

Sonoma Valley High School

WASC
3–Year Review
2011



Home of the Dragons



Student, School, and Community Profile

The Community

The Sonoma Valley Unified School District serves the educational needs of the entire Sonoma Valley from San Pablo Bay in the south to Kenwood in the north. The city of Sonoma has a population of approximately 10,000, while the Valley as a whole has more than 30,000 residents. The District consists of one comprehensive high school, an alternative high school program housed on the high school campus, two middle schools, and five neighborhood elementary schools. The schools are organized in a K-5, 6-8, 9-12 configuration. In addition, there are two K-8 charter schools, the Sonoma Charter School opened in 1994, and Woodland Star, opened in 2003.

The City of Sonoma is homogeneous for the most part, but the communities north of town are more diverse. By far the area's largest ethnic minority, the Latino population is a strong presence in the "Springs" community as this area is collectively known. The Valley has an agricultural base, but retail goods and services, tourist amenities and cultural opportunities characterize other sectors of note.

The School

Total student enrollment at Sonoma Valley High School was 1308 as of December, 2010. The demographic breakdown of the student population is 51% White, 45% Latino, and 4% other ethnicities including African American and Asian. The latest figures available indicate that there are 170 ELL students enrolled. There are 143 students with IEP's for Resource, Specialist Support, Special Day Class and 504 Plans enrolled. Students enrollment covers a wide spectrum of adolescents and includes high achieving, English Language Learners, special education, at-risk and disadvantaged youth. The school offers an AVID program which targets college-bound students from low socio-economic backgrounds. A number of student support programs have been added or enhanced in recent years including the College and Career Center, the Teacher Support Network and liaisons with youth groups in the community.

Sonoma Valley High School is a comprehensive four-year public school staffed by 74 certificated staff, including 67 teachers, 3 counselors, one librarian, and 3 administrators.

The campus includes six computer laboratories, video production and photography laboratories, fine arts facilities, industrial arts shops, an agricultural farm, a theatre, three gymnasiums, four tennis courts and an all-weather track and practice fields.

Analytical Summary of Disaggregated & Interpreted Student Performance Data

Student achievement is measured in a variety of ways. Measurement instruments include assessments required under the state's Standardized Testing and Reporting (STAR) program, the California High School Exit Exam (CAHSEE), the Early Assessment Placement (EAP), and established assessment tools such as the Scholastic Aptitude Test (SAT) and Advanced Placement (AP) exams.

In addressing the AYP targets in 2010, SVHS has met two of the three goals.

Goal #1: At least 95% of the students in all subgroups in grades 9-11 will participate in the annual testing programs. 98% of the students take the CAHSEE, which is above the state participation average. For the STAR testing 96% of 9th graders, 98% of 10th graders, and 96% of 11th graders take the tests. For the EAP 92% of the juniors take the test, this is higher than the state average.

Goal #2: At least 70% of ELL will advance one level on CELDT. 23% of the students advanced at least one level on the CELDT. 62 students were reclassified. This data represents a comparison of 2008-09 and 2009-2010 school years.

Goal #3: English Language Learners, Special Needs and Economically Disadvantaged students will improve the number of students scoring at or above proficient on the 2010 CST's in ELA by 5%. Although there was considerable growth in most areas, the growth is not consistent for all subgroups and the ELLs continue to be a focus point of concern. These goals were not met in all but two subgroups.

<u>EL</u>	<u>SES</u>	<u>SPEC</u>
9 th N	9 th Y	9 th N
10 th N	10 th N	10 th N
11 th N	11 th N	11 th Y

Sonoma Valley High School Administrative Responsibilities 2010-2011

Principal

Dino Battaglini

- Action Plan
- Activities
- Booster Club
- Budget
- Classified: Office Staff
- Department Liaison:
 - Counseling
 - Independent Study
 - Science
 - Social Science
 - VPACT
- ELAC
- Evaluate: Campus Supervisors
- Evaluations
- New Teacher Support
- Public Relations/Communications
- SAPA (School Action Plan Advisory)
- School Site Council
- School Safety Plan
- School-To-Career
- School Technology – Web Site Development
- Staff
- WASC

Vice Principals

Kathy Summers

- Action Plan
- Adjunct Duties
- Curriculum & Instruction
- Department Liaison
 - Counseling
- English/ELD
- Foreign Language
- Math
- Discipline/Attendance—Grade 12
- Evaluations
- Master Schedule
- Reclassification/ELL
- Scheduling
- Senior Project
- Testing
- Transfer Team

Paul Tuohy

- Athletics
- Bells
- Custodians
- Department Liaison
 - Special Education
- 504
- Workability
- Health & Wellness
- Discipline/Attendance—Grade 9-11
- Evaluate: Instructional Assistants
- Evaluations
- Facilities
- Maintenance Requests

Sonoma Valley High School Staff Roster ~ 2010-2011



ADMINISTRATION

Battaglini, Dino - Principal
 Summers, Kathy - Vice Principal
 Tuohy, Paul – Vice Principal
 McEnergy, Nancy - Librarian
 Thomas, Steve - Psychologist

Hawing, Kathleen – College/Career Cntr.
 Chavez, Betzy - Counselor
 Dorrance, Tracy - Counselor
 Losk, Laura - Counselor
 Sanchez, Maricela - Counselor

CLASSIFIED

Ammann, Alberta (Food Serv.)
 Anderson, Sherry (Office)
 Andrieux, Rita (Campus Supr.)
 Antol, Rose Marie (I.A.)
 Barrett-Tierney, Jeanne (I.A.)
 Bartos, Bebe (Campus Supr.)
 Beasley, Melinda (Food Serv.)
 Bollman, Dennis (Custodian)
 Carey, Rose (I.A.)
 Castro, Yvonne (Food Serv.)
 Compton-Clark, Matt (Inst. Assist.)
 Crandell, Ken (Custodian)
 Crawford, Karen (Food Serv.)
 Cunningham, Maggie (Office)
 Dean, Sherry (Office)
 Fichtenberg, Johanna (Office)
 Halkovich, Kyra (Registrar)
 Hardister, Lorna (I.A.)
 Hernandez, Evelyn (Bil. I.A.)
 Holsworth, Richard (F. I. Aide)
 Johnson, Jill (Hlth. Tech)
 Klenow, Mary (College/Career Cntr.)
 Kracke, Laura (Office)
 Larsen, Fran (I.A.)
 Laster, Jamie (Lib. Tech)
 McCarley, Terri (Campus Supr.)
 McCracken, Brian (Campus Supr.)
 Melendy, Barbara (F. I. Aide)
 Merrill, Elaine (Food Serv.)
 Merritt, JoAnn (Office)
 Messier, Dolores (Campus Supr.)
 Padillo, Javier (Custodian)
 Pizano, Jose (Custodian)
 Sammon, Sue (Mentor Center)
 Samuelwicz, Beth (F. I. Aide)
 Santogrossi, Leslie (I.A.)
 Santos, Sandra (Translator)
 Stenvers, Susan (Student Store)
 Wilson, Gloria (I.A.)

TEACHING STAFF

Aclufi, Hannah - Foreign Language
 Adams, Betsy - Math
 Adams, Pam - English
 Alderson, Dan - English
 Alexander, Butch - Ind. Study
 Aschwanden, Dan – Ag. Mechanics
 Browning, Rick - Special Services
 Chapin, Erica – Living Skills
 Ciapponi, Barbara - Special Services
 Clark, Michelle - Math
 Closs, Kathleen - English
 Crews, Brigitta - Culinary Arts
 Dillon, Linda - English
 Donnelley, David - Social Science
 Duff, Linda - Special Services
 Feuer, Peggy - Art
 Fichman, Dave - Social Science
 Ford, Marcia - Foreign Language
 Frey-Cohen, Judith - Special Services
 Gibson, Andy - Social Science
 Gissell, Gary - Social Science
 Gregg, Mike - Woodshop
 Hamilton, Colleen - English
 Hansen, Janet- English
 Hansen, Peter – Video Productions
 Housman, Dennis - P. E.
 Jacobs, Drue - Math
 Knight, Dean - Science
 Kuprian, Renate – Intro to Tech
 Lawson, Mary - English
 Lea, Mark - Metal Shop
 Leon, Julio - Foreign Language
 Levy, Jacqueline - Science
 Lovejoy, Danielle - English
 Lucchessi, Lucy -Retailing (ROP)
 Lyons, Don - English
 Lyons, Mike - English
 Manchester, Alison - English

Martin, Jane - Drama
 Martin, Shawn - Social Science
 McElroy, Barbara - Music
 McLean, Leslie - English
 McPherson, Jennifer - English
 McVeigh, Patricia - Special Services
 Merino, Pedro - Foreign Language
 Metcalfe, Kambria- Science
 Midgley, Bob- P. E.
 Mitchell, Andy - Photography
 Mitchell, Staci - P. E.
 Neville, Gary - Science
 Niehaus, Julie - P. E.
 O’Meara, Mick - Science
 Panicacci, Jennifer - English
 Purtell, Carrenne - Math
 Reed, Patricia- Math
 Rivara, Tammy - Math
 Ross, Darrel - Math
 Sempell, Patty- Science
 Smith, Sydney - Ind. Study
 Stones, Tricia – Child Dev. (ROP)
 Story, Christina - Ag. Bio/Science
 Sweek, Bill - Ind. Study
 Tucker, Darian- Social Science
 Tuttle, Owen - Art
 Warin, Sophie - Foreign Language
 Weissmann, Bernadette- Social Science
 Wittbrodt, Ann- Math

OTHER PERSONNEL

Lawrence, Cristin (No Name Café)
 Lawrence, Diana (Resource)
 Patterson, Linda (Truant Officer)
 Rasmussen, Marian (I.T.)
 Regan, Matt (Deputy)

**Sonoma Valley High School
Design Team Members
2010-11**

1. Dino Battaglini, Principal
2. David Donnelley, Economics
3. Erin Fender, Outside Consultant
4. Lynn Fitzpatrick, Director Curriculum & Instruction
5. Judy Frey-Cohen, Special Services
6. Andrew Gibson, Social Science
7. Kathleen Hawing , College/Career Center
8. Dennis Housman, P. E.
9. Alison Manchester, English
10. Andrew Mitchell, Photography
11. Mick O'Meara, Chemistry
12. Marian Rasmussen, Teacher on Special Assignment
13. Tammy Rivara, Math/Leadership
14. Maricela Sanchez, Counselor

**Sonoma Valley High School
Faculty Senate Members
2010-11**

1. Dino Battaglini, Principal
2. Linda Duff, Special Services
3. Janet Hansen, English (shares with Alison Manchester)
4. Dennis Housman, Health Services (P.E. & Living Skills)
5. Drue Jacobs, Math
6. Mark Lea, VPACT (Visual, Performing Arts and Career Tech)
7. Laura Losk, Counseling
8. Alison Manchester, English (shares with Janet Hansen)
9. Shawn Martin, Social Science
10. Pedro Merino, Foreign Language
11. Patty Sempell, Science
12. Kathy Summers, Vice Principal
13. Paul Tuohy, Vice Principal

Sonoma Valley High School School Site Council 2010-11

Membership

Certificated Staff

Dino Battaglini, Principal
Mary Lawson, English Teacher
Nancy McEnery, Librarian
Patty McVeigh, Special Services Teacher
Kambria Metcalfe, Science Teacher
Sophie Warin, Foreign Language Teacher
Janet Hansen, Alternate Teacher

Classified Staff

Jamie Laster, Library Tech
Brian McCracken, Campus Supervisor

Students

Alex Moore, Student Voice
Jeremiah Zelaya, Activities Director
Luther Cenci, Financial Advisory
Cary Ramirez, Student Leadership
Conner Egger-Bovet, Alternate Student

Parent & Community Members

Lisa Conner, Parent
Guadalupe Alvarez, Parent/ ELAC Representative
Veronica Brooks, Parent/Booster Representative
Justina Montano, Parent
Britta Johnson, Parent Alternate



Significant Developments at SVHS since 2008

Changes in Administration

There have been some significant administrative changes over the past three years including the hiring of a new principal, Dino Battaglini, a new superintendent, Louann Carlomagno, and a new director of curriculum, Lynn Fitzpatrick all in 2010. Furthermore, SHVS has reduced the number of vice-principals by one due to budget constraints. We no longer have a vice-principal who oversees facility issues and helps with discipline. There has been a significant turnover in staff due to retirements that has had an effect on existing programs.

Development of the Design Team

To meet the needs of our changing student population, we are re-designing our programs. We are re-examining not only our methodologies but also the fundamental structures so that they will meet the needs of all students. This has led to the development of the Design Team, a committee of teachers and administrators, to address ways to re-design the school so that all students are college and career ready by the time they graduate. The staff has developed five cornerstones to guide this process. They are Adaptive Pedagogy, Personalization, Authentic Curriculum, High Standards and Performance Based Assessment, and finally, Collaboration, Planning, and Professional Development. The Design Team has assumed leadership for the restructuring of the school.

New Daily Schedule

Beginning in the 2009-2010 school year, we altered our daily schedule in a number of ways. We added tier in order to address our critical need area of reducing the number of D/F students. Using a pyramid of intervention, students are placed in Tier 3 if they have no Ds or Fs; Tier 2 if they have one D or F and Tier 1 if they have multiple D's or F's. The tier period is before lunch on Tuesdays and Thursdays. The Tier 3 students are released for lunch 15 minutes before Tier 2 and Tier 1 students. Additionally seniors who do not pass their Senior Project research paper are placed in Tier 1 or 2 in order to receive more help. On Mondays and Fridays we have a period called A+ where students can go to their specific classes for additional help or to make up work.

Basic Aid/Measure H

The Sonoma Valley School District is a Basic Aid District, which has mitigated some of the effects of the statewide budget difficulties. In November 2010, the District placed on the ballot Measure H, a \$40 million dollar bond issue, which passed with 66.7% voter approval. This bond measure is designed to provide a transfer to a solar-powered electrical system for all facilities, which will save an estimated \$2 million dollars in electrical expenses per year. The high level of support in the community indicated a trust in the District's mission that was highly gratifying.

Integration of WASC, Site and LEAP Plans

Our current Site Plan calls for addressing the academic needs as suggested by the WASC report. The school has focused on the four Critical Need areas in order to meet student achievement goals. There was a concerted effort to integrate the goals and action plans of WASC, the Site Plan and the LEAP Plan (see appendix). The School Action Plan Advisory (SAPA) has monitored the plan implementation for the first two years after the last WASC visit.

Technology Hardware and Software

With the continual development of technology, we have a new updated school and district web pages. The school web pages include teacher information as well as important calendars and athletic events. We changed our school-wide attendance and grading program in the 2009-2010 to an integrated technology system, PowerSchool, which allows parents to access student attendance and grades. Within the classroom, there is continual development and increased use of technology through computer programs and the use of LCD protectors and document readers. Additionally the video production lab has been upgraded to be state-of-the-art.

Career and Technical Education (CTE)

Career and Technical Education (CTE) courses are grounded in the traditional vocational education, but have flexibility to adapt to a changing workforce in a changing technological world. These courses have at least 50 percent of course curriculum and content directly related to the development of career knowledge and specific industry skills. (California Department of Education) At Sonoma Valley High School we offer a sequence of courses in seven (7) industry sectors taught by a credentialed, qualified CTE teachers with extensive business and industry involvement. The industry sectors include: *Agriculture and Natural Resources; Hospitality, Tourism and Recreation; Manufacturing*

and Product Development; Building Trades and Construction; Arts, Media and Entertainment; Education, Child Development and Family Services; and, Finance and Business.

Further Development of AVID

While the number of students at Sonoma Valley High has declined somewhat, the percentage of Latino students has continued to increase. The change in demographics has increased our need to use SDAIE instruction, to further develop AVID, in order to improve Latino enrollment in AP/H classes. We have added an AVID coordinator and our four year AVID program has gained strength with increased enrollment.

ELD Developments

The ELD Dept. has taken a more active role in scheduling ELD students in rigorous courses so that students will be college and career ready. They use the cycle of inquiry to analyze student work on a regular basis and have implemented a new ELD text, *Edge*. The *Edge* text is an articulated program with our middle schools program, *Insight*. Our ELD 1, 2, and 3 teachers have greater coordination due to changes in personnel and a more coherent program. Additionally SVHS is planning to implement a Certificate of Bi-literacy to seniors upon graduation. The criteria are being established this year.

Development of the College and Career Center

The resource center has undergone a change as well from being the “Career Center” to the “College and Career Center” in the 2009-2010 school year. Our staffing changed over the past three years to where we currently have two full time bilingual certificated counselors and one full time bilingual certificated College and Career Coordinator, which has increased from .6 FTE for 2009-2010 to 1.0 FTE for 2010-2011. The Center is open on a “walk-in” basis, before school, at break, at lunch and after school, five days a week. With seven computers to assist students in college applications, financial aid profiles (FAFSA/CSS), scholarship applications, resumes, students have greater access to relevant materials and support.

Senior Project Changes

Students at SVHS must pass Senior Project in order to graduate. This project consists of writing a formal research paper, doing a project, compiling a portfolio and giving a presentation to the community. In order to improve student success we have changed the method of delivery from utilizing homeroom to using teachers as support providers. All teachers have 3-5 seniors who they guide through the process. This is in conjunction with the content delivery in English, Civics and Economic classes.



Implementation and Monitoring

In order to provide a complete picture of our process over time, this Three-Year-Term Progress Report has been prepared by a group consisting of a SAPA Committee member, a current Design Team member, and teacher with strong experience in preparing material for the WASC process.

Following the 2008 WASC visit, the School Action Plan Advisory Committee (SAPA) was formed to monitor and implement recommendations from the visiting committee report. SAPA team members included representation from each SVHS subject department, administrators, and DAIT team members.

As recommended in Schoolwide Critical Area for Follow-Up #5, SAPA began by revising the Action Plan so that the goals listed under the Critical Academic Needs were “*SMART goals*”. These revisions formed the core of the 2009 WASC Progress Report, and are included in the current 2010 SVHS Site Action Plan. As recommended in the 2008 WASC visiting team’s Report, Schoolwide Critical Area for Follow-Up #3 and 4, SAPA began the professional development process of developing “*well-trained professional teams*” beyond the currently functioning departments at SVHS. Preliminary discussion of expanding freshman teaming beyond the existing pilot program began in 2008 and is currently in final stages under the school Design Team. Cross-curricular teacher discussion groups were also formed. As a professional team, SAPA attended an intensive DuFour workshop and began implementation of ‘no-fail’ support for students based on a cycle of inquiry. SAPA also monitored the work done through subject departments to increase articulation and collaboration with middle schools, as outlined in #7. Recognizing the need articulated in Critical Area for Follow-Up #2, SAPA designed Staff Professional Development Days in 2009 to increase data-based planning and reflection on instructional practice from all staff. After viewing DuFour intervention models and increasing use of cyclical consideration of data, the SAPA Committee planned and implemented the Tier intervention system as a form of early intervention in support of Critical Area for Follow-Up #6. Responding to Critical Area for Follow-Up #1 and #2, the “*need to increase academic rigor for all students*”, “*develop a “culture of inclusiveness*”, and foster the expectation that “*all students will be able to achieve at high levels*”, SAPA analyzed data on student achievement and began the examination of a-g requirement completion which has culminated in the formation and work of our current Design Team. As companion to major school reforms in pursuit of rigor and success for all students, the Design Team also has a strong focus on support courses and a more flexible schedule.



Critical Academic Needs

Critical Academic Need 1.1

Provide/Increase Academic Rigor for all Students

Action Plan Item #1- Require completion of a-g requirements for graduation whenever possible and implement professional development in support of this goal.

Critical Areas of Follow-Up Addressed:

2. As identified in the self-study, there is a need to increase academic rigor for all students. There is a need to cultivate a school-wide commitment by staff to develop a culture of inclusiveness, and support the belief that all students will be able to achieve at high levels.

3. There is a need to develop a comprehensive professional development plan for all staff which includes the full utilization of collaborative time to analyze data, reflect on instructional practice, examine student work, and target strategies based on benchmark assessments.

7. There is a need to improve articulation and transition from the middle schools.

The first Growth Target of Critical Academic Need #1 calls for SVHS to develop a staff definition of rigor. In 2008 the staff reached consensus on this definition:

Academic Rigor is the consistent expectation of excellence and the aspiration to significant achievement. Academic rigor helps all students to develop the capacity to understand content that is thought-provoking, complex, ambiguous, and personally or emotionally challenging. An academically rigorous curriculum has agreed upon standards which are aligned to post-secondary educational goals. An academically rigorous curriculum provides multiple pathways for students to master these standards.

Applying this working definition, since the 2008 WASC review SVHS has made significant progress toward increasing academic rigor. First, the staff is working to increase or demonstrate rigor by earning a-g designation for existing coursework. Agricultural Earth Science and Agricultural Biology have been redesigned and accepted for a-g science credit. Work is in progress to re-designate several other courses, including Agricultural Mechanics, Earth Science, and Newspaper.

Several new academically challenging courses have been or are scheduled to be added to SVHS course offerings. Two sections AP US History have a total enrollment of 62, 15 of whom are Latino; two sections of AP World History enroll 67 students, including 48 sophomores, the first time at SVHS an AP offering has especially been targeted to 10th grade. New classes proposed for Fall 2011 scheduling and a-g approval include AP Computer Science, AP Art, American Sign Language, Introduction to Spanish Literature, Graphic Design, and Creative Writing.

In a change that reflects new school-wide attitudes toward rigor for all students, with appropriate modifications expectations for incoming freshmen in Fall 2010 have been increased. In addition to the pre-existing a-g freshman English requirement, all 9th grade science and math courses will now meet a-g requirements. Science Tech I and Science Tech II will be replaced with a-g lab classes; all freshmen will begin high school in Algebra or above. Our school redesign committee has also begun a reconsideration of SVHS graduation requirements to align them with UC/CSU a-g requirements.

A concerted effort has been made in the last few years to align CTE curriculum with state standards to obtain “a-g” approval. There are currently six (6) CTE courses which have been “a-g” approved and four (4) additional courses awaiting approval. In addition, and in conjunction with Perkins IV, an effort has been made to articulate programs of study with the local Santa Rosa Junior College (SRJC). Two courses obtained articulation agreements with the SRJC in spring 2010 for credit by examination: Digital Media: Video Production (CS 74.21A) and Culinary Arts: Knife Skills (CUL 252.3). Additional courses in Machine and Tool Forming Technology (MACH 51A), Child Development, (CHLD 110.1), Agriculture (AGBUS 51) and Photography are being considered for articulation, awarding college credit by examination to high school students for the 2011-2012 school year.

