

# Sonoma Valley High School



**WASC**  
**Self-Study Report**  
**20000 Broadway**  
**Sonoma, Ca. 95476**

**March 2020**

**2019-2020**

# **Sonoma Valley High School Leadership**

## **SVHS Administrative Team**

Principal - Alberto Solorzano  
Vice Principal - Shawna Hettrich  
Vice Principal - Jessica Hutchinson  
Vice Principal - Liz Liscum

## **WASC CO-Chairs**

Andy Gibson - History/Social Science Chair  
Andy Mitchell - VPACT

## **SVHS Faculty Senate**

Tammy Rivara - Mathematics  
Aaron Anderson/Jonathan Beard - VPACT  
Andy Gibson - History/Social Science  
Kalia Gurnee - Counseling  
Janet Hansen/Alison Manchester - English ELD  
Dennis Housman - Health and Wellness  
Pedro Merino - World Language  
Tom Edwards - Science  
Doug Stewart - Special Education

## **College and Career Center**

Lisa Conner  
Wendy Swanson

## **Counselors**

Kalia Gurnee  
Luis Bravo  
Elizabeth Campos  
Giselle Perry  
Maricela Sanchez

# WASC Focus Group Leaders

## Organization: Vision and Purpose

Veronica Gray - English

Dennis Housman - Health and Wellness

## Standards-based Student Learning: Curriculum

Janet Hansen - English/Librarian

Bryan Kelly - History/Social Science/Senior Project

## Standards-based Student Learning: Instruction

Chris Anspach - Math

Craig Tierney - History/Social Science

## Standards-based Student Learning: Assessment and Accountability

Elisha Coon - Science

Alison Manchester - English

## School Culture

Erica Chapin - Health and Wellness

Kelly O'Leary - Science

## School Board

**Melanie Blake - Flowerey Attendance Area**  
**Cathy Coleman - El Verano Attendance Area**  
**Britta Johnson - Prestwood Attendance Area**  
**John Kelly - Sassarini Attendance Area**  
**Catalina Wetzel - Dunbar Attendance Area**

## District Leadership

**Socorro Shiels - Superintendent**  
**Bruce Abbott - Associate Superintendent: Business**  
**Elizabeth Kaufman - Associate Superintendent: Educational Services**  
**Andrew Ryan: Director of Human Resources**  
**Charles Wilson: Director of Educational Services**  
**Duane Percox: Information Technology Manager**



# PREFACE

## PROCESS OF FOCUS GROUP FORMATION AND FUNCTION

The self-study process began in November of 2018 as the co-coordinators began organizing WASC documents to be distributed to staff. In December, a survey was distributed to all Sonoma Valley High staff asking for Focus Group preferences. Before winter break, co-coordinators were able to establish Focus Groups based on first or second preferences. Focus Group Leaders were then asked in person if they would be interested in leading their Focus Group. Two leaders were chosen for each Focus Group based on experience at SVHS and interest in leading their group. All Focus Groups have two leaders with the exception of School Culture where the co-leader had to step down.

Beginning in January of 2019, a calendar was posted with meeting dates for both Focus Groups and Home Groups. Focus Groups consisted of a cross section of all staff, counselors, office staff, site administrators, and senior district office administrators. Focus Groups had to be flexible with some members based on schedules of office and district office members. Home Groups consisted of the established department groups at SVHS. Meetings took place during our early release (Common Planning) Wednesdays. All Focus Group agendas and documents were placed in a corresponding group named folder in our Google Team Drive. The entire staff at SVHS is able to contribute to the documents that were created within the Focus Group folders. Agendas were created for each meeting and videos were posted when need to further emphasize the task for each meeting.

Group leaders were given discretion in how they would gather information within their groups. Some leaders acted as recorders and talked about each section and recorded evidence and findings. Other groups had members add information separately to their

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documents in smaller groups. Groups would then review and discuss their inputs.

From the start of the process, the staff felt that the vision for SVHS had not changed,

**“The Vision of Sonoma Valley High School is to provide the best possible education, in a safe, orderly, and supportive environment that challenges all students to achieve their full potential.”**

Continued examination of our previous Student Learner Outcomes, however, needed updating. Each Focus Group received a [document](#) with SLO's from 20 other high schools that were found online. Each group highlighted what they liked or disliked about the format, outcomes and message each school presented. With that in mind, both co-coordinators used these findings and the SVUSD Graduation Profile adopted by the School Board in 2015 to formulate two options for the SLO's at SVHS. The staff was then [presented both options](#) and offered input and consensus on our final Student Learner Outcomes.



Is an engaged, respectful, and positive contributor to their community.

Creates, innovates, and collaborates.

Pursues knowledge, thinks critically, and communicates effectively.

**A Dragon:**

**Is an engaged, respectful, and positive contributor to their community.**

**Creates, innovates, and collaborates.**

**Pursues knowledge, thinks critically, and communicates effectively.**

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WASC work continued early into the 2019/2020 school year. Focus Groups were reassigned to better facilitate oversight and input in all sections. Early meetings consisted of review and continued need assessments. We then shifted the focus to school wide learner needs.

### Timeline of Focus Group

TIMELINE	Focus Group Goal	Instruction
<b>9/4/2019</b>	<b>Review the work of the previous Focus Group and add any missing evidence that may not have been considered at the time.</b>	We have identified ways you can start this process. Feel free to modify or adjust as you see fit. <ul style="list-style-type: none"><li>- Option 1: Take the entire group through the questions and record the Findings.</li><li>- Option 2: Jigsaw the group and partner people up, putting in the findings together.</li><li>- Option 3: Split the group into two. Have the Group Leaders split the document. Just make sure that everyone reviews what the work of each question.</li></ul>
<b>9/18/19</b>	<b>To continue to review the work of the previous Focus Group and add any missing evidence that may not have been considered at the time.</b>	We have identified ways you can start this process. Feel free to modify or adjust as you see fit. <ul style="list-style-type: none"><li>- Option 1: Take the entire group through the questions and record the Findings.</li><li>- Option 2: Jigsaw the group and partner people up, putting in the findings together.</li></ul>

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		<ul style="list-style-type: none"> <li>- Option 3: Split the group into two. Have the Group Leaders split the document. Just make sure that everyone reviews what the work of each question.</li> </ul>
<b>1/23/19</b>	<b>Review our current Student Learner Outcomes and sample Student Learner Outcomes from other schools.</b>	<a href="#">Watch the video instructions for today with your Focus Group.</a>
<b>2/13/19</b>	<b>To begin the work of the Focus Group and start writing the documents assigned to your group.</b>	<p>We have identified ways you can start this process. Feel free to modify or adjust as you see fit.</p> <p>Option 1: Take the entire group through the questions and record the Findings.</p> <p>Option 2: Jigsaw the group and partner people up, putting in the findings together.</p> <p>Option 3: Split the group into two. Have the Group Leaders split the document. Just make sure that everyone reviews what the work of each question.</p> <p><a href="https://www.youtube.com/watch?v=ohMdf1f2krq&amp;feature=youtu.be">https://www.youtube.com/watch?v=ohMdf1f2krq&amp;feature=youtu.be</a></p>
<b>2/27/19</b>	<b>Continue the documents for your Focus Group .</b> <a href="#">Intro Video</a>	Start where you left off last meeting and continue working on the documents your Focus Group has been assigned. Narratives from the last WASC can be found here.
<b>3/6/19</b>	<b>Continue the documents for your Focus Group .</b>	Start where you left off last meeting and continue working on the documents your Focus Group has been assigned. Narratives from the last WASC can be found in your Focus Group Folder: 2014 Focus Group Findings.
<b>4/10/19</b>	<b>Continue the documents for your Focus Group .</b>	Start where you left off last meeting and continue working on the documents your Focus Group has been assigned. Narratives from the last WASC can be

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		found in your Focus Group Folder: 2014 Focus Group Findings.
<b>4/17/19</b>	<b>Continue the documents for your Focus Group .</b>	Start where you left off last meeting and continue working on the documents your Focus Group has been assigned. Narratives from the last WASC can be found in your Focus Group Folder: 2014 Focus Group Findings.
<b>4/24/19</b>	<b>Continue the documents for your Focus Group .</b>	Start where you left off last meeting and continue working on the documents your Focus Group has been assigned. Narratives from the last WASC can be found in your Focus Group Folder: 2014 Focus Group Findings. <b>As you are finishing, make sure the narratives are not just bullet points, but actual descriptions of the findings.</b>
<b>5/1/19</b>	<b>Continue the documents for your Focus Group .</b>	Start where you left off last meeting and continue working on the documents your Focus Group has been assigned. Narratives from the last WASC can be found in your Focus Group Folder: 2014 Focus Group Findings. <b>As you are finishing, make sure the narratives are not just bullet points, but actual descriptions of the findings.</b>

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Home group agendas were not as formal. During common planning time, when Home Groups met, Focus Group items were discussed and added to documents when needed.

### SAMPLE HOME GROUP AGENDA

<b>If you have department members who are in the same Focus Group, please have them sit together and open their Focus Group documents.</b>	
<b>Goal: Collect feedback from your department about the work you have done thus far in your Focus Groups.</b>	
Share out some details and conversations that you have had in your Focus Groups that pertain to your department.	
Have your department give feedback on items that might be missing or need clarification from each members' Focus Group.	
Feedback can be written here, or directly into your Focus Group Documents.	

All Documentation for the WASC Process can be found in our Google Share Drive.

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# Sonoma Valley High School



## WASC: Chapter 1 Progress Report

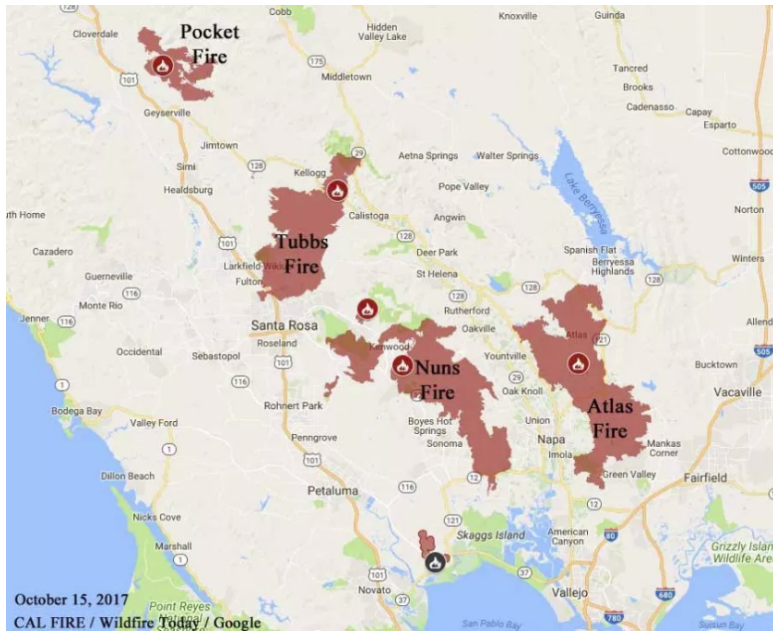
## Background Information and History

### 1. Staff Changes

Sonoma Valley High School has had nearly 40 people leave since our last WASC visit. SVHS has seen a large population of teachers retire or move outside of the district to find employment in neighboring, higher paying districts. The biggest single change for the school happened in June of 2017 when our superintendent of nearly 10 years resigned unexpectedly. Her resignation was followed by the resignation or retirement of the district's entire leadership cabinet i.e. Human Resources, Curriculum and Instruction, IT Management, Data Analyst, Financial head and Special Services Coordinator, and Common Core Lead Coordinator. During the 2017-2018 School year, an interim superintendent was put in place until a permanent superintendent was hired in the spring of 2018, that same spring, our principal stepped down to go back to teaching. Justin Mori, was hired as the new principal in the spring of 2018. He remained for the school year but resigned at the end of May 2019. At the start of the 2019-2020 school, Alberto Solorzano became the new SVHS principal; however, administrative change continued with one vice principal moving to the middle school in September. Shifts were made and a new vice principal was hired to replace our outgoing one.

## 2. Fires

School districts across California are now facing the reality of wildfires that have had a



devastating effect on their communities. Sonoma is no exception. In October of 2017 Sonoma and the entire county faced multiple fires. The fire that affected SVHS, The Nuns fire, started on October 8, and was not contained until October 30. The fires destroyed nearly 400 homes in the Sonoma Valley. Sonoma Valley Fire

Chief Steve Akre stated, [“It’s all Sonoma Valley. Everyone is affected, everybody feels that loss.”](#) Thirty homes just a few miles from the Sonoma Plaza burned as well. The evacuation of many parts of Sonoma took effect for nearly a week. The historic and cultural artifacts of the Sonoma Mission and other historical buildings were removed as a precaution.

SVHS served as a primary evacuation center that was staffed by volunteers, many of whom were teachers and students. Several teachers helped with logistics at SVHS while also staying here as evacuees, not knowing if their homes had survived the fires. The Red Cross took over management of SVHS after almost a week of operating independently. Schools were closed for two weeks before regular classes were to begin again. Grief counselors for the most part were not available due to the severity of the fire throughout the county.

Following the 2017 fires, on March 26, 2017 one of our [students drowned](#) while on a

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field trip to Nicaragua with Seeds of Learning. A dozen students, Sophomores to Seniors, were with him when this happened. The effect was devastating throughout campus. Grief counselors were brought to the site. A memorial service was held in the gym.

The overall impact of the fires and their psychological effect is an on-going challenge for SVHS. Just a year later in 2018, smoke from the Camp Fire closed the school again for several days because of poor air quality and visibility.

Further closures occurred during the Kincade Fire in northern Sonoma County. Although the fire was north of SVHS, the entire county closed all schools from October 28- November 1, 2019. Not only did this affect SVHS academically, it also had an emotional impact. Over half of our students did not have power for that week of closure. There were teachers that lived outside of the Valley who were evacuated from their homes for several days, and as with the Tubbs Fire, we had students lose their homes to the Fire.

### **3. Common Core Implementation**

In the fall of 2014, our Common Core Lead Coordinator started to build a team of secondary teachers to roll out Common Core to SVHS and our two middle schools, Altimira and Adele Harrison. This team was represented by every department at SVHS and started to design curriculum, professional development, common rubrics and performance tasks, and web resources, to be used in classrooms.

Over the course of three years, this team created all of the district's secondary professional development, organized and led nine collaboration days between schools, helped other teachers design and implement performance tasks, and created a [website](#)

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that housed all resources created throughout the program. By the end of 2015 every teacher at SVHS had designed and/or implemented some type of performance task that was unique to their class. Additional professional development and time was provided for teachers to work over the summer, paying up to four days at adjunct salaries. Furthermore, Interim Assessment Benchmarks performance tasks were designed for history classes and were then scored by both the History and English Departments.

The model was going to be expanding into two cohorts, Common Core Leads A and B to further Common Core integration and expand into the new ELD standards. Unfortunately, this model ended when the district discontinued funding in 2016-2017. The Common Core Coordinator was forced to resign as a result. Much of the work that was started continues with teachers who were here during this time. However, with our current profile of 40% new teachers in the last three years, some of the gains that were made have been lost. Ironically, after funding was pulled, a majority of the District Office resigned. A similar program has not been put in place. This program was one of the most successful models of support and peer collaboration SVHS has ever experienced. The loss of this program is reverberating throughout the school and continues to be a gap that is still trying to be repaired.

The Math Department followed a similar trajectory. There were common core leads and we spent much time looking at the performance tasks and how to implement the 8 mathematical practices, with an emphasis on classroom discussion. In the end the focus of the department was to develop performance tasks within each course that are given multiple times each semester and that require application of the recent content learned. Most involve real world applications of mathematics and both making and justifying decisions and opinions. One major change implemented into our curriculum to reflect the Common Core State Standards was the addition of statistics as a strand in each of our courses. In the past, statistics education was limited to AP Statistics and a

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bit of probability in Geometry but now we teach modeling through linear regression in Algebra 1 as well as an entire unit in descriptive statistics, modeling with the Normal distribution and an introduction to inference through simulation in our Algebra 2 classes.

### **4. Budget Shortfall and Funding**

In October of 2017, Interim Superintendent Young received a letter from the Sonoma County Office of Education, warning about [deficit spending](#). As a result nearly \$2 million dollars had to be cut from the district budget. All expenditure requests were frozen and materials for classrooms were placed on hold. Materials for classes were not ordered for the entire first semester of the school year even if budgets were in place. The financial department was able to establish budgets and resume orders in the spring of 2018 when Bruce Abbot took over the financial department. Although still deficit spending, the SVUSD budget is moving towards a more solid foundation.

### **5. Chromebooks 1:1**

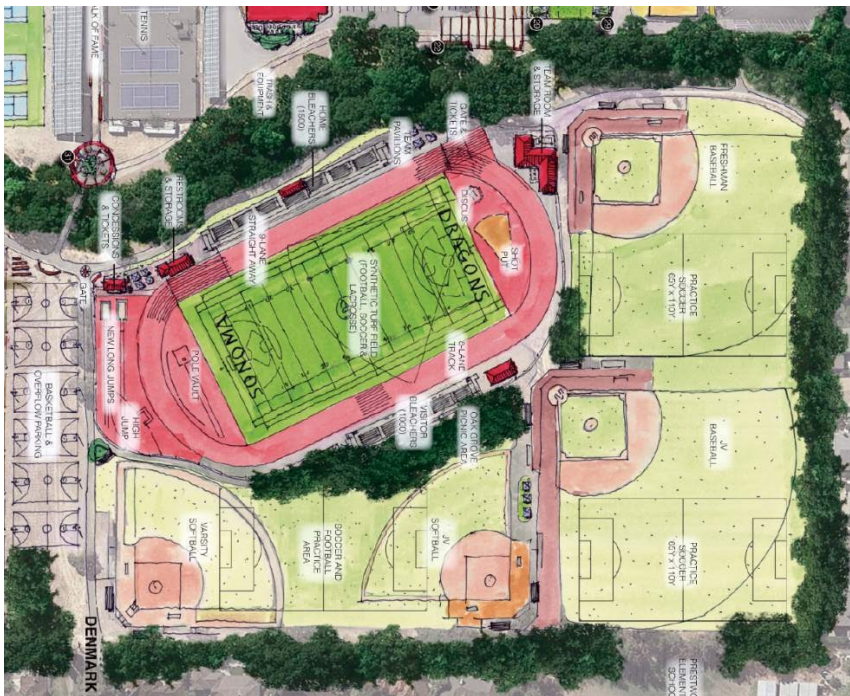
In October of 2016, sophomores and juniors were issued chromebooks to pilot our [1:1 program](#) laid out in the district Technology Plan. Students were issued a chromebook for use at school and at home. SVHS is now entirely 1:1 in all grade levels. Students are issued a chromebook that they will use for their four years at SVHS. All students and teachers have Google Apps for Education. As a Google school, teachers are able to communicate with students and parents through email, Google Classroom, and Google Drive. A support staff of six Technology Leads at SVHS help support teachers with technology and educational software. Each lead is at least a Google Certified Level One and two members are Google Certified Trainers. GoGuardian monitoring software has been installed to monitor students chromebook activity while in class. This gives teachers flexibility and control if needed in each class that chromebooks are being used.



## 6. New Courses and Pathways

A variety of new courses have been offered to our students in the last few years. SVHS now offers AP Environmental Science, AP Government and AP Studio Art (independent study). Two formal pathways are offered: Engineering and Design and Agriculture. A third pathway, Digital Arts, Media, is offered but has to be organized to feature a capstone course. All CTE instructors including our 3D Art teacher are fully credentialed in their field and/or hold additional CTE Credentials.

## 7. Master Plan



A variety of safety upgrades have been implemented at SVHS since the last WASC visit. Evacuation training, and active shooter training take place on a yearly basis. As part of the physical safety upgrade, all exposed windows have coverings, the phones and PA system have all been upgraded.

The SVHS library was renovated and the College and Career Center was expanded. We now do not have blind spots in our announcement systems, something that affected many classrooms before the upgrades.

SVHS will begin breaking ground on the summer of 2020 on a new athletic field and pool facility and a retro fit of our existing shop and culinary classrooms. Furniture pilots

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to upgrade classrooms to 21 Century learning environments is scheduled to take place in January of 2020 with several rooms featuring flexible furniture and 80 inch television with sound and iPad projectors.

### Primary Focus and Goals from Mid Year Review

“As a site, SVHS should also work towards a greater coherence, simplicity of communication of our goals and continued focus on priorities, action items and outcomes.” Nine items were identified for focus from 2016 until our next review.

#### SVHS Focus and Goals

#### Review

<p>Reviewing, redefining, clarifying and/or consolidating the Critical Learner Needs to align with district goals as they are developed.</p>	<p>The District LCAP and the Critical Learner Needs have been aligned (see next section). The goals in the LCAP do not go in the order of WASC goals. Meaning the the first LCAP goal will match with our second identified Critical Learner Need.</p>
<p>Revising action items in the SPSA, eliminating those that have been achieved and/or completed and either establishing new action items or placing greater focus on those areas to be strengthened.</p>	<p>In the past three years, SVHS has seen three different principals and two different superintendents. In 2016 the <a href="#">Single Plan for Student Achievement</a> was revised but not reviewed or adjusted by staff. However, action items have been identified have been addressed.</p> <ul style="list-style-type: none"><li>● A <a href="#">Graduate Profile</a> was developed and used as a guide for our Student Learner Outcomes.</li><li>● Benchmarks written as performance tasks and aligned to CCSS were developed and implemented, however, scoring has been delayed over the last two years due to budgets not being released.</li><li>● Professional development has moved from the role of Common Core Leads to the Curriculum and Instruction office. PD has been changed to outside consultants.</li><li>● Support for Common Core and</li></ul>



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	<p>insuring students will be technologically literate continues as teachers revise</p> <ul style="list-style-type: none"> <li>● s and use more technology and diverse source material available when SVHS went 1:1.</li> <li>● Effective facilitation of meetings remains a challenging goal especially with administrative turnout. The staff has been able to streamline staff meetings. However, the staff has not been able to use the time to assess student performance and plan instruction as the action stipulates.</li> <li>● AVID strategies have increased and through professional development and training as have AVID courses.</li> <li>● Small learning communities have been supported. Freshman Teams, and Academy classes have been added.</li> <li>● Career learning opportunities have continued and expanded with new courses, <a href="#">career week</a>, and community partners.</li> </ul>
<p>Focusing on effective instruction, instructional strategies and implementing of the Common Core literacy and mathematics standards, and Next Generation Science Standards.</p>	<p>Common Core literacy continues to be implemented in classes. All teachers have designed performance tasks. English and History continue to develop cross curricular PT benchmarks.</p>
<p>Establishing growth targets, metrics, benchmarks and review of data to inform curriculum development, delivery of instruction and creation of both formative and summative assessments.</p>	<p>Common Core Leads had analyzed CAASPP data in the spring of 2016 but were not able to present findings. The summer of 2019 was the first time that data was introduced to the entire staff. Before school started for 2019-20 PD was focused on <a href="#">CAASPP results</a>. Follow up has been hampered due to the Kincade</p>

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	Fire and followup PD and Collaboration Days canceled or rescheduled.
Creating specific strategies to close the achievement and opportunity gaps as identified by standardized tests and A-G coursework completion.	The WASC document will highlight what SVHS has done thus far. Our Action Plan will continue to focus on the achievement
Creating a Multi-Tiered System of Support (MTSS) to include academic, college & career readiness goals, behavioral and social/emotional intervention and supports.	<a href="#">MTSS</a> was introduced as a draft document in 2018. In 2019-20 the staff and students are being trained in <a href="#">PBIS</a> .
Clarifying understanding and utilization of the SVUSD Graduation Profile including benchmarks defining “college and career ready” grades K-12.	<p>The <a href="#">Graduation Profile</a> now includes “college and career ready.” As stated, “students are exposed to a range of post-high school opportunities.” That has happened through an expansion of electives and pathway opportunities.</p> <ul style="list-style-type: none"> <li>● Career Fair</li> <li>● Senior Reality Day</li> <li>● FFA</li> <li>● Skills USA</li> <li>● performance tasks dealing with real world scenarios.</li> <li>● Senior Project</li> </ul>
Focusing on student engagement strategies and support of positive school climate and culture.	<p>This document will highlight many support systems. Examples include:</p> <ul style="list-style-type: none"> <li>● Link Crew</li> <li>● Student Forum</li> <li>● Plus Forum</li> <li>● PBIS</li> <li>● Campus Clubs</li> <li>● Campus Beautification</li> </ul>
Continuing to implement effective communication strategies to include all stakeholders: students, staff, parents, and the community.	<p>Communication has improved through:</p> <ul style="list-style-type: none"> <li>● SVHS revamped <a href="#">webpage</a>.</li> <li>● Bilingual emails and weekly bulletin</li> <li>● Powerschool Portal</li> <li>● Social Media, <a href="#">Facebook</a> <a href="#">Twitter</a></li> <li>● Morning Coffee Chats with the Principal</li> </ul>

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	<ul style="list-style-type: none"> <li>● Senior Project Information Night</li> <li>● Incoming Freshman Night</li> <li>● Bilingual Robo Calls</li> <li>● Summer Rush</li> <li>● SVHS Dragon’s Tale school newspaper</li> <li>● Sonoma Index Tribune</li> <li>● School Board meetings have been moved to an earlier time slot and a more central Sonoma location.</li> <li>● College and Career Center informational nights and day workshops.</li> <li>● Signing up Seniors for SRJC and the Doyle Scholarship</li> </ul>
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**LCAP implementing and monitoring of the schoolwide action plan.**

**LCAP Goal 1: Assure high achievement for all students.**

Metrics for Goal	<ul style="list-style-type: none"> <li>● Fully credentialed teachers.             <ul style="list-style-type: none"> <li>○ All teachers are credentialed in area that they teach in.</li> </ul> </li> <li>● Common Core Standards aligned curriculum and instructional materials</li> <li>● CA Dashboard</li> <li>● Parent/Student Surveys</li> <li>● Technology integration</li> </ul>
Critical Learner Need Addressed	Evaluate and refine support systems and intervention programs to close the achievement gap.

**Action Items from WASC Mid-cycle**

**2.1 Continue to assess schoolwide programs that provide greater personalization to address the individual learning needs of students and increase student engagement.**

**2.2 Continue to improve and refine specific and targeted outreach efforts to include and support all students in academically challenging and rigorous college and career preparatory curriculum.**

**2.3 Continue to implement practices, programs and policies that promote social-emotional learning.**

Key Areas of follow up

- Develop a school-wide professional development plan that focuses resources on identified goals.
- Ensure the availability of resources necessary to effectively use data to evaluate and revise instruction and programs.
- Develop methods for increasing student understanding of school vision and rationale for programs and policies and for capturing student voice to help inform school decision-making.
- Continue to build support structure and resources to connect with parents, particularly with the Latino Community.
- Continue to improve the use of data to inform curriculum and instruction.

**2.1** Continue to assess schoolwide programs that provide greater personalization to address the individual learning needs of students and increase student engagement.

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<b>Progress</b>	<b>Evidence/Review</b>
<ul style="list-style-type: none"> <li>● New courses have been offered at SVHS</li>   <li>● Freshman Teams have continued to place all 9th graders into one of three teams sharing the same English, Math, Science, and PE teachers.</li>   <li>● Develop a school-wide professional development plan that focuses resources on identified goals.</li>   <li>● Continue campus-wide work on aligning Curriculum and instruction with Common Core standards.</li> </ul>	<p>Graphic Design, 3D Design, AP Art, AP Environmental Science, AP Government, AG Welding Tech, Applications of Advanced Mathematics</p> <p>Team teachers meet during their collaboration period to discuss and develop intervention for their students.</p> <p>Professional development has moved away from Common Core Leads and back to being organized by the district office. In 2019, Sonoma State University was contracted to develop PD for all of secondary. However, due to fires, many PD's this year have been postponed or cancelled.  <a href="#">PD Agendas.</a></p> <p>Continued collaboration has occurred with social studies and language departments to develop performance task benchmarks.</p>

**2.2 Continue to improve and refine specific and targeted outreach**

**efforts to include and support all students in academically challenging and rigorous college and career preparatory curriculum.**

Progress	Evidence/Review
<ul style="list-style-type: none"> <li>● Develop methods for increasing student understanding of school vision and rationale for programs and policies and for capturing student voice to help inform school decision-making.</li>   <li>● Continue to build support structure and resources to connect with parents, particularly with the Latino Community.</li>   <li>● Increase the use of AVID strategies and other best practices (Common Core aligned) in every classroom.</li>   <li>● A+ and Advisory</li> </ul>	<p>All students are scheduled through their counselor every year to ensure that students are taking challenging courses and meeting their graduation requirements. <a href="#">Scheduling.</a></p> <p><a href="#">General Assembly</a> is scheduled once a month during advisory, that directly involves students making decisions about campus life and school issues. These students are elected in their Advisory class to participate and report back. <a href="#">Notes</a></p> <p>We have a full time translator who tries to translate every communication that is sent to Spanish speaking parents. Recently, a bilingual community liaison person was also hired in the office. Information is given through Blackboard Connect. The Freshman Teams have a monthly newsletter that is in both English and Spanish, as are the school's weekly bulletin. Phone messages regarding school events, announcements, attendance, and parent meetings are also bilingual. <a href="#">Examples</a></p> <p>AVID training continues over the summer. SVHS has increased sections to eight. Furthermore, AVID strategies and best practices are modeled at staff meetings and professional development. Student support through A+ and Advisory continues to be a primary support for students. This allows students to travel to</p>

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	classes where they get personalized attention and are able to make up missed work.
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**2.3 Continue to implement practices, programs and policies that promote social emotional learning.**

<b>Progress</b>	<b>Evidence/Review</b>
<ul style="list-style-type: none"> <li>• Dragon Day</li> </ul>	<p>Although a variety of social-emotional learning programs exist, they are still somewhat disjointed. Dragon Day takes place on the first day of school and is focused on engaging all students in a variety of topics from bullying to respect. However, analysis and evaluation are not followed up on a regular basis. Social justice ideas are just now starting to be discussed at SVHS but as of yet have not moved forward.</p>
<ul style="list-style-type: none"> <li>• Senior Reality Day and expansion</li> </ul>	<p>Senior Road to Reality Day has been a key event at SVHS for nearly 20 years. The community holds workshops for seniors that reflect the “reality” of life after graduation. <a href="#">Sample Agenda</a></p>
<ul style="list-style-type: none"> <li>• Clubs</li> </ul>	<p>Clubs such as GSA (Gay Straight Alliance) have hosted workshops in conjunction with the <a href="#">LGBTQ Connection</a> to help train teachers and support students about LGBTQ issues and support roles.</p>
<ul style="list-style-type: none"> <li>• Positive Behavioral Interventions and Supports (PBIS)</li> </ul>	<p>PBIS has been introduced as a pilot in the fall of 2019. <a href="#">Timeline</a> <a href="#">Draft Behavior Expectations</a> from PBIS group. <a href="#">Starting in 2019</a>, a PBIS team has been working to implement or modify behavior expectations, teaching</p>

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<ul style="list-style-type: none"> <li>• Authors Day</li> </ul>	<p>expectations, and PD opportunities.</p> <p><a href="#">Authors Day</a> brings a variety of authors to present at SVHS. Many well-known authors, such as astronaut Scott Kelly, poet laureate Billy Collins, and renowned geographer, Wade Davis have spoken to the student body about their work often including their personal struggles as well as their achievements.</p>
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**LCAP Goal 2: Close the achievement and opportunity gap for all students.**

Metrics for Goal	<ul style="list-style-type: none"> <li>• Participation rates for AP Classes</li> <li>• CA. Dashboard</li> <li>• Redefined A+ and Advisory implementation</li> <li>• A-G completion</li> </ul>
Critical Learner Need Addressed	Ensure that all students are “college and career ready” when they graduate.

**Action Item**

<b>1.1 Ensure all students successfully complete a College and Career Preparatory Curriculum.</b>
<b>1.2 Increase the number of students, especially those in subgroups, completing UC/CSU “a-g” Honors and AP Courses.</b>
<b>1.3 Identify and implement effective common structures and process for teachers to collaboratively assess student performances and plan instruction accordingly.</b>
<b>1.4 Utilize proven instructional strategies that are CCSS aligned to improve student academic success.</b>



## 1.1 Ensure all students successfully complete a College and Career Preparatory Curriculum.

Task	Evidence/Review
<ul style="list-style-type: none"> <li>• All classes offered at SVHS, with the exception of a few electives, are now a-g approved courses.</li> <li>• Pathways have been expanded to include Engineering, Agriculture, while additional CTE classes have been added that include Arts and Media.</li> </ul>	<p>Metal and Wood Shop are not designated a-g courses, nor our Special Ed, and ELD classes.</p> <p>A-G Pass Rates:                      53.57 % in 2018-2019                      42.2 % in 2017-2018                      57.2% in 2016-2017</p> <p>Arts, Media &amp; Entertainment Enrollment:                      2020: 295                      2019: 250                      2018: 263</p> <p>Engineering Enrollment:                      2020: 52                      2019: 70                      2018: 90</p> <p>Agriculture Enrollment:                      2020: 87                      2019: 84                      2018: 76</p>

### Increase the number of students, especially those in subgroups, completing UC/CSU “a-g” Honors and AP Courses.

Progress	Evidence/Review
<p>Students taking AP courses has increased in all groups and new AP courses have been added to the schedule.</p>	<p>Number of AP Students                      Pass rate</p> <p>New courses include AP Art, AP Environmental Science, AP Government</p>

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

	<p>Number of students in AP:                  2018: 692                  2019: 594 (two sections were not offered this year)                  2020: 685</p>
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**Identify and implement effective common structures and process for teachers to collaboratively assess student performances and plan instruction accordingly.**

<b>Progress</b>	<b>Evidence/Review</b>
<ul style="list-style-type: none"> <li>• Every Wednesday staff is given Common Planning time within their departments to work on curriculum building, departmental business, and staff development.</li> </ul>	<p>Each department uses Common Planning differently, tailoring it to their specific needs and goals.</p>
<ul style="list-style-type: none"> <li>• Collaborations Days are typically once every six weeks and offer a variety of curriculum development at the high school. The two middle schools are often a part of Collaboration Days.</li> </ul>	<p>Original Collaboration Days were run by Common Core Leads and involved SVHS and both middle schools. A majority of these early Collaboration Days were focused on performance task development, common vocabulary, and vertical articulation. After the breakup of the Leads, the District has taken over Collaboration Days or allowed school administrators to dictate the day. The 2019-20 school year has had Collaboration Days run by a team of professors from Sonoma State University. However, there seems to be a shift in focus as the SSU team was canceled at the last minute for the January date.</p>
<ul style="list-style-type: none"> <li>• Interim Assessment Benchmarks (IAB) given at SVHS over the last four years have seen been cross curricular.</li> </ul>	<p>Starting in the summer of 2014, members of the the History/Social Science Department developed content driven performance tasks, mirroring the</p>

## Sonoma Valley High ACS WASC/CDE Self-Study Report

	<p>structure and format of CAASPP assessment, which served as the Interim Benchmark Assessments for 9th-12th graders. For the next three years these performance tasks were anchored, calibrated to common rubrics, and scored by members of both the History/Social Science and English departments. After the SVUSD Curriculum &amp; Instruction department pulled support for this program in 2017 in favor of a limited state listening assessment, a new format evolved during the summer of 2018. New cross curricular performance tasks were developed by members of the History/Social Science and English departments in June 2018, and delivered on the first ever “All Write” Day at SVHS in January 2019. “All Write” continued this year in January 2020.</p> <p>In 2014, the Math Department started with a similar model. Rather than doing schoolwide Interim Assessments, we decided to do Performance Tasks that related to the content learned in each course, multiple times a semester. Almost all of these performance tasks require students to apply the math they have learned to real world applications, make and justify decisions using mathematics and be able to explain their process.</p>
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**Utilize proven instructional strategies that are CCSS aligned to**

Sonoma Valley High ACS WASC/CDE Self-Study Report

improve student academic success.

Progress	Evidence/Review
<ul style="list-style-type: none"><li>• Common Core Leads were active from 2014-2017.</li><li>• Paid time to develop performance tasks over the summer of 2015 and 2016.</li><li>• Ongoing Professional Development</li></ul>	<p>Common Core Leads were led by a Common Core Coordinator and consisted originally of 20 members from SVHS and both Middle Schools. Every department was represented. This group helped develop and implement Common Core at the secondary level. performance tasks were developed, common vocabulary, common rubrics, primary source documents, and various other scaffolded lessons were started within the group and then expanded to include the entire staff. Additionally, a framework for addressing CCSS in literacy was established as well as successful instructional strategies, especially in reading (see <a href="#">Essential Elements of Common Core</a>).</p>

# Sonoma Valley High School



**WASC:  
Chapter 2  
Student/Community Profile  
and  
Supporting Data and Findings**

## Chapter II: SVHS Student Community Profile

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 valley is approximately 18 miles long and 24 square miles wide. The incorporated City of Sonoma has a population of approximately 11,000, while the Boyes Hot Springs and surrounding area to the north has roughly another [18,000 residents](#). Glen Ellen and Kenwood add another 2,000 residents to round out the residents of Sonoma Valley and its surrounding area to 31,000 residents. The City of Sonoma is largely homogeneous, while the surrounding communities are more diverse with a large Latino population.

The Sonoma Valley is known for its over 126 wineries and vineyards as well as its historic Plaza, site of the Bear Flag Revolt in 1846. A vast hospitality industry caters to tourists from all over the world, particularly in spring and summer.

The District consists of one comprehensive high school, one alternative high school, two middle schools, five neighborhood elementary schools, two private K-8 schools, and two K-8 charter schools.

### Sonoma Valley High School

Sonoma Valley High School is the only comprehensive high school in the Sonoma Valley Unified School District. Total enrollment as of December 2019 is 1240.

Sonoma Valley High School is staffed by 70 teachers, 4.6 counselors, a .8 librarian and 3.5 administrators. The campus includes two general use computer labs, a video production studio, photography and engineering lab, fine arts facilities, industrial art/CTE shops, culinary kitchen, an agricultural farm, theater, and three gymnasiums.

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Future expansion is planned for a pool facility, culinary expansion, and CTE building retrofit.

The school is supported by a variety of community organizations that support our students directly and indirectly. They include the following organizations: Sonoma Valley Mentoring Alliance, Sonoma Valley Teen Services, Sonoma Valley Boys and Girls Club, 10,000 Degrees, Sonoma Valley Education Foundation, Sonoma International Film Festival, and Sonoma Plein Air Foundation.

The District and SVHS adopted an a-g graduation requirement standard in 2015. However, there is a waiver program for students once they reach their junior year. With the exception of Industrial Arts, all some Special Education and ELD classes, all other courses offered at SVHS are a-g courses and meet UC/CSU admissions standards.

