implementation and direction of each student's individual education plan.

Through focus group discussions and meetings with all educational partners, it has been identified that the site must maintain its momentum in developing systems and procedures to improve attendance rates. This will be achieved by fostering stronger connections with students and implementing interventions that highlight the importance of attendance and its impact on mastering curriculum standards.

- **Collaboration and Shared Decision Making:** The school seems to be actively fostering collaboration and transparency, especially through efforts such as the IEP Distribution Day and the integration of various stakeholders in focus group discussions. There's clear collaboration between departments and school leadership, although there's room to deepen and expand this.
- **Sense of Urgency and Sustainable Results:** The leadership has articulated a sense of urgency around key areas like improving attendance rates and student achievement, and is taking steps to address these. The focus on continuous refinement and improvement is evident.
- **Monitoring and Refining:** The school has some processes in place for monitoring student learning, such as through the Student Response Team (SRT) and periodic evaluations of the SPSA. However, it appears there could be more comprehensive and consistent monitoring across all areas, particularly in ensuring that action plans are continually assessed and refined based on data.
- **Community Understanding and Support:** The school community seems to have a solid understanding of the action plan, particularly around specific student needs such as those with IEPs and EL students. There's an ongoing effort to ensure that all staff and stakeholders are informed and involved, but there's a suggestion that some

actions could be made even more transparent or better communicated across the entire community.

Overall, the school is making progress, but the level of consistency and thoroughness in some areas could be improved

Accreditation Status Factors Summary

| Accreditation Status Factors | Highly Effective | Effective | Somewhat Effective | Ineffective |
|--|------------------|-----------|--------------------|-------------|
| The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned prioritized areas of strength and growth. | X | | | |
| The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement. | | X | | |
| Acceptable progress by all students | | X | | |
| Vision and Purpose (A1) | X | | | |
| Governance (A2) | | | X | |
| Leadership for Learning (A3) | | | X | |
| Qualified Staff and Professional Development (A4) | | X | | |
| Resources (A5) | | X | | |
| Rigorous and Relevant Standards-Based Curriculum (B1) | | X | | |
| Equity and Access to the Curriculum (B2) | X | | | |
| Student Engagement in Challenging and Relevant Learning Experiences (C1) | | X | | |
| Student-Centered Instruction through a Variety of Strategies and Resources (C2) | | X | | |
| Reporting and Accountability Processes (D1) | | | X | |
| Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2) | | | X | |
| Family and Community Engagement (E1) | X | | | |
| School Culture and Environment (E2) | X | | | |
| Multi-tiered Personal, Social-emotional, and Academic Support (E3) | X | | | |
| Alignment of a schoolwide action plan/SPSA to school's areas of greatest need | | X | | |
| The capacity to implement and monitor the schoolwide action plan/SPSA | | X | | |