Progress has also been made with the establishment of programs to allow students to receive industry recognized certifications. This year, 2010-2011, will mark the first certifications with 15 students passing the ServSafe certification for the Hospitality, Tourism and Recreation Industry Sector and eight (8) students signed up for the NIMS certification, Level 1 for the Manufacturing and Product Development Industry Sector.

Currently District staff, UC Berkeley’s Career Academy Support Network consultants, SVHS Administration, and our teacher-chosen Design Team are redesigning next year’s schedules and offerings to provide the necessary support for students meeting these new challenges.

In order to facilitate a smooth transition to high school from middle school, we have established the Link Crew Program, where junior and senior high school students team up with middle school students to help orient them to the high school world. We also have a freshman orientation program and plans to institute a Freshman Seminar course in 2011-2012 as part of the freshman team model.

Additionally, articulation meetings between the high school and middle schools occur one to two times a year in the academic areas. However, since there has been quite a bit of change at all of the sites, we are continually adjusting to the various transitions. In February 2011 the Design Team has held public meetings at the middle schools and at one of the elementary schools to address the proposed changes for the 9th grade. These have been well attended and well received. The presentation at the elementary school site was given in Spanish.

Increasing expectation for school-wide rigor demands teachers with strong knowledge of both content area and current research-supported strategies for increasing student success.

Since the last WASC visit, while financial realities have limited professional development, SVHS has focused resources on training teachers to provide increased and more effective support in rigorous coursework for all students. In summer 2010 24 teachers attended an intensive three-day Sonoma County Office of Education SDAIE training. SVHS has continued and increased its commitment to train teachers in AVID methods. 5-10 SVHS teachers and administrators have attended AVID training each summer since 2004; 46 have been trained.

ELL and Special Education teachers who are piloting the *Edge* textbook completed training in effective utilization of these programs.

In the 2010-11 school year SVHS focused professional development efforts on school redesign. 2010 professional development days on August 16 and November 1 2010 were spent reaching consensus on cornerstone understandings for this goal, and we foresee that the demands of this change will determine future staff development.

Critical Academic Need 1.2

Provide/Increase Academic Rigor for all Students

ACTION PLAN ITEM #2- Improve instruction in ELL to increase reclassification and CAHSEE success. Continue intervention tutorials in language arts and math will be held during second semester for non-passing CAHSEE juniors and seniors.

Critical Areas of Follow-Up Addressed:

6. There is a need to provide support courses for students in addition to the core curriculum. This should include a broader utilization of varied instructional practices including SDAIE for all student learners.

In the last three years, 3 hour intervention tutorials in both Mathematics and Language Arts were offered on three successive Saturdays in January. Extra credit in English class is offered to those attending. The vice-principal in charge of curriculum identified specific areas of weakness, and intervention focused on those areas. In math the area of focus was Algebra and Functions questions. The Math Dept. targets intervention with the 11th and 12th grade students who have not passed the CAHSEE. In Language Arts focus was on Reading Comprehension strategies and Writing Strategies. Approximately 50 percent of non-passing juniors and seniors passed on the second testing. These tutorials are steps toward the structure of support in development by our Design Team.

Critical Academic Need 1.3

Provide/Increase Academic Rigor for all Students

ACTION PLAN ITEM #3- Use a cycle of inquiry to collaboratively examine student achievement of essential learning standards and share best practices for helping students achieve course grades of C or better. Special attention will be paid to subgroups which have not attained proficiency (Latino, English Learners, and Special Education)

Critical Areas of Follow-Up Addressed:

1. There is a need for reflective data collection and analysis in order to guide instructional practice and to address the needs of Latino, EL, special education, and socio-economically disadvantaged student populations.

3. There is a need to develop a comprehensive professional development plan for all staff which includes the full utilization of collaborative time to analyze data, reflect on instructional practice, examine student work, and target strategies based on benchmark assessments.

6. There is a need to provide support courses for students in addition to the core curriculum. This should include a broader utilization of varied instructional practices including SDAIE for all student learners.

As a school-wide initial step in the process of using data to examine student achievement collaboratively, SVHS focused on grades as indicators of student achievement and used that data to examine student achievement collaboratively. With a goal of decreasing F grades by 5% per semester and of increasing by 5% per semester the percentage of C grades or higher, SVHS designed a pyramid of intervention based on 6 week grade reports.

Tier System

- On Campus within the regular school day
- Occurs every Tuesday and Thursday.
- Students are assigned a Tier classroom based on academic performance.
 - Tier 1: 11:35 AM - 12:25 PM (Students with multiple F's)
 - Tier 2: 11:35 AM - 12:25 PM (Students with one or multiple D's or one F)
 - Tier 3: 11:35 AM - 12:10 PM (Students with only A's, B's and C's)
- Tier I approximately a 1/10 student teacher ratio
- Tier II approximately a 1/20 student teacher ratio
- Tier III 1/25+
- A student's Tier status may change at the 6-week progress period when new grades are reported.

We have also instituted Tier I and II groups offering more targeted support for specific groups of Senior Project, Special Education, and AP Science students.

Before the specialized Senior Project Tier began in February 2010, 126 of 330 Seniors had not yet passed the Senior Project research paper at a 'C' or 'Basic' level. At the end of the 6-week grading period, 75 more passed the assignment.

Early data showed good success for the Tier program in reducing the number of D's and F's. Over time, attendance problems in Tier have reduced its efficacy. The SVHS design team is evaluating options for using data in a cycle of inquiry and best practices to provide support for all students, especially those who have not attained proficiency.

(See Appendix D)

In addition, SVHS Administrators and teacher representatives are now participating in monthly District School Leadership Team meetings. We contribute our data and strategies to this district-wide examination of data and best practices.

Critical Academic Need 1.4

Provide/Increase Academic Rigor for all Students

ACTION PLAN ITEM # 4- *Create a college and career culture by expanding the College and Career Center and by continuing the growth of AVID and use of AVID techniques in order to prepare students for a rigorous academic program.*

Critical Areas of Follow-Up Addressed:

1. There is a need for reflective data collection and analysis in order to guide instructional practice and to address the needs of Latino, EL, special education, and socio-economically disadvantaged student populations.

3. There is a need to develop a comprehensive professional development plan for all staff which includes the full utilization of collaborative time to analyze data, reflect on instructional practice, examine student work, and target strategies based on benchmark assessments.

6. There is a need to provide support courses for students in addition to the core curriculum. This should include a broader utilization of varied instructional practices including SDAIE for all student learners.

AVID is proven tool for increasing both rigor and support for students. After some fluctuations during early development, the SVHS AVID program is now firmly established, with the 2010 students considered the first to graduate from a fully developed program. There is now a .2 AVID coordinator overseeing 4 grade-level AVID classes. Last year's graduates were the first to have teacher and group consistency and dedicated grade-level classes through all four years. SVHS AVID has been most successful in increasing the number of Latino and low socio-economic status students completing the a-g requirements in the past two years, as well as in increasing the number of Latino students applying and being accepted to a 4-year college. As more teachers have been trained in AVID techniques, across the curriculum use of Cornell-format notes is now the norm. Also observable is a "friend effect" on school culture, as informed AVID students positively influence peers to work toward academic goals. Coordination between the middle school AVID programs and the high school has improved the transition to 9th grade for many students.

Both of the middle schools have added AVID programs since our last WASC visit which has strengthened the high school program. **(See Appendix E)**

Critical Academic Need 2-1

Design and Implement a Support System for All Students

Action Plan Item #1- Continue implementation of Kuder Navigator use for 5-year personal learning plan; create a school-wide mechanism for follow-up; evaluate elimination of sophomore career program.

Critical Areas of Follow-Up Addressed:

1. There is a need for reflective data collection and analysis in order to guide instructional practice and to address the needs of Latino, EL, special education and socio-economically disadvantaged student populations.

4. There is a need to develop well-trained professional teams to address the significant achievement gap for Latinos, English learners, special needs and socio-economically disadvantaged students.

Following the WASC Visit, plans were developed to have 9th grade students create 5-year learning plans through their Living Skills classes. This activity continues to take place and has been enhanced with the online use of the Kuder Navigator, which was piloted in the academic year 2009-2010. Staff development training on the classroom use of this program was provided by the Sonoma County Office of Education, which finances its use in schools throughout the county. Students review a-g requirements for college eligibility and use Kuder Navigator to create and refine the 5-year plan and an academic resume. Students complete a follow-up activity, which includes a job preference search in which students discover the prerequisites for their chosen profession in both secondary and post-secondary training and education. Both the 5-year plan and academic resume are available for revision over time on the school website. 9th grade students meet with counselors in Living Skills class to schedule their classes for the following year and receive individual attention concerning their plans and requirements for the longer term. In a number of states, which require that students prepare similar learning plans, the Kuder Navigator is the designated tool for accomplishing this goal.

The original plan for follow-up was to have students review their plans every year in Homeroom classes. It was felt at the time that this venue was appropriate as Homeroom allowed the flexibility of time to pursue any alterations or revisions to the plan and resume. However, since the schedule was revised to eliminate Homeroom, the delivery of activity has shifted to an increased degree to the College and Career Center. A vocational follow-up in which plans were reviewed used to occur in 10th grade English classes, but has been eliminated due to staff reduction and turnover. Additionally, there is an increased focus on college preparation, an effort in anticipation of the curricular move of having students fulfill the a-g requirements. Students continue to have personal access to Kuder Navigator through the school website and can receive assistance in revision at the College and Career Center. Students can review their plans and resumes individually with their counselors. Currently there is no parent involvement component.

There is some follow-up in several of the vocational classes such as Culinary Arts, Child Development and Entrepreneurship. In considering possible career pathways, students have the tools available to revise their plans and update their own progress. However, a school-wide, structural mechanism for follow-up does not now exist. The current Design Team schedule revision may result in finding a solution to this situation.

Critical Academic Need 2-2

Design and Implement a Support System for All Students

Action Plan Item# 2- Build structures that provide personal and academic support for all students, including continued work on pathways with Career Academy Support Network consultants.

Critical Areas of Follow-Up Addressed

4. There is a need to develop well-trained professional teams to address the significant achievement gap for Latinos, English learners, special needs and socio-economically disadvantaged students.

6. There is a need to provide support courses for students in addition to the core curriculum. This should include a broader utilization of varied instructional practices including SDAIE for all student learners.

The most significant change in the support system structure has occurred in the daily schedule. After developing the pyramid of intervention concept in the Fall of 2009, the Tier system was introduced to the schedule. Students are placed in Tier classes based on previous progress report and semester grades. Students with grades C and above in all classes are placed in a Tier 3 classes with a student-teacher ratio of about 30 to 1. Students in these classes are allowed to leave for lunch 15 minutes earlier than students in the other Tier classes. Essentially a study and homework period, these classes are designed to assist students in keeping up with their present academic responsibilities, presuming that they are already succeeding to a large degree. Tier 2 classes consist of students with one D or F and are staffed at a ratio of 20 to 1. In these classes, students can receive a greater degree of individual help in those academic areas in which they are struggling. Tier 1 classes are staffed at ratio of 10 to 1 and consist of students with multiple D's and F's. Here students can receive much more individualized assistance in those areas which need significant improvement. Depending on their current grades, reported at every 6 week grading period, students will be moved up or down into the appropriate Tier class. The early trends indicated that upward movement was more common than downward, but the majority of students remained in the same Tier level.

In addition, accommodations are made in the Spring semester to cluster Seniors who have not passed their Senior Project papers into Tiers in which they can receive support in the revision process at a lower student-teacher ratio, 5:1 in most cases. Staff members who have experience with Senior Project requirements are scheduled to conduct these Tier classes. Additional support is provided by appropriately chosen volunteers of the Teacher Support Network, who provide one-on-one assistance to students. Trends have shown that more students have moved out of this Tier earlier each year this program has been in place.

Particular reference should be made to the increasing presence on campus of the all-volunteer Teacher Support Network. This program began in spring 2007 with 7 volunteers placed in 8 different positions with 6 teachers. As of fall 2010, 62 volunteers were placed in 133 positions with 32 teachers. The curriculum areas in which students were served included AVID, English, Math, Science, Social Science and a variety of electives such as Drama, Metal, Wood and Culinary Arts. TSN also contributed to special projects such as the re-design of the school website, support for the College and Career, Center, coordination of volunteers for Senior Project presentations and participation in the 10,000 Degrees program, among a host of other efforts. TSN efforts have become an integral part of the increased effort to prepare students for college, providing more college workshops for Juniors and Seniors, College Nights for parents and students and producing a College Handbook available on the school website.

There is a wide network of support for students, both academically and personally, both within the school and larger community. The AVID program has been expanded in class sections offered and number of student participants. As a result, there has been a significant increase in the percentage of Latino students enrolled in Honors and AP courses. The re-design of the school website has opened an entirely new venue for students and parents to learn about and gain access to the support services available. In the “Student Support” section alone, there are links to programs both on and off campus, details about college planning and health and counseling services. There are many organizations off-campus that have programs that directly support students such as the Mentoring Alliance, VOM Teen Center, the Boys and Girls Club, Social Advocates for Youth and La Luz Center, among others. Many these groups offer services in areas that directly address student needs, such as access to computers, homework assistance, Senior Project assistance, test preparation and personal counseling.

With the ongoing efforts of the Design Team to implement a new structure of rigor and support for all students, new approaches are being developed to better coordinate and deliver that support. The planned implementation of a 9th grade team is one example of the results of this work, which is ongoing at present.

Critical Academic Need 3.1

Increase Representation in College Prep, Honors, and AP classes to Reflect the Demographics of our School

Action Plan Item #1: Teachers need to continue to find ways to make mainstream curriculum more accessible to a growing Latino population through improved teaching methods and techniques.

Critical Areas of Follow-Up Addressed:

1. There is a need for reflective data collection and analysis in order to guide instructional practice and to address the needs of Latino, EL, special education and socio-economically disadvantaged student populations.

3. There is a need to develop a comprehensive professional development plan for all staff which includes the full utilization of collaboration time to analyze data, reflect on instructional practice, examine student work, and target strategies based on benchmark assessments. All staff needs to take full advantage of ongoing professional development opportunities, through release time, conferences and workshops, as well as collaboration with colleagues.

5. There is a need to provide support courses for students in addition to the core curriculum. This should include a broader utilization of varied instructional practices including SDAIE for all student learners.

Sonoma Valley High School has made significant improvement in having all teachers trained in SDAIE techniques in order to increase student access to the core curriculum and eventually to honors and Advanced Placement courses. There are continuing work and demonstrations of SDAIE strategies that are shared through department meetings using the Cycle of Inquiry. Some effective SDAIE strategies are being implemented through the use of increased technology. Teachers are using more visuals such as PowerPoint and Keynote presentations, YouTube streaming videos, and interactive texts through document readers. Our school-wide focus is to develop strong academic vocabulary across the curriculum. Last year a group of teachers developed a school-wide academic vocabulary program where students were taught words that were then reinforced throughout the week.

To further develop instructional strategies for ELLs, 24 teachers attended a three-day class given during the summer of 2010. Last year one vice-principal, along with a consultant, visited classrooms to observe students and the various activities they were doing. Teachers took a survey to determine how often they used SDAIE strategies. 66% of the teaching staff responded to the survey with 100% of the teachers who responded using SDAIE strategies. Of those responding, 46% are using the same strategies with the same frequency, 33% are using more strategies with greater frequency, 18% are using fewer strategies but are using their current strategies with more frequency. No one reported using fewer strategies with less frequency.

With the elimination of ELD 4, ELL students now move from ELD 3 to English I with an additional course of Academic Language Development (ALD). This course has been in place for three years addressing students' weaknesses in language acquisition. Students have increased success in English 1 with 80% passing with a D or better. As a reading intervention program, READ 180 has helped ELD students who have stalled in their language development.

As of yet, there is no ELD consultant to work as a coach in core classes to guide in instruction. We do have a monitor at the district level who handles the reclassification of ELD students as well as CELDT testing. A significant change at the high school has been the adoption of the *Edge* textbook. *Edge* is an English language acquisition text that addresses skills for ELD 1, 2 and 3. All ELD as well as Special Education teachers have been through extensive training in the *Edge* program. The ELD program has become a more articulated program within the school due to a change in personnel and the increased collaboration and sharing of materials.

SVHS has developed a close relationship with the Teacher Support Network (TSN), a community volunteer organization that assists teachers. The TSN has been particularly valuable with helping in the ELD classrooms where they work with a small number of students in practicing English skills. Expanding the ELL experience beyond the classroom through field trips has enlivened the program. Additionally the ELD teachers work closely with subject area teachers to address students' needs. We continue to schedule ELD students individually to ensure that they have a rigorous course schedule for maximum educational benefits.

Critical Academic Need 3.2

Increase Representation in College Prep, Honors, and AP classes to Reflect the Demographics of our School

Action Plan Item #2: Establish ways to increase the numbers of Latino students in CP, Honors and AP courses. Starting in 2011-2012 students will be enrolled in a-g requirements in order to be college and career ready and students will have open access to honors and AP classes..

Critical Areas of Follow-Up Addressed:

1. There is a need for reflective data collection and analysis in order to guide instructional practice and to address the needs of Latino, EL, special education and socio-economically disadvantaged student populations.

2. As identified in the self study, there is a need to increase academic rigor for all students. There is a need to cultivate a school-wide commitment by staff to develop a culture of inclusiveness and support the belief that all students will be able to achieve at high level.

3. There is a need to develop a comprehensive professional development plan for all staff which includes the full utilization of collaboration time to analyze data, reflect on instructional practice, examine student work, and target strategies based on benchmark assessments. All staff needs to take full advantage of ongoing professional development opportunities, through release time, conferences and workshops, as well as collaboration with colleagues.

4. There is a need to develop well-trained professional teams to address the significant achievement gap for Latinos, English learners, special needs and socio-economically disadvantaged students.

5. There is a need to provide support courses for students in addition to the core curriculum. This should include a broader utilization of varied instructional practices including SDAIE for all student learners.

Our goal is to increase Latino enrollment in higher level classes so that it reflects the school demographics. The number of Latino students in AP/Honors courses has increased in the past five years. We currently have 21 percent Latino students in honors courses and 22 percent Latino students in AP courses, which reflect an increase of 14 percent and 11 percent respectively over the past five years. While we have not yet achieved our SMART goal of 5 percent increase per year, we have made significant gains especially in the past three years. The AVID program further complements this progress. The number of Latino students in AVID has increased dramatically over the past five years from 23 to 91 (ranging from 39 percent to 80 percent) as our AVID program becomes more established. Furthermore, the number of AVID trained staff members has increased to approximately 25% with more teachers being trained each summer.

(see Appendix E).

All Honors and Advanced Placement courses have open access to students. Students are encouraged to challenge themselves by taking rigorous courses. The Honors/AP contracts have clearly defined levels of rigor and academic expectations. Presentations have been made to the middle schools explaining open access, and rigorous course work. We have also added more AP classes; this year AP World History and AP U.S. History and next year AP Computer Applications.

The goal of SVHS is to have most classes meet the a-g requirements of the UC system. The plan for next year's incoming 9th graders is to have their courses reflect this high academic standard. For the past three years there

has been a 9th Team consisting of English, science, Living Skills, P.E. teachers who share the same students. Teachers use a Cycle of Inquiry to discuss and analyze student achievement. They have targeted low performing students and have implemented an after school-tutoring program. A development of this concept is the proposed implementation of 9th grade teams of heterogeneous groups for the 2011-2012 school year by Design Team.

In the Eng/ELD Dept. there are three levels of English at the junior and senior year: College Prep, Honors and Advanced Placement. Over the past three years the English 3 Honors and English 4 Honors courses have become bridge classes for some students to be able to extend their academic skills. It has been a pathway to four-year college entrance especially for ELLs.

Additionally we are working to build stronger writing skills by starting to develop cross-curricular writing projects. The freshman team has students writing a joint paper in English and science. At the tenth and eleventh grade, the English and Social Science teachers are discussing a collaborative research paper. This is still in the planning stages with the hopes that it will be implemented next year.

Ultimately students must write a research paper for their Senior Project in order to graduate. Senior Project is the culminating activity that includes a research paper, a project, a portfolio and a presentation to a Senior Project Board made up of faculty and community members. The Senior Project papers are double scored by teachers using a detailed rubric. In order to increase the number of students passing on first submission we changed our delivery system this year so that all teachers are support providers for 3-5 seniors. We feel that this will increase personalization allowing for greater student success. Students who do not pass on first submission are required to be in an intervention program via Tier until they pass. TSN volunteers help tutor students, a large percentage of which is Latino.

Benchmarks are given in math, science and English. Departments use the Cycle of Inquiry to discuss results. Writing benchmarks are given twice a year in September and again in April to determine growth. The English/ELD Dept. continues to develop writing prompts that reflect state standards in writing as well as increasing rigor for college. The essays are double scored by the department. Students who score at the beginning level are targeted for extra help with their Senior Project.

Critical Academic Need 3.3

Increase Representation in College Prep, Honors, and AP classes to Reflect the Demographics of our School

Action Plan Item #3: The school needs to continue to improve outreach and communication with the Latino community.

Critical Areas of Follow-Up Addressed:

1. There is a need for reflective data collection and analysis in order to guide instructional practice and to address the needs of Latino, EL, special education and socio-economically disadvantaged student populations.

2. As identified in the self-study, there is a need to increase academic rigor for all students. There is a need to cultivate a school-wide commitment by staff to develop a culture of inclusiveness and support the belief that all students will be able to achieve at high level.

5. There is a need to modify action plans so that action items are related to goals.

We at SVHS believe that students who see going to college as a realistic goal will be more likely to enroll in higher level academic courses (honors and AP) as a means to achieving their goal. To that end the Counseling Dept., which includes the College and Career Center, has made a concerted effort to provide outreach services including written information about the Center as well as workshops and informational sessions. Furthermore, the Center provides support throughout the college application process and outreach to students in order to prepare them for continued study beyond high school.