SVHS offers many programs and classes including eight AVID classes with 186 students enrolled, three CTE Pathways; Engineering and Design, Agriculture, and Digital Arts, Media. SVHS has a rich elective program as well, including courses in ceramics, art, photography, video, choir, band, metal, wood, and culinary. The music, Yearbook, Newspaper, culinary, Forensics (cut in 2019/2020 year), agriculture, photography, and video arts programs have had students recognized, featured, and honored at events and competitions, locally, nationally, and at the state level.

1. The academic year is organized on a modified rotating block schedule with all classes meeting on Wednesdays on a shortened schedule. After school each Wednesday is devoted to teacher Common Planning where departments meet to discuss issued, students, and curriculum.

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2. Students generally take six 95 minute block classes. With the exception of Wood Shop, Metal Shop, Living Skills, and Geography all other courses are year long. An additional “zero” period is offered before school. In an effort to make “zero” period more accessible to students, the SVHS start time was moved forward 20 minutes in 2017. This allowed students taking the bus to be dropped off before “zero” period instead of after it had started. Regular start time was moved from 8:00 am to 8:20.
3. Freshman teams places all ninth graders on one of three teams: Fuji, Mauna Kea or Olympus with the intention that students have the same teachers for English, math, science and P.E. These four teachers have a common collaboration period that allows them to meet, plan and discuss classes, students and student work for a total of 235 minutes per week. The Freshman Team model includes interdisciplinary projects for students, parent conference nights, relevant field trips, newsletters to freshmen families, academic interventions, and college and career awareness activities during the school day. The goal of these small learning communities is to provide support to students as they make the transition to high school. The goal is to increase student engagement, improve attendance, and foster a positive learning community.

In 2016 Measure E, a \$120 million bond measure passed. The bond provides funds to keep “students warm, safe and dry, and modernize[s] classrooms, labs and school facilities to support 21st-century instruction.” The money from the bond has already updated the SVHS library. [Future updates](#) are planned for CTE and the culinary classroom, new athletic fields and facilities, and a pool. 21st century furniture and technology will be piloted in classrooms at the start of 2020 with total upgrades to be completed by 2021. Each classroom will have new furniture and consistent presentation



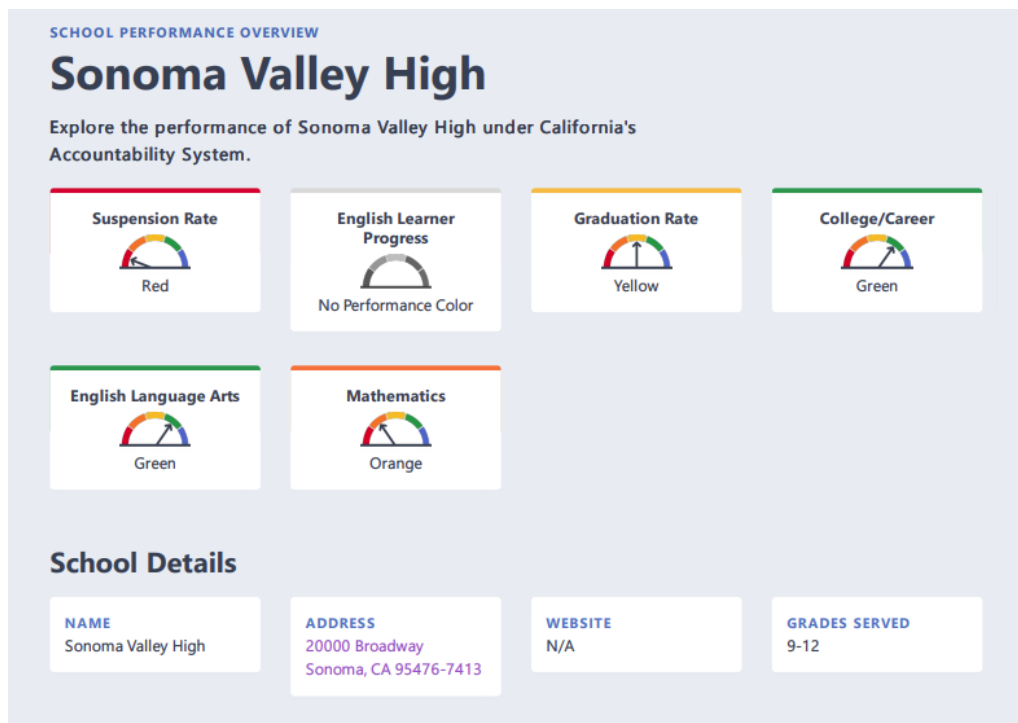
## Sonoma Valley High ACS WASC/CDE Self-Study Report

devices that include 70 inch televisions, iPads, and sound system.

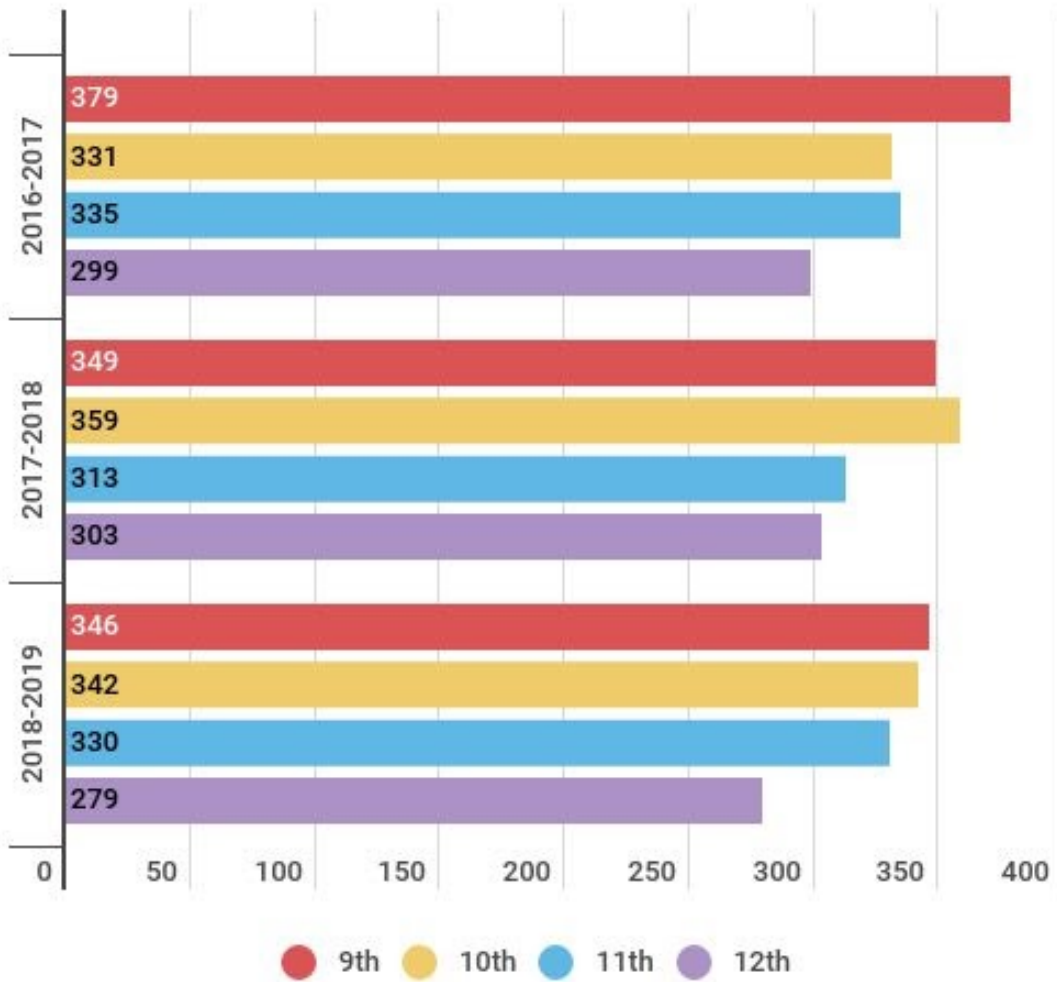
The same year the bond was passed, SVHS went [1:1 Chromebooks](#). Each student is loaned a Chromebook for the purpose of daily use both in the classroom and at home. As a Google Apps for Education school, all students have Google accounts and can connect to their classes outside of the classroom. Teachers utilize Google Classroom to push out and collect assignments. In 2017 two Tech TOSAs were assigned to SVHS and both middle schools to help with the transition. Currently, teacher support is through the Tech Leads. Six teachers are paid a stipend to be responsible for helping teachers in their cadre with technology integration, software, and lesson development.

### DATA:

#### [CDE Dashboard 3 Year Comparison](#)



# SVHS Enrollment



Source: PowerSchool

Our enrollment is and has been decreasing. This impacts our course offerings as well

## Sonoma Valley High ACS WASC/CDE Self-Study Report

as adding limitations into the master schedule. We lose approximately 50 students between 9th grade and 12th grade annually.

### SVHS Demographics

Enrollment by Ethnicity	2016-2017	2017-2018	2018-2019
Hispanic or Latino	749	739	707
American Indian or Alaska Native	3	4	7
Asian, Not Hispanic	28	30	33
Pacific Islander	3	3	2
Filipino	12	12	10
African American	13	12	8
White	520	510	509
Two or More Races, Not Hispanic	10	7	13
Not Reported	6	7	8
Total Enrollment	1344	1324	1297

 Share



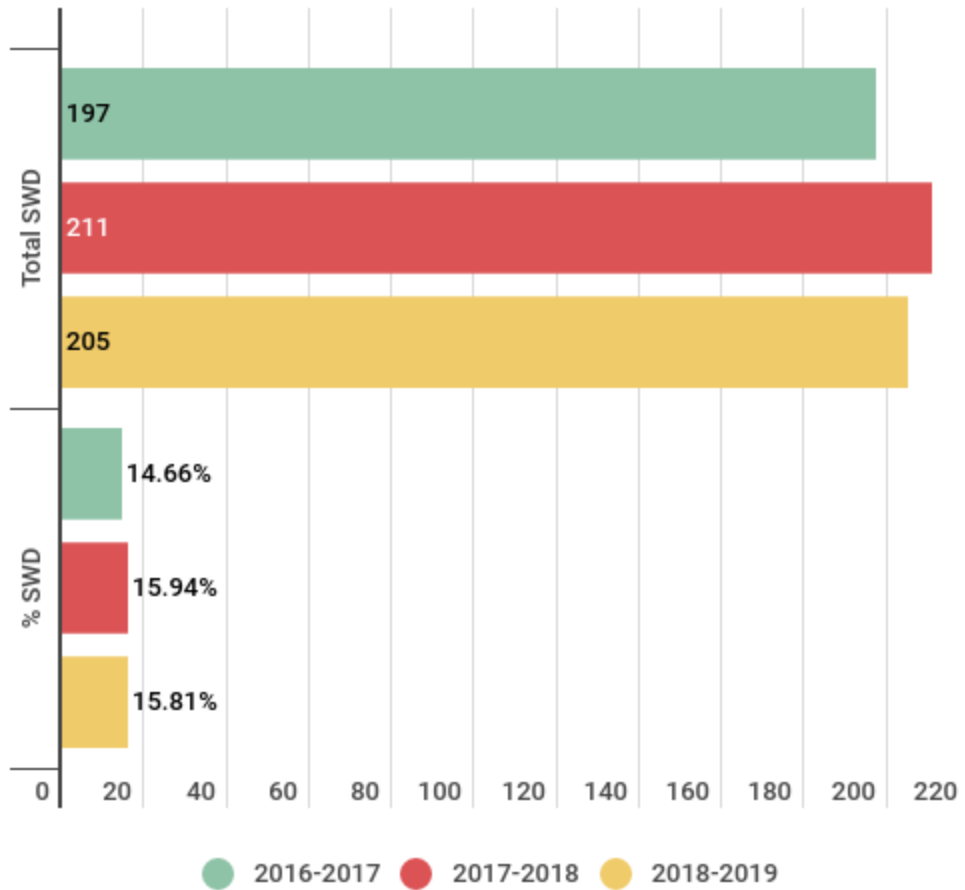
Source: PowerSchool

# Socioeconomically Disadvantaged



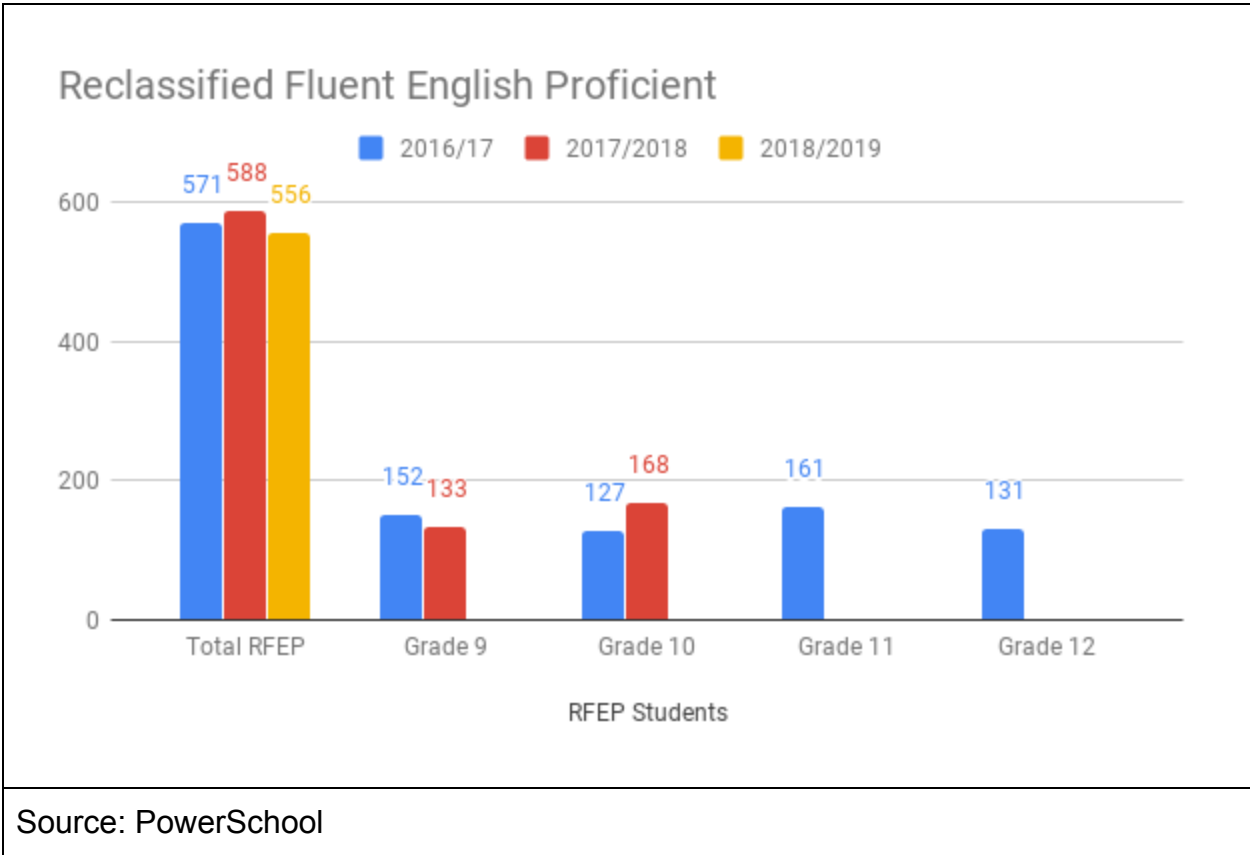
Source: PowerSchool

# Students with Disabilities

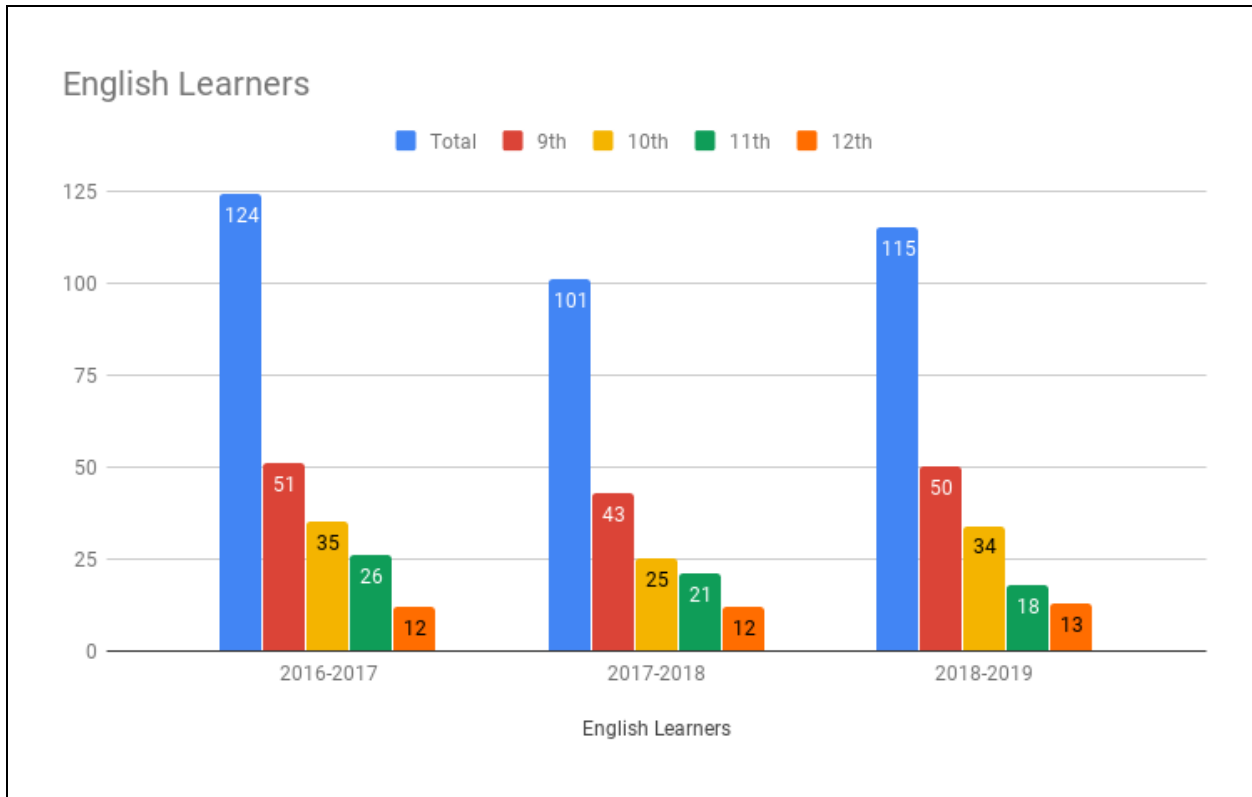


Source: PowerSchool

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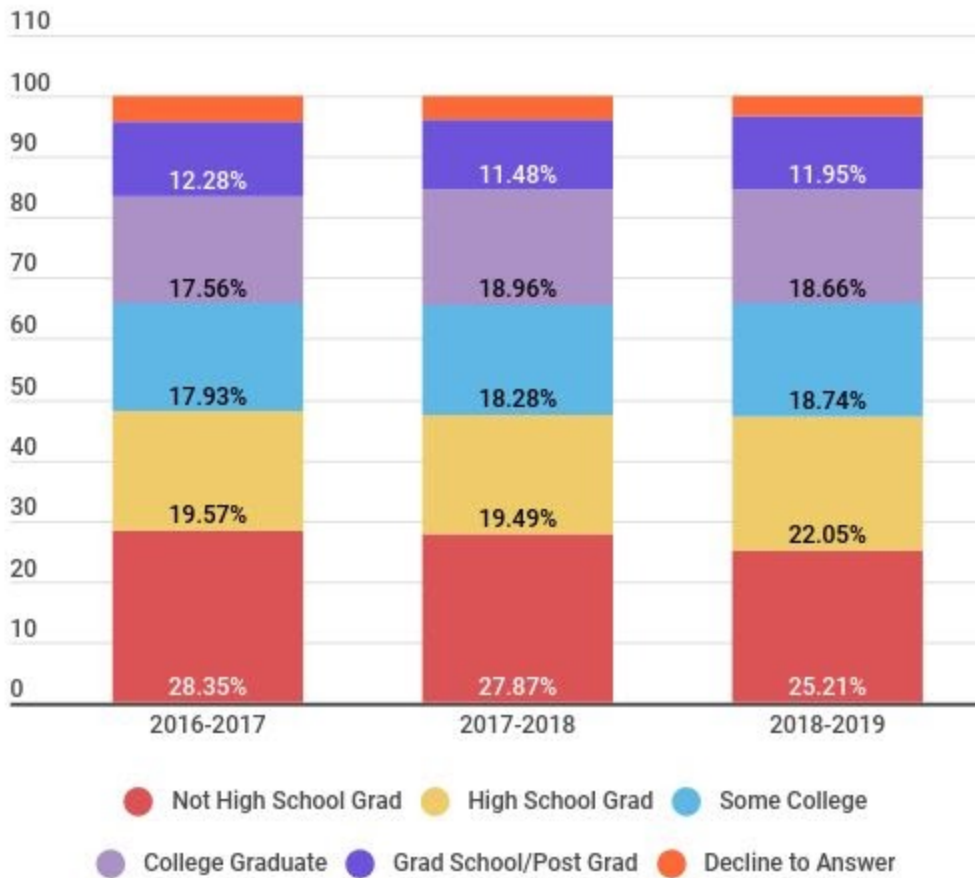
## Sonoma Valley High ACS WASC/CDE Self-Study Report



Source: PowerSchool

While the number of English Learners has not changed drastically over the past three years, it is important to note that between 30 - 40 English Learners are reclassified during their four years of high school. Identifying these students and the fact that they may need additional support because of their recent reclassification may help provide support to a struggling population and help to bridge the achievement gap.

# Parent Education Level

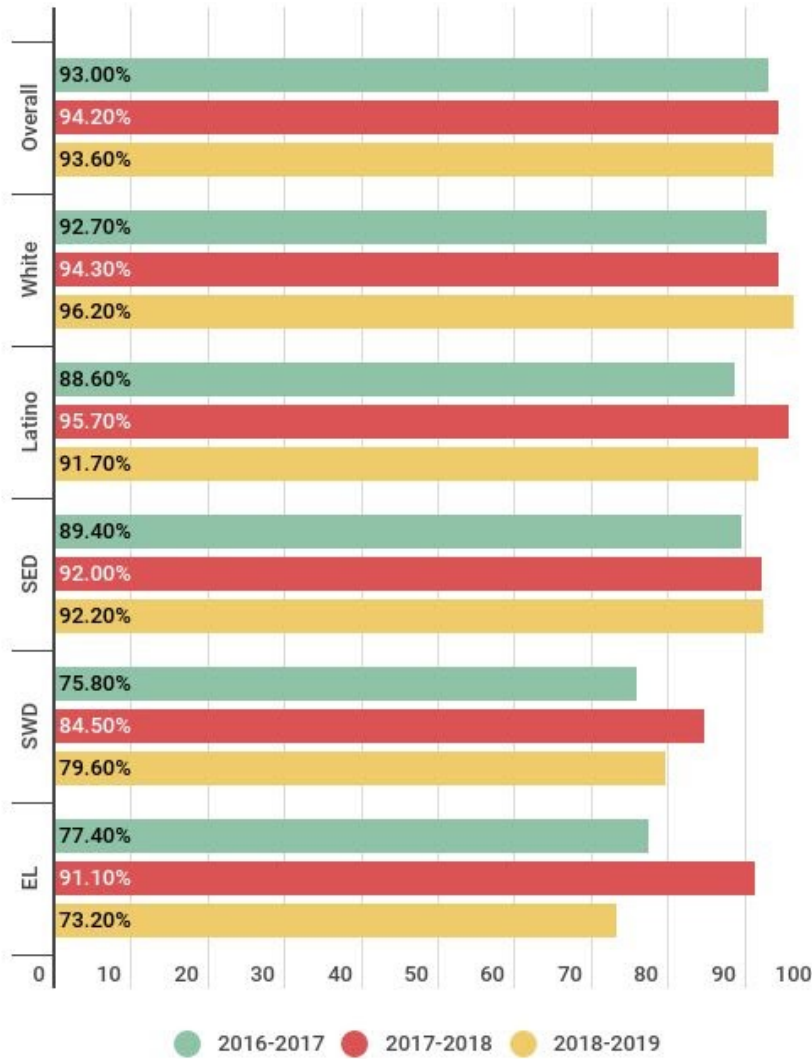


Source: PowerSchool

Noting that the percentage of parents with a high school education or less is approaching class to 50%, the importance of such support programs as AVID and 10,000 Degrees cannot be overemphasized in helping would-be first generation college students reach their goals.



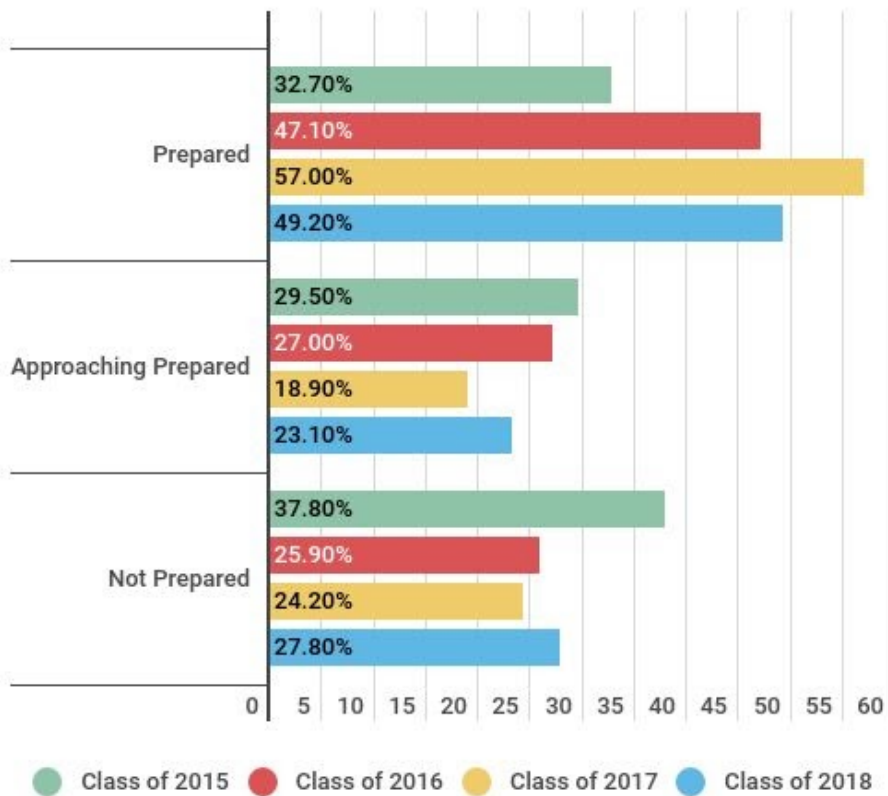
## CDE Graduation Rate



Source: PowerSchool

There is a significant difference in the percentage of our Students with Disabilities and the percentage of English Learners graduating from high school.

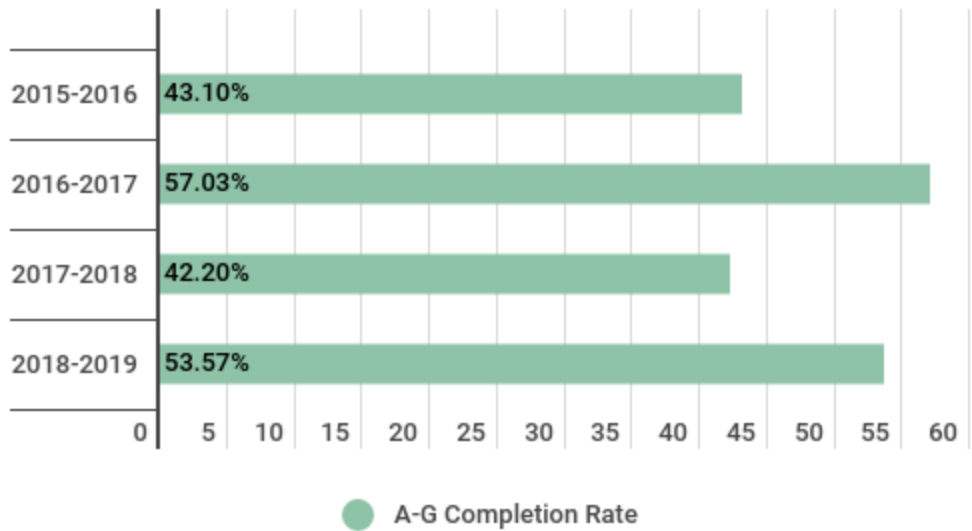
# CDE College & Career Readiness



Source: CDE / PowerSchool

The percentage of students that are identified as college and career ready has been slowly increasing, with the increase coming from the group that are approaching prepared. The percentage of students not prepared has remained fairly steady. This indicates the need for support and intervention for that bottom 28% to help them move towards being college and career ready.

# A-G Completion Rate

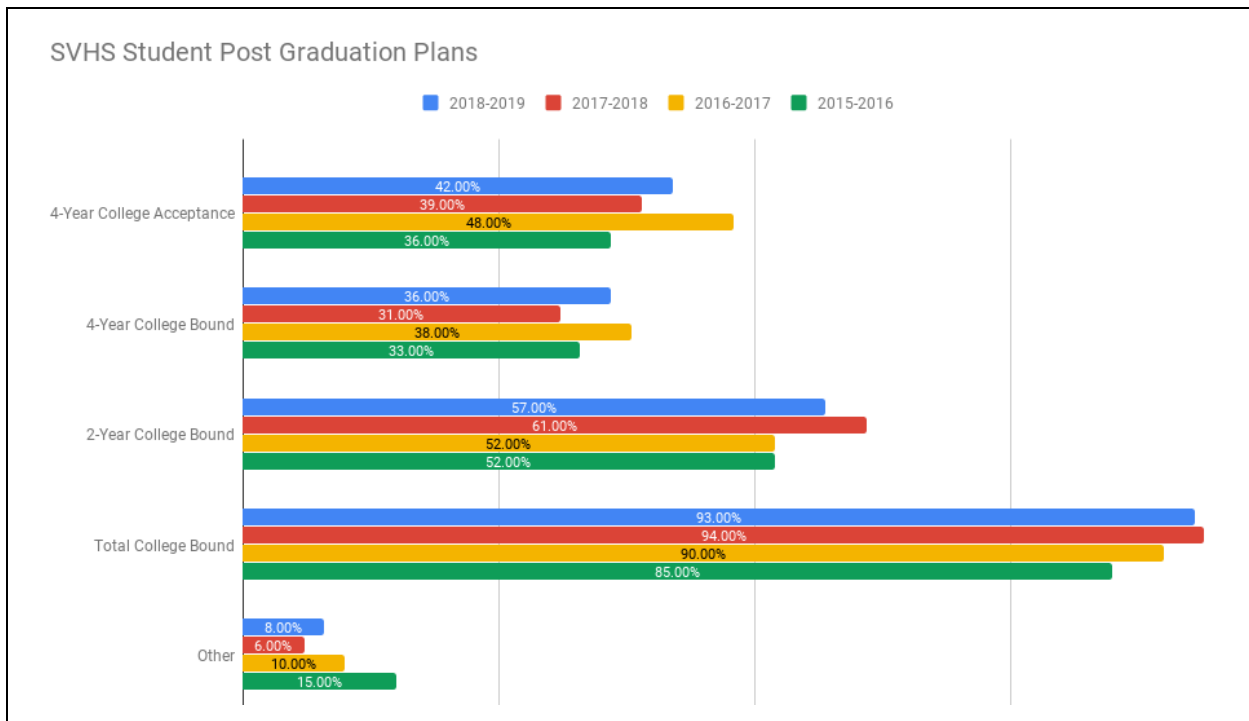


Source: CALPADS / Dataquest / PowerSchool

## Sonoma Valley High ACS WASC/CDE Self-Study Report

	2015-16	2016-17	2017-18	2018-19
Total Graduates	260	264	301	252
<b>Total Graduates A-G Completion</b>	<b>112</b>	<b>151</b>	<b>127</b>	<b>135</b>
A-G Completion %	43.10%	57.20%	42.20%	53.57%
<b>Subgroups Meeting A-G Requirements</b>				
Total Latino Graduates A-G Completion	46	65	54	43
Latino A-G Completion %	41.07%	43.05%	42.52%	31.85%
Total EL Graduates A-G Completion	0	1	1	0
EL A-G Completion %	0.00%	0.70%	0.80%	0.00%
Total SED Graduates A-G Completion	40	67	55	48
SED A-G Completion %	35.70%	44.40%	43.30%	35.56%
Total SPED Graduates A-G Completion	5	2	3	6
SPED A-G Completion %	4.50%	1.30%	2.40%	4.44%
<b>Source: PowerSchool to CALPADS to Dataquest</b>				

There is a large discrepancy in the percentage of students in our targeted subgroups meeting the a-g requirements, and it seems to be decreasing despite the total a-g completion percentage increasing between 2017-2018 and 2018-2019.



Source: PowerSchool

While our 4-year college-bound population is fairly small, a significantly high

## Sonoma Valley High ACS WASC/CDE Self-Study Report

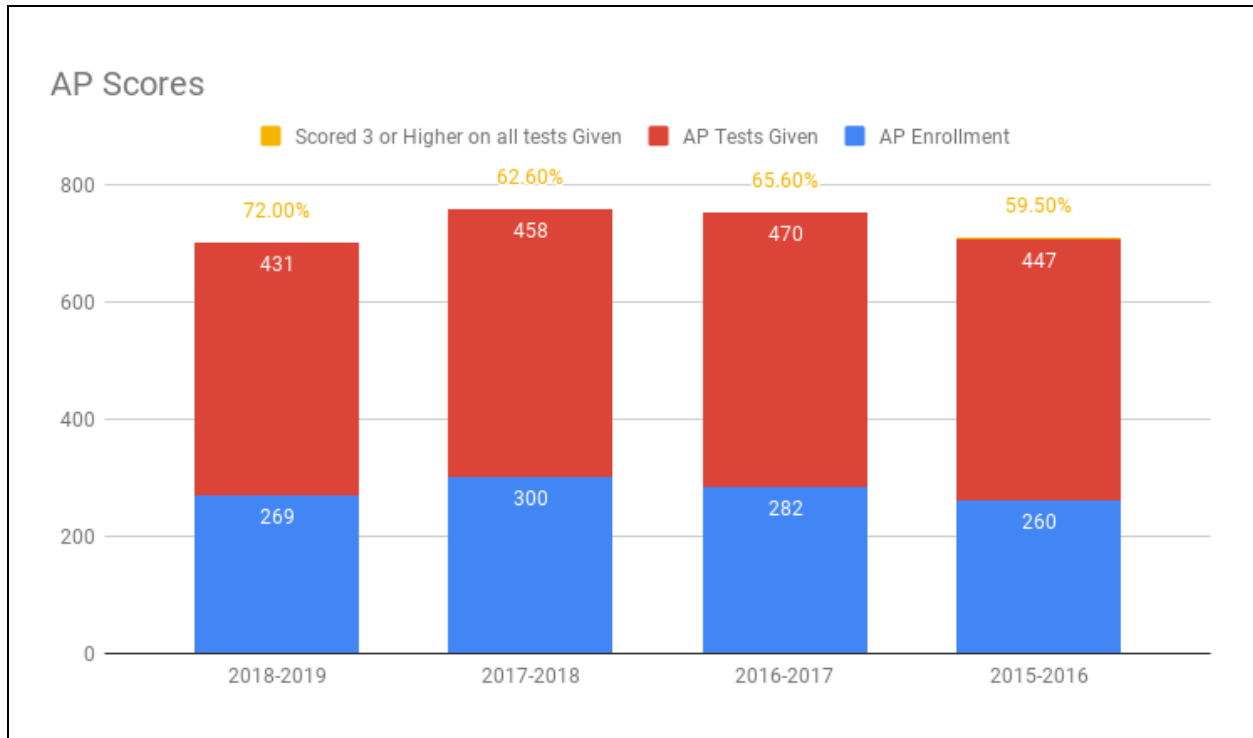
percentage of our students do continue with post-secondary education. It is important to note that choice seems to be a major reason for the difference in 2-year college bound rates and 4-year college bound rates. For example, in 2018-2019, 53.57% of seniors met the a-g requirements, but only 42% applied and were accepted to a 4-year college. This number then dropped to 36% that actually ended up attending a 4-year college. So students appear to be making active choices to attend the local 2-year university rather than having it be their only option.

**2019 graduates received over \$2 million in grants and scholarships.**

### Colleges attended by recent Sonoma Valley High School graduates as published by the College and Career Center:

American University, Boise State University, Boston College, Brigham Young University, Cal Poly, San Luis Obispo, Claremont-McKenna College, Clemson University, Colgate College, Columbia University, Cornell University, CSU Long Beach, Dartmouth College, DePaul University, George Washington University, Georgetown University, Johns Hopkins University, Kenyon College, Lewis & Clark College, Macalester College, Marquette University, The New School, New York University, Northeastern University, Northwestern University, Notre Dame University, Occidental College, Pomona College, Princeton University, Purdue University, San Diego State, Stanford University, Syracuse University, Tulane University, University of Alabama, University of California, Berkeley, University of California, Davis, University of California, Irvine, University of California, Los Angeles, University of California, Merced, University of California, Santa Barbara, University of California, San Diego, University of California, Santa Cruz, University of California, Riverside, University of Chicago, University of Connecticut, University of Idaho, University of Oregon, University of Michigan, University of Pennsylvania, University of Redlands, University of San Diego, University of Southern California, University of Washington, Swarthmore College, Vassar College, Washington University (St. Louis), Wellesley College, Wesleyan University, Whitman College, Yale University.

## Sonoma Valley High ACS WASC/CDE Self-Study Report



Source: PowerSchool

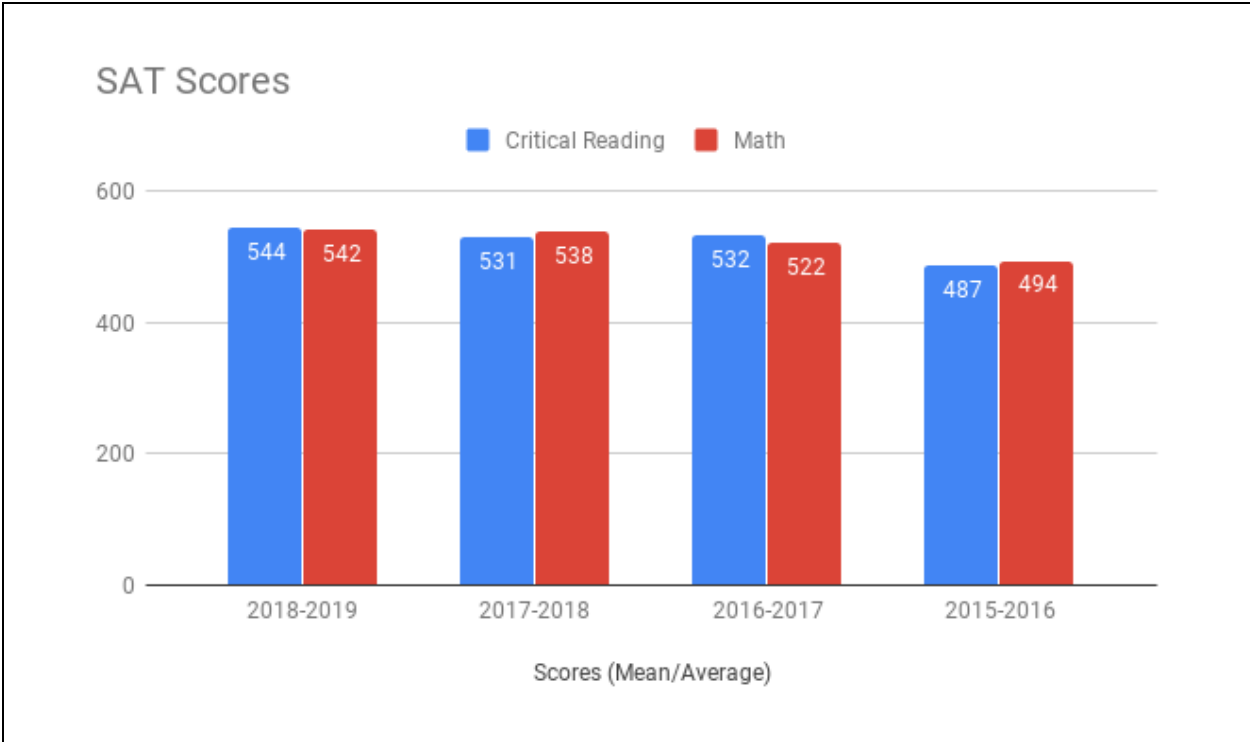
In May 2019, thirty (30) students received AP Scholar Awards. Sixteen (16) students received AP Scholar with Honors and fourteen (14) students received AP Scholar with Distinction. Although the number of AP tests given and the number of students taking tests has decreased in recent years, which could be due to not offering all AP courses every year, the number of students passing the tests is increasing.

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<b>AP Course Enrollment</b>			
<b>AP Course</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
Biology	28	21	24
Calc AB	23	27	27
Calc BC	0	0	4
Chemistry	42	33	43
Computer Science	21	0	27
English Language & Comp	42	54	51
English Language & Lit	45	62	47
Environmental Science	22	0	59
Government	85	57	93
Physics	6	3	11
Spanish Language	80	54	59
Spanish Literature	42	33	1
Statistics	24	23	13
US History	120	123	117
World History	112	104	109
<b>Total Enrollment</b>	<b>692</b>	<b>594</b>	<b>685</b>

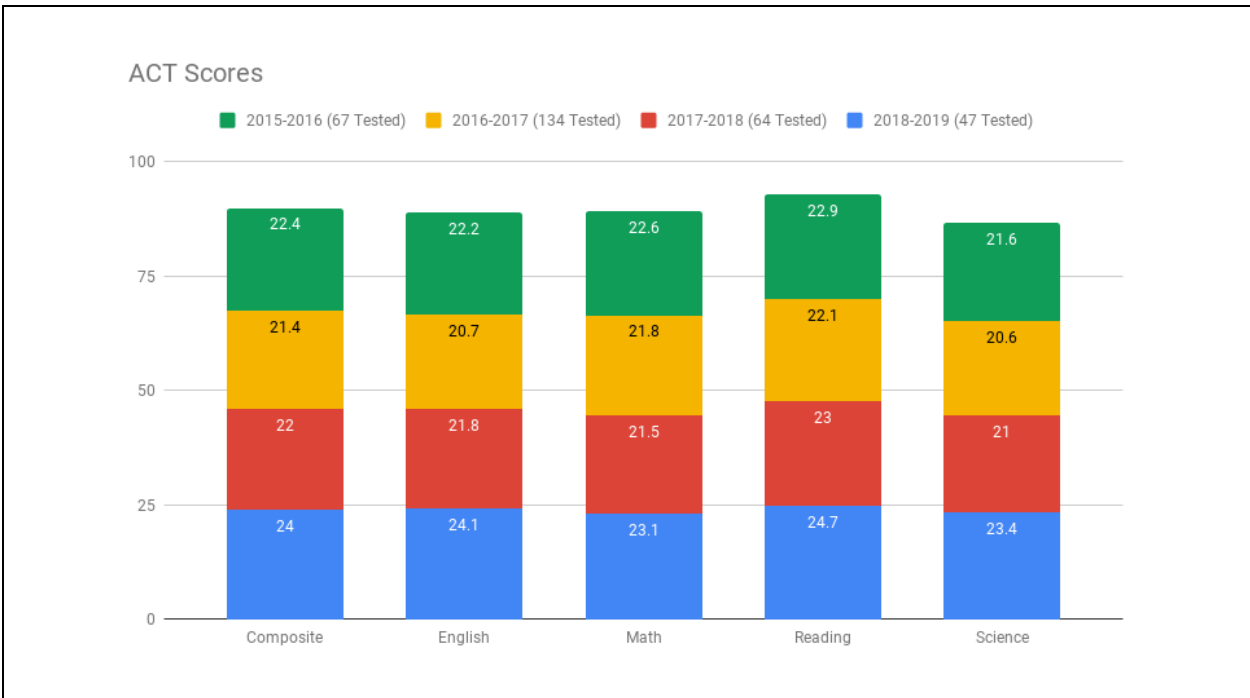
Source: PowerSchool

## Sonoma Valley High ACS WASC/CDE Self-Study Report



Source: College Board

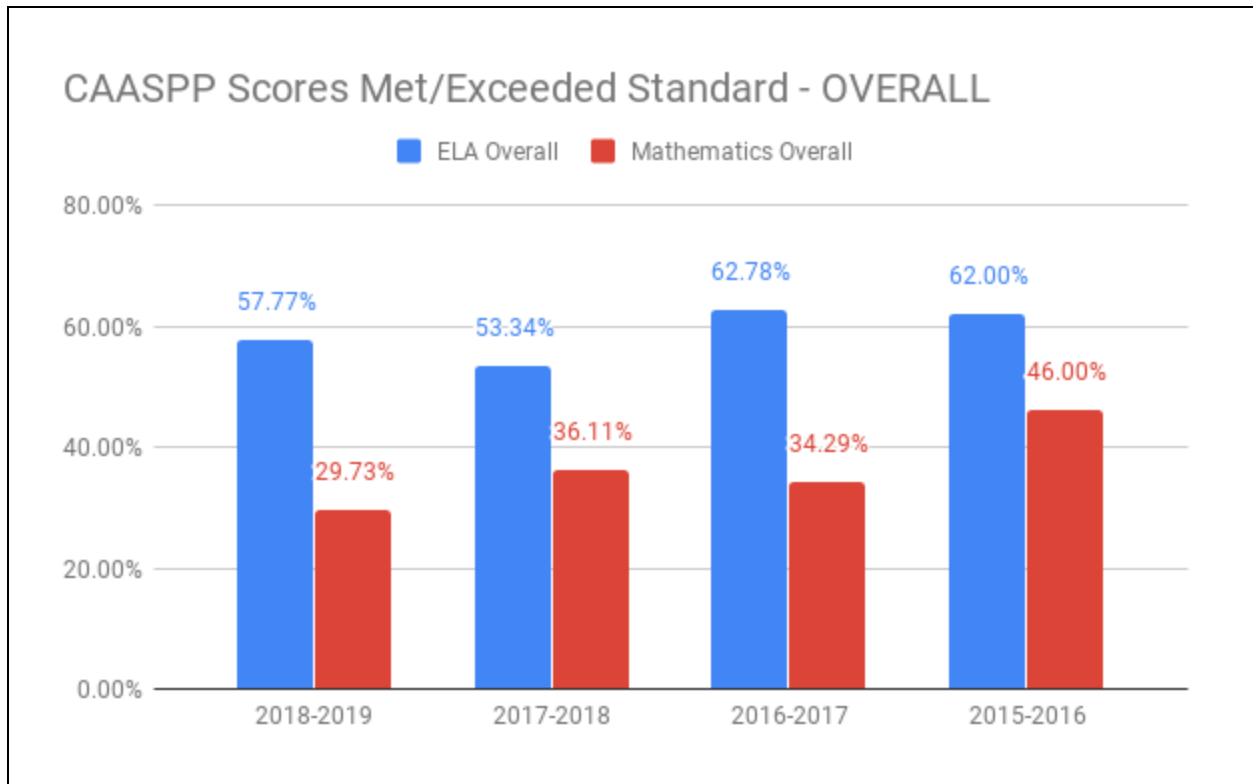
Our students are doing slightly increasingly better on college entrance exams in all subjects, both for the SAT and the ACT.



Source: ACT



## Sonoma Valley High ACS WASC/CDE Self-Study Report



Source: CAASPP

The scores for ELA have fluctuated over the past 4 years. It is important to note that the SVUSD Leadership made the decision to disband SVUSD Common Core Lead Program and the staff created Interim Benchmark Assessments in the 2017-2018 school year. An updated version of the staff created Interim Benchmark was reinstated and has remained in place since the 2018-2019 school year. The scores for Math have been declining since 2015-2016. The high school has taken steps during the intervening years to provide support for students in math, such as Algebra Bootcamp, targeted intervention during A+, and the addition of an Algebra Foundations class in the Fall of 2020. SVUSD Elementary school last year adopted a new math program for K-5, which crucially guarantees that elementary classrooms offer consistent math instruction to their students.

## Sonoma Valley High ACS WASC/CDE Self-Study Report

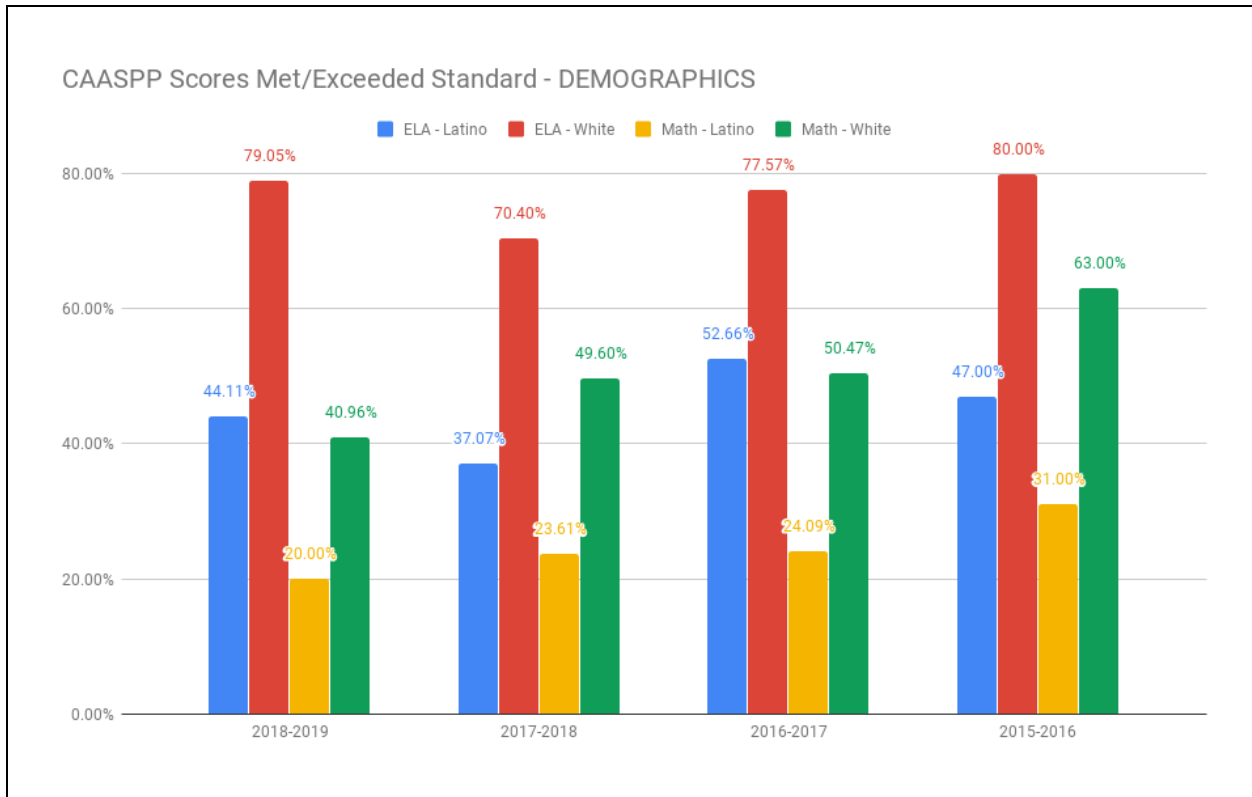
<b>2018-2019 CAASPP Scores</b>				
	<b>% Standard Exceeded</b>	<b>% Standard Met</b>	<b>% Standard Nearly Met</b>	<b>% Standard Not Met</b>
<b>ELA - Latino</b>	11.76	32.35	31.18	24.71
<b>Math - Latino</b>	7.06	12.94	22.35	57.65
<b>ELA - White</b>	34.29	44.76	13.33	7.62
<b>Math - White</b>	22.86	18.1	24.76	34.29
<b>ELA - SED</b>	13.37	27.33	33.14	26.16
<b>Math - SED</b>	6.36	12.14	21.97	59.54
<b>ELA - Non SED</b>	33.87	47.58	12.1	6.45
<b>Math - Non SED</b>	24.39	21.14	26.02	28.46
<b>ELA - SWD</b>	2.33	13.95	23.26	60.47
<b>Math - SWD</b>	2.38	2.38	7.14	88.1
<b>2017-2018 CAASPP Scores</b>				
	<b>% Standard Exceeded</b>	<b>% Standard Met</b>	<b>% Standard Nearly Met</b>	<b>% Standard Not Met</b>
<b>ELA - Latino</b>	13.29	23.78	32.17	30.77
<b>Math - Latino</b>	4.86	18.75	22.22	54.17
<b>ELA - White</b>	39.2	31.2	16.8	12.8
<b>Math - White</b>	23.62	25.98	25.2	25.2
<b>ELA - SED</b>	14.47	21.05	32.24	32.24
<b>Math - SED</b>	6.54	16.99	23.53	52.94
<b>ELA - Non SED</b>	40.6	33.08	15.79	10.53
<b>Math - Non SED</b>	22.22	28.15	25.19	24.44
<b>ELA - SWD</b>	5.56	11.11	22.22	61.11
<b>Math - SWD</b>	2.7	0	5.41	91.89

## Sonoma Valley High ACS WASC/CDE Self-Study Report

<b>2016-2017 CAASPP Scores</b>				
	<b>% Standard Exceeded</b>	<b>% Standard Met</b>	<b>% Standard Nearly Met</b>	<b>% Standard Not Met</b>
<b>ELA - Latino</b>	13.83	38.83	29.26	18.09
<b>Math - Latino</b>	4.19	19.9	27.23	48.69
<b>ELA - White</b>	52.34	25.23	15.89	6.54
<b>Math - White</b>	26.17	24.3	24.3	25.23
<b>ELA - SED</b>	14.89	38.83	28.19	18.09
<b>Math - SED</b>	4.74	19.47	26.32	49.47
<b>ELA - Non SED</b>	49.59	27.27	16.53	6.61
<b>Math - Non SED</b>	26.23	23.77	26.23	23.77
<b>ELA - SWD</b>	0	13.33	31.11	55.56
<b>Math - SWD</b>	0	4.44	4.44	91.11
<b>2015-2016 CAASPP Scores</b>				
	<b>% Standard Exceeded</b>	<b>% Standard Met</b>	<b>% Standard Nearly Met</b>	<b>% Standard Not Met</b>
<b>ELA - Latino</b>	11	36	30	23
<b>Math - Latino</b>	5	26	24	45
<b>ELA - White</b>	43	37	10	10
<b>Math - White</b>	26	37	17	19
<b>ELA - SED</b>	11	36	29	24
<b>Math - SED</b>	6	25	25	45
<b>ELA - Non SED</b>	41	37	12	10
<b>Math - Non SED</b>	26	37	17	21
<b>ELA - SWD</b>	6	19	25	50
<b>Math - SWD</b>	3	6	16	74

Source: CAASPP

## Sonoma Valley High ACS WASC/CDE Self-Study Report

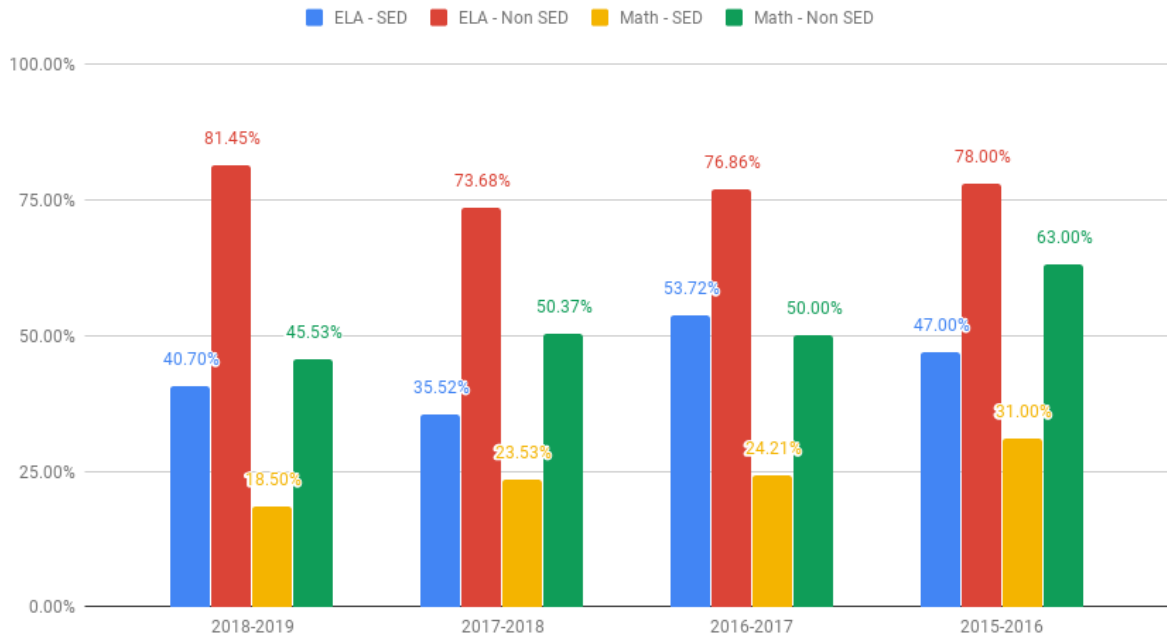


Source: CAASPP

The achievement gap between White and Latino students, who represent the 2 biggest demographics on campus, is one of the primary challenges faced by SVHS staff. The average gap over the last 4 years between White and Latino students is 31.55% in ELA and 26.33% in Math.

## Sonoma Valley High ACS WASC/CDE Self-Study Report

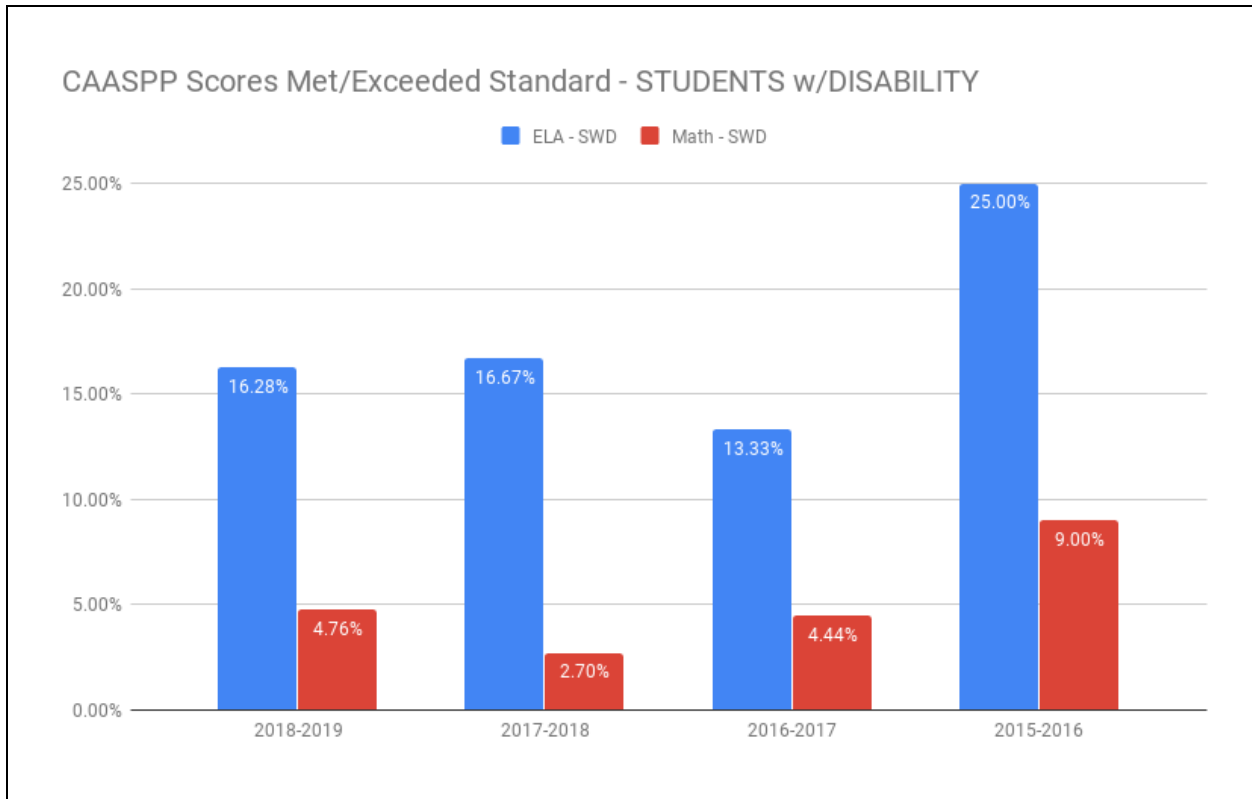
CAASPP Scores Met/Exceeded Standard - SED / Non-SED



Source: CAASPP

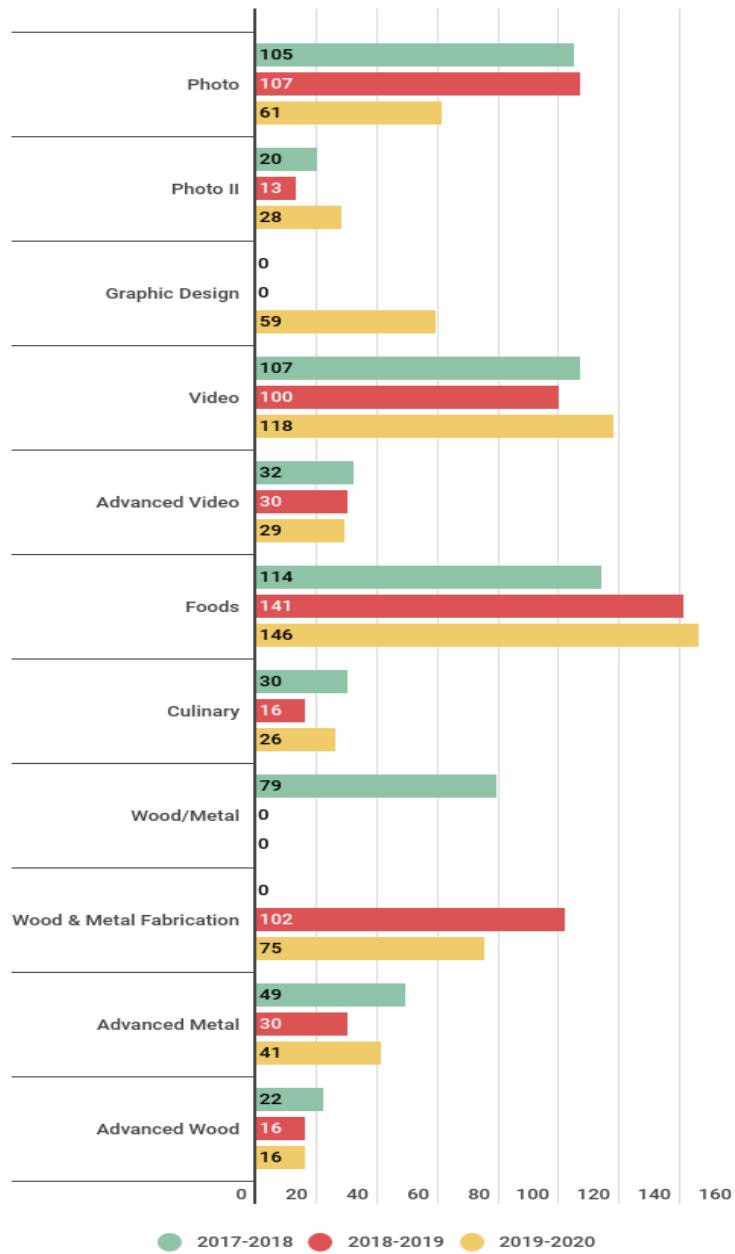
The achievement gap between SED and Non-SED students, is very similar to the gap between White and Latino students, and is one of the other primary challenges faced by SVHS staff. The average gap over the last 4 years between SED and Non-SED students is 33.26% in ELA and 27.92% in Math.

## Sonoma Valley High ACS WASC/CDE Self-Study Report



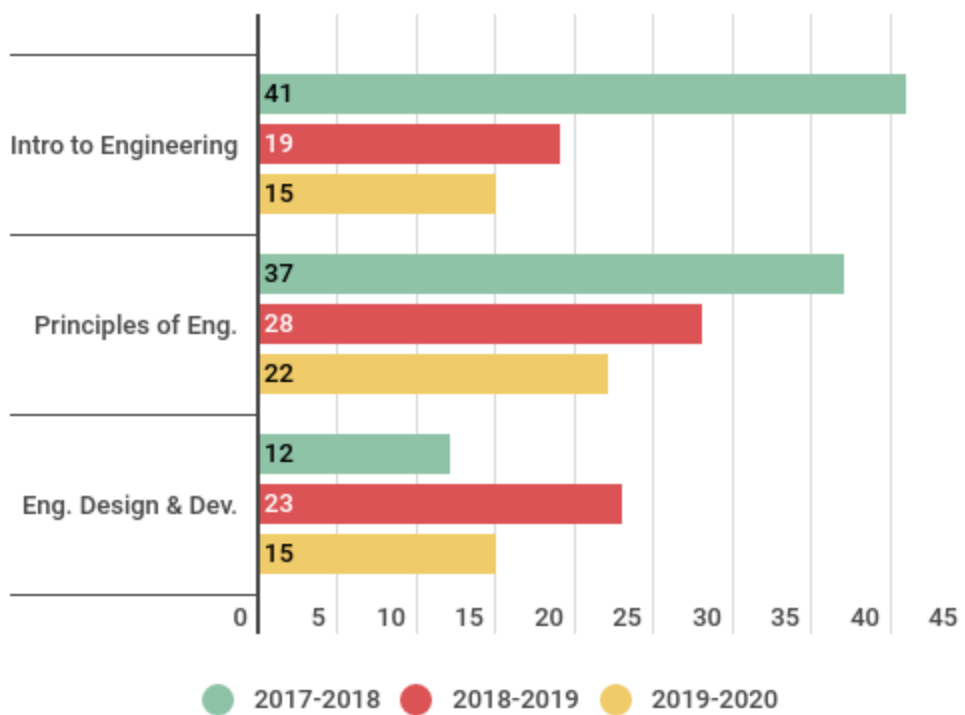
Source: PowerSchool

## VPACT Elective Enrollment



Source: PowerSchool

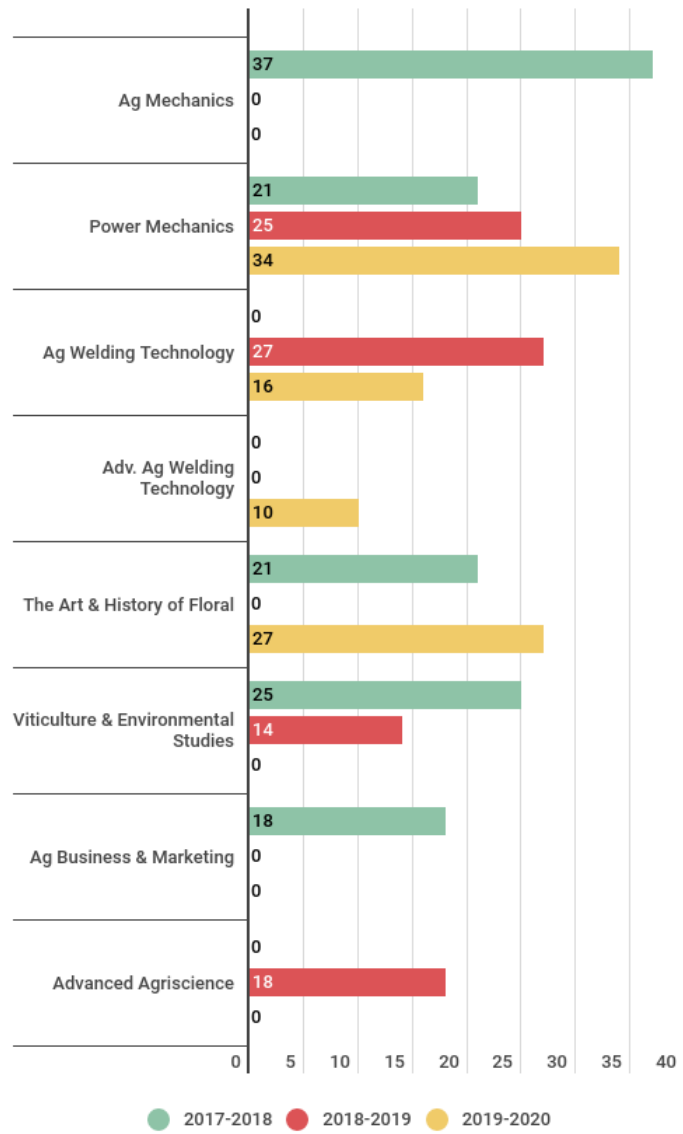
# Engineering, Design, & Technology Pathway/Academy Enrollment



Source: PowerSchool

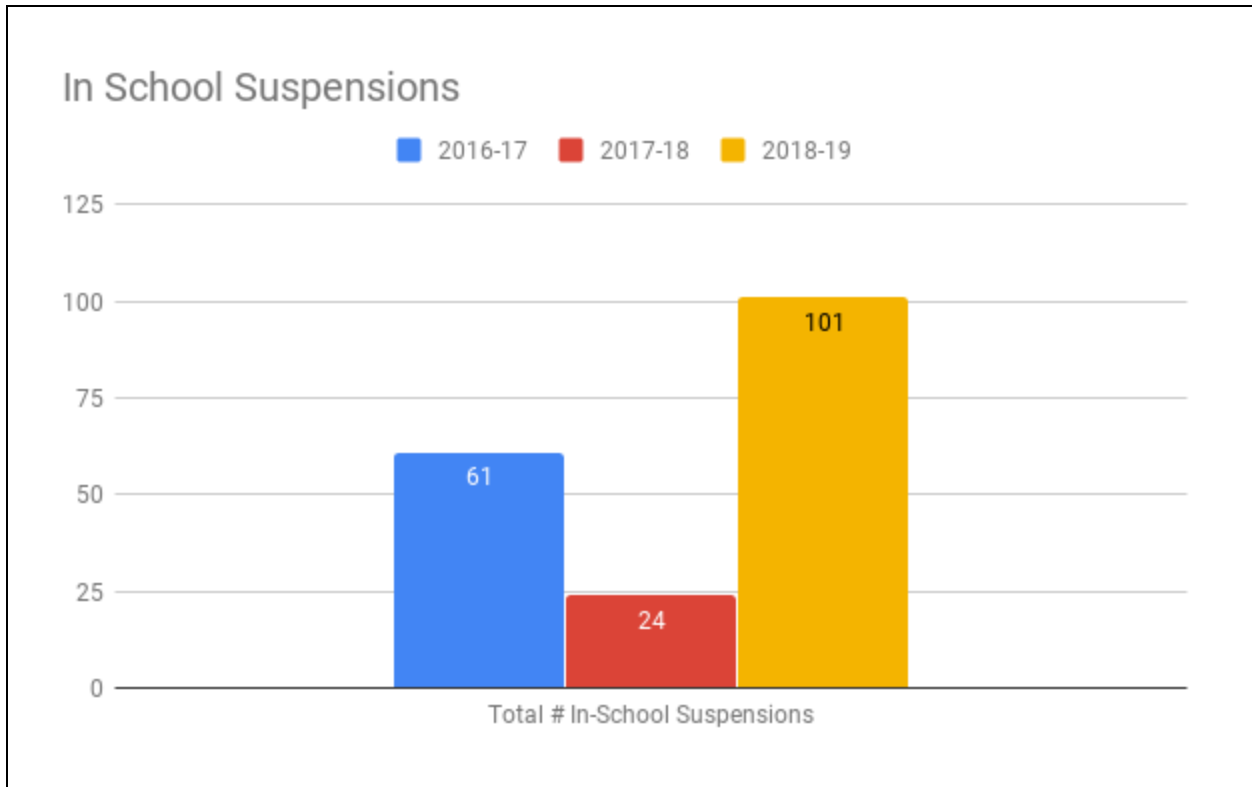


# Agriculture Pathway/Academy Enrollment



Source: PowerSchool

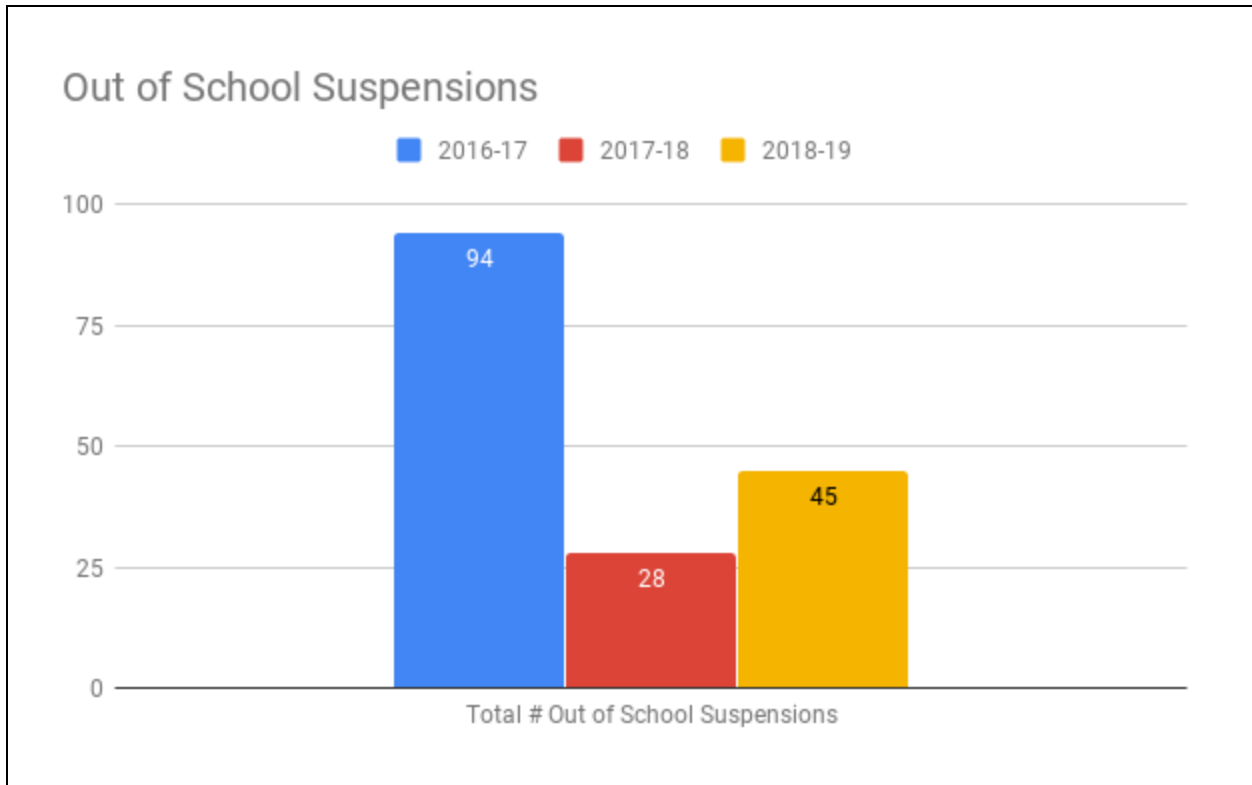
## Sonoma Valley High ACS WASC/CDE Self-Study Report



Source: PowerSchool

Since 2016-2017 we have had an increase in the total number of In School Suspensions. It is also important to note that between 2017-2018 and 2018-2019, SVHS had 2 different principals.

## Sonoma Valley High ACS WASC/CDE Self-Study Report



Source: PowerSchool

Since 2016-2017 we have had a decrease in the total number of Out of School Suspensions. It is also important to note that between 2017-2018 and 2018-2019, SVHS had 2 different principals.

Sonoma Valley High ACS WASC/CDE Self-Study Report

	2016-17	2017-18	2018-19
<b>Total # Expulsions</b>	<b>8</b>	<b>6</b>	<b>6</b>
Female	3	0	0
Male	5	6	6
Hispanic	6	5	3
White	2	0	3
Other Ethnicity	0	1	0
Grade 9	5	0	0
Grade 10	2	2	3
Grade 11	1	2	1
Grade 12	0	2	2

Source: PowerSchool

The number of expulsions for 9th graders is lower than any other grade which could be attributed to the support and intervention provided by freshman teams. While the number of expelled students has remained fairly constant, so has the fact that the students expelled are primarily males.