We have made progress towards increasing the number of 4-year college-bound Latino students. Currently 45% of graduating seniors completed a-g requirements in 2009-2010. In the class of 2010 40 % of the graduating seniors were accepted at 4-year colleges and universities; of those, 25% were Latino.

We have an active Latino parent committee, ELAC where key school information is disseminated. They also have an established relationship with Santa Rosa Community College where representatives give presentations about the junior college programs in Spanish. Students are encouraged to have their parents attend these meetings. Students can receive extra credit in their English classes. There are parent information nights that are hosted by the counseling department where we have two bilingual counselors as well as a bilingual principal.

The Boys and Girls Club involvement with SVHS has increased over the past three years. This facility is a showcase of innovation with state-of-the-art video and sound production studios and computers. They also have a gym and art studio. With times set aside strictly for high school students, it has become a welcomed resource in the Valley, especially for students who need access to technology. They also have after school tutoring and a college program. La Luz is another facility in the community that offers tutoring for Latino students especially with Senior Project. There are two SVHS staff members on the Teen Task Force. We have a room on campus for them to meet.

The Counseling Dept in conjunction with the College and Career Center provides community outreach especially to the Latino community and under-represented populations. The following is an overview of some of the services they provide.

- College Representative Visitations from different colleges across the United States. 14 representatives visited in 2009-2010; increased to 22 in 2010-2011. Presentations were given in junior and senior AVID classes and at the College and Career Center.
- College Night for Seniors and Parents in the fall; College Night for Juniors and Parents in the spring – 100+ in attendance with simultaneous translation available
- College Planning Workshops for Seniors – new in 2009-2010, 4 workshops in fall, approximately 75 students attended; 20% attendees were Latino; in 2010-2011 10 workshops, approximately 245 attended; 49% Latino.
- College Application Support for Seniors – Reviewed all senior transcripts, called in all possible a-g eligible students in 2009-2010 and 2010-2011 to offer support; conducted survey to determine senior plans and support needed.
- College Planning Workshops for Juniors – new in 2009-2010, 4 workshops in spring with 70 attendees, 10% Latino; 2010-2011 6 workshops planned for March.
- Financial Aid Support –
 - Financial Aid Nights – offered for seniors and parents each year, translation available
 - Financial Aid Bulletins – provided to all seniors given in Econ/Civics classes in 2009-2010 and 2010-2011
 - “Cash for College” Workshop – offered for first time on Jan 29, 2011: teamed with 10,000 Degrees non-profit to offer workshop to help students file FAFSA; 50+ students and families attended, bilingual support personnel, bilingual counselor, bilingual College & Career Center Coordinator available
 - Help with FAFSA and other financial aid questions available on drop-in basis in winter 2010-2011. More than 10 Latino students received support in 2009-2010 and more than 20 this year, 2010-2011.
- SAT/ACT Test Preparation – offered SAT prep Saturday workshop with Team Test Prep in spring 2010; offered SAT prep 5-week on site course with unlimited scholarships in fall 2010 and spring 2011; enrollment 20 students, 30% Latino; ACT practice test given on campus in winter 2011 approximately 120 tested, 40% Latino
- Senior Next Steps Updates – new in 2010-2011, bulletins provided to seniors in Econ/Civics classes giving directions and reminders for next steps, and deadlines for college applications and financial aid.
- College Readiness presentations for Juniors – reviewed all junior transcripts for a-g eligibility with information packets distributed by the College & Career Center Coordinator to all juniors in U.S. History classes to prepare for class registration; college handbook available in English and Spanish, timeline for college applications, resources available and next steps outlined.
- Presentations of a-g versus graduation requirements in Freshman Living Skills – Counselors presented PowerPoint to freshmen classes 2010-2011
- College Fair Field Trip – attended for first time North By College Fair in May 2010 at Sonoma State University. A bus was with over 50 students and many more attending. More than 75% who rode the bus were Latino. The trip for spring of 2011 will have two buses reserved.
- Academic Tutoring – developed peer tutoring list for distribution for the first time in 2009-2010 and continuing in 2010-2011.

- Drop-In Availability at the College and Career Center- students may drop-in before school, at break, at lunch, after school and during class time with permission to ask questions, obtain resource material, complete applications and finish academic work. There are seven computer stations with printers available.

There are also independent organizations that work in coordination with various departments on campus to provide additional support for Latino and under-represented populations. The following organizations have an active role.

- Academic Talent Search – provides outreach for first generation college-bound, who are socioeconomically disadvantage students. Working in conjunction with Sonoma State University, Academic Talent Search provides counseling and workshops for students who desire to attend a 4-year college. Currently 56 students 9-12 participate with 75% being Latino
- 10,000 Degrees – serves first-generation college-bound, socioeconomically disadvantaged students desiring to attend a 4-year college. They provide tutoring, college application guidance and planning. Currently 11 juniors and seniors participate; all are Latino.
- Summer Search – provides outreach and support for first generation college-bound, socio-economically disadvantaged students starting in the 10th grade. Students must apply and pass an interview in order to be selected for the program. Summer Search provides summer outward bound activities, college application mentoring and on-going assistance throughout the students’ college experience. Currently 7 students are in the program, all Latino.
- SRJC Outreach – EOP Outreach Counselor presents information to families and students regarding college requirements and opportunities at ELAC. This junior college presentation was also given at the Soroptimist “Road to Reality” program in February 2011. The presentations are given in Spanish and are for especially for the Latino community.
- Summer Health Care Institute at SRJC – a program for bilingual and bicultural students where they earn high school credits, junior college credits, CPR certification and a \$500 stipend. One student was accepted in 2009; 3 in 2010, and several students are applying for the summer of 2011.
- Migrant Education/MEAP – continuing program that works in conjunction with the counseling office. Some students participate in the PASS Program, which is supervised by a bilingual counselor and migrant education outreach employee, to make up classes for credit. All students participating are Latino.
- Latino Family Summit – provides information to families about college, academic support, and financial aid. Held at Sonoma State University, 10 families attended in 2008-09; 20 families attended in 2009-2010. This year’s summit will be in March where SVHS will provide bus service from the high school.
- Mecha Conference – a conference to provide educational information held at SRJC. The school has provided a bus where 60+ students attended in 2008-2009 and 2009-2010.
- Boys and Girls Club College Bound Program

Critical Academic Need 4-1

Increase Access of our Special Education population to standards based curriculum

Action Plan Item # 1- Increase the academic performance of special education students in math and English language arts as measured by CST scores.

Critical Areas of Follow-Up Addressed:

- 1. There is a need for reflective data collection and analysis in order to guide instructional practice and to address the needs of Latino, EL, special education and socio-economically disadvantaged student populations.*
- 2. As identified in the self-study, there is a need to increase academic rigor for all students. There is a need to cultivate a school-wide commitment by staff to develop a culture of inclusiveness and support the belief that all students will be able to achieve at high level.*
- 3. There is a need to develop well-trained professional teams to address the significant achievement gap for Latinos, English learners, special needs and socio-economically disadvantaged students.*
- 4. There is a need to modify action plans so that action items are related to goals.*
- 5. There is a need to provide support courses for students in addition to the core curriculum. This should include a broader utilization of varied instructional practices including SDAIE for all student learners.*

Special Education students have maintained a consistent pattern over the past three years in CAHSEE results. The trend has generally been that students have been moving up in both ELA and Mathematics test results. However, in several instances there have been drops in rates of passing. Overall, the pass rates of 10th graders have risen to a Special Education pass rate of 52% in ELA and 45% in Mathematics. This compares to a school-wide rate of 83% pass rate in both ELA and Mathematics.

Over a three-year period, 20% of the Special Education CST ELA students' scores went up by one level, 13 of 66 students increasing by one level, 4 of whom scored at a proficient level. 44% of students demonstrated no change and 36% demonstrated drops of 1 to 3 levels, most of which were 1 level.

Growth targets were not met. The CST results were particularly concerning to the Special Education staff. The number of students who went down a level in the CST was troubling. Many feel that Special Education students have not traditionally been motivated to do well on these standardized tests and have decided that this is one area of focus that should be emphasized. There have been a number of strategies put into place recently to assist students in improving their performance, including science and math consult periods for those performing low in those areas. An algebra intervention class has also been created to assist in that particular area. This has led to an 80% overall success rate in that area. Staff has been trained in the Cycle of Inquiry method to assess the results of various approaches in increasing performance on the standardized tests. The *Edge* program and texts have been adopted at the 9/10 level to attempt to improve achievement in the ELA area. Several 9th grade Special Education students have been enrolled in the Read 180 class in a move to improve the reading skills of those who have scored Below or Far Below Basic when tested. Most Special Education students are also enrolled in a Study Skills class to support their acquisition of more effective academic skills and habits. An effort to create a database of low-achieving Special Education students is currently ongoing. The study skills classes use TSN volunteers to help students with various subjects usually science and math to support them in general education.

The growth targets are felt by staff to be ambitious, perhaps unrealistically so. But with the ongoing effort to re-design the curricular approach in both this department and at large, it is felt that significant progress can be made in moving toward achieving these targets.

SDC (Special Day Class) students enter SVHS on a certificate of completion track rather than a diploma track. These students take the CAHSEE test at least once but many will not take it again. These students also do not take the CSTs but the CMA test instead. Although teachers of SDC students do try to cover some of the State Standards in each

discipline, more concrete, life-related skills from each is taught. Cognitive as well as retention and attention are issues with which these students must contend.

English - Basic reading, reading comprehension, reading fluency, and writing skills are addressed in English.

Mathematics - In math, addition, subtraction, multiplication, and division of whole numbers, fractions and decimals are taught as well as measurement and some very basic Algebra skills. Life skills math such as check writing and checkbook recordkeeping and balancing are taught.

Science - SDC students take both Physical and Biological sciences and, again, the material is geared more toward life skills but State Standards are addressed. DSC students also take a Living Skills class as do all other SVHS students.

History and Social Sciences

World History, U.S. History, Civics and Economics will also be taken by these students with State Standards in mind to help guide but more practical life skills are the focus.

Technology - SDC students also take an Introduction to Technology class in which they are taught the basics of computer skills and develop speed and accuracy.

Fine Arts and Career Electives - Electives in Fine Arts and Career are available to SDC students as these electives are available to all SVHS students.

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Appendix A

2010-2011 WASC Action Plan

Sonoma Valley High School

2010-2011 Schoolwide Action Plan

WASC SCHOOLWIDE ACTION PLAN

Theory of Action: If the school focuses on the four Critical Need areas addressed in this plan, then the school will meet the student achievement goals established in our Single Plan for Student Achievement.

All significant subgroups will reach their annual Adequate Yearly Progress (AYP) growth targets in Mathematics and English Language Arts. Subgroups which have met their AYP growth targets will increase their proficiency by 8% per year.

Successful implementation of this plan is dependent upon schoolwide systems for communication, monitoring progress/results, and professional development. Our plans for these areas incorporate all four Critical Need Action Plans.

Communication and Monitoring

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
WASC Monitoring Committee (WMC) will oversee plan implementation; plan design tasks of SAPA pass to Design Team	Principal	Extra duty pay for WMC	TBD	Calendar Progress reports	Ongoing
WASC Monitoring Committee will report progress to the students, staff, and parents at least once each semester using newsletters, website, student newspaper, or other media as appropriate.	Principal	Paper/copying costs/ updating website			Within one month of the end of each semester, beginning in Fall 2011.
Celebrate progress and accomplishments at least once each semester.	WMC	TBD	TBD		By January 2012, then each semester thereafter
Administrators will collaboratively develop agreements for informal classroom observations focusing on the Critical Needs of this plan collaboratively with WMC	Principal	No cost	No cost	Principal will collect data on classroom observations of site admin. on a monthly basis.	Beginning October 2011

Professional Development

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
WMC will collaborate with Design Team on annual professional development plan that includes the activities listed under each Critical Need area, with input from Faculty Senate, and coordinated with the district's professional development plan.	Principal	Stipends, extra duty pay, conference fees, consultant/presenter	TBD	A written plan has been disseminated to all staff.	Fall 2011

Critical Academic Need #1.1

Provide/Increase academic rigor for all students.

ACTION PLAN ITEM # 1 Require completion of a-g requirements for graduation whenever possible and implement professional development in support of this goal.

Rationale: Future success requires students be college and career-ready on graduation

ESLRs Addressed: Strive to Succeed; Use Language Effectively; Compute, Analyze, Apply

Growth Target: All core academic classes offered will satisfy a-g requirements. Incoming class of 2016 will be required wherever possible to complete a-g requirements as part of graduation requirements. Where possible, revise curriculum of electives to meet a-g requirements.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Revise freshman science curriculum	Science Dept.	Release time Extra pay	To be determined	UC Approval	Summer 2011
2. Plan support for Algebra 1	Math Dept.	Release time Extra pay	To be determined	Schedule; curriculum	Summer 2011
3. Expand foreign Language sections and course offerings	Foreign Language Dept.	Books; possible staff	To be determined	Registration; course offerings	Summer 2011
4. Revise Elective Curriculum	VPA Dept	Release time Extra pay	To be determined	UC Approval	Ongoing
5. Board Approval Revised Grad. Req.	Principal	none	none	Board Minutes	Spring 2011
6. Community Forums on new Req.	Admin; Counseling; Design Team	Extra Pay	To Be Determined	Notes; newspaper	Spring 2011
7. Continue staff development with SDAIE strategies	Principal	3 day intensive workshop at SCOE	\$1,000	24 teachers registered for Summer 2010	August 2010

8. Focus Staff Development on School redesign	Design Team; CASN; Principal	CASN; possible release time or extra pay	To be determined	Staff Meeting and Prof. Dev. Day notes	August 2010; ongoing
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Critical Academic Need #1.2

Provide/Increase academic rigor for all students.

ACTION PLAN ITEM #2 Improve instruction in ELL to increase reclassification and CAHSEE success. Continue intervention tutorials in language arts and math will be held during second semester for non-passing CAHSEE juniors and seniors.

Rationale: More students should be passing the CAHSEE by the end of their senior year.

ESLRs Addressed: Strive to Succeed; Use Language Effectively; Compute, Analyze, Apply

Growth Target: 100% of students who do not pass CASHEE in their sophomore year will pass by graduation.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Adopt and implement <i>Edge</i> curriculum in ELD, along with increasing subject instruction coordination	ELD teachers; District Curriculum Director	Edge Program	\$5,000	CAC minutes; purchase order; lesson plans; observation	Spring 2010
2. Analyze CAHSEE results to identify areas of weakness to target instruction	Vice principal in charge of curriculum	None	No additional cost	List of Areas of Weakness	June 2011
3. Create tutorials of 5 students maximum to address CAHSEE.	Vice principal in charge of scheduling	Extra pay	\$38.00 per hour	Master Schedule Attendance records Intervention classes	June 2011
4. Examine, develop and implement ways to schedule intervention during the school day	Principal; Design Team	Release time, Extra pay	To be determined	Minutes from Design Team, School Restructuring	Summer 2011
5. Increase students' (especially Latinos) access to technology	Technology Teacher on Special Assignment	IT and Tech Support Teacher	To be determined	Student survey results	Fall 2011

Critical Academic Need #1.3

Provide/Increase academic rigor for all students.

ACTION PLAN ITEM #3-Use a cycle of inquiry to collaboratively examine student achievement of essential learning standards and share best practices for helping students achieve course grades of “C” or better. Special attention will be paid to subgroups which have not attained proficiency (Latino, English Learners, and Special Education)

Rationale: There are significant numbers of students who need to repeat classes for credit or to move to the next level, especially after the freshman year. There is a significant portion of the senior class which does not submit Senior Project assignments to standard on the first attempt.

ESLRs Addressed: Strive to Succeed; Use Language Effectively; Compute, Analyze, Apply

Growth Target:

- 5% of the students who receive F’s will improve their grades to at least D’s by the end of the semester.
- 5% of the students who receive D’s will improve their grades to at least C’s by the end of the semester.
- Number of freshmen failing core classes will decrease in year 1 of team.
- Number of students failing Senior Project assignments on first submission will decrease.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Participate fully in monthly inquiries at District School Leadership Team meetings	Administration; teacher leaders	Extra pay	\$75 a month	DSLTLT minutes	Fall 2011
2. Institute Freshman Teams for all students—common core subject teachers; Freshman seminar	Design Team; Principal	Extra Sections; Staff development training; possible new curriculum purchase	To be determined	List of students; Freshman Schedule	Fall 2011
3. Assemble freshman teaching team	Principal	None	No additional cost	Teaching Assignments	Spring 2011
4. Use freshman collaboration period for cycles of inquiry and revision based on formative assessments	Freshman team teachers; Principal	Extra Sections; Staff development training;	To be determined	Data analysis and discussion in freshman meetings of results of reassessment	To be determined by Freshman Team Teachers at previous meeting
5. Continue use of Tier for targeted intervention based on grade data; investigate use of A+ for more effective subject	Design Team; Principal; Staff	Possible release time; extra pay	To be determined	Data Analysis; schedule	Spring/Fall 2011

intervention					
6. Research and share with staff effective intervention and support practices in other schools	Career Academy Consultants Network; Principal; Design Team	Release time for staff; CASN expense	\$125 per substitute	Staff Meeting Minutes	Ongoing
7. Create Senior Project Support Groups; each teacher responsible for 5 or fewer students	Senior Project Study Group; Senior Project coordinator; staff	None	No additional cost	Group Lists; data analysis	Fall 2010

Critical Academic Need #1.4

Increase academic rigor for all students.

ACTION PLAN ITEM #4 – Create a college and career culture by expanding the College and Career Center and by continuing the growth of AVID and use of AVID techniques in order to prepare students for a rigorous academic program.

Rationale: Our student population requires increased knowledge of and support in the college preparation and application process. AVID strategies and techniques improve a student’s chance of academic success in both high school and college.

ESLRs Addressed: Strive to Succeed; Use Language Effectively; Compute, Analyze, Apply

Growth Target: The percentage of students attending colleges and universities will increase by 15% (currently 72% of students go on to college).

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Increase percentage of Career Center teaching assignment devoted to college process information and support	Counselors; College and Career Center Coordinator	None	No additional cost	College application and acceptance data; SAT and ACT test participation data	June 2011
2. Utilize community volunteer support for college process	Counselors; College and Career Center Coordinator; Principal	None	No additional cost	Handouts; announcements; data analysis	June 2011
3. Hire .2 AVID Coordinator	Principal	.2 FTE	\$15,000 per section	Master Schedule	Fall 2010
4. All teachers will be trained in AVID techniques.	Principal	Travel and Conference	\$1000 per teacher	Training records	By January each year
5. AVID Strategies will be embedded in freshman team instruction	Freshman Team teachers	None	No additional cost	Written curriculum; observation	Fall 2011
6. Choose new school-wide AVID strategy for implementation, as past target, Cornell notes, is now a norm	All staff	None	No additional cost	Staff meeting minutes; observation	Spring 2011

Critical Academic Need #2.1

Design and implement a support system for all students.

ACTION PLAN ITEM #1 – Continue implementation of Kuder Navigator use for 5-year personal learning plan; create a school-wide mechanism for follow-up; evaluate elimination of sophomore career program.

Rationale: To reach their full potential students need assistance in identifying goals and establishing pathways to reach them.

ESLRs Addressed: Strive to Succeed; Exercise Citizenship

Growth Target: Every student has a five-year personal learning plan, which is monitored, reviewed, and updated.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Develop a workable and effective structure for monitoring, reviewing, and updating student 5-year plans on Kuder	Counseling Department; Design Team; Principal	Possible release time; extra pay	To be determined	Updated Kuder plans for all students	Fall 2011
2. Investigate restoration of classroom career /interview component	Principal; Faculty Senate	Possible extra pay	To be determined	Minutes of Faculty Senate	Spring 2011

Critical Academic Need #2.2

Design and implement a support system for all students.

ACTION PLAN ITEM #2 - Build structures that provide personal and academic support for all students, including continued work on pathways with Career Academy Support Network consultants.

Rationale: To reach their full potential students need assistance in identifying goals and establishing pathways to reach them.

ESLRs Addressed: Strive to Succeed; Exercise Citizenship

Growth Target:

- By Fall 2011 the school will have an updated written intervention plan
- 100% of students will be scheduled in appropriate intervention
- The number of students participating who meet the stated goal of an intervention will increase each semester.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Continue partnership with CASN	Principal	fees	donation	Notes and minutes	Fall 2010
2. Continue school redesign process in Design Team work	Design Team; Principal; Staff	Release time; extra pay	To be determined	Design Team notes and updates to Staff	Ongoing
3. Increase Industry and Continuing Education certification for CTE classes	CTE teachers; CASN; College and Career Center Coordinator; Principal	Possible release time; extra pay	To be determined	Certification	Ongoing
4. Institute Freshman Teams for all students—common core subject teachers; Freshman seminar	Design Team; Principal	Extra Sections; Staff development training; possible new curriculum purchase	To be determined	List of students; Freshman Schedule	Fall 2011
5. Increase support for freshmen through scheduling, strategies, and collaboration	Principal; Freshman Team Teachers	None	No additional cost	Written curriculum; schedule; observation; data analysis	Fall 2011; ongoing

planned by Freshman team teachers					
6. Create Senior Project Support Groups; each teacher responsible for 5 or fewer students	Senior Project Study Group; Senior Project coordinator; staff	None	No additional cost	Group Lists; data analysis	Fall 2010
7. Evaluate effectiveness of Tier; consider targeted A+ use for intervention and support	Design Team; Faculty Senate; Principal; Staff	Possible release time; extra pay	To be determined	Faculty Senate and Staff meeting minutes; revised schedule	Spring/Summer 2011
8. Establish Link Crew Program for freshman support	Leadership teacher; Principal	Possible release time; extra pay; training and conferences	To be determined	School website; observation	ongoing
9. Continue consideration of successful intervention programs at other schools	Principal; Design Team; Staff	Visitations to other schools. Time to plan.	\$125 per substitute	Current research on best practices reflected in revision decisions	Spring 2011

Critical Academic Need #3.1

Increase Latino representation in Honors, AP, College prep classes to reflect the demographics of our school.

ACTION PLAN ITEM # 1 Teachers need to continue to find ways to make mainstream curriculum more accessible to a growing Latino population through improved teaching methods and techniques.

Rationale:

- There remains a gap in achievement between Latino and white student populations in both grades and CST scores
- Over the past 4 years, our Latino population has increased by 8%, while the overall school population has decreased by 5%.