Sonoma Valley High ACS WASC/CDE Self-Study Report

	2016-17	2017-18	2018-19
<b>Total # of Students with Cuts</b>	<b>1193</b>	<b>1091</b>	<b>1008</b>
Female	603	545	517
Male	590	546	491
Latino	714	653	620
White	414	371	333
Other Ethnicity	64	67	55
Grade 9	294	247	236
Grade 10	291	291	258
Grade 11	320	276	258
Grade 12	288	277	256

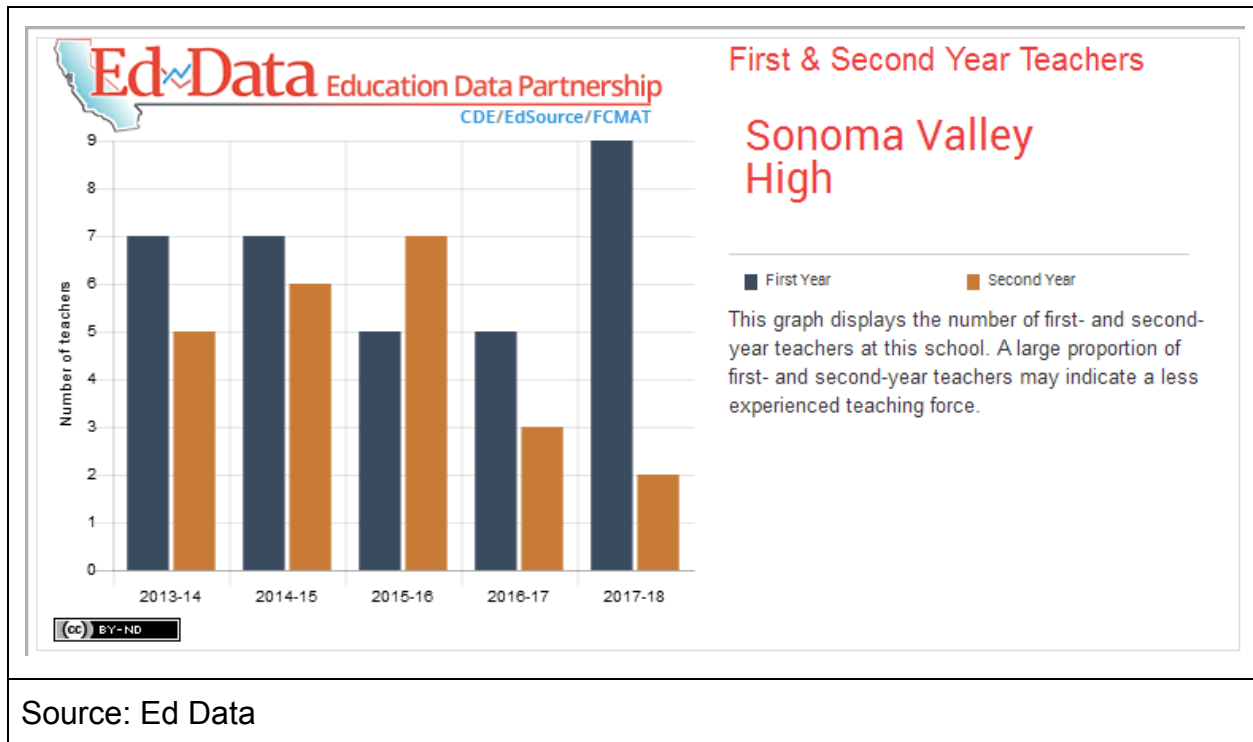
While the number of cuts has been steadily decreasing, it is significant to note that the number of freshmen that are cutting is both less in quantity and proportion than the older students. This could be attributed to the support and intervention of Freshmen Teams. There is a large discrepancy between the number of cuts by Latino students compared to white students. This may be an indicator of a lack of engagement in school that needs to be addressed. (Note: 1 Cut = 1 Class Period)

Sonoma Valley High ACS WASC/CDE Self-Study Report

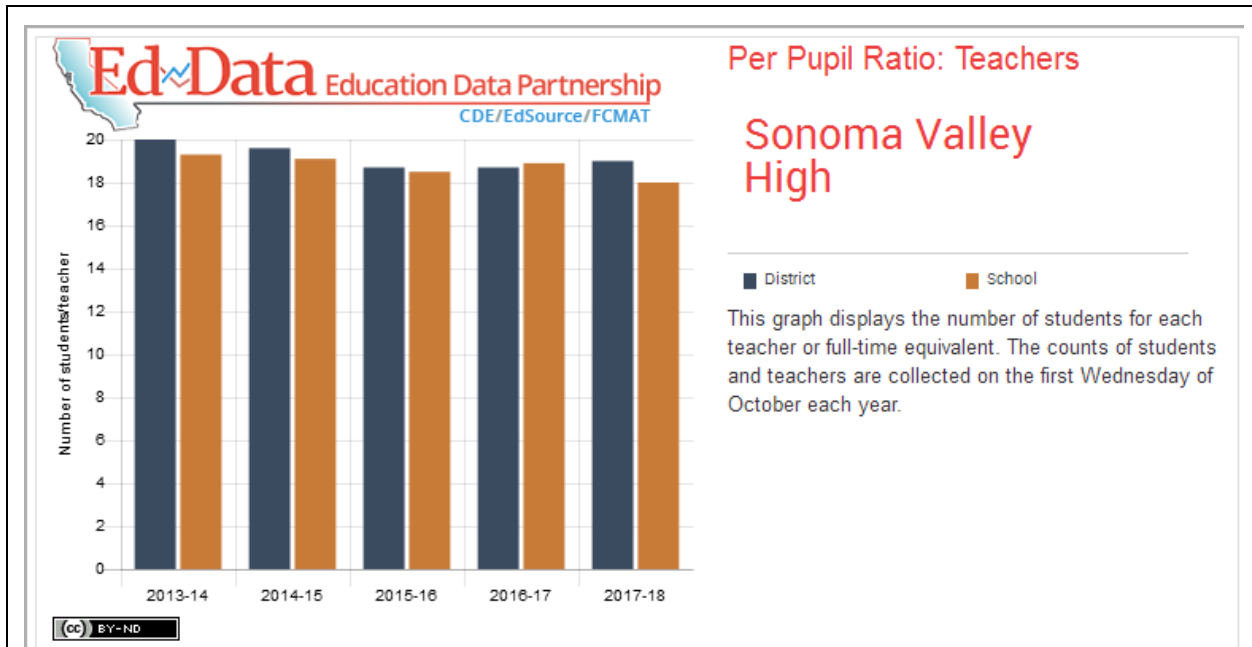
Teacher Data:

2019-2020

Teachers	70			Other	2
Full time	54	1.2	5	Counselors	4.6
.6	7	.4	2	Librarian	.8

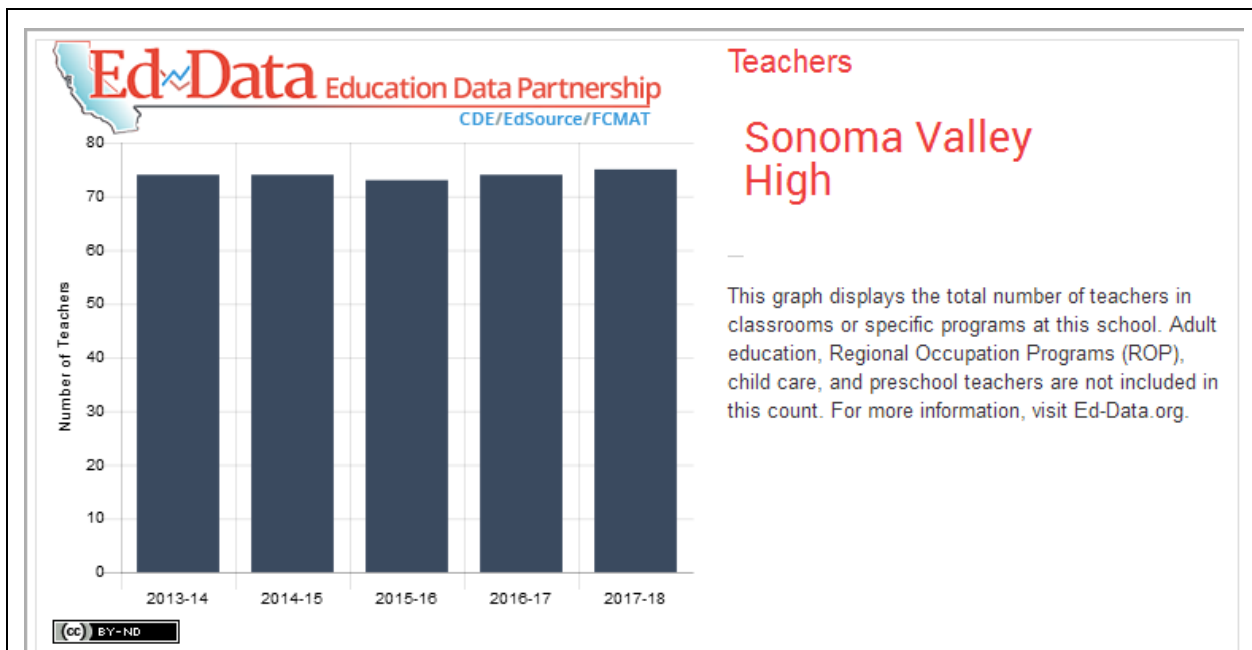


## Sonoma Valley High ACS WASC/CDE Self-Study Report



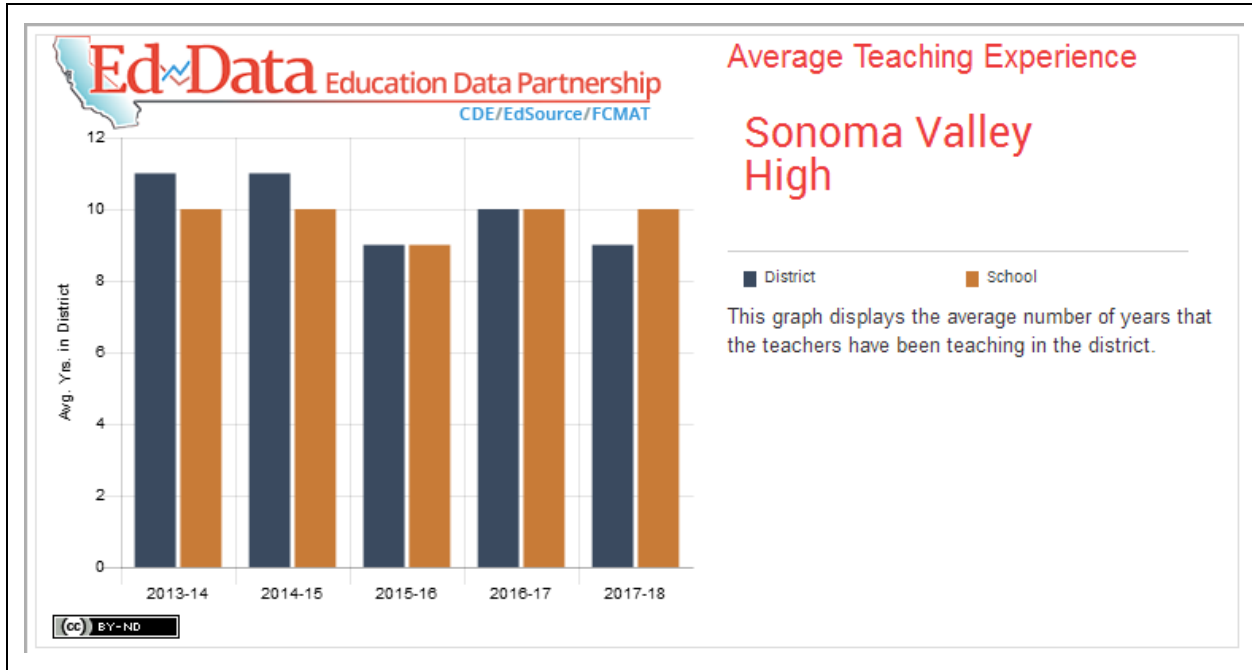
Source: Ed Data

While the student:teacher ratio has remained fairly constant, there is a huge variation in the class size from subject to subject and section to section.



Source: Ed Data

## Sonoma Valley High ACS WASC/CDE Self-Study Report



Source: Ed Data

Given that in our most recent year, 16% of our staff have only been teaching for 2 years or less, an average teaching experience of 10 years indicates that our staff is on the younger side, experience-wise.

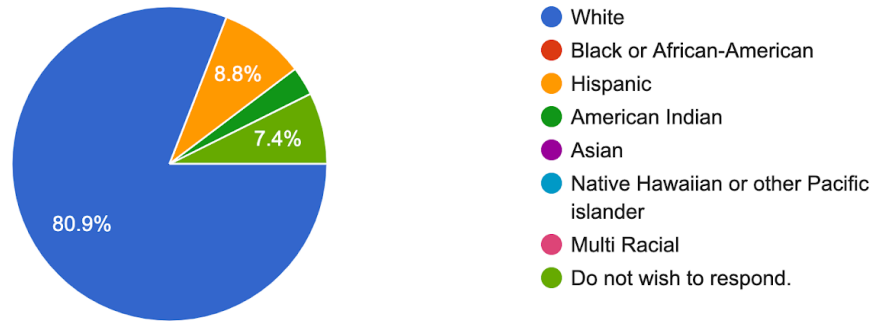


## Sonoma Valley High ACS WASC/CDE Self-Study Report

### As reported by SVHS Staff Survey

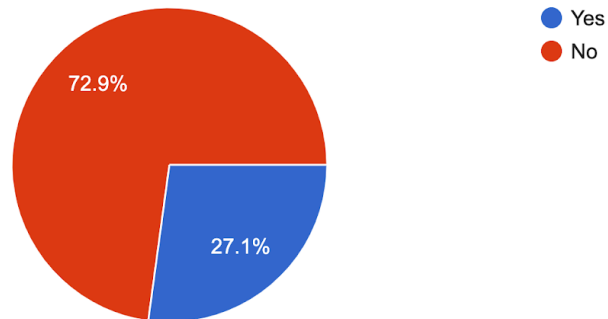
#### Ethnicity

68 responses



#### Do you speak another language?

70 responses

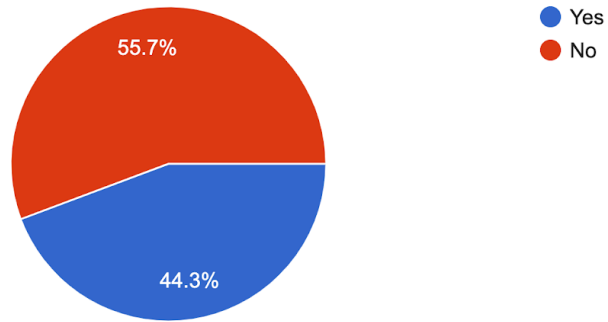


Sonoma Valley High ACS WASC/CDE Self-Study Report

As reported by SVHS Staff Survey Continued...

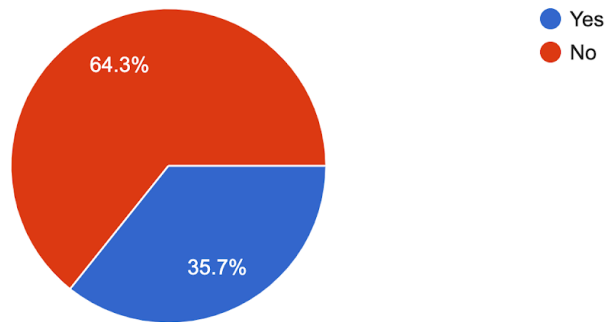
Do you have a Masters Degree?

70 responses



Do you have more than one Credential?

70 responses

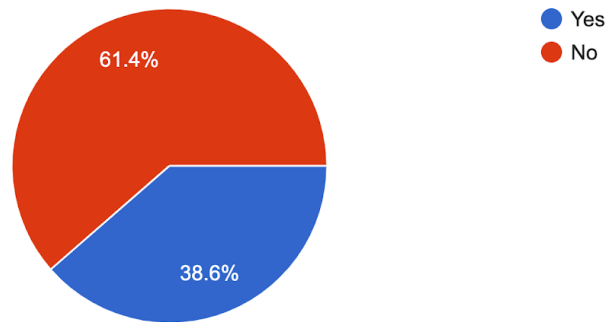


Sonoma Valley High ACS WASC/CDE Self-Study Report

As reported by SVHS Staff Survey Continued...

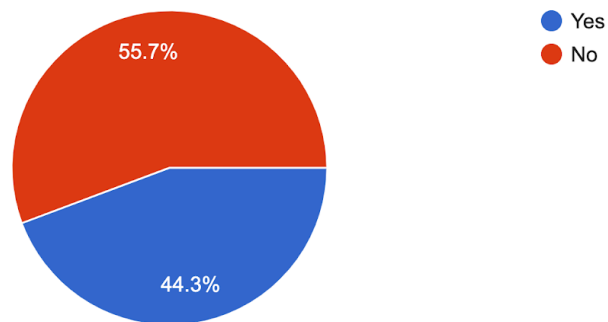
Have you been a BTSA Mentor?

70 responses



Have you gone to AVID training?

70 responses

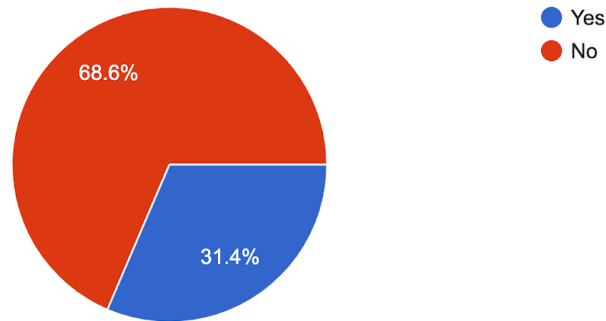


The fact that more than half of our staff has gone to an AVID training shows our school's commitment to the AVID program and more importantly, its mission.

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

**Have you led any professional development or out-side professional workshop in the last six years?**

70 responses



**Professional Development outside of School as reported by survey**

<p>PD and Workshops as Reported by staff outside of District PD</p>	<ul style="list-style-type: none"> <li>● CPM</li> <li>● CMC South</li> <li>● CMC North (Asilomar)</li> <li>● NCAP Summit on Sustainable Ag Bio and Chemistry in Agriculture</li> <li>● Project based learning</li> <li>● Inclusive rallies, staff and student engagement</li> <li>● Edward Tufte Information Visualization</li> <li>● CUE</li> <li>● League of Schools</li> <li>● GAFE</li> <li>● CAEA</li> <li>● STEM Curriculum Development</li> <li>● NGSS Application in Science</li> <li>● Project Lead the Way Design and Development Certification, Monterey Bay Aquarium Ocean Plastic Pollution Summits (3 years)</li> <li>● California Council for the Social Studies Presenter, SSU Guest Professor</li> <li>● Google Certified Teacher/Trainer</li> <li>● College Board certified AP Trainings</li> </ul>
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## Sonoma Valley High ACS WASC/CDE Self-Study Report

### Summary - SVHS WASC Stakeholder Survey 2019-2020

#### Context & Conditions

The surveys listed below were created in the summer and fall of 2019 by SVHS WASC Co-Chairs Andy Mitchell and Andy Gibson, using the previous SVHS Stakeholder WASC survey, as well as samples from other high schools. These surveys were vetted through the SVHS Administration and select SVHS staff members before being delivered to SVHS Stakeholders. The primary purpose of the survey was to gather and compare perception data from stakeholders, and use those findings to help drive and inform future decisions at SVHS.

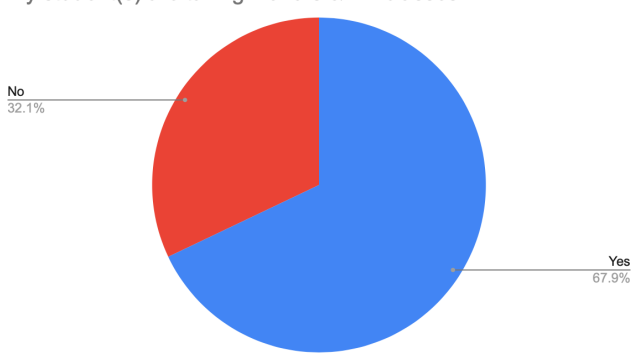
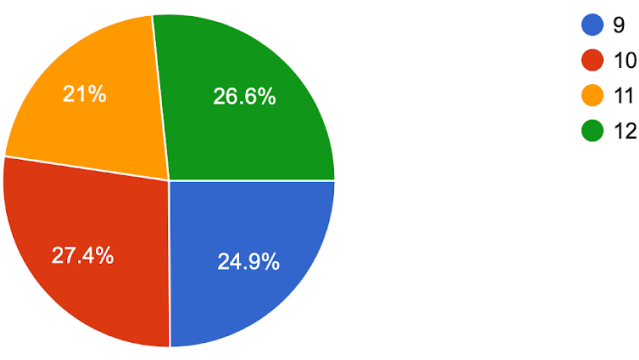
*Data may be easier to read with this link: [Original View](#)*

<p><a href="#">Parent WASC Survey (English)</a></p> <p><a href="#">Parent WASC Survey (Spanish)</a></p>	<p>At the start of the year, <a href="#">fliers for the parent survey</a> were initially passed out to parents at Back to School Registration on August 13-14. Links for the survey were posted daily within the SVHS Bulletin, on the main landing page of the SVHS website, and on the SVHS Parent Connection Facebook Group by Friday August 16. Additional fliers and paper copies of the survey were placed on display at the SVHS office reception desk. Throughout September and October, SVHS Co-WASC Chair Andy Gibson visited parent organizations that include the SVHS Boosters Club, SVHS Site Council, and the SVHS English Learner Advisory Committee (ELAC) to spread awareness and answer questions about the survey. With the support of the parents on these committees, survey fliers were handed out at SVHS athletic events and shared electronically by parents. SVHS Co-Chairs Andy Mitchell and Andy Gibson presented the survey and its purpose to parents who attended Back to School Night (BTSN) Wednesday September 25. Fliers for the survey were also passed out during all 1st period classes at BTSN. Despite the outreach by all parties involved, the final total of parents who completed the survey was 156.</p>
<p><a href="#">Certificated Staff WASC Survey</a></p> <p><a href="#">Classified Staff WASC Survey</a></p>	<p>The certificated staff survey was first introduced to staff at the Faculty Meeting of Monday September 23 and remained open until Wednesday October 16. Staff participation was high, as 70 out of 82 (85%) certificated staff members completed the survey. A separate classified staff survey was also introduced within this same time frame described above. Classified staff participation was lower, as 12 out of 19 (63%) completed the survey.</p>
<p><a href="#">Student WASC Survey</a></p>	<p>The student survey was delivered in all 9th-12th grade History/Social Science classes and 9th grade Living Skills classes. Prior to the survey being delivered to students, all teachers proctoring the survey met with Co-WASC Chair Andy Gibson to discuss timing and consistent messaging to students. After this meeting, all teachers agreed that the survey would be delivered during class time rather than A+/Advisory. Students were encouraged to be open, and honest, and to include specific feedback. The window of the survey began on Thursday November 14 and closed on Wednesday</p>

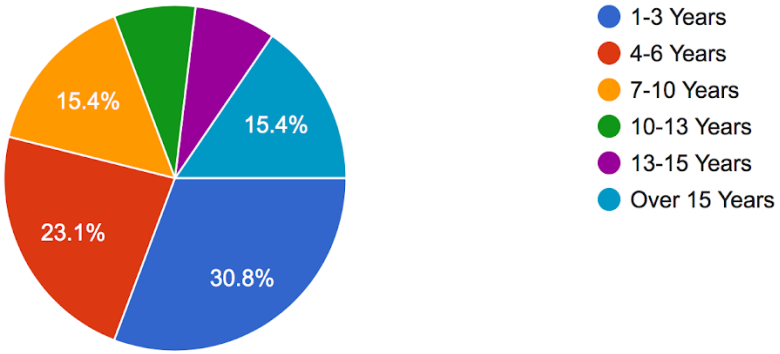
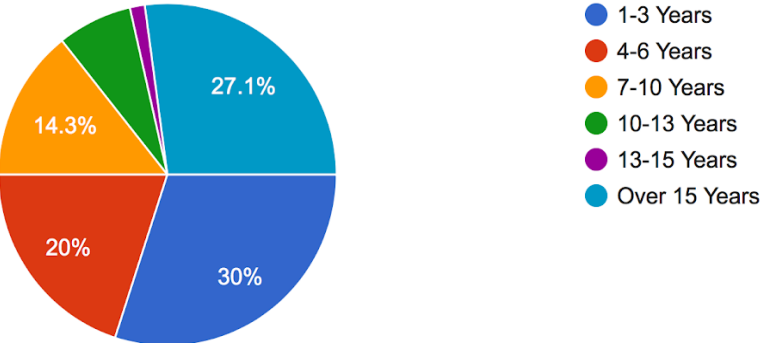
## Sonoma Valley High ACS WASC/CDE Self-Study Report

November 20, allowing teachers to fit in the survey appropriately within their instructional time. Students were given 15-20 minutes to take the survey, and if necessary were provided extra time to finish. Overall student participation was high, as 980 out of 1252 (78%) students completed the survey.

### Stakeholder Profile

<b>Parents</b>	<p>My student(s) are taking Honors &amp; AP classes.</p>  <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Yes</td><td>67.9%</td></tr><tr><td>No</td><td>32.1%</td></tr></tbody></table>	Response	Percentage	Yes	67.9%	No	32.1%				
Response	Percentage										
Yes	67.9%										
No	32.1%										
<b>Students</b>	<p>Please select your grade level 980 responses</p>  <table border="1"><thead><tr><th>Grade Level</th><th>Percentage</th></tr></thead><tbody><tr><td>9</td><td>24.9%</td></tr><tr><td>10</td><td>27.4%</td></tr><tr><td>11</td><td>21%</td></tr><tr><td>12</td><td>26.6%</td></tr></tbody></table>	Grade Level	Percentage	9	24.9%	10	27.4%	11	21%	12	26.6%
Grade Level	Percentage										
9	24.9%										
10	27.4%										
11	21%										
12	26.6%										

## Sonoma Valley High ACS WASC/CDE Self-Study Report

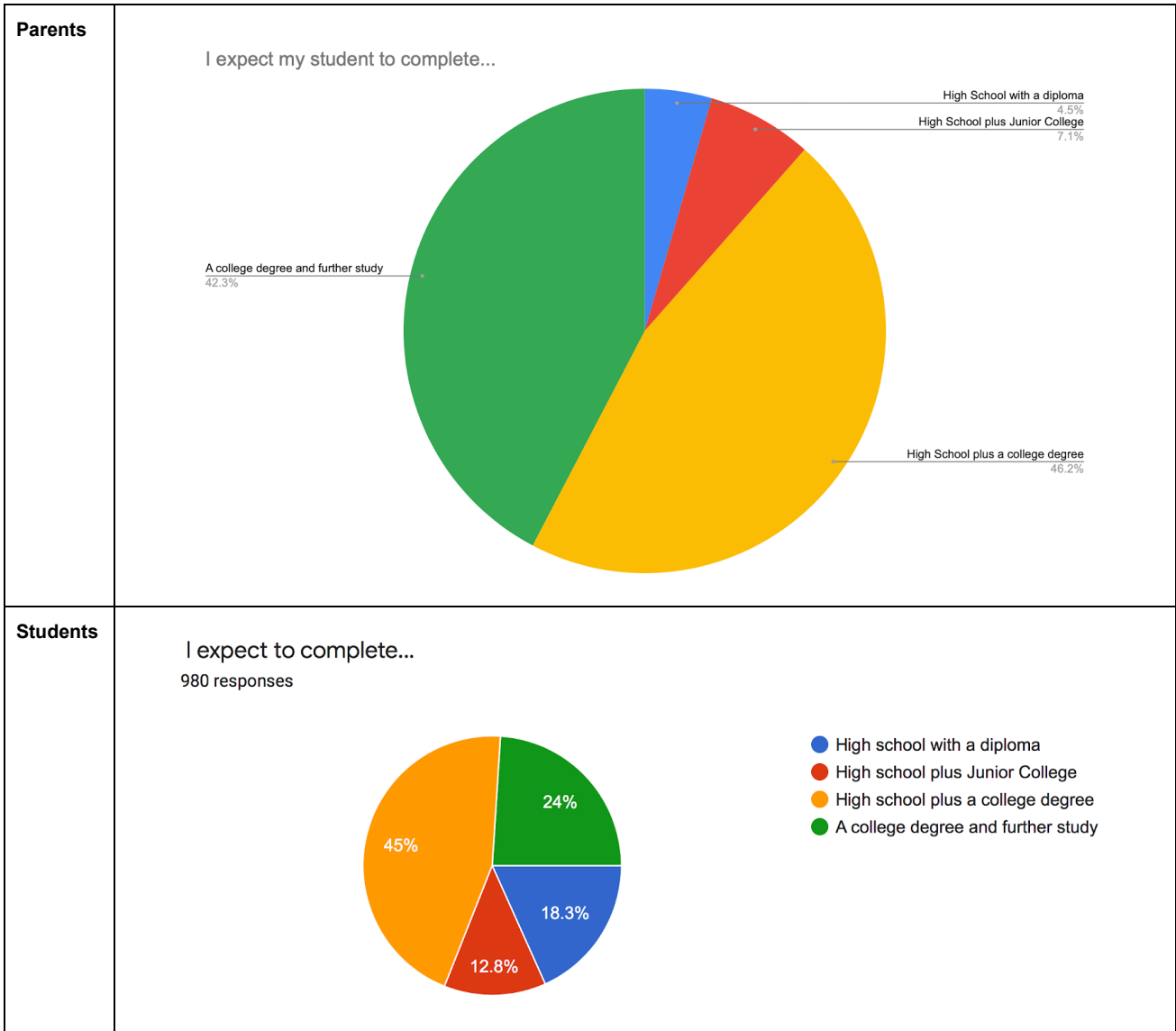
<p><b>Classified Staff</b></p>	<p>How long have you worked at SVHS? 13 responses</p>  <table border="1" data-bbox="1096 352 1291 567"> <thead> <tr> <th>Years</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1-3 Years</td> <td>30.8%</td> </tr> <tr> <td>4-6 Years</td> <td>23.1%</td> </tr> <tr> <td>7-10 Years</td> <td>15.4%</td> </tr> <tr> <td>10-13 Years</td> <td>15.4%</td> </tr> <tr> <td>13-15 Years</td> <td>5.4%</td> </tr> <tr> <td>Over 15 Years</td> <td>9.7%</td> </tr> </tbody> </table>	Years	Percentage	1-3 Years	30.8%	4-6 Years	23.1%	7-10 Years	15.4%	10-13 Years	15.4%	13-15 Years	5.4%	Over 15 Years	9.7%
Years	Percentage														
1-3 Years	30.8%														
4-6 Years	23.1%														
7-10 Years	15.4%														
10-13 Years	15.4%														
13-15 Years	5.4%														
Over 15 Years	9.7%														
<p><b>Certificated Staff</b></p>	<p>How long have you taught at SVHS? 70 responses</p>  <table border="1" data-bbox="1096 909 1274 1123"> <thead> <tr> <th>Years</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1-3 Years</td> <td>30%</td> </tr> <tr> <td>4-6 Years</td> <td>20%</td> </tr> <tr> <td>7-10 Years</td> <td>14.3%</td> </tr> <tr> <td>10-13 Years</td> <td>14.3%</td> </tr> <tr> <td>13-15 Years</td> <td>2.1%</td> </tr> <tr> <td>Over 15 Years</td> <td>19.3%</td> </tr> </tbody> </table>	Years	Percentage	1-3 Years	30%	4-6 Years	20%	7-10 Years	14.3%	10-13 Years	14.3%	13-15 Years	2.1%	Over 15 Years	19.3%
Years	Percentage														
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4-6 Years	20%														
7-10 Years	14.3%														
10-13 Years	14.3%														
13-15 Years	2.1%														
Over 15 Years	19.3%														

Of the 156 parents that took the survey, 106 have students that are currently enrolled in Honors and Advanced Placement (AP) courses. Of the 980 students who took the survey, the breakdown consisted of 261 seniors, 206 juniors, 269 sophomores, and 244 freshman. Additionally, of the 980 students surveyed, 50.6% indicated they were currently or have been enrolled in an Honors or AP course. Since the last WASC visit in 2014, there has been significant staff turnover. Of those who responded to the survey, 50% of Certificated and 53.9% Classified staff have been at SVHS less than 6 years.

## Sonoma Valley High ACS WASC/CDE Self-Study Report

### Stakeholder Alignment

**Question = I expect my student/myself to complete**

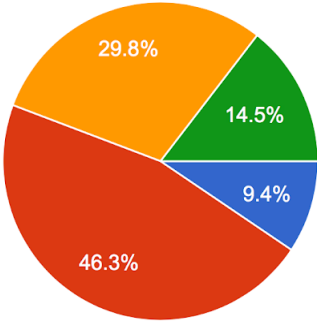
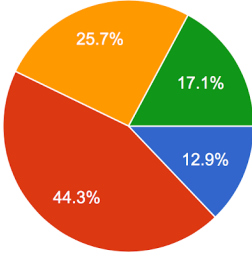


College is clearly a goal for the students and parents who took the survey. Of the 156 parents that took the survey, 88.5% expect their student(s) to earn a college degree or higher after completing high school. Of the 980 students who took the survey, 69% expect to earn a college degree or higher after finishing high school.



## Sonoma Valley High ACS WASC/CDE Self-Study Report

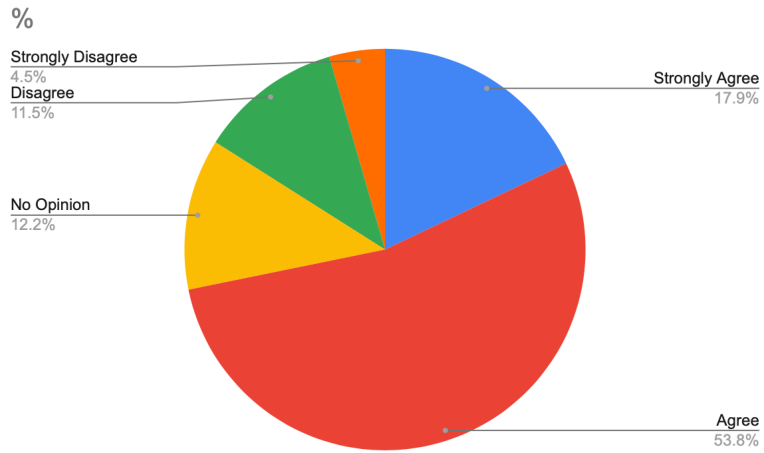
**Question = Wednesday 1-6 days are an effective part of our schedule.**

<b>Student</b>	<p>Wednesday 1-6 days are an effective part of our schedule. 980 responses</p>  <p>Legend:</p> <ul style="list-style-type: none"><li>Strongly agree</li><li>Agree</li><li>Disagree</li><li>Strongly disagree</li></ul> <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly agree</td><td>9.4%</td></tr><tr><td>Agree</td><td>46.3%</td></tr><tr><td>Disagree</td><td>29.8%</td></tr><tr><td>Strongly disagree</td><td>14.5%</td></tr></tbody></table>	Response	Percentage	Strongly agree	9.4%	Agree	46.3%	Disagree	29.8%	Strongly disagree	14.5%
Response	Percentage										
Strongly agree	9.4%										
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<b>Certificated Staff</b>	<p>Wednesday 1-6 days are an effective part of our schedule. 70 responses</p>  <p>Legend:</p> <ul style="list-style-type: none"><li>Strongly agree</li><li>Agree</li><li>Disagree</li><li>Strongly disagree</li></ul> <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly agree</td><td>12.9%</td></tr><tr><td>Agree</td><td>44.3%</td></tr><tr><td>Disagree</td><td>25.7%</td></tr><tr><td>Strongly disagree</td><td>17.1%</td></tr></tbody></table>	Response	Percentage	Strongly agree	12.9%	Agree	44.3%	Disagree	25.7%	Strongly disagree	17.1%
Response	Percentage										
Strongly agree	12.9%										
Agree	44.3%										
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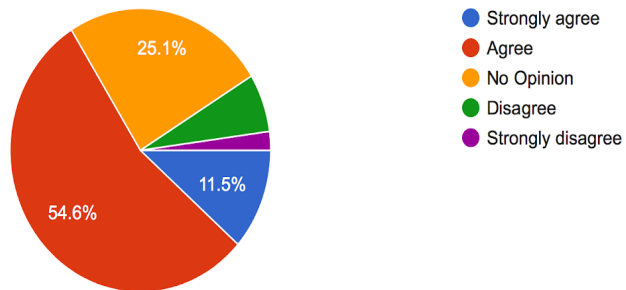
Of those surveyed, 55.7% of students and 57.2% of staff feel that “C” Days are an effective part of our schedule.

# Sonoma Valley High ACS WASC/CDE Self-Study Report

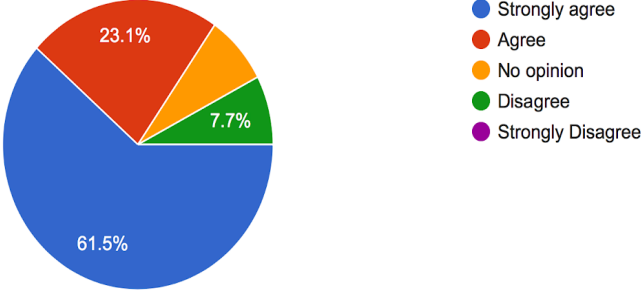
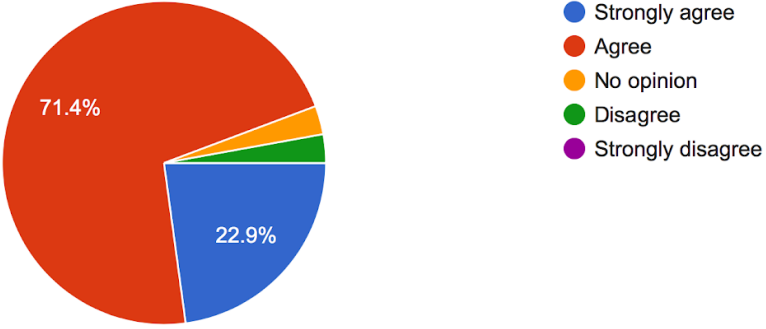
## Question = I understand the school's goals and educational standards



I understand the school's goals and educational standards.  
980 responses



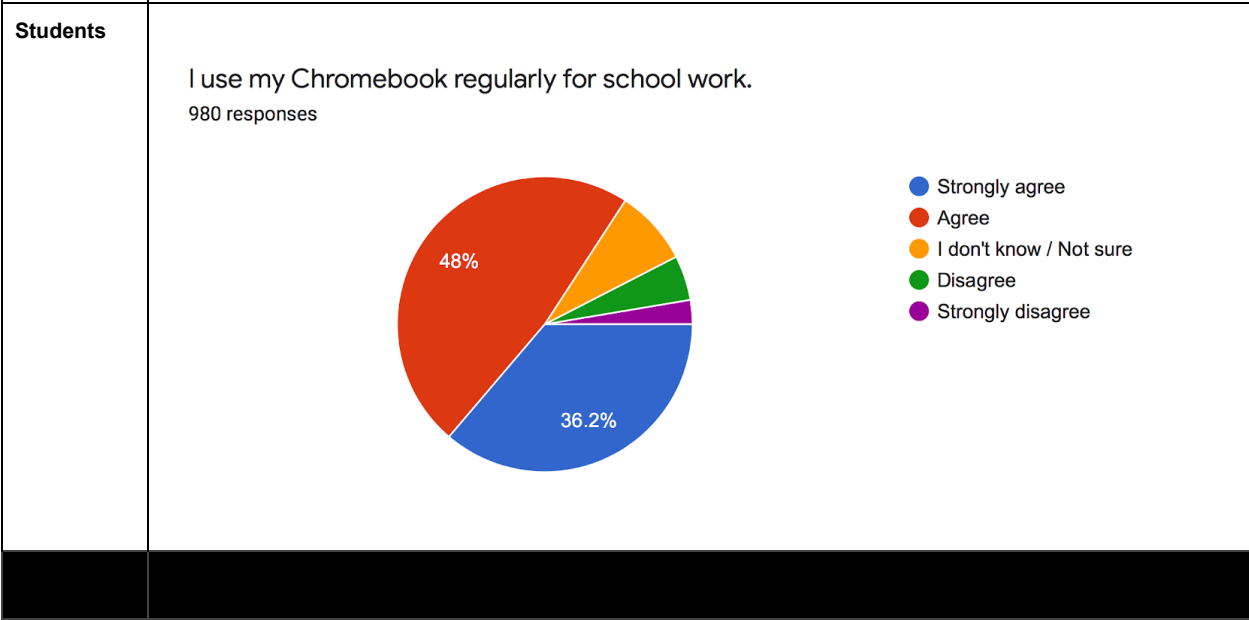
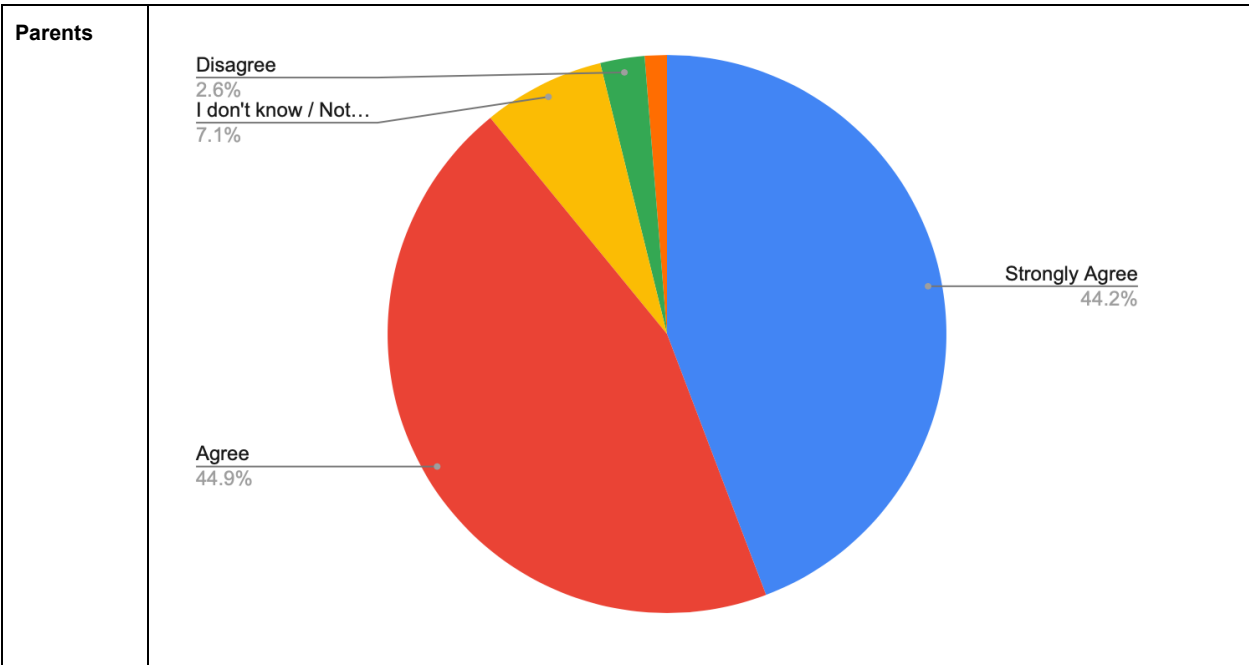
## Sonoma Valley High ACS WASC/CDE Self-Study Report

<p><b>Classified Staff</b></p>	<p>I understand the school's goals and educational standards. 13 responses</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly agree</td> <td>61.5%</td> </tr> <tr> <td>Agree</td> <td>23.1%</td> </tr> <tr> <td>No opinion</td> <td>7.7%</td> </tr> <tr> <td>Disagree</td> <td>7.7%</td> </tr> <tr> <td>Strongly Disagree</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Strongly agree	61.5%	Agree	23.1%	No opinion	7.7%	Disagree	7.7%	Strongly Disagree	0%
Response	Percentage												
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<p><b>Certificated Staff</b></p>	<p>I understand the school's goals and educational standards. 70 responses</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly agree</td> <td>22.9%</td> </tr> <tr> <td>Agree</td> <td>71.4%</td> </tr> <tr> <td>No opinion</td> <td>2.9%</td> </tr> <tr> <td>Disagree</td> <td>2.9%</td> </tr> <tr> <td>Strongly Disagree</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Strongly agree	22.9%	Agree	71.4%	No opinion	2.9%	Disagree	2.9%	Strongly Disagree	0%
Response	Percentage												
Strongly agree	22.9%												
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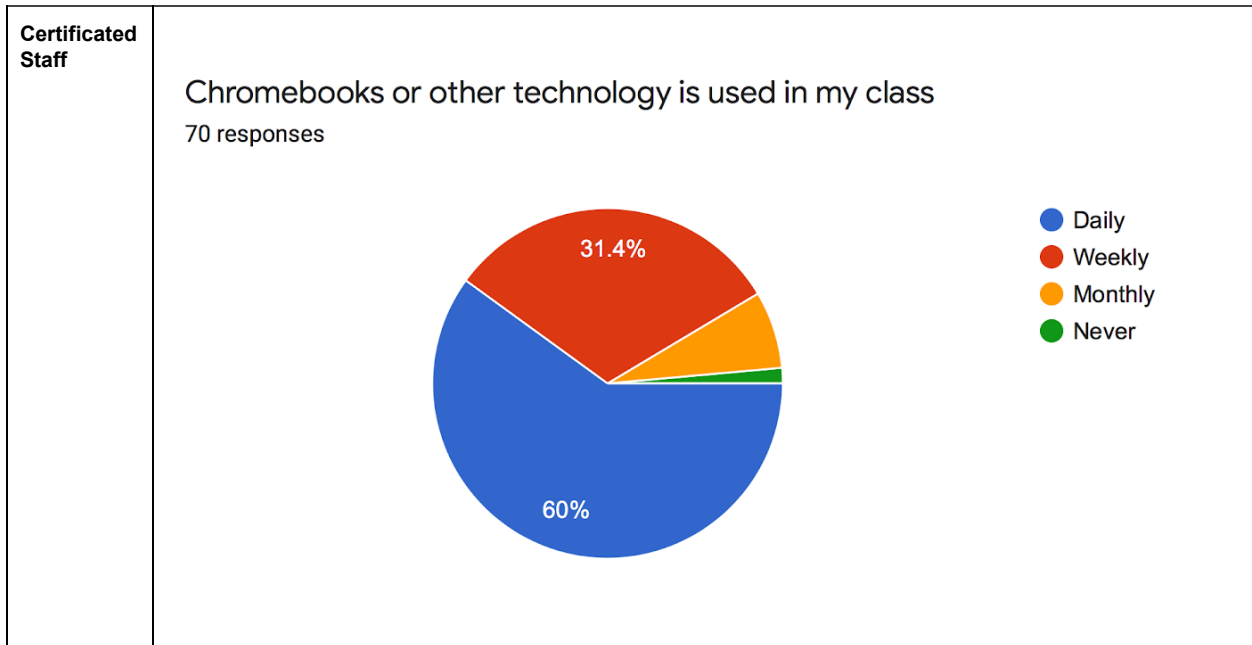
A majority of SVHS Stakeholders understand the goals and educational standards of the high school, with 71.7% of parents surveyed, 66.1% of students surveyed, 94.3% of Certificated staff surveyed, and 84.6% of Classified staff surveyed provided a response of “Strongly Agree” or “Agree.”

Sonoma Valley High ACS WASC/CDE Self-Study Report

**Question = Chromebooks / technology use.**



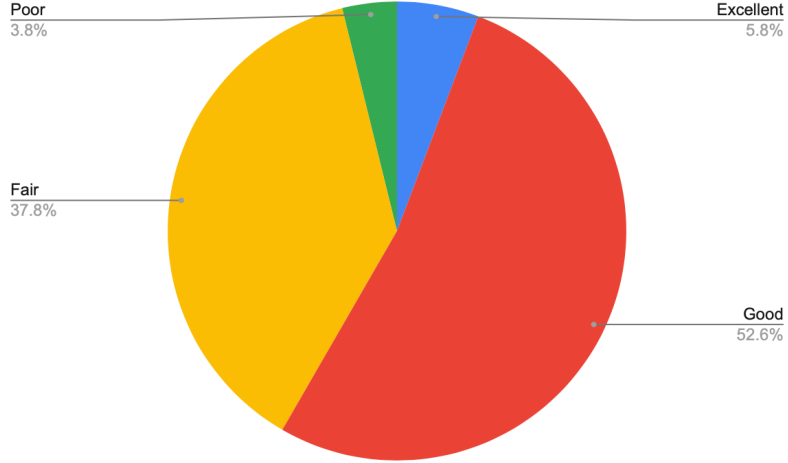
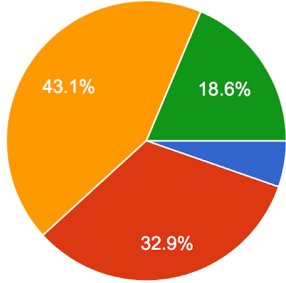
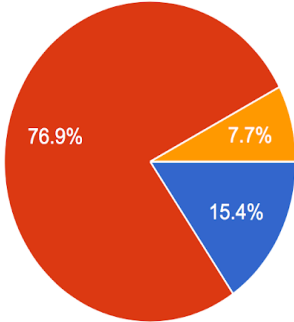
## Sonoma Valley High ACS WASC/CDE Self-Study Report



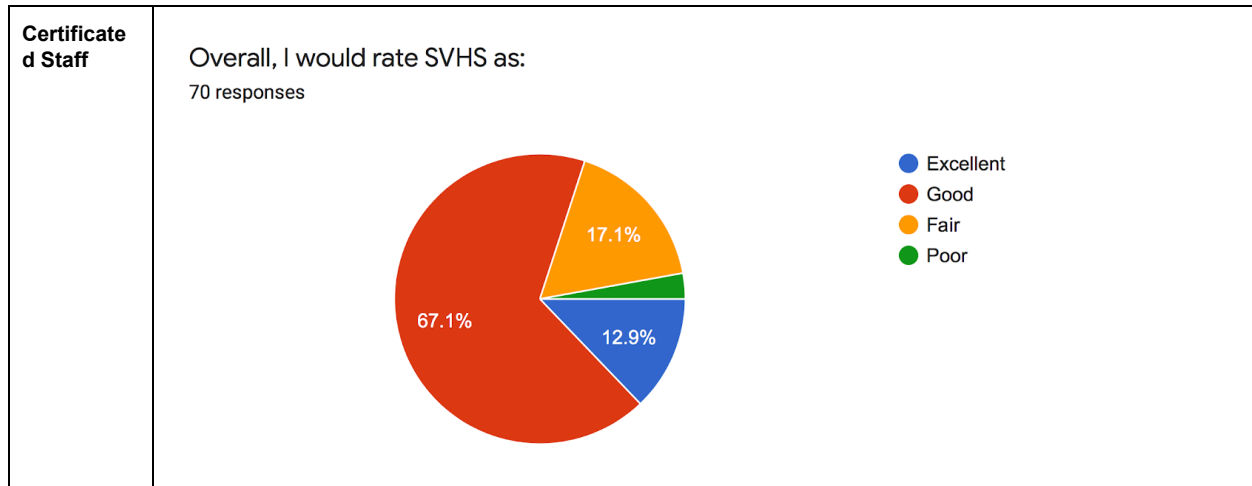
A majority of SVHS Stakeholders indicated a strong presence and use of technology within the classroom, with 89.1% of parents surveyed, 84.2% students of students surveyed and 91.4% of Certificated staff surveyed provided a response of “Strongly Agree” or “Agree.”

## Sonoma Valley High ACS WASC/CDE Self-Study Report

### Question = Overall, I would rate SVHS as...

<b>Parents</b>	 <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>5.8%</td> </tr> <tr> <td>Good</td> <td>52.6%</td> </tr> <tr> <td>Fair</td> <td>37.8%</td> </tr> <tr> <td>Poor</td> <td>3.8%</td> </tr> </tbody> </table>	Rating	Percentage	Excellent	5.8%	Good	52.6%	Fair	37.8%	Poor	3.8%
Rating	Percentage										
Excellent	5.8%										
Good	52.6%										
Fair	37.8%										
Poor	3.8%										
<b>Students</b>	<p>Overall, I would rate SVHS as: 976 responses</p>  <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>7.4%</td> </tr> <tr> <td>Good</td> <td>32.9%</td> </tr> <tr> <td>Fair</td> <td>43.1%</td> </tr> <tr> <td>Poor</td> <td>18.6%</td> </tr> </tbody> </table>	Rating	Percentage	Excellent	7.4%	Good	32.9%	Fair	43.1%	Poor	18.6%
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<b>Classified Staff</b>	<p>Overall, I would rate SVHS as: 13 responses</p>  <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>15.4%</td> </tr> <tr> <td>Good</td> <td>76.9%</td> </tr> <tr> <td>Fair</td> <td>7.7%</td> </tr> <tr> <td>Poor</td> <td>0%</td> </tr> </tbody> </table>	Rating	Percentage	Excellent	15.4%	Good	76.9%	Fair	7.7%	Poor	0%
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## Sonoma Valley High ACS WASC/CDE Self-Study Report

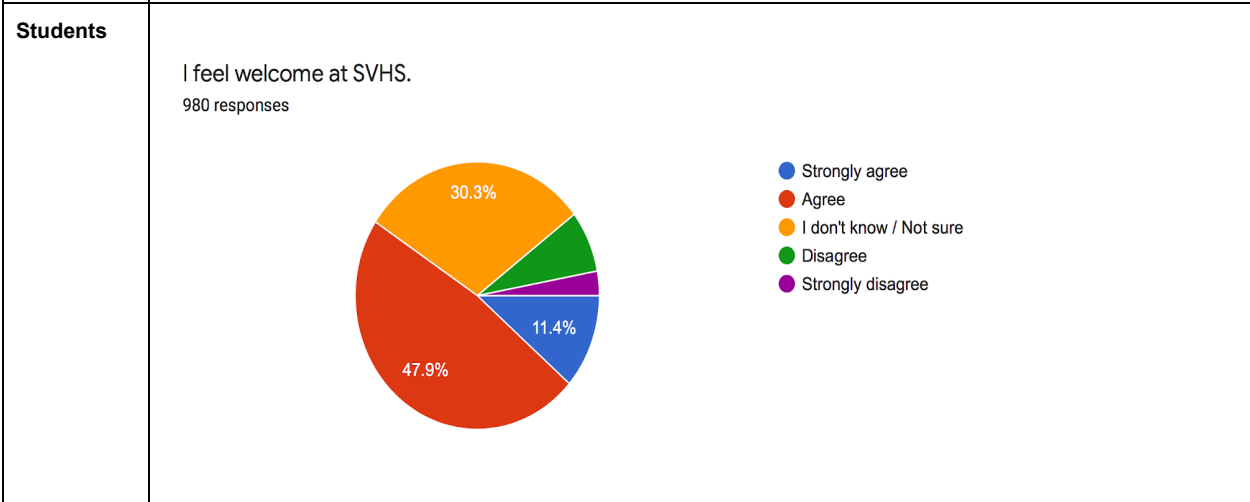
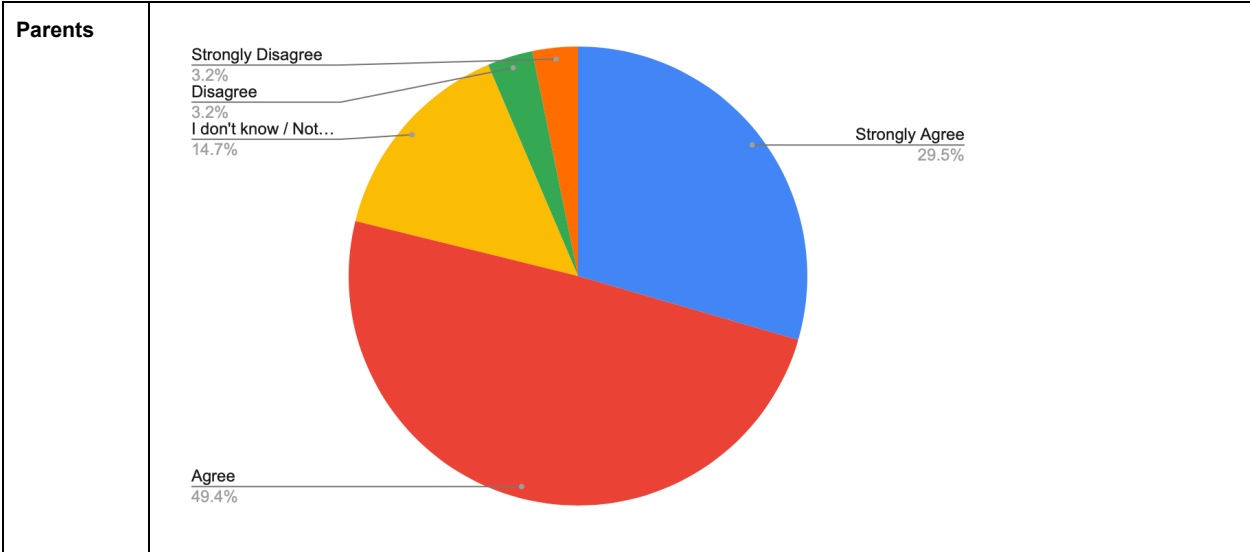


A majority of SVHS Stakeholders provided a positive overall rating of SVHS, with 96.2% of parents surveyed, 81.4% of students surveyed, 91.7% of Certificated staff surveyed, and 100% of Classified staff surveyed provided a response of “Excellent,” “Good,” or “Fair”.

There is a gap that exists between SVHS Stakeholders when the choice “Fair” is eliminated, with 58.4% of parents surveyed and 38.3% of students surveyed provided a response of “Excellent” or “Good.” Compared with 80% of Certificated staff surveyed and 92.3% of Classified staff surveyed provided a response of “Excellent” or “Good.”

## Sonoma Valley High ACS WASC/CDE Self-Study Report

### Question = I feel welcome at SVHS.





## Sonoma Valley High ACS WASC/CDE Self-Study Report

<b>Classified Staff</b>	<p>I feel welcome at SVHS. 13 responses</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly agree</td> <td>46.2%</td> </tr> <tr> <td>Agree</td> <td>46.2%</td> </tr> <tr> <td>I don't know / Not sure</td> <td>7.7%</td> </tr> <tr> <td>Disagree</td> <td>0%</td> </tr> <tr> <td>Strongly Disagree</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Strongly agree	46.2%	Agree	46.2%	I don't know / Not sure	7.7%	Disagree	0%	Strongly Disagree	0%
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Strongly agree	46.2%												
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I don't know / Not sure	7.7%												
Disagree	0%												
Strongly Disagree	0%												
<b>Certificated Staff</b>	<p>I feel welcome at SVHS. 70 responses</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly agree</td> <td>38.6%</td> </tr> <tr> <td>Agree</td> <td>48.6%</td> </tr> <tr> <td>I don't know / Not sure</td> <td>7.1%</td> </tr> <tr> <td>Disagree</td> <td>7.1%</td> </tr> <tr> <td>Strongly disagree</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Strongly agree	38.6%	Agree	48.6%	I don't know / Not sure	7.1%	Disagree	7.1%	Strongly disagree	0%
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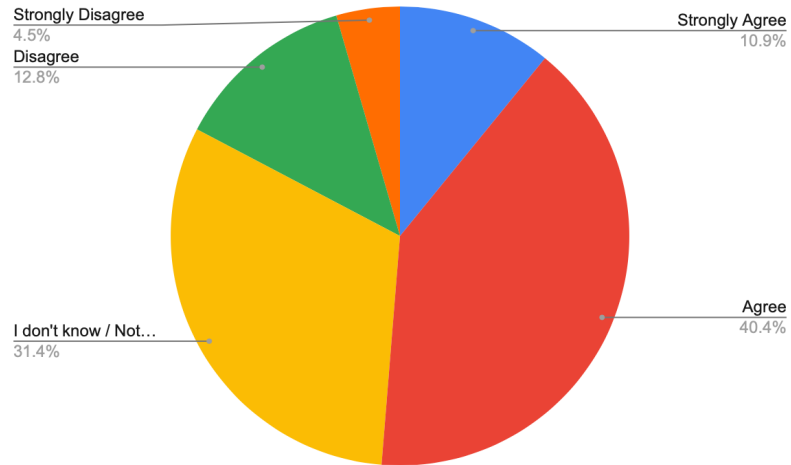
A majority of SVHS Stakeholders feel welcome at SVHS, with 78.9% of parents surveyed, 59.3% of students surveyed, 87.2% of Certificated staff surveyed, and 92.4% of Classified staff surveyed provided a response of “Strongly Agree” or “Agree.”

However 30.3% of the students surveyed provided a response of “I don’t know / Not sure,” which indicates there is work to be done in this area.

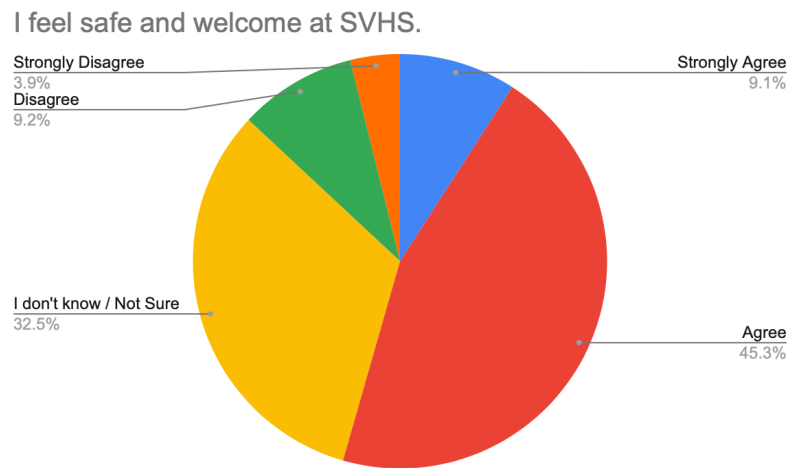
## Sonoma Valley High ACS WASC/CDE Self-Study Report

**Question = Students feel safe and welcome at SVHS.**

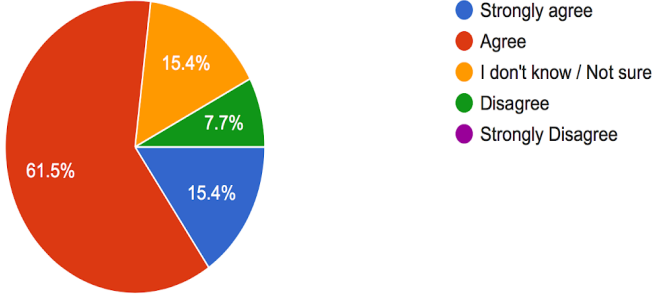
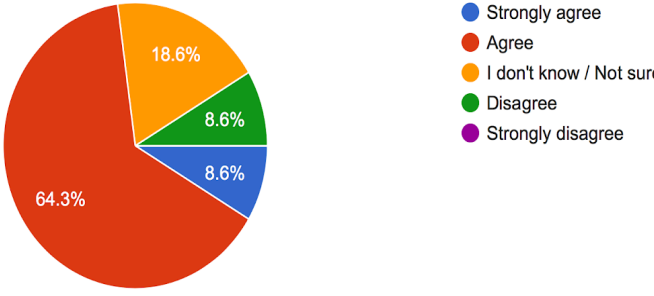
### Parents



### Students



## Sonoma Valley High ACS WASC/CDE Self-Study Report

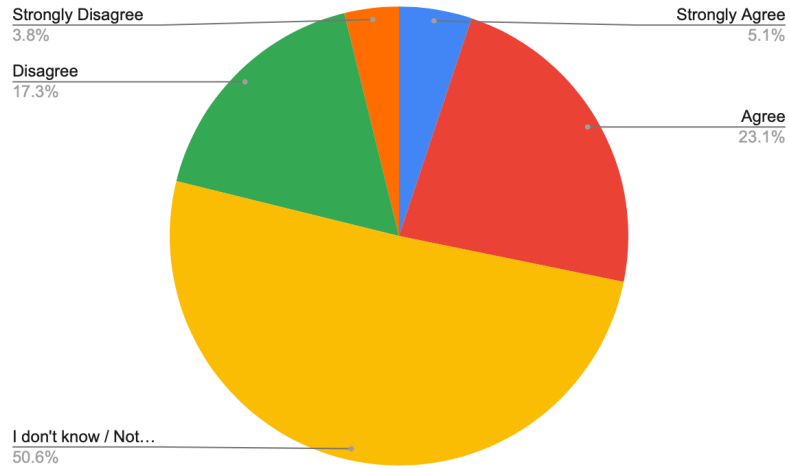
<p><b>Classified Staff</b></p>	<p>Students feel safe and welcome at SVHS. 13 responses</p>  <table border="1" data-bbox="1003 363 1203 510"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly agree</td> <td>15.4%</td> </tr> <tr> <td>Agree</td> <td>61.5%</td> </tr> <tr> <td>I don't know / Not sure</td> <td>15.4%</td> </tr> <tr> <td>Disagree</td> <td>7.7%</td> </tr> <tr> <td>Strongly Disagree</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Strongly agree	15.4%	Agree	61.5%	I don't know / Not sure	15.4%	Disagree	7.7%	Strongly Disagree	0%
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Strongly Disagree	0%												

A majority of SVHS Stakeholders feel that students are both safe and welcome at SVHS, with 51.3% of parents surveyed, 54.4% of students surveyed, 72.9% of Certificated staff surveyed, and 76.9% of Classified staff surveyed provided a response of “Strongly Agree” or “Agree.” However 31.4% of parents surveyed and 32.5% of students surveyed provided a response of “I don’t know / Not sure,” which indicates there is work to be done in this area.

## Sonoma Valley High ACS WASC/CDE Self-Study Report

**Question = I feel that student discipline is handled well at SVHS.**

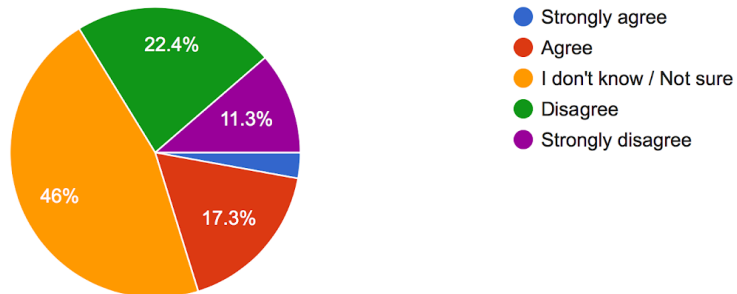
### Parents



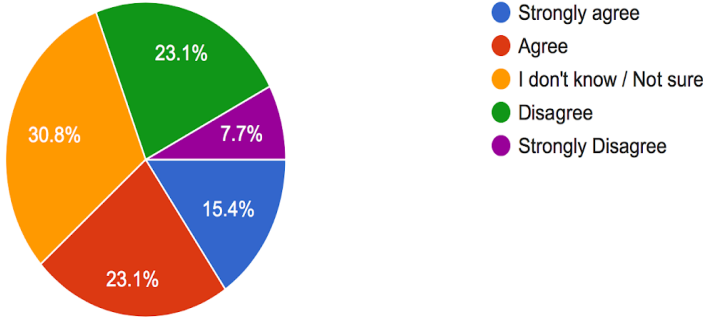
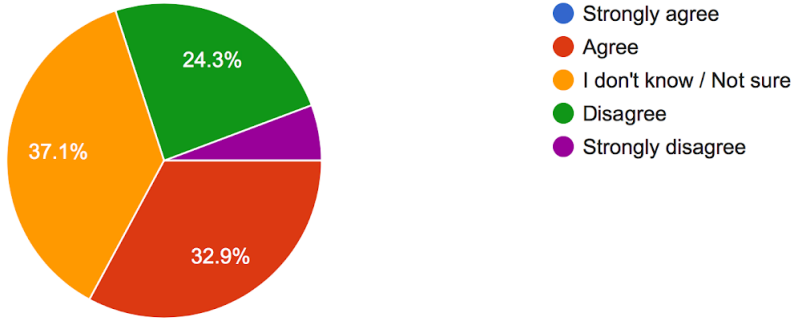
### Students

I feel that student discipline is handled well at SVHS.

980 responses



## Sonoma Valley High ACS WASC/CDE Self-Study Report

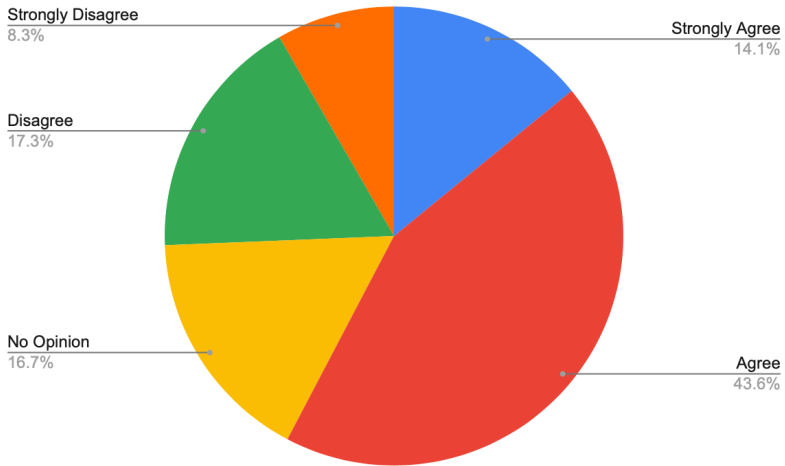
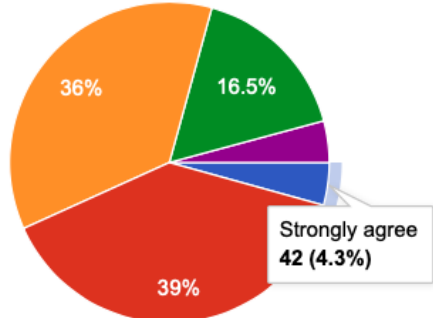
<p><b>Classified Staff</b></p>	<p>I feel that student discipline is handled well at SVHS. 13 responses</p>  <table border="1" data-bbox="1052 373 1266 535"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly agree</td> <td>15.4%</td> </tr> <tr> <td>Agree</td> <td>23.1%</td> </tr> <tr> <td>I don't know / Not sure</td> <td>30.8%</td> </tr> <tr> <td>Disagree</td> <td>23.1%</td> </tr> <tr> <td>Strongly Disagree</td> <td>7.7%</td> </tr> </tbody> </table>	Response	Percentage	Strongly agree	15.4%	Agree	23.1%	I don't know / Not sure	30.8%	Disagree	23.1%	Strongly Disagree	7.7%
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A majority of SVHS Stakeholders are not confident with how student discipline is handled at SVHS, with 28.2% of parents surveyed, 20.2% of students surveyed, 32.9% of Certificated staff surveyed, and 38.5% of Classified staff surveyed provided a response of “Strongly Agree” or “Agree.” Additionally 50.6% of parents surveyed, 46% of students surveyed, 37.1% of Certificated staff surveyed, and 30.8% of Classified staff surveyed provided a response of “I don’t know / Not sure,” which indicates there is work to be done in this area.

# Sonoma Valley High ACS WASC/CDE Self-Study Report

## Stakeholder Gaps

Question = I am satisfied with the school's goals and educational objectives.

<b>Parents</b>	 <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly Disagree</td><td>8.3%</td></tr><tr><td>Disagree</td><td>17.3%</td></tr><tr><td>No Opinion</td><td>16.7%</td></tr><tr><td>Agree</td><td>43.6%</td></tr><tr><td>Strongly Agree</td><td>14.1%</td></tr></tbody></table>	Response	Percentage	Strongly Disagree	8.3%	Disagree	17.3%	No Opinion	16.7%	Agree	43.6%	Strongly Agree	14.1%
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Strongly Disagree	8.3%												
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<b>Students</b>	<p>I am satisfied with the school's goals and educational objectives.</p> <p>980 responses</p>  <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly agree</td><td>4.3%</td></tr><tr><td>Agree</td><td>39%</td></tr><tr><td>No Opinion</td><td>36%</td></tr><tr><td>Disagree</td><td>16.5%</td></tr><tr><td>Strongly disagree</td><td>4.3%</td></tr></tbody></table> <ul style="list-style-type: none"><li>Strongly agree</li><li>Agree</li><li>No Opinion</li><li>Disagree</li><li>Strongly disagree</li></ul>	Response	Percentage	Strongly agree	4.3%	Agree	39%	No Opinion	36%	Disagree	16.5%	Strongly disagree	4.3%
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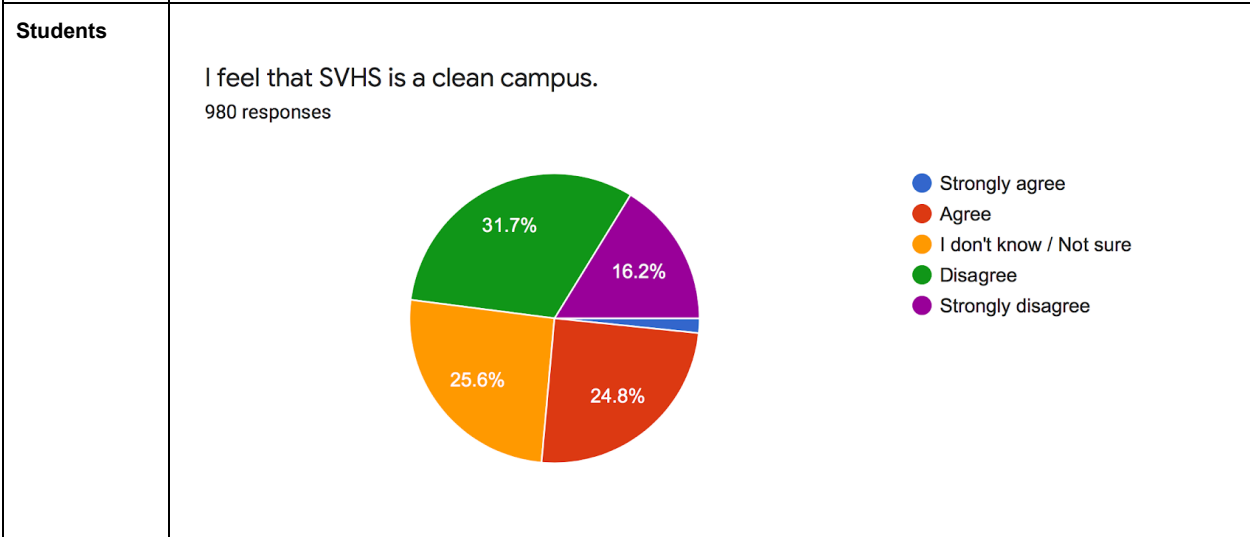
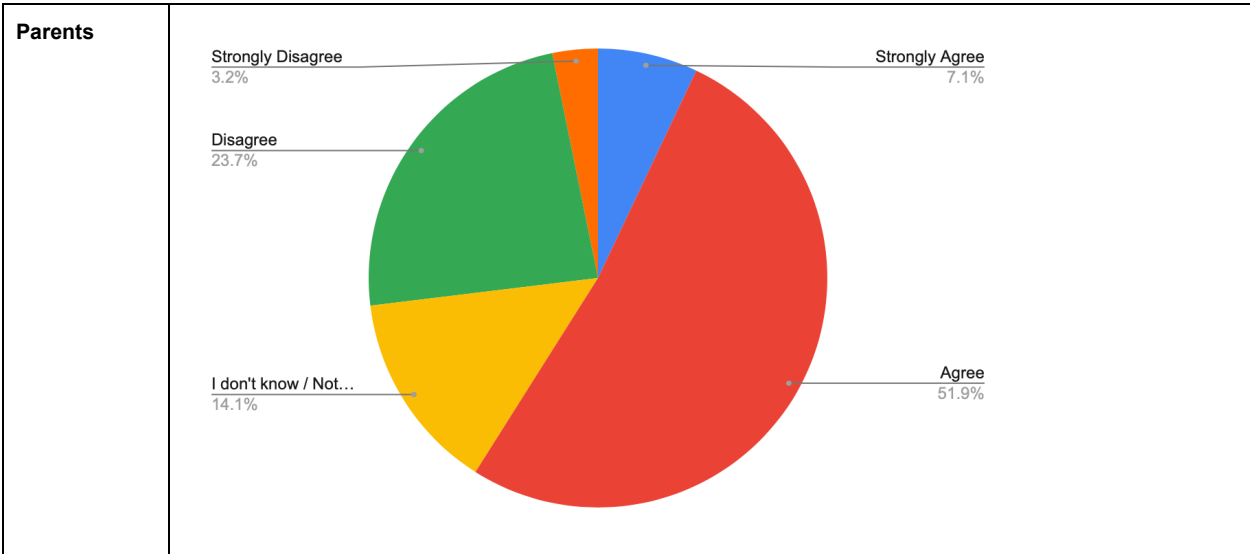
## Sonoma Valley High ACS WASC/CDE Self-Study Report

<p><b>Classified Staff</b></p>	<p>I am satisfied with the school's goals and educational objectives.</p> <p>13 responses</p> <table border="1"> <caption>Satisfaction Levels for Classified Staff</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly agree</td> <td>46.2%</td> </tr> <tr> <td>Agree</td> <td>38.5%</td> </tr> <tr> <td>No opinion</td> <td>15.4%</td> </tr> <tr> <td>Disagree</td> <td>0%</td> </tr> <tr> <td>Strongly Disagree</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Strongly agree	46.2%	Agree	38.5%	No opinion	15.4%	Disagree	0%	Strongly Disagree	0%
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As indicated earlier, a majority of SVHS Stakeholders understand the goals and educational standards of the high school. However there is a clear gap in stakeholder perception when it comes to being satisfied with the goals and educational standards of the high school, with 57.7% of parents surveyed and 43.3% of students surveyed provided a response of “Strongly Agree” or “Agree.” While 80% of Certificated staff surveyed and 84.7% of Classified staff surveyed provided a response of “Strongly Agree” or “Agree.”