ESLRs Addressed: Strive to Succeed; Use Language Effectively; Compute, Analyze, Apply

Growth Target: The percentage of Latino students in College Prep, Honors, and AP courses will increase by 5% yearly in each category. The percentage of Latino students receiving D's or F's in core academic subjects will decrease each year by at least 5%. The percentage of ELL students reclassified by the end of sophomore year will increase each year by at least 5%.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Continue AVID training via staff development	Principal	Registration	\$9000.00	70% of 9 th Team teachers will be trained in AVID	June 2012
2. Each department will identify curricular techniques based on SDAIE training and develop a plan of implementation that will be followed.	Department Chairpersons	Aides Release time Collaboration Substitutes Materials New teacher training	To be determined, if any	Department Action Plans	December 2011
3. Teachers will analyze student achievement and teacher practice to ascertain the most effective strategies and make adjustments to Department	Department Chairpersons	Common Planning time release time	To be determined, if any	Data collected including analysis of student work and progress. Minutes of meetings Evidence of implementation and analysis	October, January, March beginning 08-09

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
Action Plans.					
4. Continue staff development with SDAIE strategies	Principal	3 day intensive workshop at SCOE	\$1,000	24 teachers attended in summer 2010	August 2010
5. Adoption of <i>Edge</i> textbook for ELD 1, 2, 3, ALD and Special Ed.	Director of Curriculum	<i>Edge</i> training	\$10,000	5 teachers trained; textbooks purchased; CAC approved at end of pilot program	May 2011

Critical Academic Need #3.2

Increase Latino representation in Honors, AP, College prep classes to reflect the demographics of our school.

ACTION PLAN ITEM # 2 - Establish ways to increase the numbers of Latino students in CP, Honors and AP courses. Starting in 2011-2012 students will be enrolled in a-g requirements in order to be college and career ready and students will have open access to honors and AP classes.

Rationale: Latino enrollment in the higher level classes should reflect the school demographics.

ESLRs Addressed: All ESLR's

Growth Target: The percentage of Latino students in College Prep, Honors, and AP courses will increase by 5% yearly in each category. By 2014, the percentage of Latino students in these classes will reflect our demographics.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Monitor the progress of freshman Latino students in English 1	Vice Principal, Curriculum	Release time Extra pay	\$300	Report shared with ELAC, SAPA, Site Council, Dept. Chairpersons	April 2011 ongoing yearly
2. Articulate with the middle schools.	Principal	No additional cost	No additional cost	Department Chair reports	May 2011
3. Starting in 2011-2012 9 th students will take a-g required classes.	Design Team Principal	To be determined	To be determined	Establishing 9 th Teams	August 2011
4. 9 th students will take a Freshman Seminar course to address academic success	Principal 9 th grade team	To be determined	To be determined	9 th Team to report to Dept. Chairpersons, Design Team, Site Council, ELAC	2011-2012 school year and ongoing
5. Open access to honors and AP courses	Principal, counselors	No additional cost	No additional cost	Enrollment in H/AP courses	August 2011

Critical Academic Need #3.3

Increase Latino representation in Honors, AP, College prep classes to reflect the demographics of our school.

ACTION PLAN ITEM # 3 - The school needs to continue to improve outreach and communication with the Latino community.

Rationale: Improved communication will assist in the education of students.

ESLRs Addressed: Exercise Citizenship

Growth Target: The percentage of Latino students graduating college and career-ready will increase each year.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Improve School website and use of mass emails to communicate with all parents.	Principal; School Translator; Community Volunteers	Classified Hours	To be determined	Website	Spring 2011; ongoing
2. Establish a partnership with La Luz, La Voz Latina, El Sol, El Nido and Boys and Girls Club to increase communication with the Latino community	ELAC rep	No additional cost	No additional cost	List of meeting dates and minutes; School website; community publications	Fall 2011 and ongoing
3. Expand bilingual outreach and support in College and Career Center	Counseling; College and Career Center Coordinator; Principal	To be determined	To be determined	School Website; Student and family communications	Fall 2010
4. Develop and distribute a calendar of parent information nights with ongoing reminders to parents	Principal	Calendar, letters, phone dialer	\$1500	Calendar distribution, distribution of flyers and communications to partnership agencies.	August 2010 and ongoing
5. Hold 1-2 monthly information nights	Principal, Counselors	No additional cost	No additional cost	Attendance sheets for each event	September 2010 and ongoing
6. Increase bilingual	Principal	No additional	No additional	Increased bilingual staff	Ongoing

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
counselors and College and Career staff as vacancies allow		cost	cost		

Critical Academic Need #4.1

Increase access of our Special Education population to standards based curriculum.

ACTION PLAN ITEM # 1 - Increase the academic performance of special education students in math and English language arts as measured by the CST scores.

Rationale: Because over 90% of special needs students perform below proficient (90% below proficient in English Language Arts and 97% in Algebra I), we need to increase their performance in special education and mainstream classes and to increase their access to standards-based curriculum.

ESLRs Addressed: All ESLRs

Growth Target: Increase Student performance on the CST's in Math and ELA by one level (e.g. Basic to Proficient)

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Identify special needs students using Edusoft data	District Dept. of Curriculum and Instruction	Edusoft contract and stipends for support teachers	\$450 per site, \$7 per student, \$35 per hour extra pay	Data on special needs students available on Edusoft	August 2011
2. Identify special needs students who are 5 points above or below each level (far below basic, below basic, basic, proficient and advanced) on the CST.	Special education department chairperson	No additional cost	No additional cost	Database of student of students with these scores	September annually
3. Mainstream and Special Needs Teachers meet to develop intervention strategies for targeted students.	Special Education and Mainstream teacher	Substitute if release day required	\$100 per substitute	Development of intervention strategies	October 30 annually
4. Develop benchmarks to monitor progress of targeted students	Special Needs, Math and ELA Departments	Substitute if release day required	\$100 per substitute	Benchmarks posted and scored on Edusoft	Ongoing

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
5. Analyze targeted student performance to evaluate effectiveness of intervention strategies.	Special Needs, Math and ELA Departments	Substitute if release day required	\$100 per substitute	Students increase performance on Math and ELA CST's by one level (e.g. FBB to BB)	September 30 annually
6. Addition of Algebra intervention class	Principal	Addition of a section	15,000	Students scheduled in the course and teacher assignment	August 2010 and ongoing
7. Addition of science and math consult periods for low performing students	Principal	1 Special Ed. teachers 2 assist	No additional cost	Students scheduled in the course and teacher assignment	August 2010 and ongoing
8. Adoption of <i>Edge</i> program	Director of Curriculum	2 Special Ed. teachers	\$5,000	Purchase of materials; training of teachers; adoption of <i>Edge</i> by CAC	May 2011
9. Develop more instructional strategies for math and science	Vice-Principal	5 Special Education teachers	\$5,000	Attendance in professional development workshops and visiting schools with effective programs	June 2012
10. Create Special Day Class	Vice-Principal	1 Special Education teacher to teach 2 sections	\$30,000	Students scheduled in the course and teacher assignment	August 2011

Appendix B

2009-2010 WASC Action Plan

Sonoma Valley High School

2009-2010

Schoolwide Action Plan

Theory of Action: If the school focuses on the four Critical Need areas addressed in this plan, then the school will meet the student achievement goals established in our Single Plan for Student Achievement.

All significant subgroups will reach their annual Adequate Yearly Progress (AYP) growth targets in Mathematics and English Language Arts. Subgroups which have met their AYP growth targets will increase their proficiency by 8% per year.

Successful implementation of this plan is dependent upon schoolwide systems for communication, monitoring progress/results, and professional development. Our plans for these areas incorporate all four Critical Need Action Plans.

Communication and Monitoring

SAPA will oversee plan implementation	Principal	Extra duty pay for SAPA	TBD	Calendar Progress reports	
SAPA will report progress to the students, staff, and parents at least once each semester using newsletters, website, student newspaper, or other media as appropriate.	Principal	Paper/copying costs/ updating website			Within one month of the end of each semester, beginning in Fall 2009.
Celebrate progress and accomplishments at least once each semester.	SAPA	TBD	TBD		By January 2010, then each semester thereafter
Administrators will collaboratively develop agreements for informal classroom observations focusing on the Critical Needs of this plan collaboratively with SAPA.	Principal	No cost	No cost	Principal will collect data on classroom observations of site admin. on a monthly basis.	Beginning October 2009

Professional Development

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
SAPA will coordinate annual professional development plan with school redesign efforts in support of Critical Need areas, with input from Faculty Senate, and coordinated with the district's professional development plan.	Principal	Stipends, extra duty pay, conference fees, consultant/presenter	TBD	Minutes Faculty Meetings; Staff Development Agendas	August 2009

Critical Academic Need #1. 1

Increase academic rigor for all students.

ACTION PLAN ITEM # 1 - Increase academic rigor and implement professional development to provide academic rigor for all students

Rationale: All students need a rigorous course load to prepare for post-high school education and employment

ESLRs Addressed: Strive to Succeed

Growth Target: Increase rigor as defined for all students and implement professional development to provide academic rigor for all students

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
7. Choose and structure School Design Team to lead redesign of school for increase in rigor, engagement, and success for all students	Principal; Staff	To be determined	To be determined	Design team roster; meeting minutes	Spring 2010
8. Increase number of SDAIE trained teachers	Principal	Training	\$1,000	Teacher List; observation	Summer 2010
9. Increase AP offerings	Principal; Faculty Senate; Staff	Release time Extra pay; training	To be determined	Course Offerings	Fall 2010
10. Begin school revision process— school visits, staff development	Staff; Principal	Release time; travel expenses	To be determined	Meeting notes and minutes	Ongoing

Critical Academic Need #1. 2

Increase academic rigor for all students.

ACTION PLAN ITEM # 2 Continue intervention tutorials in language arts and math held during second semester for non-passing CAHSEE juniors and seniors; increase participation by target students.

Rationale: More students should be passing the CAHSEE by the end of their senior year.

ESLRs Addressed: Strive to Succeed; Use Language Effectively; Compute, Analyze, Apply

Growth Target: 100% of students who do not pass CASHEE in their sophomore year will pass by graduation.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
6. Analyze CAHSEE results to identify areas of weakness to target instruction	Vice principal in charge of curriculum	None	No additional cost	List of Areas of Weakness	June 2009
7. Continue tutorials of 5 students maximum to address CAHSEE.	Vice principal in charge of scheduling	Extra pay	\$35 per hour	Master Schedule Attendance records Intervention classes	June 2009
8. Evaluate Developed/ selected practice materials to prepare students for CAHSEE math and English	Department Chairperson	Instructional supplies	To be determined	Department meeting notes; reports	June 2009
9. Develop and evaluate Tier pyramid of intervention	Principal; SAPA, Staff	Release time, Extra pay	To be determined	Minutes from Faculty Senate, plan of action	Fall 2009
10. Increase computer stations in College and Career Center and library; expand after-school library hours	VP Technology	Hardware, software, Classified hours	To be determined	Equipment in use	February 2009

Critical Academic Need #1. 3

Increase academic rigor for all students.

ACTION PLAN ITEM # 3 Use a cycle of inquiry to collaboratively examine student achievement of essential learning standards and share best practices for helping students achieve a grade of C or better. Special attention will be paid to subgroups which have not attained proficiency (Latino, English Learners, and Special Education).

Rationale: There are significant numbers of students who need to repeat classes for credit or to move to the next level.

ESLRs Addressed: Strive to Succeed; Use Language Effectively; Compute, Analyze, Apply

Growth Target:

- 5% of the students who receive F's will improve their grades to at least D's by the end of the semester.
- 5% of the students who receive D's will improve their grades to at least C's by the end of the semester.
- Fewer new students will be on the D and F list.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
8. Use 6 week progress report to place students in Tier classes based on grades—lower grades=smaller group; longer session	Administration and Staff	No additional cost	No additional cost	Student rosters	Fall 2009
9. Tie off-campus privileges to grades	Administration and Staff	None	No additional cost	Student lists	Fall 2009
10. Plan to provide increased Senior Project Support	Senior project coordinator; Senior Project Study Group	Extra Pay	To be determined	New structures plan	June 2010
11. Investigate new ELD/Special Ed Curriculum	ELD/Special Ed Staff; District Curriculum Director; Academic Coordinator; tech teacher	To be determined	To be determined	Curriculum pilot	Spring 2010
12. Begin participation in District School Leadership Team monthly cycles of inquiry Meetings	Administration, Teacher leadership	Extra Pay	\$75 a month	DSLTL Minutes	Spring 2010

Critical Academic Need #1. 4

Increase academic rigor for all students.

ACTION PLAN ITEM # 4 - Continue the growth of AVID and the use of AVID techniques in order to prepare students for a rigorous academic program.

Rationale: AVID strategies and techniques improve a student's chance of academic success in both high school and college.

ESLRs Addressed: Strive to Succeed; Use Language Effectively; Compute, Analyze, Apply

Growth Target: The percentage of students attending colleges and universities will increase by 15% (currently 72% of students go on to college).

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
7. Add 4 th Section of AVID	Principal	.2 FTE SLIP	15,000	Master Schedule	June 2009
8. Hire .2 AVID Coordinator	Principal	.2 FTE SLIP	\$15,000 per section	Additional section of AVID on master schedule	June 2010
9. All teachers will be trained in AVID techniques.	Principal	Travel and Conference	\$1000 per teacher	5 different teachers each year will be selected to attend summer AVID training. 5 teachers share with staff strategies that they learned in the AVID training.	By January each year
10. Expand College support of College and Career Center	Counseling; College and Career Center Coordinator; Principal	To be determined	To be determined	Available resources	Fall 2009
11. Implement school-wide academic vocabulary	SAPA volunteers	Common Planning time Release time	\$100 per substitute, if needed	Data collected including analysis of student work and progress. Minutes of meetings	2009-10 school year

Critical Academic Need #2. 1

Design and implement a support system for all students.

ACTION PLAN ITEM # 1 - Develop a system in which all students prepare a 5 year personal learning plan that will be reviewed, revised and monitored.

Rationale: We, as a school organization, want our students to reach their full potential. Students need assistance in identifying goals and establishing pathways to reach them.

ESLRs Addressed: Strive to Succeed; Exercise Citizenship

Growth Target: By Fall 2010 every student will have used the Kuder online system to prepare a five year personal learning plan which is stored online and can be revised and updated.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
3. Pilot teacher training in Kuder system	Counseling Department	None	No additional cost	Teacher list	September 2009
4. Starting in ninth grade, students will develop a 5 year learning plan using Kuder system	Living Skills teacher	None	No additional cost	Each student has a 5 year learning plan and it is stored in Kuder system	September 2009, ongoing
5. Students revise/review their 5 year plan	Homeroom teachers	None	No additional cost	Revisions on Kuder system	September 2009, Ongoing

Critical Academic Need #2. 2

Design and implement a support system for all students.

ACTION PLAN ITEM: 2 - Build structures and pathways that provide personal and academic support for all students.

Rationale: We, as a school organization, want our students to reach their full potential. Students need assistance in identifying goals and establishing pathways to reach them.

ESLRs Addressed: Strive to Succeed; Exercise Citizenship

Growth Target:

- 5% of the students who receive F's will improve their grades to at least D's by the end of the semester.
- 5% of the students who receive D's will improve their grades to at least C's by the end of the semester.
- Fewer new students will be on the D and F list.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Continue development and implementation of Tier targeted intervention based on grades	Principal Department chairs SAPA	No additional cost	No additional cost	Enrollment; written policies.	February 2009
2. Analyze data to determine effectiveness of Tier intervention	SAPA, Faculty Senate; Principal	To be determined	To be determined	Data analysis reports	December 2009
3. Expand and revise Freshman Team Pilot Program	Principal; Freshman Pilot volunteer teachers	To be determined	To be determined	Schedule; Freshman pilot team meetings	Fall 2009
4. Plan for implementation Link Crew for Freshman support	Leadership teacher; Principal	Training, conferences, possible release time	To be determined	Student/family communication; observation	June 2010
5. Partner with CASN consultants to investigate career pathways for students	Principal; District	To be determined	To be determined	Faculty senate and Staff meeting notes/minutes	Spring 2010

Critical Academic Need #3.1

Increase Latino representation in Honors, AP, College prep classes to reflect the demographics of our school.

ACTION PLAN ITEM # 1 Teachers need to continue to find ways to make mainstream curriculum more accessible to a growing Latino population through improved teaching methods and techniques.

Rationale:

- The number of students in AP and Honors classes does not reflect our demographics. Currently, 17% of students in AP/Honors classes are Latinos compared to 37% in our total population.
- There is a significant difference between student performance when comparing CST scores to grades.

ESLRs Addressed: Strive to Succeed; Use Language Effectively; Compute, Analyze, Apply

Growth Target: The percentage of Latino students in College Prep, Honors, and AP courses will increase by 5% yearly in each category. By 2014, the percentage of Latino students in these classes will reflect our demographics.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
4. Continue AVID training via staff development	Principal	Registration, room, meals	\$9000.00	5 teachers attended summer AVID institutes	August 2009
5. Each department will identify curricular techniques based on SDAIE training and develop a plan of implementation that will be followed.	Department Chairpersons	Aides Release time Collaboration Substitutes Materials New teacher training	To be determined, if any	Department Action Plans	December 2009
6. Teachers will analyze student achievement and teacher practice to ascertain the most effective strategies and make adjustments to Department Action Plans.	Department Chairpersons	Common Planning time Release time	No additional costs	Data collected including analysis of student work and progress. Minutes of meetings Evidence of implementation and analysis	October, January, March beginning 2009
4. Continue staff development with	Vice-principal;	professional development	\$1,000	Classroom observations	May 2010

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
SDAIE strategies	consultant				
5. Pilot <i>Edge</i> textbook for ELD 1, 2, 3, ALD and Special Ed.	Director of Curriculum	<i>Edge</i> training; pilot materials	\$10,000	5 teachers trained; presented to CAC as pilot program	Jan 2011

Critical Academic Need #3.2

Increase Latino representation in Honors, AP, College prep classes to reflect the demographics of our school.

ACTION PLAN ITEM # 2 - Establish ways to increase the numbers of Latino students in CP, Honors and AP courses.

Rationale: Latino enrollment in the higher level classes should reflect the school demographics.

ESLRs Addressed: All ESLRs

Growth Target:

- Increase the percentage of Latino students in AVID by 5% per year.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Monitor the progress of freshman Latino students in English 1	Vice Principal, Curriculum	Release time Extra pay	\$300	Report shared with ELAC, SAPA, Site Council, Dept. Chairpersons	April 2010 ongoing yearly
2. Articulate with the middle schools.	Principal; middle and high school dept. chairs	No additional cost	No additional cost	Department Chair reports	May 2010
3. Increase the number of Latinos in AVID	Counselors; AVID teachers	No additional cost	No additional cost	AVID data (see appendix C)	August 2010 and ongoing
4. Establish after school tutoring programs on campus and at Boys and Girls Club, La Luz etc	Vice Principal	Volunteer tutors; paid tutors	\$2,000	Sign in sheets at the No Name Café; Boys and Girls Club and La Luz tutoring attendance	Fall 2009 and ongoing
5. Use Eng. Honors courses as a bridge to AP courses	Eng. Dept chairpersons	No additional costs	No additional costs	Increased number of Latino students in H/AP (see appendix D)	Fall 2009 and ongoing

Critical Academic Need #3.3

Increase Latino representation in Honors, AP, College prep classes to reflect the demographics of our school.

ACTION PLAN ITEM # 3 - The school needs to continue to improve outreach and communication with the Latino community.

Rationale: Improved communication will assist in the education of students.

ESLRs Addressed: Exercise Citizenship

Growth Target: Increase parent and community member attendance by 5% at ELAC and Information Nights

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Establish a partnership with La Luz, La Voz Latina, El Sol, El Nido to increase communication with the Latino community	ELAC rep	No additional cost	No additional cost	Attendance sheets for each event	June 2010 and ongoing
2. Develop and distribute a calendar of parent information nights with ongoing reminders to parents	Principal	Calendar, and letters	\$1500	Calendar distribution, distribution of flyers and communications to partnership agencies.	August 2009 and ongoing
3. Investigate programs for College and Career Center designed to build bridges between the Latino community and the school.	Counseling; College and Career Center Coordinator; Principal	none	none	New Program offerings	2009-2010 school year
4. Hold 1-2 monthly information nights	Principal, Counselors	No additional cost	No additional cost	Attendance sheets for each event	September 2009 and ongoing
5. Development of new SVHS website – Added Student Support	Principal working with community volunteers	Community Volunteers	No additional cost	Website completed	September 2010
6. Increase bilingual counselors and College and Career staff as vacancies allow	Principal	No additional cost	No additional cost	Increased bilingual staff	Ongoing

Critical Academic Need #4.1

Increase access of our Special Education population to standards based curriculum.

ACTION PLAN ITEM # 1 - Increase the academic performance of special education students in math and English language arts as measured by the CST scores.

Rationale: Because over 90% of special needs students perform below proficient (90% below proficient in English Language Arts and 97% in Algebra I), we need to increase their performance in special education and mainstream classes and to increase their access to standards-based curriculum.

ESLRs Addressed: All ESLRs

Growth Target: Increase Student performance on the CST's in Math and ELA by one level (e.g. Basic to Proficient)

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Identify special needs students using Edusoft	District Dept. of Curriculum and Instruction	Edusoft contract and stipends for support teachers	\$450 per site, \$7 per student, \$35 per hour extra pay	Data on special needs students available on Edusoft	August 2010
2. Identify special needs students who are 5 points above or below each level (far below basic, below basic, basic, proficient and advanced) on the CST.	Special education department chairperson	None	No additional cost	Database of student of students with these scores	September annually
3. Mainstream and Special Needs Teachers meet to develop intervention strategies for targeted students.	Special Education and Mainstream teacher	Substitute if release day required	\$100 per substitute	Development of intervention strategies	October 30 annually
4. Develop benchmarks to monitor progress of targeted students	Special Needs, Math and ELA Departments	Substitute if release day required	\$100 per substitute	Benchmarks posted and scored on Edusoft	Ongoing

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
5. Analyze targeted student performance to evaluate effectiveness of intervention strategies.	Special Needs, Math and ELA Departments	Substitute if release day required	\$100 per substitute	Students increase performance on Math and ELA CST's by one level (e.g. FBB to BB)	September 30 annually
6. Pilot <i>Edge</i> program	Director of Curriculum	2 Special Ed. teachers	\$5,000	Training of teachers; approved pilot of <i>Edge</i> by CAC	May 2010
7. Create Special Day Class	Vice-Principal	1 Special Ed teacher for 1 section	\$15,000	Teacher assignment; students enrolled	August 2009 and ongoing

Appendix C

2008-2009 WASC Action Plan

II. WASC SCHOOLWIDE ACTION PLAN

**II. WASC
SCHOOLWIDE ACTION PLAN**

Theory of Action: If the school focuses on the four Critical Need areas addressed in this plan, then the school will meet the student achievement goals established in our Single Plan for Student Achievement.