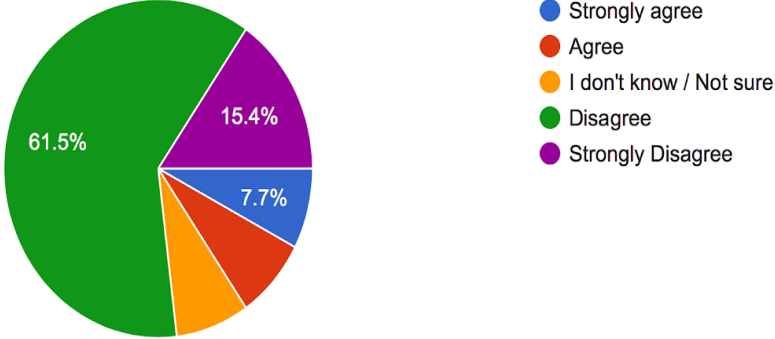
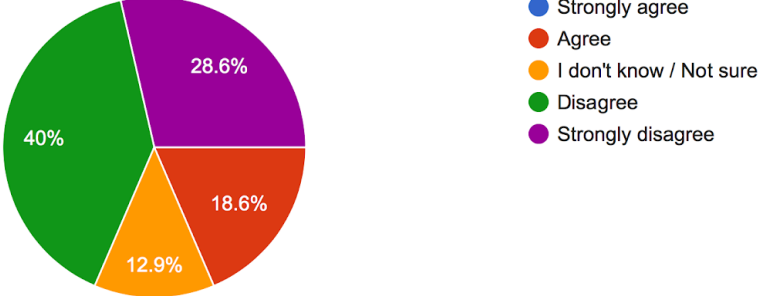
Sonoma Valley High ACS WASC/CDE Self-Study Report

Question = I feel that SVHS is a clean campus.





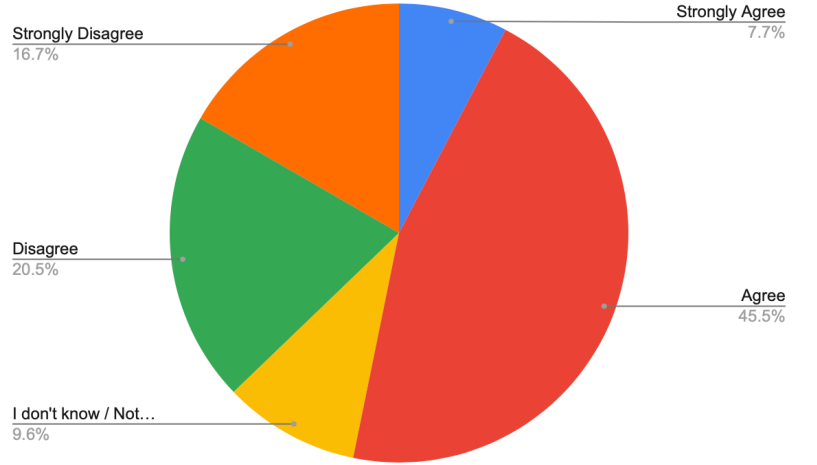
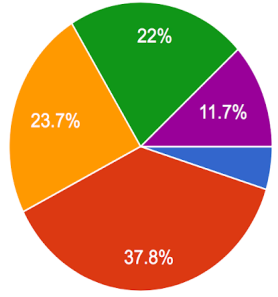
## Sonoma Valley High ACS WASC/CDE Self-Study Report

<p><b>Classified Staff</b></p>	<p>I feel that SVHS is a clean campus. 13 responses</p>  <table border="1" data-bbox="1133 388 1372 556"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly agree</td> <td>7.7%</td> </tr> <tr> <td>Agree</td> <td>7.7%</td> </tr> <tr> <td>I don't know / Not sure</td> <td>7.7%</td> </tr> <tr> <td>Disagree</td> <td>61.5%</td> </tr> <tr> <td>Strongly Disagree</td> <td>15.4%</td> </tr> </tbody> </table>	Response	Percentage	Strongly agree	7.7%	Agree	7.7%	I don't know / Not sure	7.7%	Disagree	61.5%	Strongly Disagree	15.4%
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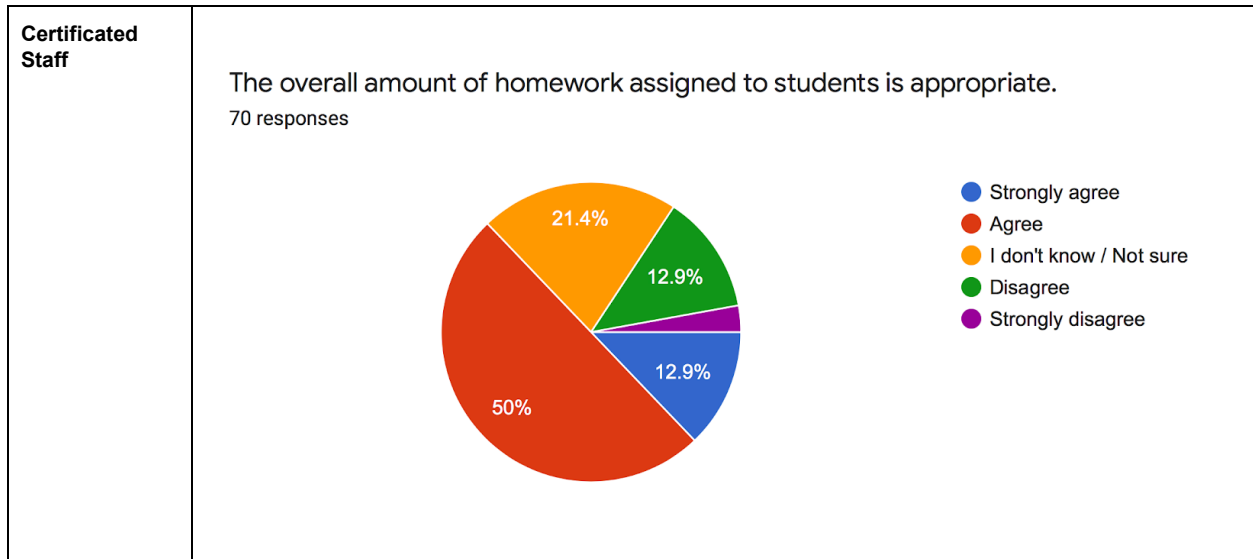
SVHS Stakeholders do not have the same perception when it comes to the cleanliness of campus, as 26.9% of parents surveyed and 47.9% of students surveyed provided a response of “Disagree” or “Strongly Disagree.” Compared to 68.6% of Certificated staff surveyed and 76.9% of Classified staff surveyed providing a response of “Disagree” or “Strongly Disagree.S”

## Sonoma Valley High ACS WASC/CDE Self-Study Report

**Question = Overall amount of homework assigned is appropriate.**

<b>Parents</b>	 <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>7.7%</td> </tr> <tr> <td>Agree</td> <td>45.5%</td> </tr> <tr> <td>I don't know / Not...</td> <td>9.6%</td> </tr> <tr> <td>Disagree</td> <td>20.5%</td> </tr> <tr> <td>Strongly Disagree</td> <td>16.7%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	7.7%	Agree	45.5%	I don't know / Not...	9.6%	Disagree	20.5%	Strongly Disagree	16.7%
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Agree	45.5%												
I don't know / Not...	9.6%												
Disagree	20.5%												
Strongly Disagree	16.7%												
<b>Students</b>	<p>The amount of homework I receive is appropriate for the level of classes that I have chosen to take.</p> <p>980 responses</p>  <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>11.7%</td> </tr> <tr> <td>Agree</td> <td>37.8%</td> </tr> <tr> <td>I don't know/Not sure</td> <td>23.7%</td> </tr> <tr> <td>Disagree</td> <td>22%</td> </tr> <tr> <td>Strongly disagree</td> <td>11.7%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li><span style="color: blue;">●</span> Strongly Agree</li> <li><span style="color: red;">●</span> Agree</li> <li><span style="color: orange;">●</span> I don't know/Not sure</li> <li><span style="color: green;">●</span> Disagree</li> <li><span style="color: purple;">●</span> Strongly disagree</li> </ul>	Response	Percentage	Strongly Agree	11.7%	Agree	37.8%	I don't know/Not sure	23.7%	Disagree	22%	Strongly disagree	11.7%
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Disagree	22%												
Strongly disagree	11.7%												
<b>Classified Staff</b>													

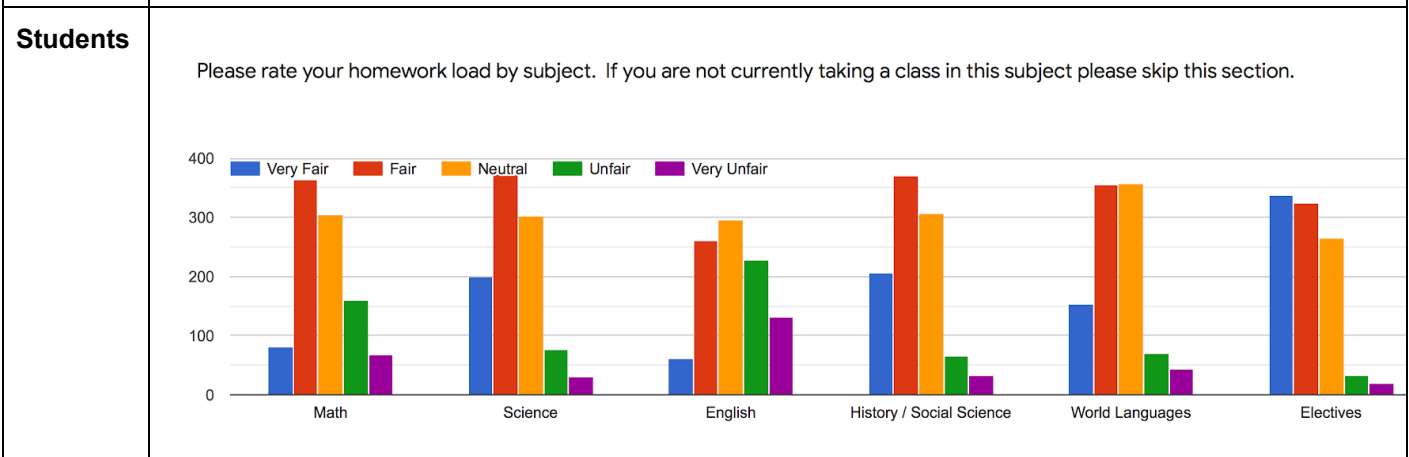
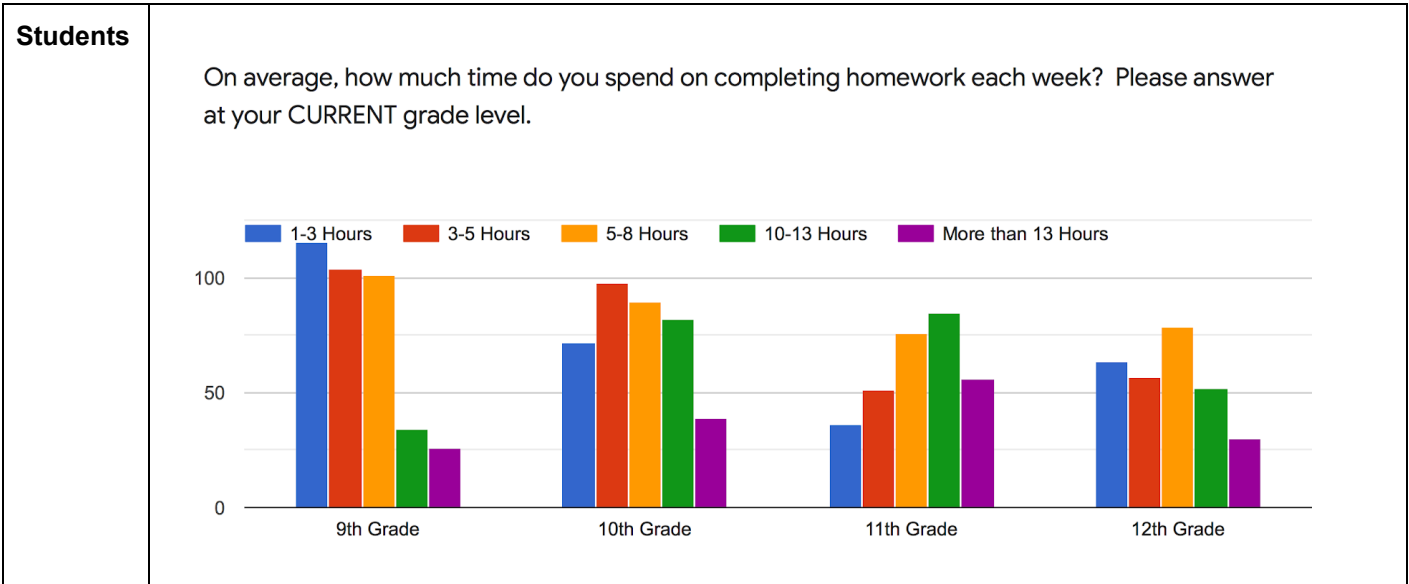
## Sonoma Valley High ACS WASC/CDE Self-Study Report



There is a clear gap between SVHS Stakeholders when it comes to the appropriate level of homework assigned to students. Of the Certificated staff surveyed 62.9% provided an answer of “Strongly Agree” or “Agree,” compared to 53.2% of parents surveyed and 42.6% of students surveyed who provided an answer of “Strongly Agree” or “Agree.” Students provided additional feedback regarding homework which can be seen on the following page.

## Sonoma Valley High ACS WASC/CDE Self-Study Report

### Additional Homework Comments

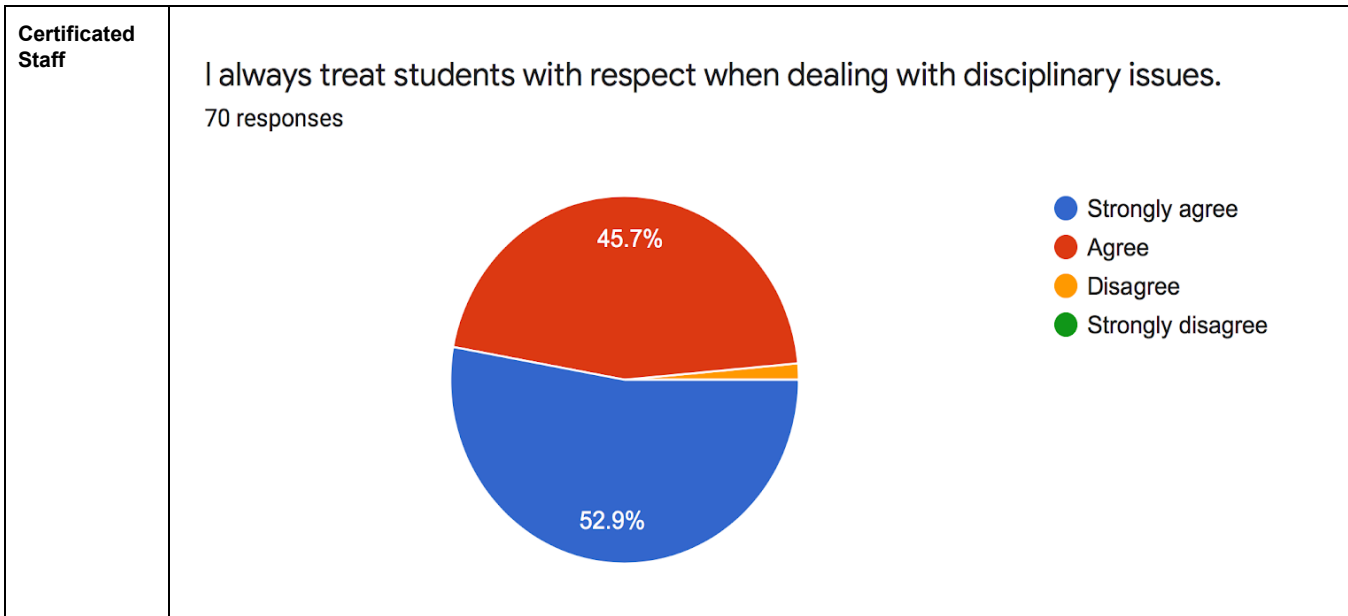


Sonoma Valley High ACS WASC/CDE Self-Study Report

Question = Do teachers treat students with respect when dealing with disciplinary issues?

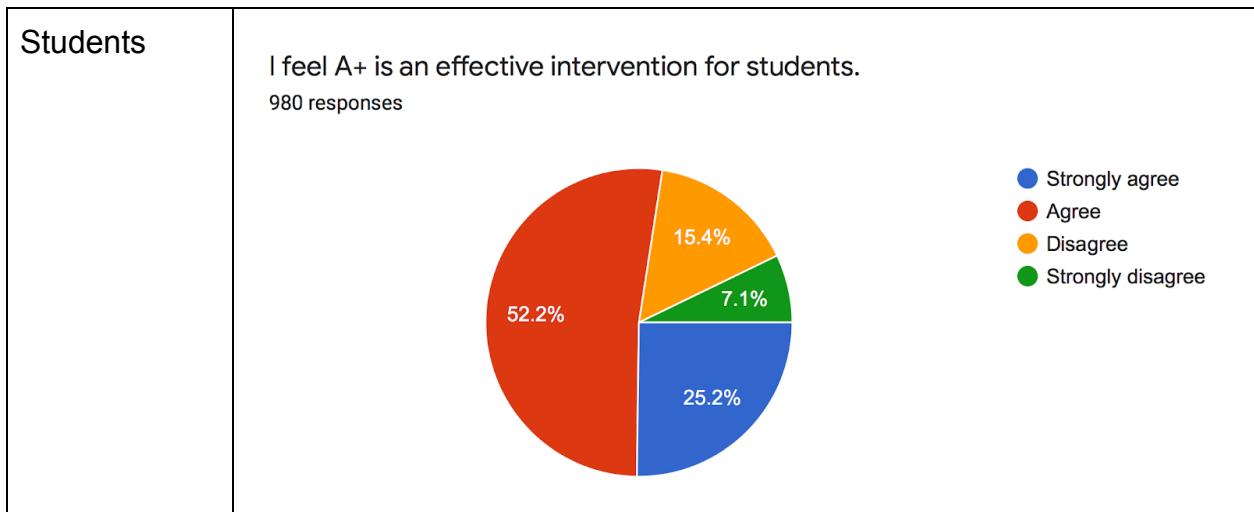
<p><b>Parents</b></p>	<p>A pie chart showing the distribution of responses from parents. The largest slice is yellow, representing 'I don't know / Not...' at 55.8%. Other slices include 'Agree' (red, 30.1%), 'Disagree' (green, 10.3%), and 'Strongly Agree' (blue, 3.8%).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Disagree</td> <td>10.3%</td> </tr> <tr> <td>Strongly Agree</td> <td>3.8%</td> </tr> <tr> <td>Agree</td> <td>30.1%</td> </tr> <tr> <td>I don't know / Not...</td> <td>55.8%</td> </tr> </tbody> </table>	Response	Percentage	Disagree	10.3%	Strongly Agree	3.8%	Agree	30.1%	I don't know / Not...	55.8%		
Response	Percentage												
Disagree	10.3%												
Strongly Agree	3.8%												
Agree	30.1%												
I don't know / Not...	55.8%												
<p><b>Students</b></p>	<p>Do teachers treat students with respect when dealing with disciplinary issues? 980 responses</p> <p>A pie chart showing the distribution of responses from 980 students. The largest slice is orange, representing 'I don't know/Not sure' at 38.4%. Other slices include 'Agree' (red, 35.4%), 'Disagree' (green, 17.9%), 'Strongly disagree' (purple, 5.4%), and 'Strongly Agree' (blue, 2.9%).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>2.9%</td> </tr> <tr> <td>Agree</td> <td>35.4%</td> </tr> <tr> <td>I don't know/Not sure</td> <td>38.4%</td> </tr> <tr> <td>Disagree</td> <td>17.9%</td> </tr> <tr> <td>Strongly disagree</td> <td>5.4%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	2.9%	Agree	35.4%	I don't know/Not sure	38.4%	Disagree	17.9%	Strongly disagree	5.4%
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Strongly disagree	5.4%												
<p><b>Classified Staff</b></p>	<p>(Data for Classified Staff is not visible in the provided image)</p>												

## Sonoma Valley High ACS WASC/CDE Self-Study Report

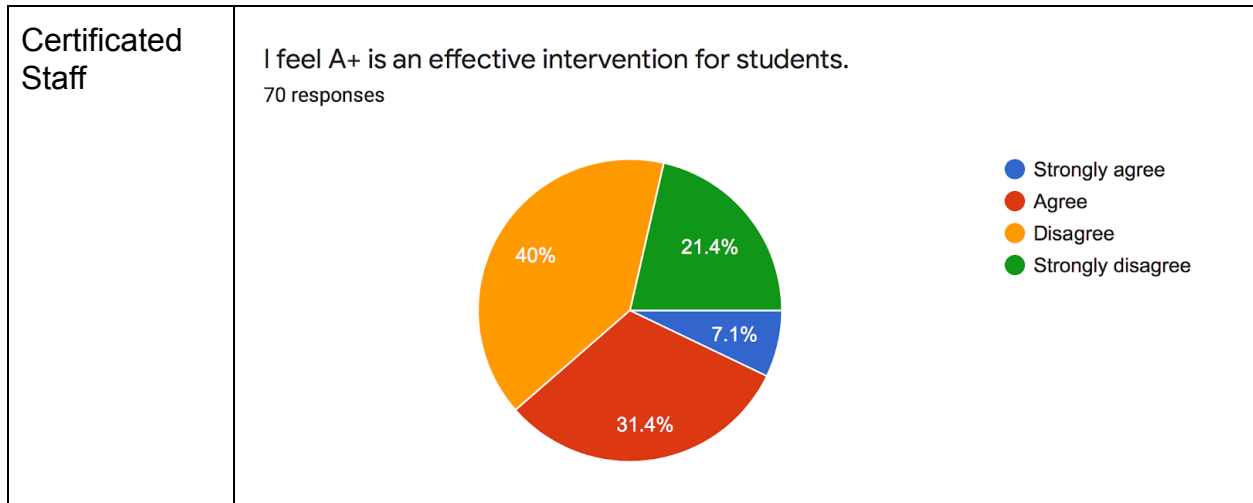


There is a clear gap in perception between SVHS Stakeholders when it comes to whether or not students are treated with respect when dealing with disciplinary issues. Of the Certificated staff surveyed 98.6% provided an answer of “Strongly Agree” or “Agree,” compared to 33.9% of parents surveyed and 40.2% of students surveyed who provided an answer of “Strongly Agree” or “Agree.”

**Question = A+ is an effective intervention for students.**



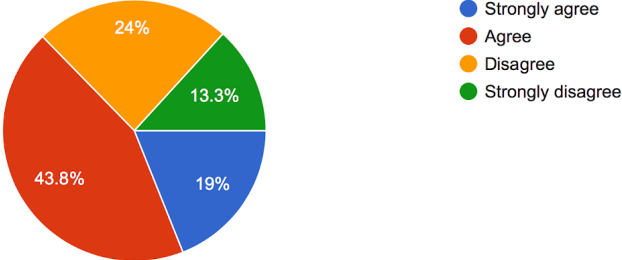
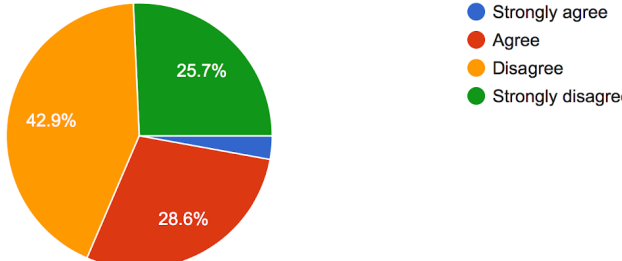
## Sonoma Valley High ACS WASC/CDE Self-Study Report



Students and Certificated staff are not in alignment when it comes to whether A+ is an effective intervention. Of the students surveyed, 77.4% responded with a response of “Strongly Agree” or “Agree,” compared to 38.5% of Certificated staff who provided a response of “Strongly Agree” or “Agree.”

## Sonoma Valley High ACS WASC/CDE Self-Study Report

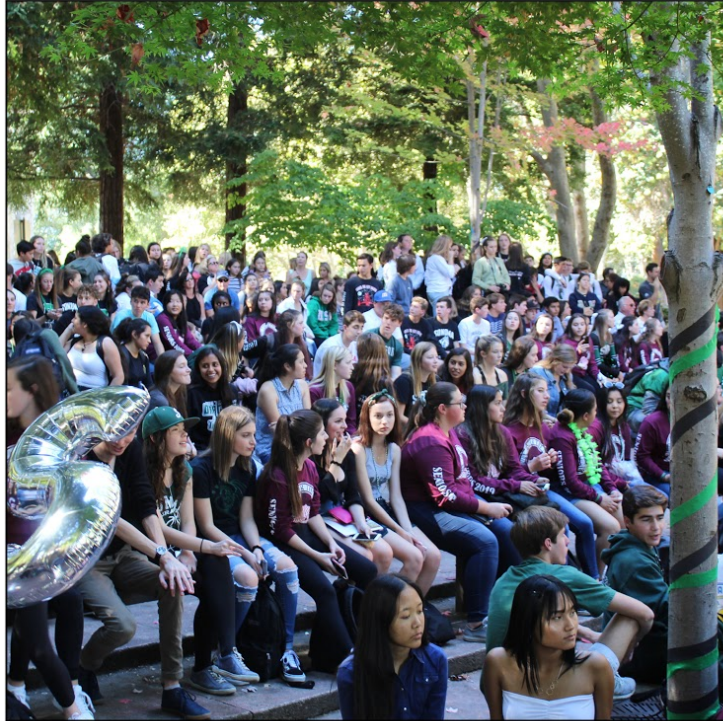
**Question = Advisory is an effective Intervention for students.**

<p><b>Students</b></p>	<p>I feel Advisory is effective and positive experience. 980 responses</p>  <p> <span style="color: blue;">●</span> Strongly agree  <span style="color: red;">●</span> Agree  <span style="color: orange;">●</span> Disagree  <span style="color: green;">●</span> Strongly disagree         </p>
<p><b>Certificated Staff</b></p>	<p>I feel Advisory is effective and positive experience. 70 responses</p>  <p> <span style="color: blue;">●</span> Strongly agree  <span style="color: red;">●</span> Agree  <span style="color: orange;">●</span> Disagree  <span style="color: green;">●</span> Strongly disagree         </p>

Students and Certificated staff are not in alignment when it comes to whether Advisory is an effective intervention. Of the students surveyed, 62.8% responded with a response of “Strongly Agree” or “Agree,” compared to 31.5% of Certificated staff who provided a response of “Strongly Agree” or “Agree.”



# Sonoma Valley High School



## WASC: Chapter 3 Self-Study Findings

## **Self Study: Departmental Perspectives**

### **English/ELD Department by Alison Manchester and Janet Hansen**

#### **Staffing**

Since the previous WASC report, the English/ELD Dept. has had more turnover than it has had in the past 50 years. A number of veteran teachers have retired, and we experienced the tragic deaths of two beloved teachers. In the last three years we have found ourselves deeply involved with training novice teachers in curriculum, instructional strategies, and assessment. We are continuing to experience turnover. Four of our 13 current teachers are in the North Coast Beginning Teacher Program Induction Program (formerly BTSA); four department members are part-time. Additionally, SVHS continues to endure changes in site and District leadership positions, making progress and continuity challenging. We are fortunate to have some exceptionally strong teachers who have advanced degrees, training and experience.

#### **Curriculum Updates**

One of the strengths of the English/ELD Dept. is an articulated curriculum fully aligned with Common Core State Standards, allowing us to identify, review and assess essential standards. We give teacher-created multi-media performance task assessments twice a year which are scored by department grade-level panels using common rubrics. In acknowledgement of its value as assessment, CAASPP prep, and as professional development, this scoring process had traditionally been funded by the District; however, with turnover at with site administration as well as with District personnel, continued funding has been more challenging. English benchmark performance task scores have been used in past years to assign Senior Project writing support and as part of the District RFEP process.

## Sonoma Valley High ACS WASC/CDE Self-Study Report

Additionally, we give IABs schoolwide, created by cross-curricular panels of teachers for each grade level and jointly scored by the English and History Departments using common rubrics. We remain passionate about basing our instruction in works of core literature and are proud of the department-developed units of supplemental non-fiction, poetry, and multi-media resources which support our core works. We continue to implore the District to give us funding to enhance and improve our reading lists.

An articulated academic writing and research program includes multiple argumentative and analytical essays as well as a research paper at each grade level. In addition, common grade-level specific areas of emphasis are shared, such as the vocabulary roots program, recreational reading program, literary term project and oral presentations, to name a few.

### **Instruction**

The SVHS English/ELD Department has taken a leadership role in Common Core implementation since its inception. Instruction in the department is based on our shared [Essential Elements of Common Core Lessons](#), focused on our identified essential standards. We continue to address focus goals in reading for key details/central ideas #1-2 (LT) and editing, #9 (Wr) and language (L 1, 2, 3).

We emphasize scaffolding and SDAIE techniques as we offer a-g college-prep level curriculum to all students, including those struggling to overcome reading skill deficits, second language development, and learning disability challenges. Rigorous yet growth-centered SVHS English instruction emphasizes active learning and student engagement.

### **Challenges**

The 2017 fires and subsequent fire and power related outages have been an enormous challenge for our entire school. It has been a challenge to secure funding to continue valuable programs such as our cross-curricular school-wide writing day and panel-scored benchmarks. Although we feel acutely the lack of gender and ethnic

## Sonoma Valley High ACS WASC/CDE Self-Study Report

diversity in our current core offerings, we have received no money for grade-level sets of texts since 2012. The District owes a debt of gratitude to the many teachers who have written grants and sought out resources enabling us to supplement core texts with modern multicultural materials. Issues with coordinated reading instruction in the SVUSD continue to present problems for the Department, with a large percentage of students reading far below grade level and no high school programs for reading remediation.

### **Future Developments**

The English/ELD Department is anxiously awaiting funds that will allow us to update our core and supplemental literature with newer and more diverse offerings. Grants and other teacher efforts have allowed us to purchase a new novel for 9th grade this year, *The Curious Incident of the Dog in the Night-time*; the department is currently reviewing Latinx literature titles to add where there is a gap--9th and 12th grade. We hope to continue our productive association with our Social Science colleagues as well as expanding our expertise in literacy skills to other departments.

### **Science Department by Tom Edwards**

#### **Staffing**

Since 2016 the SVHS Science Department has seen three replacement additions to our staff, the former staff members left for personal reasons. One of the new staff members is enrolled in the North Coast Beginning Teacher Induction Program and is mentored by a current staff member. This brings the total number of new staff members since the last full WASC report in 2013-2014 to three. The remaining three staff members have been at SVHS between 7 to 47 years.

#### **Curriculum Updates**

Since the Mid-Cycle Report, the SVHS Science Department has begun implementing the use of the Discovery Education California Science Techbooks and textbooks which

## **Sonoma Valley High ACS WASC/CDE Self-Study Report**

utilize the Next Gen Science Standards (NGSS) Integrated Model. Based on the 2016 NGSS California Framework, the Discovery Curriculum is a three year integrated program of science that provides a combination of traditional textbooks to be utilized in the classroom and digital enhanced versions that the students can access. With the Chromebooks SVHSD has provided the students they are able to access the extensive online resources provided with the Discovery Techbook materials.

### **Instruction**

The SVHS Science Department is currently in a transitional period as we adopt and implement the NGSS into our teaching. The 2019 - 2020 school year is the first year that the Discovery Curriculum was available; we are using it to teach the entire freshman class "The Living Earth." Sophomore and junior classes are piloting "Chemistry in the Earth System" and "Physics of the Universe."

### **Challenges**

Transitioning into new standards and curriculum is the major challenge that the Department faces. To meet this challenge the Department is extensively collaborating as they explore and use the new material.

### **Future Developments**

The transitional period for the new NGSS curriculum is a multi-year task that just began this year and will be followed next year with incorporation of "Chemistry in the Earth System" into our curriculum. Additionally we are in the process of developing new courses, Engineering-Biology and Zoology.

## **SVHS Math Department by Tammy Rivara**

### **Staffing**

Since 2016, the SVHS Math Department has had much turnover. At the end of the 2015 - 2016 school year, we lost four members of our department, two to retirement, one to woodshop, and one was let go. Two of those four had been longtime members

## Sonoma Valley High ACS WASC/CDE Self-Study Report

of our department. At the end of 2016 -2017, we lost another longtime member to be closer to home and one new hire who was let go. In the 2017-2018 school year, we filled four new positions, three who have remained in the math department and one who is now in the science department. In 2018-19, we had one new addition to our department but at the end of the year, we lost another longtime member who relocated to Southern California. In the 2019-2020 school year, we had hired a teacher who quit three days before school started, and we were lucky enough to find someone within the first two weeks. This brings the total number of new staff members since the last full WASC report in 2013-2014 to 6 out of 9 teachers. The remaining 3 teachers have been at SVHS for at least the last 10 years. Over the past few years, many of our new hires have been first year teachers and/or only have foundational credentials.

### **Curriculum Updates**

The Math Department has continued to use CPM although in the 2016-2017 school year, we updated all of our texts (with the exception of Precalculus which doesn't have one) to CPM's Core Connections Curriculum, which is aligned to the Common Core Standards for Mathematics. We also made a transition to using e-books in addition to hardcover texts. In 2016-2017, the AP Statistics text was changed to *The Practice of Statistics, 5th Edition*. The 2016-2017 school year was also the first year that we initiated our new course Applications of Advanced Mathematics which was designed to be a non-AP, A-G approved fourth year of math course, intended to entice more students to take math their senior year. This course uses two texts, *Statistical Reasoning in Sports* and *Transition to College Mathematics and Statistics*. Since 2016-17, we both gained and then lost, and then gained again the AP Computer Science course, and it also has a new text: *Java Concepts, Early Objects, 7th edition*.

### **Instruction**

The Math Department has been focusing on improving collaboration, common assessments and common pacing through each course. In the 2016-2017 school year,

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the department established a scope and sequence for each course that addresses common grade breakdowns, testing policies, workload, and curriculum covered. This scope and sequence was built through departmental discussion and was recently overhauled in the 2019-20 school year. We update it annually to reflect changes in curriculum covered, so that teachers in future courses can be aware of what the students were taught. Although there are exceptions that we try to avoid, in general we attempt to give common assessments within each course on relatively the same schedule. We are working on common grading of these assessments this school year. Within the past three years, we also had an after school remediation class for Algebra 2 which we no longer have; although, we were able to offer Algebra 2 during summer school for the first time in many years. This year, we have four seniors taking AP Calculus BC through the online, independent study program UC Scout. After spending several years putting our energy into addressing the needs of the top 1% at the district's behest, in the 2017-2018 school year and after losing any interventions we had besides A+ (Algebra Basics class, Summer Bridge Program, Pre-Algebra), we started to address the needs of the students not passing Algebra 1. We have tried and continue to try creating various programs and structures (which would be an entire document into itself) to support students failing Algebra 1. To date, none have been successful.

### **Challenges**

Our biggest challenge is to support students who are struggling. We aim to develop a systematic, accessible approach for addressing these challenges. We continue to have discussions about different approaches to the issue.

### **Future Developments**

Beyond 2019, our department is looking to create some form of a functional intervention program for struggling students. We need to determine which courses we will offer and for what target audience, so that we are meeting the needs of the full range of student abilities.



## **Educational Services by Doug Stewart**

### **Staffing**

Since 2016 the SVHS Educational Services Department has seen six new staff members. Staffing changes have largely occurred due to staff retirements and members locating and accepting job offers in other districts. Two of our new staff members completed the North Coast Beginning Teacher Induction Program and one is presently enrolled in the program. We also currently have a teaching intern who is enrolled at Sonoma State University. The remaining three department members have been at SVHS prior to the previous WASC visit. This brings our current department staffing to nine members.

### **Curriculum Updates**

Since the previous Mid-Cycle Report, the SVHS Educational Services Department has adopted the Wilson Reading Program to support struggling and emerging readers in targeted reading intervention classes. Three staff members were trained early in the school year in the Wilson Reading Program. This year also saw the addition of a third year math course in the Resource Specialist Program setting. The course is geared toward 11th and 12th grade students who would benefit from continued math instruction but are unwilling to attempt Bridge to Geometry or Geometry classes. This RSP Integrated Math course has been largely focused on real-world applications of math important for independent living.

### **Instruction**

The Educational Services Department continues to align our curriculum to the Common Core State Standards. To meet the needs of our students, the academic content is modified and accommodated. Instruction occurs at a slower pace, and students receive greater opportunities for 1:1 instruction in smaller class sizes (max cap at 20 students). Department members periodically attend content area department meetings to



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collaborate and interact with our general education colleagues. Our department also continues to push-in to general education classrooms to support our students with IEPs in a - g core content courses. Study Skills sections (sometimes referred to as Learning Labs at other school sites) offer IEP students additional time during the school week to complete homework for their general education classes, and the option to receive 1:1 assistance from a credentialed teacher. It remains one of our most successful supports to allow students with IEPs to access general education a-g curriculum, and manage their course workloads. Department members have integrated programs from the Google Applications Suite. Several department members regularly used Google Docs, Forms, Slides, and Google Classroom as instructional and course management tools.

### **Challenges**

Presently, the most daunting challenge the Educational Services Department faces is guaranteeing IEP students access to the least restrictive environment. A lack of Tier 2 interventions available to SVHS students has resulted in far too many IEP students scheduled for RSP classes. Simply put, we need more of our IEP students in general education classes. We know that the coursework that IEP students encounter in the general education setting is the best preparation for collegiate success. Our department members also continue to struggle with managing the numerous dimensions of our jobs. Some teachers are teaching and preparing for three different academic courses while managing a caseload of 26 students. We are constantly missing class and prep time to hold IEP meetings or testing students for initial or triennial IEP reviews. Unfortunately, these challenges are not unique to SVHS, and we understand that resource specialists across the state are struggling to adequately meet all of our demands as educators.

### **Future Developments**

SVHS administration, guidance counselors, and IEP case managers are currently working on plan to increase IEP students' access to general education courses at

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SVHS. In short, we are seeking to move a number of students out of the RSP setting and into general education courses for each core content area. The plan is to support these IEP students with increased push-in support services. IEP students would be scheduled in clusters for each core academic content area, and resource specialists would push-in to support those sections. Departments are presently identifying members who are interested in teaching these cluster sections. These sections will have smaller class sizes, and allow students access to two credentialed teachers. There will also be a corresponding increase in Study Skills sections to support students with their increased general education workloads. If successful, this plan has the potential to dramatically alter the manner in which special education services are delivered at SVHS. Most importantly, this change will result in better educational outcomes for our IEP students.

### **Health and Wellness Department by Dennis Housman**

#### **Staffing**

Since 2016 the SVHS Health & Wellness/Physical Education Department has been consistent with no personnel changes. The department has been fortunate to have kept the members of the department intact, even with some talk of reduction in staff over the last few years. We currently have an experienced Living Skills teacher, an experienced Dance teacher as well as four full time Physical Education teachers all with over 15 years of teaching experience.

#### **Curriculum Updates**

Since the Mid Cycle Report, the SVHS Health and Wellness Department has put a bigger emphasis on personal fitness to prepare the students to pass the state mandated physical fitness test. We still play sports and games with the PE 1 class having an emphasis on dual and individual sports while PE 2 classes have an emphasis in large group games and sports following the California Physical Education framework. In

## **Sonoma Valley High ACS WASC/CDE Self-Study Report**

addition we continue to offer a Beginning and Advanced Dance class that continues to be among the outstanding programs the school offers.

Incoming 9th graders are exposed to much-needed information in Living Skills. Living Skills offers a wide range of curriculum from mental health, drug awareness, puberty, eating disorders, depression, social media, and bullying.