All significant subgroups will reach their annual Adequate Yearly Progress (AYP) growth targets in Mathematics and English Language Arts. Subgroups which have met their AYP growth targets will increase their proficiency by 8% per year.

Successful implementation of this plan is dependent upon schoolwide systems for communication, monitoring progress/results, and professional development. Our plans for these areas incorporate all four Critical Need Action Plans.

Communication and Monitoring

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
SAPA will oversee plan implementation.	Principal	Extra duty pay for SAPA	TBD	Calendar Progress reports	
SAPA will report progress to the students, staff, and parents at least once each semester using newsletters, website, student newspaper, or other media as appropriate.	Principal	Paper/copying costs/ updating website			Within one month of the end of each semester, beginning in Fall 2008.
Celebrate progress and accomplishments at least once each semester.	SAPA	TBD	TBD		By January 2009, then each semester thereafter
Administrators will collaboratively develop agreements for informal classroom observations focusing on the Critical Needs of this plan collaboratively with SAPA.	Principal	No cost	No cost	Principal will collect data on classroom observations of site admin. on a monthly basis.	Beginning October 2008

Professional Development

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
SAPA will develop an annual professional development plan that includes the activities listed under each Critical Need area, with input from Faculty Senate, and coordinated with the district's professional development plan.	Principal	Stipends, extra duty pay, conference fees, consultant/presenter	TBD	A written plan has been disseminated to all staff.	August 2008
SAPA members will attend the DuFour workshop to develop their leadership skills.	Principal	Travel and Conference	\$7000	Members attended the workshop	June 2008

Critical Academic Need #1-1

Provide academic rigor for all students.

ACTION PLAN ITEM # 1 - Define academic rigor and implement professional development to provide academic rigor for all students.

Rationale: The staff at SVHS does not have a shared vision of academic rigor.

ESLRs Addressed: Strive to Succeed

Growth Targets:

- The school has an agreed upon working definition of academic rigor by June 2008.
- 100% of the teachers will participate in professional development as scheduled in the school's annual professional development plan.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Devote staff development time to reach consensus on a meaning of academic rigor.	Principal	None	No additional cost	Consensus-supported document with definition of academic rigor	June 2008
2. Investigate techniques to improve academic rigor.	Department Chairs	Release time, extra pay	TBD	List of strategies and techniques	December 2008
3. Develop and implement professional development opportunities/tools.	Principal, Department Chairs, SAPA, Site Council	Release time, conference costs, TBD	TBD	Analysis of student work, anecdotal data, progress toward LEAP plan goals over time, assessment data	Beginning Fall 2008, on-going through the year

Critical Academic Need #1-2

Increase academic rigor for all students.

ACTION PLAN ITEM # 2 - Intervention tutorials in English Language Arts and Mathematics will be held during second semester for non-passing CAHSEE juniors and seniors.

Rationale: All students should pass the CAHSEE by the end of their senior year.

ESLRs Addressed: Strive to Succeed; Use Language Effectively; Compute, Analyze, Apply

Growth Target:

- 100% of students who do not pass CASHEE in their sophomore year will pass by Graduation.
- 80% of students who attend intervention tutorials will pass CAHSEE at the next administration.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Analyze CAHSEE results to identify areas of weakness to target instruction.	Vice Principal in charge of curriculum	None	No additional cost	List of areas of weakness	June 2008
2. Create tutorials of 5 students maximum to address CAHSEE.	Vice Principal in charge of scheduling	Extra pay	\$35 per hour	Master Schedule, Attendance records, Intervention classes	June 2008
3. Develop/ select practice materials to prepare students for CAHSEE Mathematics and English.	English and Mathematics Department Chairs	Instructional supplies	TBD	Materials in department, Teachers /students utilize online material	January 2008

Critical Academic Need #1-3

Increase academic rigor for all students.

ACTION PLAN ITEM # 3 - Use a cycle of inquiry to collaboratively examine student achievement of essential learning standards and share best practices for helping students achieve course grades of C or better. Special attention will be paid to subgroups which have not attained proficiency (Latino, English Learners, and Special Education).

Rationale: There is a significant number of students who need to repeat classes for credit or to move to the next level.

ESLRs Addressed: Strive to Succeed; Use Language Effectively; Compute, Analyze, Apply

Growth Target:

- The schoolwide percentage of F grades will decrease by 5% each semester.
- The schoolwide percentage of grades of C or better will increase by 5% each semester.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Teachers will use the first 6 week progress report of each semester to identify targeted students.	Teacher	Staff development training	No additional cost	List of students	Beginning spring semester, 2008, at first department meeting, following each progress report
2. Implement strategies (SDAIE, AVID, etc.), to improve performance.	Teacher	None	No additional cost	Critical areas identified	At first department meeting, following each progress report
3. Using a pre-identified measure, analyze progress every four weeks with peers.	Department Chairs	None	No additional cost	Department reports of course grade distribution	The day following each department meeting after a progress report

Critical Academic Need #1-4

Increase academic rigor for all students.

ACTION PLAN ITEM # 4 - Continue the growth of the AVID program and the use of AVID techniques across the curriculum in order to prepare students for a rigorous academic program.

Rationale: AVID strategies and techniques improve a student's chance of academic success in both high school and college. In 2006, 38.4 % of graduating seniors met the "A-G" requirements for admission to UC/CSU.

ESLRs Addressed: Strive to Succeed; Use Language Effectively; Compute, Analyze, Apply

Growth Target:

- The percentage of graduating seniors who meet the "A-G" requirements will increase by 5% each year.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Identify why students are dropping out of AVID and find ways to decrease the attrition rate in AVID.	Vice Principal in charge of curriculum	None	No additional cost	Attrition drops from 59% to 20%	June 2008
2. Continue funding 3 AVID classes and explore funding a 4 th section of AVID if enrollment remains constant.	Principal	.2 FTE SLIP, possibly .4 with additional section	\$15,000 per section	Additional section of AVID on Master Schedule	September 2008 or subsequent year
3. All teachers will be trained in AVID techniques with periodic review as part of professional development.	Principal	Travel and conference	\$1000 per teacher	5 different teachers each year will be selected to attend summer AVID training. 5 teachers share with staff	By January each year

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
				strategies that they learned in the AVID training.	
4. Teachers will incorporate AVID techniques into their instruction.	Department Chairpersons	Common Planning time Release time	\$100 per substitute, if needed	Data collected including analysis of student work and progress. Minutes of meetings. Evidence of implementation and analysis.	October, January, March beginning 08-09
5. Observations will take place in core classes to ensure that AVID techniques are being taught.	Principal	None	No additional cost	Staff development days devoted to AVID strategies. Teachers use AVID strategies in their classrooms.	Spring 2009 Buy Back Day

Critical Academic Need #2-1

Design and implement a support system for all students.

ACTION PLAN ITEM # 1 - Develop a system in which all students prepare a 5 year personal learning plan in their freshman year that will be reviewed, revised and monitored annually.

Rationale: We, as a school organization, want our students to reach their full potential. Students need assistance in identifying goals and establishing pathways to reach them.

ESLRs Addressed: Strive to Succeed; Exercise Citizenship

Growth Target: Every student has a five year personal learning plan.

- In Fall 2008, all 9th and 10th grade students will have a 5 year personal learning plan.
- By Fall 2010, every student will have a 5 year personal learning plan.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Develop a structure for a 5 year personal learning plan.	Counseling Department	None	No additional cost	A template for all students to fill out their personal learning plans.	June 2008
2. Staff development regarding students creating a 5 year personal learning plan.	Principal	Part of teacher work days prior to start of school	No additional cost	All staff participates in staff development related to 5 year plan.	August 2008
3. In ninth and tenth grades, students will develop a 5 year personal learning plan.	Principal	None	No additional cost	Each ninth and tenth grade student has a 5 year learning plan which is on file with the counseling department.	Fall 2008
4. Entering ninth graders will develop a 5 year personal	Principal	None	No additional cost	Each ninth grade student has a 5 year learning plan which is on file	Fall 2009, 2010

learning plan.				with the counseling department.	
Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
5. Every entering student will meet with SVHS personnel within 30 days to develop a 5 year personal learning plan (to be revised annually).	Homeroom teachers	None	No additional cost	Copies of a revised 5 year personal learning plan are forwarded to counselors.	August 2009, ongoing
6. All 10 th -12 th grade students will update their 5 year personal learning plan annually.	Homeroom teachers	None	No additional cost	Copies of a revised 5 year personal learning plan are forwarded to counselors.	Beginning Spring 2009 (10 th graders only), and each year thereafter as plans are done

Critical Academic Need #2-2

Design and implement a support system for all students.

ACTION PLAN ITEM #2 - Develop, publicize and implement intervention programs addressing the needs of all students

Rationale: We, as a school organization, want our students to reach their full potential. Students need assistance establishing pathways to reach their academic goals.

ESLRs Addressed: Strive to Succeed; Exercise Citizenship

Growth Target:

- By June 2009 the school will have a written intervention plan.
- By Fall 2009, the plan will be communicated to students, parents, and staff.
- 80% of students participating in any intervention will meet the stated goal of that intervention.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Advise staff of intervention opportunities and types of interventions.	Principal	TBD	TBD	Staff training in place	September 2009
2. Develop an intervention system (pyramid of interventions) for all students which include: a) goal for the intervention, b) criteria for students to be served, c) criteria for students to exit the program.	Faculty Senate	Visitations to other schools. Time to plan.	\$100 per substitute	An intervention pyramid has been developed and will be maintained.	April 2009
3. Identify students who need support, and the type of support they need.	Principal	No additional cost	No additional cost	Identification of student groups in need of support.	June 2009

4. Disseminate information about the intervention pyramid to students, staff and parents.	Adminis- trator in charge	Train teachers	TBD	Every staff member can identify his/her support role, and every student is aligned with a support group.	The beginning of 2009-2010 school year
5. Annually review data on the results of each intervention in order to revise, replace, or continue.	Faculty Senate	No added cost	None	Meeting notes showing that SAPA reviewed the data and made a decision about next steps.	

Critical Academic Need #3-1

Increase Latino representation in College Prep, Honors and AP classes to reflect the demographics of our school.

ACTION PLAN ITEM # 1 - SDAIE instructional practices will be utilized in all classrooms which include EL students.

Rationale:

- The number of students in Honors and AP classes does not reflect our demographics. Currently, 17% of students in Honors/AP classes are Latinos compared to 37% in our total population.
- Over the past 4 years, our Latino population has increased by 8%, while the overall school population has decreased by 5%.

ESLRs Addressed: Strive to Succeed; Use Language Effectively; Compute, Analyze, Apply

Growth Target:

- 100% of classes in which there are EL students will employ SDAIE strategies as documented by sharing in collaborative teams, and/or teacher self-reports of level of usage by June 2009.
- 100% of classes in which there are EL students will employ SDAIE strategies as documented by sharing in collaborative teams, informal observations (by peers, consultant, and/or administrators) and/or teacher self-reports of level of usage by June 2010.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. All teachers will be trained in SDAIE techniques.	Principal	Registration, cost of exam, substitutes	(District)	100% of certificated teachers will be certified.	Trained by June 2008, Certified June 2009.
2. ELD consultant will work as a coach in core classes to guide instructional practice in order to address the needs of Latino and ELL students.	Principal	Consultant, release time	\$10,000 - \$30,000 estimate	Schedule of consultation dates, sign in sheets, minutes from department meetings	2008-2009 school year quarterly and annually in the Fall
3. On an ongoing basis, each department will analyze student	Department Chairs	Release time, Collaboration time	TBD, if any	Data records, minutes of dept. meetings, implementation	December 2008

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
data to identify and implement SDAIE techniques to increase academic achievement.				plans	
4. Observations will take place in core classes to ensure that SDAIE techniques are being taught.	Principal, Vice Principals	None	None	Classroom observation schedule and forms	January 2009 and ongoing

Critical Academic Need #3-2

Increase Latino representation in College Prep, Honors and AP classes to reflect the demographics of our school.

ACTION PLAN ITEM # 2 - Increase the numbers of Latino students enrolled in and successfully completing CP, Honors and AP courses.

Rationale: Latino enrollment in the higher level classes should reflect the school demographics.

ESLRs Addressed: All ESLRs

Growth Target:

- The percentage of Latino students enrolled and successfully completing (C or higher) College Prep, Honors, and AP courses will increase by 5% yearly in each category. By 2014, the percentage of Latino students in these classes will reflect our demographics.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. All departments will review data to identify roadblocks to access and success in A-G classes.	Principal	No additional cost	No additional cost	Department minutes	May 2008
2. Develop a plan to increase access and schedule students accordingly.	Department Chairs	No additional cost	No additional cost	Department minutes	June 2008
3. Design and implement intervention sessions for students. Every six weeks, identify and enroll students who do not have a C or higher.	Principal	Extra pay	\$40 x 10 tchrs.x 2/wk. x 30 wks. = \$22,500	Intervention plan	2008-2009 school year and ongoing

Critical Academic Need #3-3

Increase Latino representation in College Prep, Honors and AP classes to reflect the demographics of our school.

ACTION PLAN ITEM # 3 –The school will host information nights to inform Latino parents about our school system, graduation requirements, preparation for college, scholarship opportunities, individual student progress and resources available for parents and students.

Rationale: Student achievement increases when parents actively take a role in their children’s education.

ESLRs Addressed: Strive to Succeed; Exercise Citizenship; Demonstrate Respect

Growth Target:

- The numbers of Latino students whose parents attend information nights will double each year until there is 100% participation from every family. Thereafter, the goal is to increase the number of events each family attends on a yearly basis. (2007: Spanish Home language = 473)

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Establish a partnership with La Luz, La Voz Latina, El Sol, El Nido and local churches to increase communication with the Latino community.	ELAC Rep and Chairperson	No additional cost	No additional cost	Partnership plan	June 2008
2. Develop and distribute a calendar of parent information nights with ongoing reminders to parents.	Principal	Calendar and mailing, phone dialer	\$1500	Calendar distribution, distribution of flyers and communications to partnership agencies.	August 2008
3. Hold 1-2 monthly information nights.	Principal, Counselors	None	None	Attendance sheets for each event	September 2008 and ongoing

Critical Academic Need #4-1

Increase access of our Special Education population to standards based curriculum.

ACTION PLAN ITEM # 1 - Increase the academic performance of Special Education students in Mathematics and English Language Arts as measured by the CAHSEE and CST (ELA).

Rationale: In 2007, over 90% of special needs students performed below proficient (90% below proficient in English Language Arts and 97% in Algebra I) on the CSTs. 33% of tenth grade special education students passed the CAHSEE ELA test and 41% passed the CAHSEE Mathematics test. Schoolwide, 83% of tenth graders passed the CAHSEE ELA test and 86% passed the CAHSEE Mathematics test. We need to increase the performance of special education students in both their special education and mainstream classes and to increase their access to standards-based curriculum.

ESLRs Addressed: All ESLRs

Growth Targets:

- Increase each Special Education student's performance on the CST in ELA by one level annually until they reach proficient or better.
- By 2009 the pass rate of Special Education students on CAHSEE in Mathematics and ELA at the 10th grade will increase to 50% or better.
- By 2010 the pass rate of Special Education students on CAHSEE in Mathematics and ELA at the 10th grade will be the same as the school wide pass rate for all 10th graders.

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
1. Identify special needs students by program for upload to Edusoft.	District Department of Curriculum and Instruction	Edusoft contract and stipends for support teachers	\$450 per site, \$7 per student, \$35 per hour extra pay	Data on special needs students available on Edusoft including CAHSEE and CST scores.	August 2008
2. Identify special needs students who scored below proficient on the CST Mathematics	Special Education Department Chairperson	None	No additional cost	Database of students with these scores	September 30 annually

Action	Person Responsible	Expenditures	Estimated Cost	Evidence of Completion	Completion Date
and ELA tests. Identify special education students in grades 11 and 12 who have not yet passed the CAHSEE ELA and/or Mathematics tests.					
3. Mainstream and Special Education teachers meet to develop intervention strategies for targeted students.	Special Education and Mainstream teacher	Substitute if release day required	\$100 per substitute	Development of intervention strategies	October 30 annually
4. Develop benchmarks to monitor progress of targeted students.	Special Education, Mathematics and ELA Department Chairs	Substitute if release day required	\$100 per substitute	Benchmarks posted and scored on Edusoft	Ongoing
5. Analyze targeted student performance to evaluate effectiveness of intervention strategies.	Special Education, Mathematics and ELA Department Chairs	Substitute if release day required	\$100 per substitute	Special Education students increase performance on Mathematics and ELA CST's by one level (e.g. FBB to BB)	September 30 annually

Appendix D

Tier Intervention Data

2009-2010 Tier Data
Round Fall, P1, P2, Sem1, P3

TIER DATA

ENROLLMENT	9/10		11/12		TOTAL		% 9/10		% 11/12		Total	
1ST ROUND		diff		diff								
Tier 1	124		70		194	Tier 1	18%		12%		15%	
Tier 2	229		244		473	Tier 2	33%		41%		37%	
Tier 3	345		283		628	Tier 3	49%		47%		48%	
TOTAL	698		597		1295							
2ND ROUND								diff		diff		diff
Tier 1	111	-13	63	-7	174	Tier 1	16%	-2%	11%	-1%	13%	-2%
Tier 2	284	55	176	-68	460	Tier 2	41%	8%	29%	-12%	36%	-1%
Tier 3	303	-42	358	75	661	Tier 3	43%	-6%	60%	13%	51%	3%
TOTAL	698		597		1295							
3RD ROUND								diff		diff		diff
Tier 1	163	52	68	5	231	Tier 1	24%	8%	11%	0%	18%	5%
Tier 2	188	-96	223	47	411	Tier 2	28%	-13%	36%	7%	32%	-4%
Tier 3	330	27	323	-35	653	Tier 3	48%	5%	53%	-7%	50%	-1%
TOTAL	681		614		1295							
End of Sem 1								diff		diff		diff
Tier 1	118	-45	48	-20	166	Tier 1	17%	-7%	8%	-3%	13%	-5%
Tier 2	264	76	213	-10	477	Tier 2	38%	10%	36%	0%	37%	5%
Tier 3	316	-14	330	7	646	Tier 3	45%	-3%	56%	3%	50%	0%
TOTAL	698		591		1289		100%		100%		100%	
2008 - Sem 1								diff		diff		diff
Tier 1	84		43		127	Tier 1	13%		7%		9%	
Tier 2	105		348		553	Tier 2	16%		53%		42%	
Tier 3	470		260		640	Tier 3	71%		40%		49%	
TOTAL	659		651		1310		100%		100%		100%	
2007 - Sem 1								diff		diff		diff
Tier 1	216		139		355	Tier 1	28%		19%		24%	
Tier 2	277		306		583	Tier 2	36%		43%		39%	
Tier 3	280		270		550	Tier 3	36%		38%		37%	
TOTAL	773		715		1488		100%		100%		100%	

3/3/2010

2009-2010 Tier Data
Round Fall, P1, P2, Sem1, P3

FROM SPRING 2009 TO 1ST PROGRESS REPORT						
MOVEMENT	9/10	%	11/12	%	Total	%
Tier 1 to 2	50		22			
Tier 2 to 3	61		130			
Tier 1 to 3	11		22			
Moved UP	122	17%	174	29%	296	23%
Tier 1	63		26			
Tier 2	128		82			
Tier 3	231		206			
Stayed @ Level	422	60%	314	53%	736	57%
Tier 2 to 1	40		32			
Tier 3 to 2	106		72			
Tier 3 to 1	8		5			
Moved DOWN	154	22%	109	18%	263	20%
Totals	698		597		1295	

FROM 2ND PROGRESS REPORT TO END OF SEM 1						
MVMNT	9/10	%	11/12	%	Total	%
1 to 2	47		24		71	
2 to 3	40		40		80	
1 to 3	1		2		3	
UP	88	13%	66	11%	154	12%
Tier 1	108		44		152	
Tier 2	170		146		316	
Tier 3	275		288		563	
Stayed	553	79%	478	81%	1031	80%
2 to 1	9		4		13	
3 to 2	47		43		90	
3 to 1	1		0		1	
DOWN	57	8%	47	8%	104	8%
Totals	698		591		1289	

FROM 1ST PROGRESS REPORT TO 2ND PROGRESS REPORT						
MVMNT	9/10	%	11/12	%	Total	%
1 to 2	13		16		29	
2 to 3	70		48		118	
1 to 3	3		4		7	
UP	86	12%	68	12%	154	12%
Tier 1	100		35		135	
Tier 2	152		90		242	
Tier 3	250		278		528	
Stayed	502	71%	403	69%	905	70%
2 to 1	62		28		90	
3 to 2	58		82		140	
3 to 1	1		5		6	
DOWN	121	17%	115	20%	236	18%
Totals	709		586		1295	

FROM SEM 1 TO 1ST PROGRESS RPT. 1 (P3) SEM 2						
MVMNT	9/10	%	11/12	%	Total	%
1 to 2	23		10		33	
2 to 3	36		37		73	
1 to 3	0		1		1	
UP	59	9%	48	11%	107	10%
Tier 1	86		23		109	
Tier 2	141		79		220	
Tier 3	193		189		382	
Stayed	420	62%	291	65%	711	63%
2 to 1	80		24		104	
3 to 2	105		79		184	
3 to 1	11		4		15	
DOWN	196	29%	107	24%	303	27%
Totals	675		446		1121	

Still in Sr. Pjt.	122	Out of Sr. Pjt.	17
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3/3/2010