### **Challenges**

See Future Developments

### **Future Developments**

In the long term, we will have much better facilities for our Physical Education programs. We have updated fields both grass and turn in the works. The fields are scheduled for our use in the 2021-22 school year. Also in the works are an eight-lane swimming pool for our use in the 2022 year. These new facilities will be a welcome addition to the PE department and curriculum. The 2020-21 school year will be fraught with numerous obstacles to instruction due to the construction of the new facilities. We will have limited space and facilities to use during the time period.

## **VPACT Department by Aaron Anderson**

### **Staffing**

Since 2016 the SVHS VPACT Department has seen one addition to our staff. This was due to a former staff member moving for career advancement opportunities to another district since we were not offering him the path he wanted to become a full-time Music teacher. We have also lost a Woodshop teacher due to retirement. His position was reduced and taken over by a staff member from another department.

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### **Curriculum Updates**

Since the Mid Cycle Report, the SVHS VPACT Department has added two new courses: Graphic Design and 3D Design (3D Design has expanded from two sections to three sections in the first two years of its development).

Our AP Studio Art program has been consistently growing with student enrollment and is now team-taught by three of the Visual Art instructors. Our Culinary program has been overflowing with students so much so that we have had to offer six sections for the last three years. In addition, more advanced professional equipment has been added. Our video program has added the production of podcasts and live radio curriculum, as well as integrating other subjects into the curriculum. Our shop programs have increased their use of educational technology with Google and other ed tech apps. The Metal Shop got a CNC machine. Students are now able to complete Titans of CNC and Fusion 360 CAD program training. There is an articulation between metal shop and Engineering,

### **Instruction**

The VPACT Department, along with our colleagues in English, History, and others, participated during the transition to the new Common Core Literacy Standards starting in 2011-2012. Since that time, our department has continuously revamped and updated our curriculum, most notably in the creation of performance tasks (9th-12th Grade) to meet the goals set forth in the state Common Core Literacy Standards. Currently, two members of VPACT are also Technology Coaches for SVHS. Visual Art students in Art I, Art II, 3D Design, Photo I, Photo II, Graphic Design and AP Studio Art are making digital portfolios in the form of web design with the creation of web pages.

## **Challenges**

Support staff has not supported our Department in ordering materials in a timely fashion; they are consistently losing P.O.'s, or not ordering the materials that are needed, which severely limits timely reimbursements. This problem is causing curriculum to be delayed or compromised.

In addition, the following are more of the challenges we face:

- Facilities are outdated
- Metal, woodshop, and AP Art have mixed level classes with different curriculums
- Class sizes are inconsistent.
- Shop classes are having difficulty applying for grants that are based on construction while our classes remain traditional “woodshop”
- Our new school webpage is very difficult to use and does not allow us to use the school’s platform.

## **Future Developments**

- Beyond 2019, the department is looking to add courses such as Art Metal Design and expand the AP Studio Art program into a full section.
- Construction of a revamped state-of-the-art Culinary facility.
- Wood and Engineering will have future developments with Construction Curriculum.
- There are plans for the wood shop and engineering articulation.
- Video would like to add a digital stage lighting/set design component.
- Metal would like to add a CNC lathe to its tools for the shop.

## **Grants:**

- Plein Air Grant for the Visual Arts
- Private Donors

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- Yearly Perkins grant (roughly \$20,000)
- The District did not complete the CTEIG, so we lost those funds for our CTE programs (roughly \$90,000).
- Engineering funds were absorbed by the School District.
- The shops might apply for strong workforce grant for engineering.
- Three year CTE Grant 60,000 for future Construction Technology class will take up Advanced Wood Shop.

### **Awards:**

2017 Sonoma County Teacher of the Year, First Runner Up

2017 Sonoma County Treasured Artist

2016-2018 ATPI Fall Photo Contest

## **History/Social Science Department by Andy Gibson**

### **Staffing**

Since 2016, the SVHS History/Social Science Department has seen two additions to our staff, due to a former staff member moving for family reasons and another voluntarily transferring to one of our middle schools. Both of our new staff members are enrolled in the North Coast Beginning Teacher Induction Program and are being mentored by current department staff. This brings the total number of new staff members since the last full WASC report in 2013-2014 to five. The remaining four department members have been at SVHS for the last 15-18 years.

### **Curriculum Updates**

Since the Mid Cycle Report, the SVHS History/Social Science Department has updated the primary text of our College Prep Economics and College Prep World History classes. After some consideration, the department opted for a combination of traditional textbook sets for any in-class work and digital subscriptions for students. With SVUSD

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providing Chromebooks for all students, this allows students to access the rich online resources that each of these textbooks provides.

- 12th CP Economics - [Teachers Curriculum Institute - Economics Alive: The Power to Choose](#)
- 10th CP World History - [Modern World History: California Edition](#)

In addition to the primary text updates planned after 2019, the department continues to utilize curriculum from a variety of partners which include but are not limited to the [Stanford History Education Group](#), [The Gilder Lehrman Institute of American History](#), [California Association of School Economics Teachers](#), [iCivics](#), and [College Board Advanced Placement History & Social Sciences](#).

### **Instruction**

The History/Social Science Department, along with our colleagues in English, VPACT, and others, took on a leadership role during the transition to the new Common Core Literacy Standards starting in 2011-2012. Since that time, our department has continuously revamped and updated our curriculum, most notably in the creation of performance tasks (9th-12th Grade) that mirror the format of the 11th Grade CAASPP Literacy Assessment, to meet the goals set forth in the state Common Core Literacy Standards. In 2019 after reviewing the 2018-2019 CAASPP scores for SVHS, our department has chosen two Common Core Standards for History/Social Science courses to focus particular attention on. During the 2018-2019 school year, the SVHS History/Social Science Department reviewed its essential content standards that were originally established in 2007-2008. This was in large part due to the release of the new California History/Social Science Framework that was released in the 2017-2018 school year. Three members of the department attended a launch session of the framework at Sonoma State University in the spring of 2018. The department revised and adopted our essential standards during the fall semester of 2018. [Click here](#) for a full overview

## Sonoma Valley High ACS WASC/CDE Self-Study Report

of the SVHS History/Social Science Department essential Common Core and content standards.

### **Challenges**

Despite the success from 2015-2017 of teacher created, History/Social Science content centered Interim Assessment Benchmark Performance Tasks, that were co-scored by members of both the History/Social Science and English Departments, the SVUSD District Office opted to pull support in 2018 in favor of the state listening assessment. Thankfully this setback was rightfully corrected last year, with members of both aforementioned departments creating, delivering, and scoring the revised Interim Benchmark Assessments.

### **Future Developments**

Beyond 2019, the department is looking to update its primary text in College Prep US History, AP World History, and AP US History. Additionally, the department is in the process of developing a new Ethnic Studies course, which will eventually replace the current Geography & World Cultures course for 9th graders. Lastly, the department is in the process of exploring a possible expansion within our AP course offerings.

## **SVHS Counseling Department by Kalia Gurnee**

### **Guiding Principles**

The SVHS Counseling Department adheres to the ethical and professional standards and competencies as outlined by the American School Counselor Association (ASCA) and the California Association of School Counselors (CASC): [ASCA Ethical Standards](#), [ASCA Professional Competencies](#), [CASC Standards](#). The SVHS Counseling Department delivers programming to students consistent with the [ASCA Mindsets & Behaviors](#) in the three main domains: academic, career, and personal/social.



## Sonoma Valley High ACS WASC/CDE Self-Study Report

### Staffing and Organization

Since the 2016-2017 school year, the SVHS Counseling Department has undergone many changes. School counseling staff increased from 3.6 to 4.6 FTE, after strong advocacy with the district by the principal. Three school counselors have left the department since the last full WASC report, including two since the Mid Cycle Report in 2016. Three new counselors have joined the SVHS Counseling Department since the mid-cycle report. The two remaining counselors have been at SVHS for sixteen and seven years, respectively. Support services have changed significantly as well. After the College & Career Specialist retired in 2018, the district declined to fill the position. The College & Career Coordinator and Work-Based Learning Coordinator each remain 1.0 FTE positions. After two decades of stability, our long-tenured school psychologist retired in 2015. Since then, our site has had three different school psychologists in the past five years, including one full school year (2017-2018) without a school psychologist. The current school psychologist is serving in her second year and is 1.0 FTE to support both SVHS and Creekside High School.

The organization and responsibilities of the department have changed as well. During the last cycle, there was a dedicated freshman counselor who worked exclusively with 9th graders and freshmen teams. The 10th, 11th, and 12th graders were randomly assigned to the remaining three counselors. Two years ago, all counselors began working with all grade levels, and this year, students 9th - 12th are now assigned to counselors by student last name. Because all counselors work with all grade levels, we now all collaborate with freshmen teams. Starting in the 2016-2017 school year, the responsibility of case managing 504 Plans was transferred from the school psychologist to school counselors. Counselors are also responsible for setting the agendas, preparing all materials, and presenting information for ELAC meetings.

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### **Curriculum and Technology**

Since the last full WASC cycle, SVHS adopted Naviance as its new College & Career planning tool. After a gradual roll-out, Naviance has been fully implemented for college planning and application submission. Future work will include utilization of the new five-year planning tool as well as additional career planning.

With SVUSD providing Chromebooks for our student population, the SVHS Counseling Department now utilizes the technology throughout the scheduling process. Students use their Chromebooks to access course options for the upcoming year and to register for their new classes. We continue to utilize classroom presentations to deliver [scheduling](#) information and maintain individual academic planning meetings with every student to assist in course selection and planning.

### **Programming**

Academic - The focus of every new school year is to evaluate student progress and create graduation plans for students who are credit deficient. Starting in the 2014-2015 school year, counselors expanded graduation plan meetings to include underclassmen as well as seniors, so that all credit deficient 10th, 11th, and 12th graders have an individual academic and graduation planning meeting with their family and counselor. Counselors continue to focus on improving graduation rates and a - g completion. AVID sections have been expanded so that we now offer two AVID classes per grade level. Each grade level is assigned to one counselor. The College & Career Coordinator has started weekly meetings with the senior AVID class in order to support students through the entire college application process. She has also developed the College Application Accelerated Track (CAAT) program and hosts summer College Workshop Camps for students who want to get a head start on their college applications. The past three years, SVHS has partnered with the local community college to bring Jump Start to campus, a year-long college support program to assist seniors with their transition to junior college. The College & Career Center and Counseling Department continue to

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provide evening information sessions and workshops for students and families about scheduling options, four-year colleges and the application process, community college, and financial aid and scholarships.

Career - The Work Based Learning Coordinator has implemented an annual Career Week in November, which includes dozens of panel presentations for our students from a variety of industry and career sectors. In April, she hosts the Spring Job Fair, with opportunities for students to meet with over 30 employers offering internships, summer jobs, and post-high school employment. The coordinator works closely with community partners to provide job shadows and internships for students throughout the school year and during the summer, and she has organized work site and college tours, allowing students to make connections between their high school classes and future career options. With the addition of Naviance, students are able to access skills and interest surveys to assist with career planning as well.

Personal/Social - Since the last Mid Cycle Report, SVHS Counseling has opened Dragon Haven, a dedicated space on campus for counseling based activities. Counselors staff the room during lunchtime for drop-ins, and students utilize the room as a safe space to eat during lunch. This year, counselors are working with the newly hired Community Liaison to develop and implement a Coordinated Services Team.

### **Challenges**

Since the full WASC cycle, SVHS added a .6 FTE mental health practitioner on campus by contracting with Social Advocates for Youth (SAY), and by the Mid Cycle, this had been increased to approximately 1.0 FTE through SAY and Crisis Assessment Prevention Education (CAPE). Up to 100 students received services through SAY and CAPE each year. However, in 2018, Sonoma County ended the CAPE program, but SVHS continued to receive services through SAY. In 2019-2020, SVUSD inexplicably chose to defund mental health services at SVHS, without any communication with site

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personnel. Instead, the district office mandated that our current SAY clinicians stop providing mental health services and instead provide Educationally Related Mental Health Services (ERMHS) for eligible students with IEPs. Previously, SVHS provided both mental health and ERMHS counseling. SAY Clinicians were responsible for mental health counseling while the school psychologist provided ERMHS. Some years, additional clinicians were contracted by the district to provide ERMHS. Despite advocacy from our department to resume mental health services for our students, there are currently no mental health services on campus. There are huge disparities in Sonoma Valley in terms of access to mental health services. Every year, students rely on school-based mental health counseling, because they do not have access to counseling outside of school. There was no consultation with the counseling department prior to making this devastating decision. In fact, we did not become aware that SVUSD had re-written their contract with SAY to replace mental health counseling with ERMHS counseling until mid-September, a full month after school had started. We are continuing to advocate for the reinstatement of mental health services for our students. For reference, please see a copy of the email drafted for SVUSD administrators [here](#).

### **Future Developments**

Beyond 2019, the department plans to expand its work with the community liaison to create a more robust system of support within the school and greater community for our students and families. SVUSD recently secured a \$3.5 million grant to establish family resource centers and wellness centers throughout the district. The SVHS Counseling Department intends to work closely with the district as the grant is implemented in order to bring resources to our SVHS students and families. In the meantime, we will continue to work with our site and district administrators in an effort to resume mental health services for students. The department also plans to expand the utilization of Naviance to further career exploration and planning for students in all grade levels.

## **World Languages Department by Pedro Merino**

### **Staffing**

Since 2016, the SVHS World Language Department has only added 1 new member to our staff, that unfortunately was not able to teach this year due to credentialing issues. As a result the 1.0 FTE was reduced to a .80 FTE and subsequently distributed throughout the rest of the department. Of the five members of the department, 4 are teaching an additional .20 FTE. The hope is to advertise for the vacant position early in 2020 to attract quality candidates. That said, all five current members have been at SVHS since the last full WASC report in 2013-2014.

### **Curriculum Updates**

As of 2019, primary textbooks for Spanish I, II, III, IV, AP Spanish Language, AP Spanish Literature, and French I, II, III, and IV have not been updated since 2010. While the external resources provided with these textbooks have slightly updated over the years, there has been no major curriculum changes since the last WASC report in 2013-2014.

### **Instruction**

All Spanish and French teachers have Performance Tasks that mirror the CAASPP assessment at the center of their curriculum.

### **Challenges**

The biggest challenge the department has faced was the staffing issue earlier this year. For the first 2 weeks of school, a substitute teacher covered the position that was suddenly vacated due to credentialing issues. All lesson plans delivered during this time were developed by members of the department, simultaneously while prepping for their own individual classes. With the help of site administration, it was determined that the best option moving forward was to have the 4 of the 5 members take on an additional .20 FTE, so the students in these Spanish I classes would start with a solid foundation of skills that can be built upon in the coming years at SVHS. It is the hope of

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the department that the hiring process for the additional position begins early this March and April.

### **Future Developments**

We will be offering Spanish I and II for Spanish Speakers starting in the fall of the 2020-2021 school year. Outline for the courses have already been completed and the department is currently reviewing samples to determine the primary textbook that will be used. Current Spanish I and Spanish II classes will still be offered alongside Spanish I and II for Spanish Speakers.

### **College and Career Center by Lisa Conner**

The College and Career Center (CCC) is a full-time drop-in center to support the students of Sonoma Valley High School as well as the community. The CCC is staffed by a full-time, certificated, College and Career Center Adviser and a full-time, classified, Work-Based Learning Coordinator. The CCC is open during school hours and most days until 5:00pm for students and parents to drop in with questions and concerns. Most are seeking advice on topics ranging from college preparation, financial aid options, course planning during high school, opportunities for summer internships and employment, resume building and tutoring assistance.

The purpose of the CCC is to provide resources for students to explore and prepare for life after high school graduation. The Work-Based Learning Coordinator (WBLC) plans a week of career exploration by inviting over 90 professionals to speak to our students during career panels. She works closely with the Agriculture and Engineering Pathways to provide students with field trips, job shadows and internships and other work-based learning opportunities throughout the year. Every spring she hosts a Job Fair for all grade levels. For seniors, she partners with the Redwood Credit Union to offer "Senior Reality Day," which includes an interactive financial planning workshop in order to provide financial literacy for students. In addition, the WBLC works with the

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administration to write grants to improve and enhance current offerings within our CTE sectors. She organizes and leads a two-week summer program teaching students about national, state and local government, business and non-profit organizations, community engagement and leadership. The WBLC oversees the issuance of work permits for all Sonoma Valley High School students. This includes quarterly grade checks to ensure all working students are staying on track to graduate high school.

The College and Career Adviser (CCA) works primarily with seniors to launch their educational plans after high school graduation. She meets weekly with the two AVID senior classes to support them throughout the college application process. She hosts evening information sessions for grade-appropriate presentations pertaining to post-secondary plans. Financial aid presentations and workshops are provided for students and families during the evening to accommodate working parents. All college representative visits take place during the school day in the CCC, and are coordinated by the CCA. The college adviser runs a program for juniors interested in getting a head start on college applications during the spring. These information and work sessions are held during the school day.

Additionally, she runs a four-day college application camp the week before school begins to allow students to complete college applications prior to the beginning of the school year. In June, she runs a two-day college essay writing workshop for interested seniors. Scholarships and Senior Awards are also organized by the College and Career Adviser who works closely with community organizations to support our seniors. The CCA is a teacher on special assignment who teaches a Work Experience Education class as well as oversees the office interns and Service Learning Program.

Finally, the CCC organizes a few additional events - this year we will host the first Dragon Expo. Previously we hosted Shadow Days for 8th-grade students, community tours and Incoming Freshman Night. These events promote our school and showcase all of our electives/course offerings.

# Sonoma Valley High School



## Organization: Vision and Purpose

### Group Members

**Chairs:** Dennis Housman (Health & Wellness)  
Veronica Grey (English)

Dan Ashwanden (VPACT)  
Jonathan Beard (VPACT)  
Mike Boles ( Athletic Director)  
Kalia Gurnee (Counseling)  
Madeline Panacci (English)  
Lenny Pieraccini (Social Science)  
Michelle Purvis (Science)  
Tammy Rivara (Math)

Nico Saldana (Social Science)  
Socorro Shiels (District Superintendent)  
Alberto Solorzano (Principal)  
Mary Spragans (English)  
Wendy Swanson (College and Career)  
Bernadette Weissmann (Social Science)



## Group A: School Leadership

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

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

Findings	Supporting Evidence
<b>District Level</b>	
<p><b>Local Control Accountability Plan (LCAP):</b> The LCAP's 3 year plan describes the district's goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It is driven and was developed by SVUSD Stakeholders. These goals and action items set forth in the LCAP have shaped both the SVUSD Graduate Profile and informed the revised SVHS's Student Learner Outcomes, which were revised during the 2018-2019 school year.</p>	<ul style="list-style-type: none"> <li>• <a href="#">SVUSD Local Control and Accountability Plan</a></li> <li>• <a href="#">SVUSD LCAP Committee Agendas / Minutes</a></li> </ul>
<p><b>Single Plan for Student Achievement:</b> The Single Individual Plan for Student Achievement (SPSA) serves as the organizer for SVHS's improvement process. The plan is developed with a deep understanding of root causes of student</p>	<ul style="list-style-type: none"> <li>• <a href="#">SPSA</a></li> </ul>

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<p>academic challenges and identifies research-based instructional strategies to raise the achievement of students who are not yet proficient by state standards.</p>	
<p><b>Curriculum Advisory Committee (CAC):</b> Under Board policy, the Curriculum Advisory Council (CAC) has the responsibility to study and make recommendations on curriculum matters involving the selection of textbooks and materials, pilot programs, course content and curriculum, and educational goals and objectives. CAC is a district-wide committee, with teacher and parent representatives from each site. Together with community, Leadership Team, VMTA, student, and Board representatives, this group meets to review curriculum and instructional issues for the district. CAC reviews items and makes final recommendations to the Board of Trustees. Chairperson is Associated Superintendent Educational Services</p>	<ul style="list-style-type: none"> <li>● <a href="#">SVUSD CAC Meeting Agendas / Minutes</a></li> </ul>
<p><b>Facilities Cabinet Bond Distribution for the High School:</b> Facilities held meetings over two years involving stakeholders (community members, administration, staff) where site priorities were developed. Staff members reported back to their departments and received feedback. Priorities were modified according to staff feedback. Community meetings were held where plans were discussed and feedback was received. Rough budgets and timelines were developed based on the completion of the previous bond-funded construction and sale of the next bond. Community updates</p>	<ul style="list-style-type: none"> <li>● <a href="#">Facilities Master Plan - 2015</a></li> <li>● <a href="#">Facilities Master Plan Update - 2017</a></li> <li>● <a href="#">September 2019 - Community Feedback Meeting</a></li> <li>● <a href="#">District Announcement - Meeting Regarding EIR Timeline</a></li> </ul>

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<p>are released through the district website and local newspaper. As we begin preparing for the next phase of construction community meetings are again being held.</p>	
<p><b>Induction: North Coast School of Education:</b> Induction is a program that first and second-year teachers must attend; completion leads to a California Clear Credential. It is housed within SCOE and is state-accredited. Through professional development tailored to each candidate's pedagogical goals, participants complete a continuous cycle of research, assessment, and implementation via an ILP (Individual Learning Plan). Each candidate works closely with a mentor for guidance, observations, and formative assessments to help the candidate develop and innovate their pedagogy.</p>	<ul style="list-style-type: none"> <li>● Mentor Observations</li> <li>● <a href="https://ncsoe.org">https://ncsoe.org</a></li> <li>● Roster Induction Program Participants</li> </ul>
<b>Site Level</b>	
<p><b>SVHS Revised Student Learner Outcomes:</b> Upon review last year, it was determined by the administration and staff that SVHS needed to streamline its Student Learner Outcomes. The <a href="#">former Student Learner Outcomes</a> were revised after several staff discussions and surveys to form the current SVHS Student Learner Outcomes, which are posted in all SVHS classrooms. These state that <b>A Dragon:</b></p> <ul style="list-style-type: none"> <li>- <b>Pursues knowledge, thinks critically, and communicates effectively</b></li> <li>- <b>Creates, innovates, and collaborates</b></li> </ul>	<ul style="list-style-type: none"> <li>● Revised SVHS Student Learner Outcomes</li> <li>● SVHS Staff Meeting Agendas / Minutes</li> <li>● SVHS WASC Staff Meeting Presentations 2018-2019</li> <li>● SVHS Student Learner Outcome Surveys</li> </ul>

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<p><b>- Is an engaged, respectful, and positive contributor to their community.</b></p>	
<p><b>SVHS Site Council:</b> Site Council is a group of teachers, parents, classified employees, and students who work with the principal to develop, review, monitor, and evaluate the implementation of the Single Plan for Student Achievement (SPSA) and WASC Plan. Additionally, the purpose is to maintain and continue to improve communication with the school itself and between the school and community-at-large.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Site Council Meeting Minutes</a></li> </ul>
<p><b>SVHS Faculty Senate:</b> Faculty Senate is a representation of the faculty through their Department Chair who serves as a school leadership team.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Faculty Senate Meeting Minutes</a></li> </ul>
<p><b>ELAC:</b> Committee for parents who want to advocate for English Learners. The main purpose is to advise the principal and staff on programs and services for English Learners.</p>	<ul style="list-style-type: none"> <li>● <a href="#">SVHS ELAC</a></li> <li>● CA Dept. of Education <a href="#">ELAC site</a></li> </ul>
<p><b>SVHS Freshman Teams:</b> Freshman Teams supports current educational research in that it is a PLC. These teams, supported by 4 teachers for each team from 4 different content areas, meet during a designated period each week to discuss and support a selected group of students who they all share. This ability to hyper-focus on a group of students allows teachers to consider the whole child.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Collaboration Meeting Notes</a>,</li> <li>● <a href="#">Intervention Meeting Notes</a></li> </ul>
<p><b>Student Forum:</b> Led monthly by the</p>	<ul style="list-style-type: none"> <li>● Student Forum Agendas</li> </ul>

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<p>leadership class, representatives from each advisory class meet to discuss student issues and concerns. Class representatives bring solutions and concerns to their peers to discuss and bring feedback back to the Forum. The purpose is to give all students a voice, student collaboration and build community</p>	
<p><b>CAPS (California Principal's Support Network):</b> A small group of teachers work with the principal to develop a plan for implementing PLCs at SVHS. The main focus of our site plan is on increasing student success through the development of intervention plans and using common assessments so that we can use data to inform instruction which would then increase the number of students that are successful.</p>	<ul style="list-style-type: none"> <li>● <a href="#">SIG</a></li> </ul>
<p><b>SVHS Senior Project &amp; SPARC -</b> Capstone project completed by all graduating seniors. The Senior project has 3 components, 1. a research paper, 2. a project designed to learn a new skill or service and 3. A live presentation to an audience of community members. It's designed to demonstrate that our graduates are critical thinkers who pursue knowledge, work and contribute to the community and communicate effectively in both written and spoken language.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Meeting Agenda</a></li> <li>● Sonoma Valley HS Website Senior Project</li> <li>● <a href="https://www.sonomaschools.org/domain/1150">https://www.sonomaschools.org/domain/1150</a></li> </ul>
<p><b>AVID Program:</b> AVID supports increasing the number of underrepresented students attending a 4-year university by providing them with academic support, SAT/ACT test preparation, college investigations and</p>	<ul style="list-style-type: none"> <li>● <a href="#">AVID.org</a></li> <li>● AVID Site Team Meeting Agendas / Minutes</li> </ul>

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<p>information, and general assistance navigating the college and financial aid application process. It also teaches strategies for success in college.</p>	
<p><b>Career Week:</b> A week of Career Panels exposing students to professionals in various fields. Students sign up to attend up to four sessions, with teachers following up with reflection assignments.</p>	<ul style="list-style-type: none"> <li>● <a href="#">List of Career Panels/Speakers</a></li> <li>● <a href="#">Sonoma Index-Tribune Article</a></li> </ul>
<p><b>LINK CREW:</b> Link Crew is a peer-mentoring program, which focuses on the freshman class. This student organization helps to support academic success during a student's first year in high school by providing academic assistance as well as easing the freshmen comfortably into the day-to-day business of the school. By supporting the freshmen, this sets them up for greater success as they get older which opens up many more opportunities for post-secondary education.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Link Crew Description</a>, <a href="#">SVHS Link Crew Instagram</a></li> </ul>
<p><b>Plus Program - Peer Leaders Uniting Students:</b> Plus is a school program, where students are the leaders. These leaders come from diverse sections of the student population. Student leaders come together and participate in bonding activities. PLUS leaders serve as a liaison between the student population and the adults on campus. The goal is to create a safer school environment.</p>	<ul style="list-style-type: none"> <li>● <a href="https://plusprogram.org/">https://plusprogram.org/</a></li> <li>● <a href="#">PLUS.org</a></li> <li>● PLUS Recommendations Google Form</li> </ul>
<p><b>Youth Engagement Seminar:</b> Summer enrichment program for students to learn about community engagement, coalition building, student activism, leadership, and</p>	<ul style="list-style-type: none"> <li>● <a href="#">Sonoma Index Tribune article 2019</a></li> <li>● <a href="#">Sonoma Index-Tribune article 2018</a></li> </ul>

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<p>governance structure.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Sonoma Index-Tribune article 2017</a></li> <li>● <a href="#">Y.E.S. students host a candidates forum</a></li> </ul>
<p><b>Dragon Expo:</b> Combo Night/Incoming Freshmen Night - Informational tour of the high school for parents and incoming ninth-graders, highlighting the freshman teams (small learning community), CTE pathways, VPAC and academic elective offerings. This community-building showcase is hosted by classroom teachers and administrators.</p>	<ul style="list-style-type: none"> <li>● Faculty Senate Meeting Minutes / Agenda</li> </ul>
<p><b>College and Career Nights:</b> The College &amp; Career Center and Counseling Department host several evening presentations for students and families throughout the school year. The presentations focus on a wide variety of topics, including academic success and achievement in high school, post-high school college and career options, college preparation and eligibility, and financial aid. Our evening presentations make information accessible to our parents and families so that we all partner to support student success. College application and financial aid workshops are held during the evening and school hours to provide access to all students.</p>	<ul style="list-style-type: none"> <li>● <a href="#">College &amp; Career Presentation PowerPoints</a></li> </ul>
<p><b>Site Safety Team/Emergency Preparedness:</b> Each year, the school site updates the Site Safety teams to reflect new staffing. Our procedures and protocols</p>	<ul style="list-style-type: none"> <li>● Staff Meeting Minutes / Agendas</li> <li>● Emergency Plan</li> </ul>

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<p>are reviewed at the beginning of the year with all staff and drills are practiced on a monthly basis.</p>	
<b>Department Level</b>	
<p><b>SVHS Hospitality, Tourism &amp; Culinary Advisory Board:</b> Includes representation from the hospitality/culinary field. Participants have advised on hard and soft skills necessary for employment in the industry and provided input on plans for the expansion and improvement of the culinary classroom at SVHS.</p> <p><b>Engineering Board/Agriculture Board/Metal Shop Advisory Board:</b> Helps advise and develop long term and short term program goals. Assists with pursuing grant opportunities, advice on spending and program investments. Provide job shadows and internships for students enrolled in the respective programs.</p> <p><b>FFA CTSO's (Student Leadership Organizations):</b> FFA elects an officer team that develops monthly meeting agendas and activities. FFA uses a parliamentary procedure to conduct meeting business. The goal of SLO is to develop potential for premier leadership, personal growth, and career success through agricultural education.</p> <p><b>English Department:</b> English Language Learning is housed in the English Dept. Close connections between English and ELD teachers facilitate EL growth and</p>	<ul style="list-style-type: none"> <li>● <a href="#">SVHS Course Catalog</a></li> <li>● Department Meeting Agendas / Minutes</li> <li>● Engineering Board Meeting Minutes,</li> <li>● CTE Advisory Board</li> <li>● <a href="#">NAF Academies Summary Report</a></li> <li>● FFA, SkillsUSA Certification Documents, Audit Documents</li> <li>● <a href="http://www.cpm.org">www.cpm.org</a></li> </ul>



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development.

**Math Department:** The math department has many structures that support student success. Currently, SVHS has a 3-year math requirement which encourages students to take more math (yet provides a opt-out to 2 years for those students who are not on an a-g track). Also, all incoming 9th graders start in Algebra 1, although the math department is investigating the effectiveness of this. Three years ago, we designed and implemented the Applications for Advanced Mathematics course which is a 4th year of college preparatory math that provides a non-AP option of a math class for college-bound seniors. We are also hoping to phase out the Bridge to Geometry course as remediation after the fact to a class (to be named) prior to Algebra 1 to set the students up for success in Algebra 1 and future success in math. All courses have students do performance tasks to support problem-solving, understanding real-world applications of mathematics and justify their mathematical thinking. The College Preparatory Math Program is aligned with the California Common Core State Standards and is designed to prepare students for success in higher-level mathematics, including statistics and calculus. It also develops a student's ability to work collaboratively and to problem solve, skills that will benefit the students in both college and career.

**Science Department:** The science department has recently adopted a new

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NGSS aligned curriculum from Discovery Education for Biology(2019-20) and is piloting/adopting NGSS aligned curriculum for Chemistry and Physics (2020-21). Most students complete Biology in grade 9 and Chemistry in grade 10. In addition, SVHS offers an Agriculture Academy and FFA program. A robust selection of elective and Advanced Lab Science courses including AP Biology, AP Chemistry, AP Physics, AP Environmental Science, Advanced Agriculture and Anatomy & Physiology are available for all.

**History/Social Science Department:** In addition to the graduation requirements of World History, United States History, Economics and Civics, Freshmen take the semester World Geography and Cultures course to help bridge the previous social science gap between 8th and 10th grade. Additionally, the department currently offers 3 Advanced Placement classes with very high student enrollment. There are current discussions to replace World Geography and Cultures with Ethnic Studies for the 2021-2022 school year.

**Health & Wellness Department:** All students take 9th grade PE where they participate in various sports and activities with an emphasis on dual and individual participation. 9th-grade students also take the state-mandated physical fitness test (PFT). Students who do not pass the PFT then stay in Physical Education.

<p><b>VPACT Department (Visual Performing Arts Career Tech):</b> Elective classes are open to all students although access for 9th and 10th grades needs improvement. Video added a live broadcasting studio in 2019. All students have access to professional-level equipment and training, as well as an introduction to business and industry professionals.</p>	
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## A2. Governance Criterion

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

### Areas to Analyze and Examine

Areas to analyze in determining the degree to which the criterion is being met:

- Degree of parent participation in the school's governance
- The alignment between the governing authority's policies and the school's vision, mission, schoolwide learner outcomes and current programs, e.g., online instruction and college- and career-readiness
- The nature and extent of the school community's understanding of the governing board's role including the annual determination of the Local Control and Accountability Plan
- The relationship between the duties of the governing board and the responsibilities of the professional staff
- The postings and the frequency and regularity of board meetings
- The degree of participation of board and district personnel in the development of the vision, mission and schoolwide learner outcomes
- Complaint and conflict resolution procedures
- Additional identified evidence

Understanding the Role of the Governing Board and District Administration

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**A2.1. Indicator:** The school community understands the governing authority’s role, including how stakeholders can be involved.

*A2.1. Prompt: To what degree does the community understand the governing authority’s role, including how stakeholders participate in the school’s governance.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The policies and procedures are clear regarding the governing board. School Board meetings are well-publicized by the District Office, and the agendas are posted in a shared space at school. The Valley of the Moon Teacher’s Association (VMTA) actively Schedules teacher attendance at school board meetings and Encourages all to attend, as does the California School Employees Association leadership (CSEA). The local paper also publicizes Board meetings and covers the meetings in detail, often in front-page stories. There is a student member of the Board each year. Members of many stakeholder groups now watch television coverage of school board meetings. Additionally, the current Board Members are well known to all subgroups of the school community. They attend most school and community functions and are easily accessible both electronically and in person. SVUSD Board Meeting agendas, minutes, and meeting schedules are posted on a bulletin board at the District Office and found on the SVUSD website.</p> <p>The development and monitoring of SVUSD’s Local Control and Accountability Plan has been spearheaded by the districts LCAP Committee This committee is comprised of community stakeholders</p>	<ul style="list-style-type: none"> <li>● SVUSD Board Meeting Agendas / Minutes</li> <li>● SVUSD Board Meeting Schedule</li> <li>● SVHS Calendar of Events</li> <li>● <a href="#">SVUSD Local Control and Accountability Plan</a></li> <li>● <a href="#">SVUSD LCAP Committee Agendas / Minutes</a></li> <li>● Adherence to regulations regarding meeting publicity and minutes is clear in the provided material.</li> <li>● School Board meetings are televised and available via the web</li> <li>● Student representatives at every board meeting</li> <li>● Index Tribune, Press Democrat and Sonoma Sun newspaper coverage</li> <li>● Channel 27 (local cable) broadcast of school board meetings.</li> <li>● SVHS Faculty Senate Agendas / Minutes</li> <li>● Memos, emails regarding the fiscal state of the district</li> <li>● Boosters Club</li> <li>● Curriculum Advisory Committee Agendas / Minutes</li> </ul>

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which include 3 district administrators, 1 site administrator, 2 parents, 2 VMTA representatives, 1 CSEA representative, 1 DELAC representative, 1 DAC/CAC representative, 1 secondary student, and 2 community members.

Our SVUSD Superintendent holds a regularly scheduled Think Tank, where all stakeholders can participate and share their views.

With the numerous leadership changes at the district level, staff and parent involvement in governance is still developing/being aligned. SVUSD is making a sincere effort to inform our school community about how they can participate in governance. This is currently being addressed using a variety of methods that include automated phone calls, texts, emails, information on the district webpage, and through community outreach. Parents and community members are actively encouraged to participate in both site and district level committees such as ELAC, Site Council, Curriculum Advisory Council. Coffee with the Principal which occurs every month allows parents and community members to bring their questions/concerns directly to the SVHS Principal, who then decimates it out to the larger SVHS community. All SVUSD leadership positions have always had both parent and community member representation.

- ELAC Agendas / Minutes
- Parent Surveys
- Administrator Interview Panels
- SVUSD Website
- SVUSD Peach Jar
- Back to School Registration
- CTE Advisory Board Meeting Minutes / Agenda

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A2.2. Indicator: The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

A2.2. Prompt: *Provide examples of how stakeholders understand the relationship between the governing board’s decisions, expectations and initiatives that guide the work of the school.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>With the constant and numerous changes that have occurred both at the site and district leadership level, SVUSD needs to refine and clarify the decision making process from the Board to the site level. That said, SVUSD and SVHS leadership has taken several steps to improve this clarity.</p> <p>District staff and SVHS administration provide the School Board multi-faceted reports on student performance and progress on program development. This process for reporting information to the Board needs to be continually refined and streamlined.</p> <p>Communication between SVUSD leadership and the Board is direct and scheduled. The Board has been involved in and supportive of our school vision and our student learning outcomes. SVHS Administration reports to the School Board on a regular/as-needed basis on a variety of topics that include but are not limited to program changes, school climate, and annual reports.</p> <p>Individual teachers are able to</p>	<ul style="list-style-type: none"> <li>● SVUSD Board Meeting Agendas / Minutes</li> <li>● SVHS Faculty Senate Agendas / Minutes</li> <li>● SVHS Staff Meeting Agendas / Minutes</li> </ul>

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<p>communicate with Board members via phone, email, or in person. Individual teachers and program directors have the opportunity to bring forward their successes/concerns at the regularly scheduled Board meetings. Either through scheduled agenda time or during the public comment portion of the Board meeting.</p>	
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A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

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

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Uniform complaint procedures are outlined and explained in the <a href="#">SVUSD Annual Notification to Parents / Guardians</a>. This is provided to parents upon registration and is also posted on the SVUSD website. Additionally, complaint procedures are outlined and explained on the <a href="#">School Policies</a> section of the SVHS website.</p> <p>The established complaint and conflict resolution procedures have remained consistent. The policy is posted prominently throughout the SVHS Main Office, individual classrooms, and on the SVUSD website.</p> <p>Site Council, ELAC, parent information nights, and Back to School Registration provide information regarding complaint procedures and remediation.</p>	<ul style="list-style-type: none"> <li>● SVUSD Annual Notification to Parents / Guardians</li> <li>● SVHS School Policy</li> <li>● Williams Act Postings</li> <li>● Site Council Agendas</li> <li>● ELAC Agendas</li> <li>● Parent Information Nights</li> <li>● VMTA Meeting Agendas / Grievance Records</li> <li>● IEP &amp; SST Meetings</li> </ul>

**A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion**

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

**Broad-Based and Collaborative**

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

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

Findings	Supporting Evidence
<p>For SVHS, this is both an area of strength and an area for needed improvement. As a site, collaboratively making decisions has always been part of anybody, committee, or leadership team assembled. Using data to inform and monitor these collaborative decisions in regards to planning has been inconsistent over the last 3 years, primarily due to the changes in site and district leadership. Data analysis and monitoring progress need to become systematic, scheduled, and regular. While there are regular data analysis and program monitoring occurring within pockets at SVHS, it is not schoolwide. Listed below are examples of our collaborative decision making strengths, as well as an example of inconsistencies surrounding data analysis and program monitoring.</p>	<ul style="list-style-type: none"> <li>● SVHS Staff Meeting Agendas / Minutes</li> <li>● Faculty Senate Agendas / Minutes</li> <li>● Department Meeting Agendas / Minutes</li> <li>● Program &amp; Advisory Board Agendas / Minutes</li> <li>● Freshman Team Collaboration Meeting Agendas / Minutes</li> <li>● AVID Site Team Meeting Agendas / Minutes</li> </ul>



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### **Collaborative Decision Making**

Despite having 3 principals within the last 3 years, what has remained constant between each regime has been the desire to build or solidify a collaborative decision-making model. This is no doubt assisted by the staff's unshakable belief in a shared/collaborative decision-making model. This belief is also shared by the SVHS student and parent community, and while not always perfect, every committee or leadership team has always strived to be as inclusive as possible. As mentioned earlier, the teams that have been in place since the last WASC visit and consistently adhered to a shared decision-making model include but are not limited to Site Council, ELAC, LCAP, Faculty Senate, Senior Project Advisory Board, SVHS Freshman Teams, SVHS AVID Site Team, and CTE Advisory Boards.