TIER DATA 1st ROUND

ENROLLMENT	9		10		TOTAL
1ST ROUND		diff		diff	
Tier 1	74		50		124
Tier 2	94		135		229
Tier 3	204		141		345
TOTAL	372		326		698
2ND ROUND					
Tier 1	52	-22	59	9	111
Tier 2	132	38	152	17	284
Tier 3	188	-16	115	-26	303
TOTAL	372		326		698

%9th		%10th	
20%		15%	
25%		41%	
55%		43%	
53%		47%	
	diff		diff
14%	-6%	18%	3%
35%	10%	47%	6%
51%	-4%	35%	-8%
53%		47%	

MOVEMENT	9	%	10	%	Totals	%
Tier 1 to 2	29		21		50	
Tier 2 to 3	31		30		61	
Tier 1 to 3	8		3		11	
Moved UP	68	18%	54	17%	122	17%
Tier 1	37		26		63	
Tier 2	51		77		128	
Tier 3	149		82		231	
Stayed @ Level	237	64%	185	57%	422	60%
Tier 2 to 1	12		28		40	
Tier 3 to 2	52		54		106	
Tier 3 to 1	3		5		8	
Moved DOWN	67	18%	87	27%	154	22%
Totals	372		326		698	

Appendix E

AVID Program Information

AVID Staff Development 2004-2010

First Name	Last Name	Title	Event Name	Strand Name
Dan	Alderson	Teacher	2004 Tahoe II Districtwide - Making It Happen	Awareness Districtwide II
Dino	Battaglini	Principal	2010-Sacramento Summer Institute	Administrators/AVID Lead Coordinators High School 1
Roberto	Castro	Principal	2004 Northern California Summer Institute	Administration for Non-certified Sites and Administrators New to AVID
Roberto	Castro	Principal	2004 Tahoe II Districtwide - Making It Happen	Awareness Districtwide II
Erica	Chapin	Living Skills Teacher	2010-Sacramento Summer Institute	Science 1 7-12
Betzy	Chavez	Counselor	2010-Sacramento Summer Institute	Counseling High School 1
David	Donnelley	Economics Teacher	2007-San Diego II Summer Institute	History/Social Science 1 7-12
Judy	Frey-Cohen	Spec. Ed/AVID Teacher	2006 Northern CA AVID Summer Institute	Implementation High School
Judy	Frey-Cohen	Spec. Ed/AVID Teacher	2007-San Diego II Summer Institute	Refining High School
Andy	Gibson	History/AVID Teacher	2008-Sacramento Summer Institute	History/Social Science 1 7-12
Andy	Gibson	History/AVID Teacher	2009-Sacramento Summer Institute	Implementation High School
Bernadette	Weissmann	History Teacher	2008-Sacramento Summer Institute	History/Social Science 1 7-12
Colleen	Hamilton	English Teacher	2010-Sacramento Summer Institute	English/Language Arts 1 7-12
Janet	Hansen	English Teacher	2004 Northern California Summer Institute	English/Language Arts 1 7-12
Kathleen	Hawing	College & Career Center/LOTE Teacher	2009-San Diego 2 Summer Institute	Prep for College
Renate	Kuprian	LOTE Teacher	2009-San Diego 2 Summer Institute	Implementation High School

First Name	Last Name	Title	Event Name	Strand Name
Mary	Lawson	English/AVID Teacher	2004 Northern California Summer Institute	English Language Learners/Sheltered Instruction 7-12
Mary	Lawson	English/AVID Teacher	2005 Northern CA AVID Summer Institute	Implementation High School
Jacqueline	Levy	Science Teacher	2009 San Diego 2 Summer Institute	Science 1 7-12
Danielle	Lovejoy	English/AVID Teacher	2007 San Diego II Summer Institute	English/Language Arts 1 7-12
Danielle	Lovejoy	English/AVID Teacher	2009 Sacramento Summer Institute	Implementation High School
Jennifer	McPherson	English/AVID Teacher	2006 Northern CA AVID Summer Institute	English Language Learners/Sheltered Instruction 7-12
Kambria	Metcalfe	Science Teacher	2010 Sacramento Summer Institute	Science 1 7-12
Glenn	Moll	Administrator	2006 Northern CA AVID Summer Institute	AVID Administration/Coordination for High School
Julie	Niehaus	P.E. / AVID Teacher	2006 Northern CA AVID Summer Institute	Implementation High School
Julie	Niehaus	P.E. / AVID Teacher	2007 San Diego II Summer Institute	Refining High School
Julie	Niehaus	P.E. / AVID Teacher	2008 Sacramento Summer Institute	AVID College Readiness 1 11-12
Micaela	Philpot	Principal	2008 AVID/College Board National Conference	National Conference General Attendance
Micaela	Philpot	Principal	2008 Sacramento Summer Institute	Leadership for Expanding for Administrators/Coordinators
Marian	Rasmussen	Math Teacher	2004 International Summer Institute	Mathematics 1 7-12
Marian	Rasmussen	Math Teacher	2005 Northern CA AVID Summer Institute	Science 1 7-12
Pat	Reed	Math Teacher	2006 Northern CA AVID Summer Institute	Mathematics 1 7-12

First Name	Last Name	Title	Event Name	Strand Name
Tammy	Rivara	Math/AVID Teacher	2004 Northern California Summer Institute	AVID Implementation for AVID Academic Elective Teachers High School
Tammy	Rivara	Math/AVID Teacher	2004 Tahoe II Districtwide - Making It Happen	Awareness Districtwide II
Tammy	Rivara	Math/AVID Teacher	2005 Northern CA AVID Summer Institute	Refining High School
Tammy	Rivara	Math/AVID Teacher	2007-San Diego II Summer Institute	AVID College Readiness 1 11-12
Jay	Rowley	District Admin	2004 Northern California Summer Institute	Administration for Non-certified Sites and Administrators New to AVID
Maricela	Sanchez	Counselor	2004 International Summer Institute	Counseling-High School
Patty	Sempell	Science Teacher	2006 Northern CA AVID Summer Institute	Science 1 7-12
Kathleen	Summers	Administrator	2005 Northern CA AVID Summer Institute	Leadership for Expanding AVID Schoolwide/Districtwide
Kathleen	Summers	Administrator	2008 AVID/College Board National Conference	National Conference General Attendance
Ann	Taylor-Dang	District Admin	2005 Northern CA AVID Summer Institute	Administration for Administrators/Lead Coordinators
Darian	Tucker	History/AVID Teacher	2010-Sacramento Summer Institute	Implementation High School
Paul	Tuohy	Administrator	2008-Sacramento Summer Institute	Leadership for Expanding for Administrators/Coordinators
Ann	Wittbrodt	Math Teacher	2008-Sacramento Summer Institute	Mathematics 1 7-12

Sonoma Valley High School AVID Program

<p style="text-align: center;"><u>1st Graduating Class: 2007</u></p> <p>Started in: 2004 (as 10th graders)</p> <p>17 seniors</p> <p># students accepted into a 4-year school: 7</p> <p><u>Colleges attended:</u> Sonoma State (3) Humboldt State (1) San Jose State (1) University of Hawaii at Manoa (1) San Francisco State Transfer from SRJC (1) USF Transfer from SRJC (1) SRJC (4) No college or unknown (5)</p>	<p style="text-align: center;"><u>2nd Graduating Class: 2008</u></p> <p>Started in: 2005 (as 10th graders)</p> <p>15 seniors</p> <p># students accepted into a 4-year school: 11</p> <p><u>Colleges attended:</u> Sonoma State (4) UC Santa Cruz (1) UC Davis (1) Heald Technical School (1) SRJC (8)</p>
<p style="text-align: center;"><u>3rd Graduating Class: 2009</u></p> <p>Started in: 2005 (as 9th graders)</p> <p>9 seniors</p> <p># students accepted into a 4-year school: 5</p> <p><u>Colleges attended:</u> Dominican University (2) St. Edwards University (1) SRJC (4) Unknown (2)</p>	<p style="text-align: center;"><u>4th Graduating Class: 2010</u></p> <p>Started in: 2006 (as 9th graders)</p> <p>22 seniors</p> <p># students accepted into a 4-year school: 17</p> <p><u>Colleges attended:</u> Dominican University (5) Johnson & Wales (1) St. Mary's College (1) Sonoma State University (1) Colgate College (1) Macalester College (1) Southern Oregon University (1) SRJC/College of Marin (11)</p>
<p style="text-align: center;"><u>4th Graduating Class: 2010</u></p> <p>Started in: 2007 (as 9th graders)</p> <p>27 seniors currently in AVID Senior Seminar</p> <p># students on track to complete the a-g requirements: 23</p> <p># students applying to 4-year universities: 24</p> <p>Already accepted into 4-year as of 2/23: 10</p>	

Year by Year Structure

School Year	Class Structure	Teacher
04-05	1 class of 25 10 th graders	T. Rivara
05-06	1 class of 21 11 th graders & 11 10 th graders 1 class of 11 10 th graders & 18 9 th graders	T. Rivara M. Lawson
06-07	1 class of 17 12 th graders & 18 11 th graders 1 class of 32 10 th graders 1 class of 31 9 th graders	T. Rivara J. Frey-Cohen J. Niehaus
07-08	1 class of 15 12 th graders & 10 11 th graders 1 class of 30 10 th graders 1 class of 31 9 th graders	T. Rivara J. Niehaus J. Frey-Cohen
08-09	1 class of 9 12 th graders & 28 11 th graders 1 class of 26 10 th graders 1 class of 30 9 th graders ¹	J. Niehaus J. Frey-Cohen J. Niehaus
09-10	1 class of 22 12 th graders 1 class of 29 11 th graders 1 class of 29 10 th graders 1 class of 28 9 th graders	T. Rivara J. Frey-Cohen A. Gibson D. Lovejoy

A-G Completion Rate

Source: California Department of Education

Sonoma Valley HS YEAR	# Completing	Total Graduates	# Latinos Completing	Total # Latino Graduates	% Completing	% Latino Completing (out of all Latinos)	% Latino Completing (out of all students)	% Non- Latinos Completing (out of all students)	#AVID Students Completing	# Latino AVID Students Completing out of Latino AVID students	Total # of AVID Students
2003-2004	105	325	11	71	32.3	15.5	3.4	28.9			
2004-2005	159	352	17	69	45.2	24.6	4.8	40.3			
2005-2006	106	276	9	65	38.4	13.8	3.3	35.1			
2006-2007	142	277	21	60	51.3	35.0	7.6	43.7	7	3 out of 4	17
2007-2008	111	304	14	67	36.5	20.9	4.6	31.9	13	5 out of 7	15
2008-2009	130	288	20	83	45.1	24.1	6.9	38.2	6	5 out of 8	9
2009-2010	(estimation)								19	18 out of 21	22
2010-2011									24	20 out of 22	27

A-G Completion Rate
(continued)

Sonoma County YEAR	# Completing	Total Graduates	# Latinos Completing	Total # Latino Graduates	% Completing	% Latino Completing (out of all Latinos)	% Latino Completing (out of all students)	% Non- Latinos Completing (out of all students)
2003-2004	1638	4410	140	762	37.1	18.4	3.2	34.0
2004-2005	1650	4607	186	820	35.8	22.7	4.0	31.8
2005-2006	1571	4385	145	819	35.8	17.7	3.3	32.5
2006-2007	1587	4522	157	810	35.1	19.4	3.5	31.6
2007-2008	1222	4677	135	1003	26.1	13.5	2.9	23.2
2008-2009	1119	4500	153	1118	24.9	13.7	3.4	21.5

California YEAR	# Completing	Total Graduates	# Latinos Completing	Total # Latino Graduates	% Completing	% Latino Completing (out of all Latinos)	% Latino Completing (out of all students)	% Non- Latinos Completing (out of all students)
2003-2004	115926	342987	26473	121019	33.8	21.9	7.7	26.1
2004-2005	125068	355275	31223	129724	35.2	24.1	8.8	26.4
2005-2006	126019	349207	31845	124605	36.1	25.6	9.1	27.0
2006-2007	126516	356641	32368	128462	35.5	25.2	9.1	26.4
2007-2008	127594	376393	32214	143476	33.9	22.5	8.6	25.3
2008-2009	135370	382950	40041	156842	35.3	25.5	10.5	24.9

Sonoma Valley HS Intermediate Algebra YEAR	Enrollment	Latino Enrollment	School Size	Latino Size	% Enrolled	% Latinos Enrolled (out of all Latinos)	% Latinos Enrolled (out of all students)	% Non- Latinos Enrolled (out of all students)
2003-2004	470	92	1631	440	28.8	20.9	5.6	23.2
2004-2005	1022	217	1559	436	65.6	49.8	13.9	51.6
2005-2006	995	303	1541	481	64.6	63.0	19.7	44.9
2006-2007	980	287	1538	530	63.7	54.2	18.7	45.1
2007-2008	417	162	1470	536	28.4	30.2	11.0	17.3
2008-2009	220	60	1382	575	15.9	10.4	4.3	11.6
Sonoma Valley HS Advanced Math YEAR	Enrollment	Latino Enrollment	School Size	Latino Size	% Enrolled	% Latinos Enrolled (out of all Latinos)	% Latinos Enrolled (out of all students)	% Non- Latinos Enrolled (out of all students)
2003-2004	161	14	1631	440	9.9	3.2	0.9	9.0
2004-2005	271	46	1559	436	17.4	10.6	3.0	14.4
2005-2006	259	44	1541	481	16.8	9.1	2.9	14.0
2006-2007	264	47	1538	530	17.2	8.9	3.1	14.1
2007-2008	149	23	1470	536	10.1	4.3	1.6	8.6
2008-2009	257	43	1382	575	18.6	7.5	3.1	15.5
Sonoma Valley HS 1st Year Chemistry YEAR	Enrollment	Latino Enrollment	School Size	Latino Size	% Enrolled	% Latinos Enrolled (out of all Latinos)	% Latinos Enrolled (out of all students)	% Non- Latinos Enrolled (out of all students)
2003-2004	158	17	1631	440	9.7	3.9	1.0	8.6
2004-2005	229	20	1559	436	14.7	4.6	1.3	13.4
2005-2006	240	26	1541	481	15.6	5.4	1.7	13.9
2006-2007	330	40	1538	530	21.5	7.5	2.6	18.9
2007-2008	172	21	1470	536	11.7	3.9	1.4	10.3
2008-2009	175	35	1382	575	12.7	6.1	2.5	10.1



SONOMA VALLEY HIGH SCHOOL LONGITUDINAL REPORT FOR

[2005-2006] [2006-2007] [2007-2008]

PERCENT OF AVID ELECTIVE ENROLLMENT BY ETHNICITY

	2005-2006	2006-2007	2007-2008
American Indian or Alaska Native	.0%	1.1%	.0%
Asian	3.3%	1.1%	1.2%
Pacific Islander	1.7%	1.1%	.0%
Filipino	.0%	.0%	.0%
Hispanic or Latino	36.7%	56.7%	61.6%
Black or African American	1.7%	1.1%	2.3%
White	56.7%	38.9%	34.9%
Multi-Racial	.0%	.0%	.0%
Other	.0%	.0%	.0%

NUMBER OF AVID ELECTIVE ENROLLMENT BY GRADE

	2005-2006	2006-2007	2007-2008
Grade 9	17	43	31
Grade 10	21	12	30
Grade 11	22	18	10
Grade 12	0	17	15

PERCENTAGE OF EACH GRADE REPRESENTED BY AVID STUDENTS

	2005-2006	2006-2007	2007-2008
Grade 9	3.8%	10.1%	9.1%
Grade 10	5.1%	2.9%	7.5%
Grade 11	6.1%	4.7%	2.7%
Grade 12	0.0%	5.4%	4.2%



SONOMA VALLEY HIGH SCHOOL LONGITUDINAL REPORT FOR

[2005-2006] [2006-2007] [2007-2008]

	2005-2006	2006-2007	2007-2008
Percent of AVID school students eligible for federal free or reduced lunch	23.3%	31.1%	9.3%
Number of high school AVID sections	2	3	3
Number of high school peer or adult tutor hours per week	15	20	36
Number of high school college tutor hours per week	0	0	0

	2005-2006	2006-2007	2007-2008
Number of AVID seniors in previous year	0	0	16
Percent of AVID seniors in previous year taking at least one AP or IB exam	0.0%	0.0%	18.8%
Percent of AVID seniors in previous year completing college entrance requirements	0.0%	0.0%	62.5%
Percent of AVID seniors in previous year enrolled in elective for at least three years	0.0%	0.0%	100.0%
Percent of AVID seniors graduating in the previous year	0.0%	0.0%	100.0%
Percent of AVID seniors in previous year taking the SAT or ACT	0.0%	0.0%	56.3%
Percent of AVID seniors in previous year applying to four-year college	0.0%	0.0%	56.3%
Percent of AVID seniors in previous year getting accepted to four-year college	0.0%	0.0%	56.3%
Percent of AVID seniors in previous year planning to attend a four-year college	0.0%	0.0%	43.8%
Percent of AVID seniors in previous year planning to attend a two-year college	0.0%	0.0%	50.0%

**Sonoma Valley High School
AVID Program Data
2010 - 2011**

ATTRITION RATES

Grad Year	# beginning	% retained (includes students added*)	% lost due to academics (includes students who had to drop to make-up a-gs*)	% lost due to not wanting to be in program	% lost for other reasons
2007	25	68% (17)	20% (5)	0% (0)	12% (3)
2008	22	73% (15)	22% (5)	5% (1)	5% (1)
2009	18	56% (10)	6% (1)	11% (2)	28% (5)
2010	39	56% (22)	5% (2)	21% (8)	18% (7)
2011	31	87% (27)*	26% (8)*	19% (6)	10% (3)
2012	30	83% (25)*	13% (4)	40% (12)	13% (4)
2013	29	103% (30)*	7% (2)	14% (4)	7% (2)
2014	32	n/a	n/a	n/a	n/a

GRADUATED SENIOR INFORMATION - Class of 2007

Graduated Seniors in AVID Program: 17
 # Accepted into 4 year school as of May 07: 9
 # Accepted into 4 year school as of June 07: 7
 # Intent upon going to JC: 11
 # Currently attending 4 year school: 6
 # currently attending JC: 7
 # at JC on track to transfer in 2 years: 2
 # not attending any school: 3

SENIOR INFORMATION - Class of 2008

Graduated Seniors in AVID Program: 15
 # Accepted into 4 year school: 11
 # Intent upon going to JC: 9
 # Currently attending 4 year school: 6
 # currently attending JC: 9
 # at JC on track to transfer in 2 years: ?
 # not attending any school: 0

SENIOR INFORMATION - Class of 2009

<u>Graduated Seniors in AVID Program:</u>	9	
# Accepted into 4 year school:		6
# Intent upon going to JC:	3	
# Currently attending 4 year school:	2	
# currently attending JC:	6	
# at JC on track to transfer in 2 years:		?
# not attending any school:	?	
# in military:	1	

SENIOR INFORMATION - Class of 2010

<u>Graduated Seniors in AVID Program:</u>	22	
# Accepted into 4 year school:		19
# Intent upon going to JC:	3	
# Currently attending 4 year school:	11	
# currently attending JC:	11	
# at JC on track to transfer in 2 years:		11
# not attending any school:	0	

Appendix F

Advanced Placement

R-30 Results over Time

Percentage of English Language Learners reported on R-30

	Dunbar	EI Verano	Flowery	Prestwood	Sassarini	Adele	Altimira	SVHS	Creekside	Gateway	Charter
2000-01	23	43	50	10	26		18	16	8	20	
2001-02	23	55	56	20	40	17	19	15	2	25	
2002-03	27	53	62	16	42	21	23	16	20	25	
2003-04	25	61	64	18	45	22	25	15	25	38	
2004-05	31	65	68	20	50	23	27	15	14		
2005-06	34	71	65	24	50	26	30	14	14	42	
2006-07	39	68	71	24	55	25	32	12	17	71	
2007-08	42	71	70	23	56	27	35	11	25	91	
2008-09	50	71	70	22	60	23	34	14	30	67	
2009-10	53	72	69	20	66	23	41	13	30	75	

Percentage of English Language Learners reported on R-30

	Dunbar	EI Verano	Flowery	Prestwood	Sassarini	Adele	Altimira	SVHS	Creekside	Gateway
2004-05	31	65	68	20	50	23	27	15	14	
2005-06	34	71	65	24	50	26	30	14	14	42
2006-07	39	68	71	24	55	25	32	12	17	71
2007-08	42	71	70	23	56	27	35	11	25	91
2008-09	50	71	70	22	60	23	34	14	30	67
2009-10	53	72	69	20	66	23	41	13	30	75

Percentage of English Language Learners reported on R-30

	Dunbar	EI Verano	Flowery	Prestwood	Sassarini	Adele	Altimira	SVHS	SCS	WSC
2000-01	23	43	50	10	26		18	16		
2001-02	23	55	56	20	40	17	19	15		
2002-03	27	53	62	16	42	21	23	16		
2003-04	25	61	64	18	45	22	25	15	7	
2004-05	31	65	68	20	50	23	27	15	9	3
2005-06	34	71	65	24	50	26	30	14	10	2
2006-07	39	68	71	24	55	25	32	12	9	4
2007-08	42	71	70	23	56	27	35	11	10	7
2008-09	50	71	70	22	60	23	34	14	10	6
2009-10	53	72	69	20	66	23	41	13	9	8

Critical Academic Need #3-2: Percentage of Latino students enrolled in Honors and AP courses will increase by 5% yearly in each category.

Year	AP English IV			AP English III			AP Calculus			AP Statistics			AP Biology			AP Physics		
	All	Hisp		All	Hisp		All	Hisp		All	Hisp		All	Hisp		All	Hisp	
2010-11	26	4	15.4%	29	1	3%	21	7	33%	25	1	4%	33	7	21%	8	1	13%
2009-10	33	3	9.1%	28	3	11%	34	6	18%	29	1	3%	30	3	10%	13	0	0%
2008-09	39	3	7.7%	49	3	6%	33	2	6%	47	5	11%	56	3	5%	7	0	0%
2007-08	32	3	9.4%	45	2	4%	40	4	10%	66	4	6%	56	2	4%	5	0	0%
2006-07	37	2	5.4%	40	2	5%	38	1	3%	24	2	8%	29	2	7%	12	1	8%
2005-06	32	1	3.1%	30	1	3%	29	4	14%	32	3	9%	47	2	4%	16	0	0%

Total AP		
Year	All	Hisp
2010-11	333	73
2009-10	248	52
2008-09	301	52
2007-08	336	52
2006-07	238	31
2005-06	207	23

Year	English 4 Honors			English 3 Honors			English 2 Honors			English 1 Honors			Lab Phys Science			Lab Biology		
	All	Hisp.		All	Hisp.		All	Hisp.		All	Hisp.		All	Hisp		All	Hisp	
2010-11	59	16	27.1%	60	16	27%	112	15	126	112	21	19%	95	26	27%	224	76	34%
2009-10	61	10	16.4%	66	21	32%	86	14	114	110	13	12%	94	15	16%	166	61	37%
2008-09	36	8	22.2%	49	6	12%	91	20	85	75	5	7%	100	25	25%	224	50	22%
2007-08	82	7	8.5%	49	8	16%	96	4	70	93	13	14%	114	23	20%	270	70	26%
2006-07	38	2	5.3%	67	7	10%	81	6	40	103	4	4%	115	15	13%	217	45	21%
2005-06	36	3	8.3%	42	4	10%	102	8	33	85	2	2%	138	21	15%	221	36	16%

Total Honors		
Year	All	Hisp.
2010-11	607	21%
2009-10	569	20%
2008-09	541	16%
2007-08	634	11%
2006-07	505	8%
2005-06	473	7%

Year	Algebra 2			Math 4			AP Span Lang.			AP Span Literature			AP Chemistry		
	All	Hisp		All	Hisp.		All	Hisp.		All	Hisp.		All	Hisp.	
2010-11	178	50	28%	103	24	23%	33	27	82%	5	4	80%	24	6	25%
2009-10	194	62	32%	85	27	32%	35	28	80%	15	12	80%	31	5	16%
2008-09	225	67	30%	92	20	22%	27	19	70%	13	13	100%	30	4	13%
2007-08	191	50	26%	101	11	11%	26	17	65%	19	18	95%	47	2	4%
2006-07	192	25	13%	83	10	12%	35	20	57%				23	1	4%
2005-06	190	23	12%	93	10	11%	21	12	57%						

Remainder: No AVID			
Year	All	Hisp.	
2010-11	600	176	29%
2009-10	539	165	31%
2008-09	641	162	25%
2007-08	676	154	23%
2006-07	607	95	16%
2005-06	642	90	14%

CAN 3.2
(continued)

Year	US History Honors			AP US History			W History Honors			AP World History		
	All	Hisp		All	Hisp		All	Hisp		All	Hisp	
2010-11	31	9	29.0%	62	11	18%	71	11	15%	67	4	6%
2009-10	81	17	21.0%				84	11	13%			
2008-09	106	12	11.3%				84	16	19%			
2007-08	99	8	8.1%				97	8	8%			
2006-07	102	9	8.8%				73	2	3%			
2005-06	80	6	7.5%				91	6	7%			

Year	Economics Honors			Civics Honors			AVID		
	All	Hisp.		All	Hisp		All	Hisp	
2010-11	82	19	23%	80	19	24%	114	91	80%
2009-10	89	14	16%	89	14	16%	107	92	86%
2008-09	85	9	11%	85	9	11%	88	68	77%
2007-08	99	11	11%	99	11	11%	88	56	64%
2006-07	70	5	7%	70	5	7%	87	47	54%
2005-06	60	2	3%	60	2	3%	59	23	39%

Sonoma Valley High School / AP Results / May 2005

Course	Enrollment	Number Taking Exam	Number 3 or greater	Percentage of Students in class taking Exam
Biology	46	39	37	39/46 = 84.8%
Calculus AB	34	33	29	33/34 = 97.1%
Chemistry				No class
English Language/Comp. III	28	26	21	26/28 = 92.9%
English Lit/Comp. IV	33	27	27	27/33 = 81.8%
US History		4	1	No class
Physics B	15	8	5	8/15 = 53.3%
Spanish Language	34	23	15	23/34 = 67.6%
Statistics	35	28	15	28/35 = 80%
Totals	225	188	151	188/225 = 83.6%

Sonoma Valley High School / AP Results / May 2006

Course	Enrollment	Number taking Exam	Number 3 or greater	Percentage of Students in class taking Exam
Biology	18	15	13	15/18 = 83.3%
Calculus AB	33	27	18	27/33 = 81.8%
Chemistry	No Class	2	1	No class
English Language/Comp. III	31	28	26	28/31 = 90.3%
English Lit/Comp. IV	30	25	23	25/30 = 83.3%
US History		5	3	No class
Physics B	18	5	4	5/18 = 27.8%
Spanish Language	25	15	14	15/25 = 60.0%
Statistics	35	28	15	28/35 = 80.0%
Totals	190	150	117	150/190 = 78.9%

Sonoma Valley High School / AP Results / May 2007

Course	Enrollment	Number Taking Exam	Number 3 or greater	Percentage of Students in class taking Exam
Biology	28	21	15	21/28 = 75%
Calculus AB	37	37	22	37/37 = 100%
Chemistry	23	23	12	23/23 = 100%
English Language/Comp. III	40	38	36	38/40 = 95%
English Lit/Comp. IV	37	30	30	30/37 = 81.1%
US History		8	3	No class
Physics B	5	3	3	3/5 = 60%
Spanish Language	35	25	19	25/35 = 71.4%
Statistics	23	20	16	20/23 = 87%
Totals	228	205	156	205/228 = 90%

Sonoma Valley High School / AP Results / May 2008

Course	Enrollment	Number Taking Exam	Number 3 or greater	Percentage of Students in class taking Exam
Biology	46	46	29	46/46 = 100%
Calculus AB	38	38	28	38/38 = 100%
Chemistry	42	42	15	42/42 = 100%
English Language/Comp. III	43	40	36	40/43 = 93%
English Lit/Comp. IV	30	28	27	28/30 = 93.3%
US History		9	9	No class
Physics B	18	5	4	5/18 = 27.7%
Spanish Language	25	15	10	15/25 = 60%
Spanish Literature	16	5	3	5/16 = 31.3%
Statistics	55	48	32	48/55 = 87.3%
Totals	313	276	193	276/313 = 88.2%

Sonoma Valley High School / AP Results / May 2009

Course	Enrollment	Number Taking Exam	Number 3 or greater	Percentage of Students in class taking Exam
Biology	56	50	31	50/56 = 89.3%
Calculus AB	31	30	28	30/31 = 96.8%
Chemistry	27	26	9	26/27 = 96.3%
English Language/Comp. III	49	47	39	47/49 = 95.9%
English Lit/Comp. IV	39	38	34	38/39 = 97.4%
US History		13	4	No class
Physics B	7	4	4	4/7 = 57.1%
Spanish Language	27	12	8	12/27 = 44.4%
Spanish Literature	13	11	6	11/13 = 84.6%
Statistics	39	30	19	30/39 = 76.9%
Totals	288	261	182	261/288 = 90.6%

Sonoma Valley High School / AP Results / May 2010

Course	Enrollment	Number Taking Exam	Number 3 or greater	Percentage of Students in class taking Exam
Biology	29	28	15	28/29 = 96.6%
Calculus AB	34	34	22	34/34 = 100%
Chemistry	31	27	10	27/31 = 87.1%
English Language/Comp. III	27	27	26	27/27 = 100%
English Lit/Comp. IV	33	32	29	32/33 = 97%
US History		9	3	No class
Physics B	13	9	9	9/13 = 69.2%
Spanish Language	35	26	24	26/35 = 74.3%
Spanish Literature	15	8	5	8/15 = 53.3%
Statistics	29	24	19	24/29 = 82.8%
Totals	246	224	162	224/246 = 91.1%

Appendix G

SAPA - Addressing WASC

HANSEN
Critical Academic Need #1-1
Provide academic rigor for all students.
2009-10

ACTION PLAN ITEM # 1 - Define academic rigor and implement professional development to provide academic rigor for all students.

100% of the teachers will participate in professional development as scheduled in the school's annual professional development plan.

Data: Every staff member has attended at least one or more of the following professional development opportunities: Common Planning Wednesdays, Buy Back days, Staff Meetings, and/or workshops or conferences.

This action item needs to be rewritten to include the work the staff has been doing around increasing academic rigor with the move to more A-G courses and expectations and smaller learning communities including site visits, virtual tours, and upcoming activities.

The goal should be more specific to more accurately measure growth (SMART goal.)

REED (SUMMERS)
Critical Academic Need #1-2
Increase academic rigor for all students.
2009-10

ACTION PLAN ITEM # 2 - Intervention tutorials in English Language Arts and Mathematics will be held during second semester for non-passing CAHSEE juniors and seniors.

Rationale: All students should pass the CAHSEE by the end of their senior year.

Growth Target:

100% of students who do not pass CASHEE in their sophomore year will pass by Graduation.

80% of students who attend intervention tutorials will pass CAHSEE at the next administration.

12 TH GRADE YEAR	# not passing CAHSEE as sophomores / # of students who took it	Cohort # not passing CAHSEE Junior year	Cohort # not passing CAHSEE Senior year			
				ELA	MATH	ELA
	MATH	ELA	MATH	ELA	MATH	ELA
2008-09	71/390	84/388	49/71	56/84	19/31	18/50
2007-08	65/385	79/384	28/65	23/79	24/37	24/46
2006-07	96/356	87/355	57/96	65/87	31/57	37/65

The final number of students not passing CAHSEE is made up of Special Ed and EL students.

All students that did not pass CAHSEE in their sophomore years were enrolled in intervention classes, summer school or after school tutorials.

SUMMERS
Critical Academic Need #1-3
Increase academic rigor for all students.
2009-10

ACTION PLAN ITEM # 3 - Use a cycle of inquiry to collaboratively examine student achievement of essential learning standards and share best practices for helping students achieve course grades of C or better. Special attention will be paid to subgroups which have not attained proficiency (Latino, English Learners, and Special Education).

Rationale: There is a significant number of students who need to repeat classes for credit or to move to the next level.

Growth Target:

The schoolwide percentage of F grades will decrease by 5% each semester.

The schoolwide percentage of grades of C or better will increase by 5% each semester.

Grade Comparison	2007-2008	2008-2009	2009-2010			
	Fall	Spring	Fall	Spring	Fall	Spring
Enrollment	1488	1408	1335	1295	1289	1255
Students w/ ABC's	554	642	665	628	646	581
%	37.2%	45.6%	49.8%	48%	50.1%	46.3%
Goal / Actual / Met?	(Baseline)	+5 / +8.4 / Yes	+ 5 / +4.2 / No 12.6 over 2 sem/Yes	+5/-1.8% / No	+5 / +2.1 / No 12.9 over 4 sem / No	No
Students with F's	665	367	317	315	306	330
%	44.7%	26.1%	23.7%	24.3%	23.7%	26.3%
Goal / Actual / Met?	Fall	-5 / -18.6 / Yes	-5 / -2.4 / No 21 over 2 sem./ Yes	-5 / +0.6 / No 20.4 over 3 sem. / Yes	-5 / -0.6 / No 21 over 4 sem. / Yes	No

Based on Fall 2009, the number of students earning F's is decreasing each semester.

Goal: Met.

Note: Based on Spring 2010, percentage of students earning F's has increased by 2% in a year but has decreased by 18.4% over time.

Based on Fall 200,, the number of students earning A's, B's, and C's is increasing.

Note: Based on Spring 2010, percentage of students earning A's, B's, and C's has decreased by 3.5% in one year, but has increased by 9% over time.

Goal: not met.

PHILPOT
Critical Academic Need #1-4
Increase academic rigor for all students.
2009-10

ACTION PLAN ITEM # 4 - Continue the growth of the AVID program and the use of AVID techniques across the curriculum in order to prepare students for a rigorous academic program.

Rationale: AVID strategies and techniques improve a student’s chance of academic success in both high school and college. In 2006, 38.4 % of graduating seniors met the “A-G” requirements for admission to UC/CSU.

Growth Target:

The percentage of graduating seniors who meet the “A-G” requirements will increase by 5% each year.

UC/CSU Data				
YEAR	% Grad. Sr.	UC Eligible	Percentages	Goal Met
		All / Hispanic	All /Hispanic	(+5%)
2009-10				
2008-09				
2007-08	89.9%	111/ 14	36.5% / 20.9%	-14.8
2006-07	86%	142 / 21	51.3% / 35%	+13.3
2005-06	84%	106 / 9	38% / 14%	Baseline
2004-05	86%	159 / 17	45% / 25%	
2003-04	89%	105 / 11	32% / 16%	

The percentage of graduating seniors is increasing.
The number of students completing UC/CSU courses increases and decreases over time.
Our number of Latino students completing UC/CSU courses follows the same pattern.
We do not have data for 08-09 or 09-10.
Goal not met as of 07-08.

DUFF (MOLL)
Critical Academic Need #2-1
Design and implement a support system for all students.
2009-10

ACTION PLAN ITEM # 1 - Develop a system in which all students prepare a 5 year personal learning plan in their freshman year that will be reviewed, revised and monitored annually.

Rationale: We, as a school organization, want our students to reach their full potential. Students need assistance in identifying goals and establishing pathways to reach them.

Growth Target: Every student has a five year personal learning plan.

In Fall 2008, all 9th and 10th grade students will have a 5 year personal learning plan.

By Fall 2010, every student will have a 5 year personal learning plan.

A SVHS '5 Year Personal Learning Plan' and student template was developed by counseling staff in Fall 2008. Counselors helped students complete their initial plan through their homeroom classes. All freshman and sophomores had a plan by June 2009.

For the 2009-2010 school year, our high school piloted Kuder, which is a comprehensive school to career program that includes a web-based 5 year Personal Learning Plan. Training was given to SVHS counselors, administration, SAPA, Living Skills, ROP and AVID teachers on use of this software. All freshmen have been introduced to Kuder through Living Skills and AVID.

The goal for the 2010-11 school year is to make Kuder systemic and imbedded during all four years for students at SVHS. The College and Career Center is currently researching Kuder's potential to figure out ways to utilize and maximize Kuder's possibilities.

PHILPOT
Critical Academic Need #2-2
Design and implement a support system for all students.
2009-10

ACTION PLAN ITEM #2 - Develop, publicize and implement intervention programs addressing the needs of all students

Rationale: We, as a school organization, want our students to reach their full potential. Students need assistance establishing pathways to reach their academic goals.

Growth Target:

By June 2009 the school will have a written intervention plan.

By Fall 2009, the plan will be communicated to students, parents, and staff.

80% of students participating in any intervention will meet the stated goal of that intervention.

Update on Intervention Plan:

A+ intervention was initiated in 2006-2007.

Intervention was revisited in 2008-2009 and a different intervention called “Tier” was implemented in 2009-2010. Tier is targeted intervention based on grades. Students are grouped into three different levels of class sizes every six weeks. based on grades.

We need to develop a table of our interventions across the school.

This information needs to be shared with students, parents, and staff.

Goals of intervention need to be clearly defined in order to measure success.

METCALFE
Critical Academic Need #3-1
Increase Latino representation in College Prep, Honors and AP classes to reflect the demographics of our school.
2009-10

ACTION PLAN ITEM # 1 - SDAIE instructional practices will be utilized in all classrooms which include EL students.

Rationale:

The number of students in Honors and AP classes does not reflect our demographics. Currently, 17% of students in Honors/AP classes are Latinos compared to 37% in our total population.

2008-2009: 19% compared to 41% in our population

2009-2010: 20% compared to 44% in our population.

Over the past 4 years, our Latino population has increased by 8%, while the overall school population has decreased by 5%.

2007/2008 to 2008/2009 Latino population increased by 4%. Total population decreased by 6.5%

2008/2009 to 2009/2010 Latino population increased by 4%. Total population decreased by 4.7%.

ESLRs Addressed: Strive to Succeed; Use Language Effectively; Compute, Analyze, Apply

Growth Target:

100% of classes in which there are EL students will employ SDAIE strategies as documented by sharing in collaborative teams, and/or teacher self-reports of level of usage by June 2009.

100% of classes in which there are EL students will employ SDAIE strategies as documented by sharing in collaborative teams, informal observations (by peers, consultant, and/or administrators) and/or teacher self-reports of level of usage by June 2010.

66% of teaching staff responded to inquiry.

100% of teachers who responded are using SDAIE strategies via survey monkey.

Of those responding, 46% are using the same strategies with the same frequency, 33% are using more strategies with more frequency, 18% are using fewer strategies, but using their current strategies with more frequency. No one reported using fewer strategies and with less frequency. 2% reported using more strategies, but using each one with less frequency.

MCPHERSON
Critical Academic Need #3-2
**Increase Latino representation in College Prep, Honors and AP classes to reflect the demographics of our school.
2009-10**

ACTION PLAN ITEM # 2 - Increase the numbers of Latino students enrolled in and successfully completing CP, Honors and AP courses.

Rationale: Latino enrollment in the higher level classes should reflect the school demographics.

The number of students in Honors and AP classes does not reflect our demographics. Currently, 17% of students in Honors/AP classes are Latinos compared to 37% in our total population.

2008-09: 19% compared to 41% in our total population.

2009-10: 27% compared to 44% in our total population

Growth Target:

The percentage of Latino students enrolled and successfully completing (C or higher) College Prep, Honors, and AP courses will increase by 5% yearly in each category. By 2014, the percentage of Latino students in these classes will reflect our demographics. .

DATA: FALL 2008:

Latino enrollment in AP courses = 52 seats (not unique)

30 of 52 or 57.7% have A's, B's, and/or C's.

Latino enrollment in other courses on chart = 238 seats (not unique)

96 of 238, or 40.3% have A's, B's and/or C's.

In total – 126 of 292, or 43% of the Latinos enrolled in CP, Honors or AP courses listed in Table II, have A's, B's and/or C's in these courses.

DATA: FALL 2009

Latino enrollment in AP courses = 60 seats (not unique)

49 of 60 or 82% have A's, B's, and/or C's.

Latino enrollment in other courses on chart = 242 seats (not unique)

230 of 242, or 98% have A's, B's and/or C's.

In total – 287 of 302, or 98% of the Latinos enrolled in CP, Honors or AP courses, have A's, B's and/or C's in these courses

From 08-09 to 09-10, the percentage of students enrolled in these courses and successfully completing them increased by 55%.

Table III - Course Enrollment

YEAR		AP Eng 4	AP Eng 3	AP Calc	AP Stat	AP Bio	AP Physics	AP Chem	AP Span
2005-06	Total/Hisp	32/1	30/1	29/4	32/3	47/2	16/0	N/A	21/12
2006-07	Total/Hisp	37/2	40/2	38/1	24/2	29/2	12/1	23/1	35/20
2007-08	Total/Hisp	32/3	45/2	40/4	66/4	56/2	5/0	47/2	26/17
2008-09	Total/Hisp	39/3	49/3	33/2	47/5	56/3	7/0	30/4	27/19
2009-10	Total/Hisp	33/3	27/2	34/6	29/1	29/3	13/0	31/6	35/27
YEAR		Hrs. Eng 4	Hrs. Eng 3	Hrs. Eng 2	Hrs. Eng 1	Alg. 2	Math 4	Lab Phy Sci 1	Lab Bio
2005-06	Total/Hisp	36/3	42/4	102/8	85/2	190/23	93/10	138/21	221/36
2006-07	Total/Hisp	38/2	67/7	81/6	103/4	192/25	83/10	115/15	217/45
2007-08	Total/Hisp	82/7	49/8	96/4	93/13	191/50	101/11	114/23	270/70
2008-09	Total/Hisp	36/8	49/6	91/20	75/5	225/67	92/20	100/25	224/50
2009-10	Total/Hisp	61/11	66/20	85/17	110/17	193/69	83/25	94/20	163/66
YEAR		Hrs. US Hist	Hrs. W Hist	Hrs. Econ	Hrs. Civics	AP Span Lit			AVID
2005-06	Total/Hisp	80/6	91/6	60/2	59/2	N/A			59/23
2006-07	Total/Hisp	102/9	73/2	70/5	70/5	N/A			87/47
2007-08	Total/Hisp	99/8	97/8	99/11	99/11	19/18			88/56
2008-09	Total/Hisp	106/12	84/16	85/9	85/9	13/13			88/68
2009-10	Total/Hisp	81/18	83/14	89/15	89/15	15/12			107/95
Data Source: SASI									

CARLOMAGNO
Critical Academic Need #3-3

**Increase Latino representation in College Prep, Honors and AP classes to reflect the demographics of our school.
2009-10**

ACTION PLAN ITEM # 3 –The school will host information nights to inform Latino parents about our school system, graduation requirements, preparation for college, scholarship opportunities, individual student progress and resources available for parents and students.

Rationale: Student achievement increases when parents actively take a role in their children’s education.

Growth Target:

The numbers of Latino students whose parents attend information nights will double each year until there is 100% participation from every family. Thereafter, the goal is to increase the number of events each family attends on a yearly basis. (2007: Spanish Home language = 473)

Attendance at ELAC meetings is as follows:

<i>Year</i>	<i># of meetings</i>	<i># of attendants</i>	<i>Average</i>
2007-2008	7	110	15.7
2008-2009	7	60	8.6
2009-2010	7 (+1 more in May)	116 (+ May)	16.6 (without May)

Attendance with rosters needs to be taken at all parent events.

A database of students with parents needs to be created and attendance tracked for each family.

FREY-COHEN
Critical Academic Need #4-1
Increase access of our Special Education population to standards based curriculum.
2009-10

ACTION PLAN ITEM # 1 - Increase the academic performance of Special Education students in Mathematics and English Language Arts as measured by the CAHSEE and CST (ELA).

Rationale: In 2007, over 90% of special needs students performed below proficient (90% below proficient in English Language Arts and 97% in Algebra I) on the CSTs. 33% of tenth grade special education students passed the CAHSEE ELA test and 41% passed the CAHSEE Mathematics test. Schoolwide, 83% of tenth graders passed the CAHSEE ELA test and 86% passed the CAHSEE Mathematics test. We need to increase the performance of special education students in both their special education and mainstream classes and to increase their access to standards-based curriculum.

ESLRs Addressed: All ESLRs

Growth Targets:

Increase each Special Education student's performance on the CST in ELA by one level annually until they reach proficient or better.

By 2009 the pass rate of Special Education students on CAHSEE in Mathematics and ELA at the 10th grade will increase to 50% or better.

By 2010 the pass rate of Special Education students on CAHSEE in Mathematics and ELA at the 10th grade will be the same as the school wide pass rate for all 10th graders.

Special Ed Performance on CAHSEE

	2007			2008			2009			2010						
	Sch. rate	Sp. Ed	%	Sch. rate	Sp. Ed.	%	Goal	Met ?	Sch. rate	Sp. Ed	%	Goal	Met ?	Sch. rate	Sp Ed %	Met ?
# Sts.	390	29		371	27		+50 %		290	23						
Math	86%	12	41%	85%	14	52 %	50%	Yes	88%	11	48%	50%	No	83%	45%	No
ELA	83%	10	33%	82%	14	56 %	50%	Yes	85%	10	43%	50%	No	83%	52%	No

Results: CST Scores: Over a three year period 20% of the Special Ed. student's scores went up by one level, (13 of 66 students increased one level) 4 of these students scored proficient.

No change: 44%

Down 1 level: 30%

Down 2 levels: 5%

Down 3 levels: 1%

Goal: Not met.

CAHSEE results: 45% passed Mathematics

55% not passing

52% passed ELA

48% not passing

Goal: Not met.

Appendix H

API/AYP Information

Sonoma Valley High School API Information

	2007 API BASE	2007-08 GROWTH TARGET	2008 API BASE	2008-09 GROWTH TARGET	2009 API GROWTH	2009-10 GROWTH TARGET	2010 API GROWTH	2010-11 GROWTH TARGET
All Students	732	5	733	5	736	5	731	
Subgroups								
White	804	5	812 (M)	A	809 (M)	A	805 (M)	
Hispanic/ Latino	606	10	621 (M)	9	639 (M)	8	649 (M)	
Socioeconomically Disadvantaged	591	10	614 (M)	9	628 (M)	9	639 (M)	
English Language Learner	575	11	539 (M)	11	592 (M)	10	618 (M)	
Students with Disabilities*								

*Numbers not significant

(M) = Met Target

English Language Arts - AYP

	Proficient or Above 2007		Proficient or Above 2008		Proficient or Above 2009		Proficient or Above 2010	
	Percent	Met 2007 AYP Criteria	Percent	Met 2008 AYP Criteria	Percent	Met 2009 AYP Criteria	Percent	Met 2010 AYP Criteria
Groups								
Schoolwide	58.5	Yes	61.4	Yes	64.3	Yes	55.6	Yes
Hispanic/Latino	28.6	Yes	33.6	Yes	37.4	Yes	35.4	No
White (not of Hispanic Origin)	76.7	Yes	80.8	Yes	80.6	Yes	79.4	Yes
Socioeconomically Disadvantaged	27.2	Yes	33.3	Yes (SH)	39.8	Yes	34.6	No
English Learner	18.6	N/A	4.5	N/A	21.1	No	26.5	No
Students with Disabilities	10.3	N/A	24.0	N/A	17.4	N/A	11.5	N/A

*Numbers not significant

Mathematics - AYP

	Proficient or Above 2007		Proficient or Above 2008		Proficient or Above 2009		Proficient or Above 2010	
	Percent	Met 2007 AYP Criteria	Percent	Met 2008 AYP Criteria	Percent	Met 2009 AYP Criteria	Percent	Met 2010 AYP Criteria
Groups								
Schoolwide	58.9	Yes	60.8	Yes	63.5	Yes	58.9	Yes
Hispanic/Latino	40.5	Yes	40	Yes	50.9	Yes	40.1	No
White (not of Hispanic Origin)	70.1	Yes	75.4	Yes	71.7	Yes	80.7	Yes
Socioeconomically Disadvantaged	37.2	Yes	44.0	Yes	47.3	Yes	37.6	No
English Learner	33.3	N/A	13.6	N/A	40.8	Yes (SH)	31.9	No
Students with Disabilities	21.4	N/A	23.1	N/A	17.4	N/A	15.4	N/A

*Numbers not significant

VII. EVALUATION OF THE 2010 AYP TARGETS

	Goal	Results	Summative Evaluation Statement												
#1	At least 95% of the students in all subgroups in grades nine through eleven will participate in the annual testing programs.	<p>CAHSEE: 98% all 98% Hispanic 98% SES 97% Student w/ Disabilities 99% EL's</p> <p>STAR 96.4% 9th graders 97.9% 10th graders 96.0 % 11th graders</p>	<p>CAHSEE The participation rate for the CAHSEE is well above the bar set. Students at Sonoma Valley High School take the CAHSEE very seriously.</p> <p>STAR STAR participation is not broken down by subgroups. We met the goal of 95% or better.</p>												
#2	At least 70% of English Language Learners will advance one level on CELDT.	23% of the students advanced at least one level. 62 of the students were reclassified	This data is a result of a comparison of 2008-09 and 2009-10 school years. Since the CELDT is given in Sept/Oct., this data is not reflective of the 2010-11 testing cycle.												
#3	English Language Learners, Special Needs and Economically Disadvantaged will improve the number of students scoring at or above proficient on the 2010 CST's in English Language Arts by 5%.	<p>These goals were not met in all but 2 subgroups:</p> <table border="0"> <tr> <td>EL</td> <td>SES</td> <td>SPEC</td> </tr> <tr> <td>9th N</td> <td>9th Y</td> <td>9th N</td> </tr> <tr> <td>10th N</td> <td>10th N</td> <td>10th N</td> </tr> <tr> <td>11th N</td> <td>11th N</td> <td>11th Y</td> </tr> </table>	EL	SES	SPEC	9 th N	9 th Y	9 th N	10 th N	10 th N	10 th N	11 th N	11 th N	11 th Y	Although there was considerable growth in most areas, the growth is not consistent for all subgroups and the English Language Learners continue to be of concern.
EL	SES	SPEC													
9 th N	9 th Y	9 th N													
10 th N	10 th N	10 th N													
11 th N	11 th N	11 th Y													

VIII. ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND CONCLUSIONS FROM STUDENT PERFORMANCE DATA

Please write a few sentences in response to these questions:

1. Describe the alignment of curriculum, instruction and materials to content standards in the following core content areas:

Curriculum, instruction and materials in the areas of Language Arts, Mathematics, Social Science and Science have all been aligned to meet the content standards and teachers continue to enhance instructional materials and methods. There is a need to revisit instructional strategies and materials to better meet the needs of our changing demographics with respect to our under performing populations (English Language Learners, Special Education and Socio-economic status). We will continue to pilot ELD materials this year in preparation for adoption.

2. Are appropriate standards-based instructional materials available to all student groups? If not, what is needed and what is the plan to acquire these materials (funding, timeline, etc.)?

All student groups have access to the core curriculum within the classroom setting. There is a need to evaluate the materials currently used and refine them with a focus on remediation and building grade level capacity for our under-performing students.

3. How does staff development align with standards, assessed student performance and professional needs?

Staff development is targeted at our highest student needs as identified by STAR, CAHSEE and CELDT results. Areas of focus for staff development address components of the school's LEAP, Site Plan and WASC Action Plan. Standards and student performance are an integral part of all three initiatives. Staff development is also available to those teachers who desire professional growth in their particular curricular area and/or instructional delivery. The highest area of need is in the area of English Language Arts. It is the goal for English Learners to advance one level each year on the CELDT. We continue to work on tenets of a PLC. Staff development is affected by budget, which is limited this year.

4. Which subgroups could be identified as underperforming on the API?

Hispanic, English Language Learners, Special Needs and Economically Disadvantaged

5. Which subgroups could be identified as underperforming on the AYP in English Language Arts? In Math?

Although the performance of our students, as a whole, continues to increase, there is still a significant gap between our English Language Learners and Socio-Economically Disadvantaged and our White English-only population.

6. As identified on the CELDT annual assessment data and reclassification data for 2009-10, what were the highest areas of need for English Learners at your site?

English Language Arts in the sub areas of reading and writing.

- 7. How are services provided by the regular program to enable underperforming students to meet standards?**
Four sections of AVID, which target underperforming students, are part of the master schedule. Teachers use a variety of instructional strategies designed to engage students in learning and succeeding. Teachers are readily accessible to students before school, during lunch, after school, during A+ and/or by appointment for extra assistance. We are currently evaluating the structure of A+ in an effort to make the time more prescriptive and better meet students needs. Many students also use After School Tutorial and Saturday School to improve academically. We implemented a new Tier intervention program with students in groups of varying sizes based on academic performance.
- 8. How are services supported by categorical funds provided to enable underperforming students to meet standards?**
EIA, Special Education, Title III, SLIP and CAHSEE Intervention funds provide for remediation materials, staff development tutoring, before school intervention and instructional assistants.
- 9. How are state assessments used to modify instruction and improve student achievement?**
State assessment results are disaggregated and are used by teachers to inform resource needs and instruction. Strengths and weaknesses are identified and teachers adjust their curriculum based on assessment results.
- 10. How are local assessments used to modify instruction and improve student achievement?**
Individual teacher assessments, coordinated course assessments, department assessments and Senior Projects are some of our local assessments. Departments have designed benchmark tests for each course that will be given twice a year to determine the students' acquisition of the content and provide a stronger link with instruction and content between teachers who teach the same course. Additionally, teachers are using Common Planning Wednesdays to conduct cycles of inquiry around standards and collaborate about best teaching practices.
- 11. How do family and community resources coordinate with the school to assist underperforming students?**
The family and community work together to help students get to school on a regular basis and stay in school. Homework assistance is available through Boys & Girls Club. The computer lab is periodically open in the evenings for students to work on Senior Projects. Tutoring and parent assistance is available through La Luz. Assistance is also available through MEAP and SAY. The Migrant Ed PASS program provides opportunities for students who have been in Migrant Ed at some point in their education to take make up core classes. A counselor from Migrant Ed monitors the classes/progress. Through the Teacher Support Network (TSN), 10-20 adults from the community assist with students in various classrooms. A brochure about school programs and resources is published annually and distributed to current and future students, parents, and interested community members. The schoolwide website is kept up to date with events and resources to assist students and parents.

12. What are some of the school, district and community barriers to improvements in student achievement?

Class size, FTE allocation, communication barriers caused by language differences. Insufficient funding to support all our needs.

13. What are the limitations of the current programs to enable underperforming students to meet standards? What activities is the school undertaking in order to remedy these limitations?

Classes that address the needs of students who are in the middle are not available. An After-school tutorial program was implemented last year and is continuing. Curriculum for “transition” type classes in Mathematics and English Language Arts are currently being piloted. An Algebra support class was put in place for students identified to need support in order to be successful in Algebra. New math materials are being piloted in Algebra this year. An Academic Language Development course was implemented last year for freshman ELL students newly mainstreamed into College Prep English. There is a need to support teachers to more effectively meet the needs of underperforming students in mainstream classes. Release time to collaborate and analyze student progress, and coaching are some of the actions proposed to meet this need.

IX. SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

- Goal #1** **At least 95% of the students in all subgroups in grades nine through eleven will participate in the annual testing programs. (STAR, CELDT, CAHSEE)**
- Goal #2** **All subgroups will meet or exceed API growth targets.**
- Goal #3** **All subgroups will meet or exceed AYP growth targets. For the 2010-2011 school year:**
- English Language Arts – 55.6% proficient
 - Mathematics – 54.8% proficient
 - Growth in the API of at least one point or minimum API score of 650.
 - Minimum Graduation Rate for 2010 of at least 83.1% OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

X. IMPROVEMENT PLANS FOR SCHOOL GOALS

GOAL #1: 95% of the students in all grades nine through eleven will participate in the Annual Testing Programs. (STAR participation is not reported by subgroups, it is reported by grade level.)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ➤ Inform parents and students of the importance of participating in the testing program via parent newsletter, newspaper article, site reader board, parent meetings, and classroom visitations. ➤ Follow-up with parents who exempt their students from testing and encourage participation. ➤ Contact parents/students who do not attend the first day of testing to determine reason for absence and encourage them to participate. ➤ Keep accurate records for those who do not participate and explore next steps for combating non-participation 	November - May	Phone system/Clerical support	\$1000	Testing
<ul style="list-style-type: none"> ➤ Inform teachers, students, and parents of the eligibility requirements for the Golden State Merit Seal Diploma with respect to the Content Standards Tests. 	December - May	None	None	None
Monitoring program implementation and results: The goal will be reviewed in December, 2010: Was it met? YES Will it continue in 2010-11? YES				

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

GOAL #2: All subgroups will meet or exceed API growth targets.				
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Alignment of instruction with content standards:</p> <ol style="list-style-type: none"> 1. See actions in WASC and LEAP sections 2. Monitored by SAPA, the Action Plan will be reviewed on a regular basis to chart progress with completion. 3. Site support is needed to support staff with Edusoft, as it pertains to inputting data, collecting data, and analyzing data. 	<p>2-3. SAPA, Department Chairpersons /teachers</p>	<ol style="list-style-type: none"> 2. Extra pay 3. Contract with Edusoft 	<ol style="list-style-type: none"> 2. \$2000 3. \$8223 	<ol style="list-style-type: none"> 2.Lump/ EIA ARRA, Title III
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. See actions in WASC and LEAP sections				
<p>Extended learning time:</p> <ol style="list-style-type: none"> 1. Establish a homework club after-school that will allow students remediation and the opportunity to re-coup credits lost in the current semester. 2. Additional classroom support provided through instructional assistants. 3. Use new Tier intervention period to provide additional assistance and instruction for at-risk students and create incentive for students who are succeeding to study. 	<ol style="list-style-type: none"> 1. November – June 2. September – June 3. September - June 	<ol style="list-style-type: none"> 1. After-school supervision 2. Salary 3. Staff Development 	<ol style="list-style-type: none"> 1. \$5,000 2. \$12,000 3. \$1000 	<ol style="list-style-type: none"> 1.District Curriculum funds 2.Lump/ EIA 3. Lump

<p>Improving school culture and connections to families and community :</p> <ol style="list-style-type: none"> 1. Alternative programs that attract, retain, or expand current programs will be supported whenever possible. (Strategic Plan) 2. A brochure will be published describing high school programs and resources will be distributed to current and future students and families. 3. Transition from middle to high school will be streamlined to include parent orientation nights at the middle and high schools, and vertical grade level staff meetings. 4. Timely information on student achievement will be available to students and parents on PowerSchool and on our school website. Global Connect will be used to inform parents of meetings and events. 5. School Broadcasts delivered in Spanish and English and available on the school website 6. Support for students attending college will include parent nights, student visitations, and collaboration with SRJC and SSU college support programs. 7. Providing a facility conducive to learning will remain a priority. Funding for ongoing technology and furniture will be allocated to the greatest extent possible. 	<ol style="list-style-type: none"> 1. Teachers/ /Admin 2. Principal, staff, clerical 3. Admin, teachers, counselors 4. Teachers 5. Teachers, support staff / ongoing 6. Admin., Counselors, SRJC, SSU 7. Admin. 	<ol style="list-style-type: none"> 1. Release time 2. Clerical support, materials 3. Clerical support, materials, extra pay 4. Clerical support 5. Clerical support 6. Clerical support, extra pay 7. Furniture and equipment 	<ol style="list-style-type: none"> 1. 2. \$3000 3.\$500 4. None 5. None 6. \$5000 7. \$1500 	<ol style="list-style-type: none"> 1. 2. Lump 3. Lump 4. 5. 6.Lump 7.
<p>Monitoring program implementation and results: The goal will be reviewed in December 2010: Was it met? No Will it continue in 2010-11? YES</p>				

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

<p>GOAL #3: All subgroups will meet or exceed AYP growth targets.</p> <ul style="list-style-type: none"> ➤ English Language Arts – 55.6% proficient ➤ Mathematics –54.8 % proficient ➤ Growth in the API of at least one point or minimum API score of 650. ➤ Minimum Graduation Rate for 2010 of at least 83.% OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2. 				
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Visitations will be made to all sophomore classes regarding the CAHSEE. Practice information will be distributed.	November	None		
Past CAHSEE data will be analyzed and instructional materials will be designed to remediate students where indicated.	October - May	Edusoft/Materials/Training	\$3000	CAHSEE
In class practice materials will be purchased for teacher and student use.	October - January	Materials	\$2000	CAHSEE remediation
After school and Saturday School intervention classes will be held for juniors and seniors who have not passed one or more portions of the CAHSEE	December - May	Extra Duty Pay/Materials	\$7000	CAHSEE Intervention funds

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Teachers will be trained on strategies to use with underperforming student groups.	Fall and Spring Semesters	Buy Back Days, Common Planning	\$2000	Lump
For each junior and senior who has not yet passed the CAHSEE, meetings will be held with their parents and a school counselor to alert parents to their students' status and to develop an intervention plan for skills not yet mastered.	Ongoing	None	None	None
Intervention classes will be held for non-pass juniors and seniors during the second semester in the areas of Language Arts and Mathematics. The classes will have no more than 5 students each.	January March - May	Extra Duty/Materials	\$5000	CAHSEE Remediation Funds
Monitoring program implementation and results: The goal will be reviewed in December 2010: Was it met? No Will it continue in 2010-11? YES				

Appendix I

2010 Professional Development

XVII. STAFF DEVELOPMENT PLAN FOR 2010-2011

Agenda Teacher Training

August 16, 2010	November 1, 2010
<ul style="list-style-type: none">● New Staff Introductions● Norms/Housekeeping● Senior Project● Power School/Master Schedule/ Student Changes● WASC● Class Syllabi - Expectations● Common Assessments/Benchmarks● A-G Alignments/Pathways● Facilities● Athletics● Technology	<ul style="list-style-type: none">▪ Dino addresses staff about our direction and understanding about the Design Team▪ Corner Stone Activity▪ Define College Ready, Career Ready, 21st Century students/skills▪ Purpose of Sessions▪ Five sessions during morning and afternoon, beginning the re-design▪ Questions & Answers▪ Ending Activity and Evaluation

Appendix J

Gate, Special Ed, Language Learner Plans

XVIII. GATE PLAN

<p>Activities</p>	<p>Teachers of Advanced Placement classes will have the opportunity to attend Advanced Placement Workshops to continue to attract and challenge GATE students.</p> <ul style="list-style-type: none"> ◆ More students will be encouraged to take the Advanced Placement test by offering some financial assistance to them. ◆ Honors curriculum will be reviewed on an on-going basis to continue to attract and challenge GATE students.
<p>Monitoring and Formative Evaluation</p>	<ul style="list-style-type: none"> ◆ More teachers will be trained to teach GATE students in AP classes. ◆ The number of students taking AP tests will increase. ◆ More GATE students will enroll in and succeed in Honors.
<p>Timeline</p>	<ul style="list-style-type: none"> ◆ Ongoing
<p>Funding Sources/Cost</p>	<ul style="list-style-type: none"> ◆ GATE funds, EIA
<p>Persons Responsible</p>	<ul style="list-style-type: none"> ◆ Advanced Placement Teachers, Subject Matter Teachers, Counseling, Administration

XIX. SPECIAL EDUCATION PLAN

GOAL: To evaluate student progress, performance, and all assessments and develop instructional services and approaches that will assist students in meeting designated State and District standards.

<p>Activities</p>	<ul style="list-style-type: none"> ◆ In addition to WASC Action Plan: ◆ Evaluate and analyze individual student progress, performance, and assessment data and develop individual IEP goals and objectives that support student progress in the general education and/or special education settings. ◆ Evaluate and analyze student and program performance data at annual staff development program planning meetings to evaluate program effectiveness in integrating students' IEP objectives with District and State standards and the CAHSEE. ◆ Instructional materials and textbooks that support State standards will be provided. ◆ To provide instructional assistant support and consultation, collaboration and case management to support students in both special education and general education programs. ◆ To provide access to vocational instruction, training and support to assist in the transition to post-high school programs, post-secondary education and/or jobs. ◆ To continue to align and coordinate classes offered in Special Education with those in the mainstream.
<p>Monitoring and Formative Evaluation</p>	<ul style="list-style-type: none"> ◆ IEP process, consult w/ general education staff, site and district administration ◆ Ongoing follow-up and evaluation of attendance, academic progress, & progress towards IEP goals & State and District Standards ◆ Consult. Support to general ed. Staff, annual planning meeting ◆ Annual Workability Program evaluation through CDE
<p>Timeline</p>	<ul style="list-style-type: none"> ◆ September – June
<p>Funding Sources/Cost</p>	<ul style="list-style-type: none"> ◆ State & Federal Special Ed. funds allocated through the District's Spec. Ed. budget ◆ Staff Buyback Day Professional Development Requirement
<p>Persons Responsible</p>	<ul style="list-style-type: none"> ◆ Special Ed. and General Ed. staff, site and District Administrators

XX. PLAN FOR ENGLISH LEARNERS

All Schools: Sheltered Instruction (How will ELL’s access core instruction?)

Goal: All ELL students will have access to the core curriculum through sheltered or primary language instruction.

<p>Activities</p>	<ul style="list-style-type: none"> ◆ In addition to WASC Action Plan: ◆ The District and School Site will work together to attract and hire teachers, counselors and support staff who possess the skills and credentials to work with second language learners. ◆ The District and school site will work together to assist teachers currently working at the site in acquiring the certificate necessary to teach sheltered core classes ◆ Ensure access to Career Activities and college planning for English Learners. ◆ Establish a series of meetings and release time between the Counseling Office, ELD Department, members of the ELL Task Force and the middles schools to work on multiple assessments for placement and continued assessment of English Language acquisition for ELL students. ◆ Continue the growth of AVID ◆ Evaluate the effectiveness of the Reading class (Read 180) and the Academic Language Development course ◆ Build master schedule with a priority to optimize ELL access to core curriculum. ◆ With support from the District, ELA and ELD State standards will be aligned.
<p>Monitoring and Formative Evaluation</p>	<ul style="list-style-type: none"> ◆ More teachers will have the certification to work with second language learners ◆ More students will be aware of and prepared for post high school planning ◆ All school staff will be involved in creating classes and instructional activities that better meet the needs of second language learners. ◆ Increased college enrollment for all students
<p>Timeline</p>	<ul style="list-style-type: none"> ◆ September – June
<p>Funding Sources/Cost</p>	<ul style="list-style-type: none"> ◆ State & Federal EIA/Title III/Migrant Ed./SIP ◆ Common Planning Wednesdays
<p>Persons Responsible</p>	<ul style="list-style-type: none"> ◆ Louann Carlomagno, K. Summers, D. Battaglini, Counselors, Selected Staff