An excellent example of this commitment is the SVHS Faculty Senate. Comprised of the principal, 3 vice principals, and department chairs from each academic department, Faculty Senate meets on a monthly basis. Department Chairs are elected representatives that serve 3-year terms, whose primary job is to advocate on behalf of their students and teachers. Any staff member may bring an item to the Faculty Senate agenda, and all staff members have a standing invitation to attend a Faculty Senate meeting as an observer. There is a clear process for how issues and information are passed through departments. For schoolwide decisions, department chairs and administration hold an initial discussion at Faculty Senate, then take the item back to their respective groups for discussion/review during Common Planning. After directly hearing the perspectives of all teachers within their department, Department Chair's report

back to Faculty Senate on the substance/content of that discussion. From there a decision is made, or if necessary taken back to departments for further review/perspective.

SVHS Staff Meetings are also held on a monthly basis, and have, especially over the last 2 years, become a place where shared/collaborative decision making is embraced. During this time, SVHS Administrators have actively sought out the perspectives of all staff members and encouraged to discuss the challenging issues that we face as a school openly and honestly as a team. Typically, when a decision is made at a staff meeting, the process starts with our administration team presenting the information/question, continues to small group/table group discussion, and finishes with a share out in front of the entire staff. SVHS Staff Meetings are becoming a more integral part of our shared decision-making model than ever before.

### **Data Analysis & Program Monitoring**

As mentioned in the above data analysis and monitoring the progress of the programs offered at SVHS has been sporadic since the last WASC visit. The constant changes in leadership and the goals of those leadership teams have contributed to this. With that said there have been pockets of consistency in regards to data analysis and program monitoring.

At the department level, data analysis happens regularly, followed by informed action that is agreed upon by all teachers within the department. Reviewing the results of department-created benchmarks, CAASPP results, Interim Benchmark scores, and formative/summative assessments are

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used to inform/change instructional practices, determine possible intervention steps, and revise/update course curriculum. Departments have updated and revised their Essential Content and Common Core Standards, and thanks to the strength of the relationships built under the former Common Core Lead Program, departments, at their own direction, have created/implemented cross-curricular assessments such as the Interim Benchmark Assessment used for the Day of Writing in January of 2019.

Within SVHS programs, this type of regular data analysis and program monitoring also occurs. SVHS Freshman Teams hold regular meetings each week during their collaboration time, where all 4 teachers from each team share a common prep, that is used to review and analyze data, discuss and implement an intervention for targeted students, and plan for activities within their individual teams. These teachers, along with their administrator, work tirelessly to set a strong foundation for our freshman students. Additionally, the SVHS AVID Site Team meets on a monthly basis, completing similar tasks to that of the SVHS Freshman team. They work closely with the Counseling Department and their administrator, to plan for the needs of students as they matriculate through all 4 years of the AVID Program. Lastly, our SVHS Agriculture Academy is highly collaborative and reactive to the needs of students. Their program relies on the constant revision and review of their curriculum, and benefits from the continual interaction they have with local industry leaders within our community.

Despite these examples, data analysis and program monitoring needs to be expanded to

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<p>encompass the entire staff of SVHS. For example at SVHS Staff Meetings there have been examples where access to and analysis of data has occurred, but not as a standing agenda item. While the data is reviewed, the follow-through or revisiting that analysis does not occur regularly. Data analysis tools like Illuminate, the CDE Dashboard, and others are valuable, but training on this has occurred only when the program was initially purchased. Since then, we have added new staff members, who are either trained by members of their respective departments, our SVHS Tech Leads, or not at all.</p>	
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**School Action Plan Correlated to Student Learning**

A3.2. Indicator: The school’s Action Plan is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Using data to drive the school action plan has been a crucial part to improve student achievement at SVHS, though its consistency and follow up with stakeholders can be improved significantly. Listed below are some of the areas where data has driven our school action plan.</p> <p>One area on the California School Dashboard that was identified as a major area of concern was Suspension Rate. SVHS 3 years ago was in the “Red” zone for suspension rate, and steps have been taken by SVHS staff to address our approach to student discipline moving forward. Since that initial reading on the dashboard we have now moved into the “Green” zone within the suspension category. SVHS site administration and teachers have created a draft PBIS (Positive Behavioral Interventions &amp; Supports) Matrix,</p>	<ul style="list-style-type: none"> <li>● SVHS MTSS Draft</li> <li>● SVHS Behavior Expectations</li> <li>● PBIS Team Meeting Agendas / Minutes</li> <li>● Draft PBIS Matrix</li> <li>● New SVHS Referral Google Form</li> <li>● Summer Professional Development 2019 Agendas</li> <li>● Staff Development Day Agenda / Minutes - August 2019</li> </ul>

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with support from SVUSD leadership, that outlines the steps for responding to disciplinary issues that arise among SVHS students. This has also led to a revised referral process, where students and staff are able to approach discipline from a restorative approach rather than the traditional punitive approach. While some additions have been made, eventually our PBIS Matrix, after further staff review/input, will become a central part of our SVHS Behavior Expectations.

The achievement gap between our White/Latinx and SED/ Non-SED student populations has remained and will remain the primary focus of our action plan. While worthy improvements have been made in areas of AP course enrollment, the expansion of the SVHS AVID Program to 8 sections (2 at each grade level), new course offerings, and teacher-led instructional practices focusing on student engagement, there is still significant work to be done in this area. Most notably with regards to our current intervention models, A+ and Advisory. The SVHS Staff has constantly been discussing the merits and adjustments needed to make our Academic A+ periods run more effectively, but due to the continual changes in leadership, we have not as of yet moved beyond discussion/feedback. Positive steps have been taken in regards to our Advisory period, which occurs every Friday. While staff feedback indicated moderate success within Advisory supporting our 12th-grade students through Senior Project and our 9th-grade students within Freshman teams, it was determined this year that Advisory, as it is currently structured, needs to change. A committee led by SVHS Administration, consisting of representatives from all departments, is looking at how we can make Advisory a more effective and targeted form of intervention during the 2020-2021 school year.

During the lifespan of the SVUSD Common Core Lead

- 6-12 Essential Standards 2019-2020
- Course Enrollment / Demographics
- Advisory Committee Meeting Agendas / Minutes
- Faculty Senate Meeting Agendas / Minutes
- Department Meeting Agendas / Minutes

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Program, SVHS teachers partnered with Sonoma State University Education professor Nancy Case-Rico, who led our secondary transition to the Common Core Standards. During that time, instructional practices and common assessments were created that specifically responded to areas of improvement noted by the yearly CAASPP Literacy scores. Despite the popularity of the program, SVUSD chose to part ways with Nancy due to budget constraints and questionable choices by then SVUSD leadership. Thankfully our new SVUSD leadership has chosen to continue this partnership with Nancy, and 2 additional professors from Sonoma State, through optional summer professional development, and by running the agenda for our staff development days. After reviewing the 2018-2019 CAASPP results, departments met and identified 2 Common Core Essential Standards for 2019-2020 that they would focus on. As mentioned previously, the sustainability of these types of practices and programs has been a struggle for the last 3 years. Nancy and her team were scheduled to run our calendared Collaboration Days, but since our 9/16 Collaboration Day, these have been pushed back due to the loss of instructional days from the power outages and fires in Sonoma County.

## Collective Accountability to Support Learning

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

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

Findings	Supporting Evidence
<p>As mentioned in A3.1 above, there is a commitment to a shared decision-making model at SVHS among all stakeholders. Taken with the examples listed above, the SVUSD Graduate Profile is a paramount example of the culmination of a shared decision making process.</p> <p>An identified need from the 2014 WASC visitation was to clarify and define what “college and career ready” meant for SVHS graduates. Since SVHS is the only comprehensive high school for the Sonoma Valley Unified School District, the task of creating a graduate profile began in district Local Control Accountability Plan (LCAP) meetings. All stakeholders (students, parents, staff K-12, community members) had the opportunity for input and review of the profile of a graduate which was eventually adopted by the SVUSD Board of Trustees in October 2015. At the high school level, input was taken from all staff and the final document was vetted at staff meetings, through departments, at Faculty Senate and at Site Council.</p> <p>Additionally, as described earlier in section A, the SVHS Revised Learning Outcomes are another</p>	<ul style="list-style-type: none"> <li>● SVHS Revised Student Learning Outcomes</li> <li>● SVUSD Graduate Profile</li> <li>● SVUSD LCAP</li> <li>● SVHS Staff Meeting Agendas / Minutes</li> <li>● Faculty Senate Agendas / Minutes</li> <li>● Department Meeting Agendas / Minutes</li> <li>● Program &amp; Advisory Board Agendas / Minutes</li> <li>● Freshman Team Collaboration Meeting Agendas / Minutes</li> <li>● AVID Site Team Meeting Agendas / Minutes</li> </ul>

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<p>exemplar of a shared decision-making process. Discussion took place at multiple staff meetings, department meetings, and the revision process was open for all staff to make any contribution or suggestion they saw fit. After narrowing down 2 formats, these were again vetted by staff through a Google Form and further discussion. A consensus was finally reached regarding the revised SLO's in the Spring of 2019.</p>	
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**Internal Communication and Planning**

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

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

<b>Findings</b>	<b>Supporting Evidence</b>
<p>In the previous WASC report, this was identified as an area that needed to be improved. Internal communication between departments/programs has remained a strength since the last report. SVHS has continued to work on streamlining communication channels and planning procedures.</p> <p>The full district wide transition to G-Suite at SVHS has improved communication and collaboration with SVHS staff members. The daily use of Gmail, Google Calendar, and other G-Suite programs has helped foster open communication and understanding between staff members.</p> <p>SVHS Administration has provided an organizational chart showing their responsibilities/duties. Each SVHS administrator is assigned as a department liaison with several departments, and is in constant communication</p>	<ul style="list-style-type: none"> <li>● SVHS Calendar</li> <li>● G-Suite (sonomaschools.org)</li> <li>● SVHS Site Admin Organizational Chart</li> <li>● SVHS Weekly Dragon News Emails</li> <li>● SVHS Principals Friday Wrap Up</li> <li>● Staff Meeting Agendas</li> <li>● Faculty Senate Meeting Agendas / Minutes</li> <li>● Department Meeting Agendas / Minutes</li> </ul>



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with their department chairs. All SVHS administrators have maintained an “Open Door Policy” with all staff members, but staff members are encouraged to begin any resolution of differences / issues with their department chair and department administration liaison.

This year our new SVHS Principal has implemented 2 items that have not only improved communication between staff members at SVHS, but also provided a much needed opportunity for staff to show their appreciation for each other. At the beginning of each week, our principal emails out to staff the SVHS Weekly Dragon News, which has allowed staff to effectively and efficiently be informed of the weekly goings on around campus. Additionally, there are instructional support materials provided within the weekly Dragon News for teachers to explore/implement within their classroom. Secondly, the Friday Wrap Up has helped foster both appreciation and celebration for the sometimes unseen work of SVHS staff members. It has made an impact on establishing/strengthening staff relationships.

SVHS staff feels that communication between the site and the District Office needs to be improved significantly. While positive steps have been made this year towards improving this, such as the Monday Messenger report by SVUSD Superintendent Socorro Shields which is emailed to staff on a weekly basis, as well as the very direct and clear communication to staff regarding the planned power outages/lost instructional days due to this years fires, it is clear that district level decisions, and the process that led to those decisions, needs to be more clearly and transparently communicated to staff.

**A4. Staff: Qualified and Professional Development Criterion**

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

**Qualifications and Preparation of Staff**

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

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

Findings	Supporting Evidence
<p>SVUSD Human Resources is responsible for the majority of these practices and policies. All hiring decisions are both site and district driven/initiated.</p> <p>SVHS has maintained clear employment policies and practices related to the qualification requirements of staff. There are procedures put in place the ensure that all staff members are qualified for their responsibilities. 100% of core subject SVHS Staff hold appropriate credentials for their instructional area.</p>	<ul style="list-style-type: none"> <li>● California Commission on Teacher Credentialing</li> <li>● School Accountability Report</li> <li>● SVUSD New Teacher Orientation</li> <li>● <a href="https://ncsoe.org">https://ncsoe.org</a></li> <li>● Roster Induction Program Participants</li> </ul>

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SVHS has a process to assign staff members and provide appropriate support to maximize the expertise of staff members. Departments plan assignments based on qualification, preparation, and student needs. SVHS Department Chairs have always worked with the Principal to ensure that teaching assignments are appropriate, and when to provide professional development when applicable.

All new teachers hired at SVHS are required to go through the SVUSD New Hire Teacher Orientation, which helps new staff understand all district/site policies.

As mentioned in the sections above, new SVHS staff members who hold preliminary teaching credentials are required to go through the 2 year North Coast School of Education Teacher Induction Program, overseen by the Sonoma County Office of Education, before receiving their clear teaching credential.

### Professional Development and Learning

A4.2. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.2. Prompt: *Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.*

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<b>Findings</b>	<b>Supporting Evidence</b>
<p>SVUSD Education Services and administrative teams work with school site and staff in district in planning PLC time for staff to work on development activities and in service opportunities for professional development. The latest SVUSD leadership has offered paid, professional development during the summer for interested staff. Collaboration Days and Staff “Buy Back” Days are used for district directed professional development.</p> <p>While budget restraints have limited PD options and flexibility in past years, this has not deterred the efforts of individual teachers, many of whom independently seek out and in some cases pay for their own professional development.</p> <p>With site/district leadership support that has for the most part remained consistent, the driving force behind professional development at SVHS has, and always has been the desire for SVHS teachers to continually hone their practice. In some instances, SVHS/SVUSD has continued to offer annual PD for the SVHS teaching staff, as seen with yearly opportunities for AP, AVID (44% of staff has attended at least one AVID Summer Institute), and CTE trainings. While other PD opportunities such as <a href="#">Culturally Responsive, Sustaining and Humanizing Education Institute</a> training this summer and PLUS training, targeted specific needs or action items at SVHS. Lastly there have been as needed PD offerings</p>	<ul style="list-style-type: none"> <li>● <a href="#">SVHS Professional Development Plan 2013-2017</a></li> <li>● AVID Summer Institute Attendance</li> <li>● AP Course Training Attendance</li> <li>● NGSS Workshop Attendance</li> <li>● SVUSD Summer PD Opportunities Course Lists, 2018 &amp; 2019</li> <li>● SVUSD “Buy Back” Days - Staff Led PD Trainings</li> <li>● SVHS Staff WASC Surveysummer</li> <li>● SVUSD High School Tech Lead Job Description</li> </ul>

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that are content focused, such as the recent NGSS trainings for Science teachers or seminars for the updated California Social Science Framework for History/Social Science teachers.

SVHS staff has embraced leadership opportunities 31% of SVHS staff members have led professional development for educators both within and outside our district. The former Common Core Leads, the current SVHS Site Technology Leads, and individual teachers have presented materials for SVUSD "Buy Back" days consistently over the last 3 years. Outside the district, SVHS teachers have presented for a number of local organizations such as the [Valley of the Moon Amateur Radio Club](#) and the [Jack London Society](#).

Many SVHS teachers have presented at state and nationally recognized organizations which include but are not limited to the California Mathematics Council (CMC), the California Council for the Social Studies (CCSS), California Association of Teachers of English (CATE), Project Lead the Way, and [AGU](#) Advancing Earth & Space Science.

Technology integration has remained a constant focus for SVHS teachers. There are 6 SVUSD Tech Lead Positions at the high school, whose purpose is to provide tech support and consulting to fellow staff members who are looking for methods to integrate tech into their curriculum. These 6 teachers, along with 4 others are Google

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Certified Teachers, and there are 2 teachers who are Google Certified Trainers on staff. These teachers have presented tech centered PD on staff development days, advised/piloted the new furniture update, and have led trainings at the CUE Conference, and northern California Google Apps for Education (GAPE) Conferences.

Lastly several SVHS teachers have presented content at neighboring districts, ran coaching clinics, and at Sonoma State University's Education Department.

During the 2016-2017 mid cycle report from our last WASC, the then SVHS Principal had created the SVHS Professional Development Plan, whose goal was to align district and site goals/priorities as identified by the LCAP, WASC, and SPSA. The focus areas highlighted are listed below.

- Common Core Implementation
- Effective Instructional Strategies
- Equal Access for All Students
- Technology in the Classroom / Media Literacy
- Student Engagement / School Climate
- Socio-emotional Support Systems
- College & Career Readiness
- Career Technical Education
- Development of Small Learning Communities
- Instructional Leadership

However since that time we have had the

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<p>aforementioned changes in site leadership. Professional Development opportunities and trainings listed in the plan have continued, but the plan itself has not been updated over the last 2 years. While our high schools commitment to Professional Development remains strong, there is a need to reestablish the monitoring process outlined under the SVHS Professional Development Plan, and establish goals for measuring the effect PD has on student learning.</p>	
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**Measurable Effect of Professional Development on Student Learning**

A4.3. Indicator: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.3. Prompt: *Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>As mentioned above, while the opportunities for and commitment to PD at SVHS is as strength, there is currently no model or structure in place to evaluate measurable effects of PD on student learning. The 2017 SVHS Professional Development Plan outlines these, but has not been used as of yet since the last 2 years of site leadership change.</p> <p>The effects of PD can be seen in student enrollment and achievement data, particularly when concerning AP and AVID</p>	<ul style="list-style-type: none"> <li>● <a href="#">SVHS Professional Development Plan 2013-2017</a></li> <li>● CDE Dashboard</li> <li>● SVHS Staff WASC Survey</li> <li>● Student Course Enrollment</li> <li>● Department Meeting Agendas / Minutes</li> </ul>

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<p>trainings. Within the department and program level, there are instances of formal review of the effectiveness of staff PD, where staff members share out their PD outcomes within their subject areas. Additionally, the yearly benchmarks given in the Math and English departments provide data that helps inform staff of the effectiveness of PD. Site and district efforts on PD surrounding PBIS, PLUS, and other student support services have resulted in improved results on the discipline section of the CDE Dashboard.</p>	
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**Supervision and Evaluation**

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

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

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The district and site allows for time and financial resources for staff to attend conferences which are subject/field specific in order to support professional development. As mentioned earlier the evaluation and supervision of PD needs to be revisited, as the SVHS Professional Development Plan has not been used since 2017.</p> <p>As mentioned earlier, beginning teachers are supported in their professional growth through the SVUSD New Hire Teacher Orientation. Secondly, new staff members, mentored by current</p>	<ul style="list-style-type: none"> <li>● <a href="#">SVHS Professional Development Plan 2013-2017</a></li> <li>● SVUSD New Employee Orientation</li> <li>● SVUSD Summer PD Opportunities Course Lists, 2018 &amp; 2019</li> <li>● SVUSD “Buy Back” Days - Staff Led PD Trainings</li> <li>● <a href="https://ncsoe.org">https://ncsoe.org</a></li> <li>● Roster Induction Program Participants</li> </ul>



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<p>experienced staff members, are required to complete the teacher induction process through the North Coast School of Education Teacher Induction Program, overseen by the Sonoma County Office of Education, in order to receive their clear teaching credential.</p>	
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*A4.4. Additional Online Instruction Prompt: How effective is the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Two years ago the SVUSD Human Resources department has shifted staff training for mandated reporting, blood borne pathogens, and sexual harassment to an online platform hosted by Target Solutions.</p> <p>SVHS teachers use web-based tools to facilitate online student learning but there is currently no effort to implement a school wide online platform, aside from using the G-Suite. Each department and teacher uses their own online resources for instruction. The SVHS Tech Leads have provided support and individualized training to staff when necessary within G-Suite apps. Each teacher at SVHS has a website through the School Wires platform the district decided to adopt in 2017, but most teachers have not utilized these web pages other than for basic contact information, and instead have adopted to utilize free web design software</p>	<ul style="list-style-type: none"> <li>● G-Suite</li> <li>● Target Solutions Training - HR</li> <li>● SVHS Staff WASC Survey</li> <li>● Technology Leads</li> </ul>

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such as Weebly to build their own webpages. Only 20% of SVHS staff uses their teacher webpage for instructions. This is primarily due to the at times cumbersome process of updating web pages through School Wires, and over 77% of staff using Google Classroom as their primary online platform.

Each classroom teacher is provided with a district issued laptop, while each classroom is equipped with an LCD Projector, and document camera. During the summer of 2017, new cabling was installed throughout the school site, significantly increasing the bandwidth and overall strength of wireless internet at SVHS. This year, selected teachers are piloting the districts revised technology resources for each classroom, which includes a 75" LCD TV, Apple TV, new laptop, iMac document camera, and smartboard apps.

SVHS has 6 Technology Lead Teachers that help teachers with technical and curricular questions. Each Lead is responsible for roughly 12 teachers.

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

### Indicators with Prompts

## Resource Allocation Decisions

A5.1. Indicator: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district’s LCAP and the school action plan, the school’s vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.1. Prompt: Determine the extent to which leadership and staff are involved in the resource allocation decisions. Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the major student learner needs, the student needs identified in the district LCAP and the school plan, the academic standards, and the college- and career-readiness standards.

Findings	Supporting Evidence
<p>SVHS has continued to reallocate resources that support our student goals as a site and as a district. While there have been examples of staff involvement in resource allocation decisions, there is a need for continued improvement in the process of involving all stakeholders in the decision making process. Resource allocation at SVHS does directly respond to student interest, as we have added a number of new courses that include but are not limited to Graphic Design, 3D Design, AP American Government &amp; Politics, and AP Environmental Science.</p> <p>Recognition of the challenge that students face transitioning from middle to high school had led to the creation, and continued funding SVHS Freshman Teams, where teachers are provided an extra collaboration period to meet regularly</p>	<ul style="list-style-type: none"> <li>● LCAP</li> <li>● SPSA</li> <li>● SVUSD Graduate Profile</li> <li>● Revised SVHS Student Learning Outcomes</li> <li>● Freshman Teams / Collaboration Period</li> <li>● 2018 expansion and update of the College and Career Center</li> <li>● SVHS Course Offerings</li> <li>● SVHS Master Schedule</li> <li>● Faculty Senate Meeting Agendas / Minutes</li> </ul>

## Sonoma Valley High ACS WASC/CDE Self-Study Report

with team members to provide targeted intervention for freshman students.

Continuing to focus on the school-wide vision of College & Career Readiness for all students, resources have been dedicated to the newly refurbished (Summer 2018) SVHS College & Career Center (CCC). There is currently 1 full time certificated and classified staff members at the CCC. This resource allocation directly connects to our LCAP, SPSA, SVUSD Graduate Profile, and SVHS Student Learning Outcomes. Additionally in support of College & Career Readiness for all students, SVHS has expanded the number of AVID sections offered, to where currently there are 2 AVID classes at each grade level. SVHS continues to allocated needed resources and professional development to its AVID Program, which has proved to be an essential tool in reducing the achievement gap.

### Practices

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

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

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<b>Findings</b>	<b>Supporting Evidence</b>
<p>Based on the parameters of this prompt, it is definitely more distinct based than site based. There is a process for requesting funds from the district; departmental or program budget information is available through the Principal's staff; funds are accessed through purchase orders which require approval; receipts must be submitted for reimbursement. During the 2018-2019 school year this process was revised at the direction of the SVUSD Business Services Department. There are examples where the site has helped drive the annual budget, particularly with the SVHS teachers on the SVUSD Tech Committee, which is overseen by the Associate Supt. of Business Services, and has maintained a positive, open, and responsive relationship that has culminated in site driven decisions regarding budget. Examples of this would be the new tech resources for classrooms and the furniture update.</p> <p>Our Student Activities Director and ASB Bookkeeper is very thorough and expeditious in accounting for the multiple sources of funds that run through the ASB office. Multiple signatures are required in approval of expenditures, receipts are collected for every check written, and careful records are kept; the ASB accounts are audited regularly.</p>	<ul style="list-style-type: none"><li>● Budget Binders</li><li>● Purchase Orders</li><li>● ASB Records</li><li>● SVUSD Tech Committee Meeting Agendas / Minutes</li></ul>

## Facilities Conducive to Learning

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

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

Findings	Supporting Evidence
<p>Since 2015, SVHS developed and SVUSD adopted a Facilities Master Plan after seeking out input from all stakeholders. This has been the driving document behind the upgrades that have and will take place at SVHS. SVHS is currently utilizing resources from Measure H, a \$40 million bond issue, which was passed by the Sonoma voters in 2010, most notably the Chromebooks purchased for all 6th-12th grade students at SVUSD. Measure H monies will also provide for new furniture district wide. The initial pilot of new furniture in 2017-2018 was not as successful as previously hoped and as a result the district chose to partner with a new company, <a href="#">MeTEOR Education</a>, who has since provided new furniture for the SVHS Library and the brand new SVHS College &amp; Career Center, which were updated in the summer of 2018 and 2019. The partnership with MeTEOR Education has so far been successful, as current SVHS teachers were able to have a strong voice in the type of furniture needed to create a 21st Century classroom. In January of 2020, 7 SVHS teachers who participated in the initial rollout with</p>	<ul style="list-style-type: none"> <li>● SVHS Facilities Master Plan</li> <li>● New College and Career Center</li> <li>● Remodeled library/new furniture</li> <li>● SVHS Staff WASC Survey</li> <li>● SVHS Student WASC Survey</li> <li>● SVUSD Furniture Pilot Meeting / Agenda</li> </ul>

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MeTEOR will be piloting the new new furniture combinations, with the update occurring over Winter Break 2019. Additional improvements have been made at the SVHS Agricultural farm, to the school bell system, and new HVAC systems for most of the buildings at SVHS.

An area of concern that has recently come up this year was the overall cleanliness of the SVHS campus. Teachers (81.5%) and students (73.5%) felt that the campus did not meet the standards of cleanliness that are expected at a high school of this size. Steps have been made this fall to “beautify” the SVHS Campus, led by staff member Peter Hansen and the students of the SVHS Campus Beautification Club. Starting last year with our 2018-2019 Dragon Day, wine barrels with flowers were installed by students and maintained by staff members. Since the last WASC visit there have also been campus wide clean-ups involving several clubs and staff members. These have been expanded significantly in the fall of 2019, with trash cans being painted by students in the Art Club. There is also a long standing tradition of student produced artwork, supported by staff members of the Visual Performing Arts Department, and there are currently several large wall murals, art sculptures, and paintings around campus.

SVHS Custodial staff have had an ongoing challenge to meet the cleaning demands of a campus of 1400 people. This year alone we have lost 2 of our most experienced custodians to jobs at

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<p>elementary schools within the district. Currently we only have a total of 3 custodians servicing our high school on a daily basis.</p> <p>SVUSD Maintenance has recently gone through a leadership change, and so far since the new regime has been in place, the staff, admin, and maintenance team have been working to remedy the state of the SVHS campus.</p>	
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**Instructional Materials and Equipment**

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

**A5.4. Prompt:** Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional material, resources and technology.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The SVUSD Technology Committee, includes 3 of the 6 SVHS Site Technology Leads, teacher leads from elementary and middle school, 1 elementary administrator, 1 secondary administrator, the district director of IT, 2 leads within the district IT department, and the Associate Superintendent of Business Services. The task of this committee is to bring forward tech related issues or concerns to be discussed, pilot new tech, and guide the SVUSD Technology Plan.</p> <p>Williams Act evaluation of adequate class resources occurs each year and adequate approved curricular material is available in each class. A number of courses have updated their primary textbooks, with many of them opting for an online textbook</p>	<ul style="list-style-type: none"> <li>● SVUSD Technology Plan</li> <li>● SVUSD Technology Committee Meeting Agendas / Minutes</li> <li>● <a href="#">SVUSD Curriculum Advisory Committee</a> Agendas / Minutes</li> <li>● IT Department Purchases</li> <li>● Agriculture Advisory Board Meeting Agendas / Minutes</li> <li>● EDT Advisory Board Meeting Agendas / Minutes</li> <li>● Sonoma Plein Air Annual Fundraiser</li> <li>● Individual Grants written for SVHS Programs</li> </ul>



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for student to access since our district has gone 1:1. The SVUSD Curriculum Advisory Committee is the body that oversees all curriculum purchases at SVHS. The committee is comprised of certificated staff members, classified staff members, SVUSD administration, parents, community members, and is headed by the Associate Superintendent for Educational Services. For the most part individual departments have assumed responsibility for updating their curriculum. The typical process is for the Department Chair, with site administration support, to bring the request for an update to the CAC. The committee then typically has a month to review the proposed curriculum, and at the following CAC meeting can pose questions and/or opt to adopt the curriculum for the coming school year.

Funding for many of our CTE and VPACT programs comes from a number of organizations, and many programs are supported by grants written by SVHS teachers and administrators. The Engineering, Design, & Technology Academy, and the Sustainable Agriculture Academy are both overseen by Advisory Boards, and obtain much of their funding through grants. Most of the courses within our Visual and Performing Arts Department are funded by private donors or through the [Sonoma Plein Air Foundation](#), which holds annual fundraisers for art education programs in the valley.

## Resources for Personnel

**A5.5. Indicator:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

**A5.5. Prompt:** Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified personnel for all programs.

Findings	Supporting Evidence
<p>As mentioned earlier, SVUSD Human Resources is responsible for the majority of these practices and policies. All hiring decisions are both site and district driven/initiated. There are procedures put in place the assure that all staff members are qualified for their responsibilities.</p> <p>Professional development to support the 2 SVHS Academies has been in place, though as mentioned prior, the evaluation process that measures the effectiveness of this PD needs to be revisited. Both academies have strong community support, with active Advisory Boards interested in contributing and advising the development of both pathways.</p>	<ul style="list-style-type: none"> <li>● California Commission on Teacher Credentialing</li> <li>● School Accountability Report</li> <li>● <a href="#">SVHS Professional Development Plan 2013-2017</a></li> <li>● SVHS Course Enrollment</li> </ul>

## Long-Range Planning

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

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

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The goals and action items set forth in the LCAP have shaped both SVHS's goals and resource allocation. Efforts have been made at all levels to ensure a shared decision making model, where input from all stakeholders is welcomed and considered. As mentioned earlier the district plays an influential role in determining how funds are allocated.</p>	<ul style="list-style-type: none"><li>● <a href="#">SVUSD Local Control and Accountability Plan</a></li><li>● <a href="#">SVUSD LCAP Committee Agendas / Minutes</a></li></ul>

# Sonoma Valley High School



## Standards-based Student Learning: Curriculum

### Group Members

Chairs: Janet Hansen (English)  
Bryan Kelly (Social Science)

Jeff Bovers (SPED)  
Michell Clark (Math)  
Devin Daly (World Language)  
Tom Edwards (Science)  
Jessica Hutchinson (VP)  
Drue Jacobs (VPACT)  
Anna Kelsch (English)  
Liz Liscum (VP)  
Jane Martin (English)

Leslie McLean (English)  
April McDonald (Math)  
Gayle Smith (Science)  
David Vigil (SPED)  
Shayna Weiner (Science)



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Cohort (2014-2017). This group was thoroughly trained in Common Core, and with the help of the Curriculum Lead developed training for all staff that emphasized literacy and the development of Performance Tasks within subject matter classes.

Work on scaffolded Common Core curriculum continues. Professor Virmani, Case-Rico and Suarez from Sonoma State University's School of Education presented an CAASPP data reading workshop in June and August, 2019 to district-wide teachers. During this 6-day workshop, teachers examined performance trends across the district, and focused on sub-groups where an/the achievement gap is apparent. This training will continue during the teacher professional development days during the school year.

The Science Department has adopted the Next Generation Science Standards (NGSS). In 2019-2020 Science will be adjusting the course sequencing to increase rigor and cross-curricular concepts. Freshmen will take Lab Biology instead of Earth Science; Sophomores will take Chemistry instead of Lab Biology. Earth Science will be woven throughout these two classes.

Discovery Education is being used in all Science courses. Courses have newer curriculum: Biology the Living Earth, Chemistry in the Earth System, and Physics of the Universe.

- [Summer Workshops 2019](#)
  
- [Next Generation Science Standards](#)
  
- [Biology the Living Earth.](#)  
[Chemistry in the Earth System.](#)  
[Physics of the Universe.](#)

## Sonoma Valley High ACS WASC/CDE Self-Study Report

In order to align with Common Core, SVHS Social Studies and English departments created performance tasks for each grade level. Beginning in the 2015-2016 school year all students completed a grade level PT in their Social Studies classes which culminated in an argumentative writing assignment to be used as a benchmark. In 2015 the English Department replaced all benchmark writing prompts with Common Core, CAASPP aligned, multi-media performance tasks and continues to revise and replace these.

In 2018 SVHS held its first school-wide writing day created and led by a cross-curricular group of History and English teachers. In each period over two block-scheduled days all students worked through a multi-media Performance Task. Data from this assessment served was used as Interim CAASPP. The second annual 'All Write' Day was recently completed, with data still to be processed.

For benchmarks and the school-wide writing day, SVUSD has funded teacher scoring groups or provided PD time for development of consistent, standards-based holistic scoring. Results inform ELD placement and support for Senior project.

Password-protected links to all school-wide performance tasks available on request

- [Teacher Directions](#)

Password-protected links to all school-wide performance tasks available on request.

- [PD Scoring Planning emails](#)
- [PD Scoring Planning Meeting Agenda](#)
- [Common Argumentative Essay Rubrics 9-12](#)

- [Planning for IAB modifications](#)

## Sonoma Valley High ACS WASC/CDE Self-Study Report

English/ELD/Special Ed-

SPED English 9-12 mirror the general ed English curriculum with effective modifications as needed .

Special Ed Science

RSP Science Tech I and II mirror the General Ed science curriculum with modifications as needed.

The Mathematics Department utilizes common assessments across all courses to ensure consistency, rigor, and adherence to curricular standards. Most courses utilize performance tasks that require students to apply knowledge on a deeper level. Math teachers work collaboratively to design assessments and ensure that assessments have the correct breakdown of old and new material, in adherence with the CPM curriculum.

Teachers continue to improve effective, rigorous, and relevant curriculum by attending and presenting at professional conferences and workshops.

Art teachers presented at CUE in 2017 and California Art Education workshop in San Francisco. The school Librarian has attended the ALA convention and The Internet Library Convention.

The Senior Project curriculum is project-based, student-centered capstone graduation requirement which includes a research paper, learning activity/project, and a presentation to the community.

- Math Assessment Documents

- [Alison Manchester Jack London Symposium presentation:](#)
- AVID Training
- [CAEA and CUE Presentations](#)

- [Senior Project Web Page](#)
  - [Article](#)
  - [Article](#)
  - [Article](#)



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SVHS Technology Leads provide support to teachers, increasing relevance and rigor in curriculum by integrating technology-based instruction. Tech Leads are at least Level One Google Certified and two are Google Certified Trainers. In 2017 Technology TOSA's were available full time to provide teachers with support developing ways to bring technology into their classroom. In conjunction with Technology Leads, the TOSA's developed an entire PD day highlighting ways technology could be integrated into classroom curriculum.

The World Language Dept continues to incorporate authentic assessment within its evaluations. Students must demonstrate through live skits or video production their ability to communicate in the target language. Impromptu / authentic communication is also practiced.

Through smaller teaching and learning communities, Freshman Teams provide research-supported personalization, engagement, and increased communication with all parties. Teachers share the same group of students in one of three teams. Each teacher in the team is given time to collaborate with one another to better support students transition to high school.

- [Technology Lead Job Description.](#)
- [Technology PD](#)

- French [skits](#)

- [CAC Agendas](#)
- [Freshmen Teams Overview](#)

## Sonoma Valley High ACS WASC/CDE Self-Study Report

SVHS has increased research-based AVID offerings to 8 sections grades 10-12. AVID strategies are demonstrated during Faculty Meetings and often, students report out to staff on AVID strategies that they feel are an effective way to connect with students.

CTE Curriculum - SVHS offers a wide array of (CTE) courses that emphasize the changing skills necessary in today's workforce. The CTE courses at SVHS follow a seven industry sequence through three separate pathways: Engineering, Design, and Technology, Sustainable Agriculture.

CCC/Naviance/College Readiness: SVHS has instituted a center focused on preparing and supporting students through the college admissions process. The dedicated staff host informational meetings on how to apply for college, financial aid, and alternative options. Through the CCC students have access to support staff,

2019-20 New Reading program--The Special Education Department identified small groups of students in the 2018-2019 school year and are now using the Wilson Reading Program, a school district-wide effort, to help these students improve their literacy skills. Three RSP teachers were sent to the level one training.

- [AVID Research Project](#)
- [PD Day Agenda](#)

NCAP aligned Ag Science Curriculum:

- <https://ucci.ucop.edu/courses/d/biology-and-sustainable-agriculture.html>
- <https://ucci.ucop.edu/courses/d/chemistry-and-agriculture.html>
- <https://ucci.ucop.edu/courses/d/advanced-interdisciplinary-science-for-sustainable-agriculture.html>

- [California Career Technical Education Model Curriculum Standards](#)
- [College and Career Center web page.](#)

- [Master Schedule](#)
- Faculty Meeting Agendas

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<p>Using interactive tools such as Nearpod, the SVHS Library provides curriculum to SVHS students 9-12 on academic honesty, citation, source evaluation, research and research writing.</p> <p>Toward positive and restorative behavior policies, Positive Behavioral Interventions and Support Curriculum created by SVHS teachers and Admin was delivered school-wide in January 2020.</p> <p>Advisory Lessons/ on Digital Citizenship were created in 2017 by then Tech TOSA Andy Mitchell and delivered school-wide during Advisory period. Some of these topics are now covered in the PBIS material.</p>	<ul style="list-style-type: none"> <li>● <a href="#">9th Plagiarism Nearpod Presentation</a></li>   <li>● <a href="#">PBIS Lessons</a></li>   <li>● <a href="#">Common Sense Media 1</a> (Oops, I Posted That)</li> <li>● <a href="#">Common Sense Media 2</a> (Online 1 oh 1)</li> <li>● <a href="#">Common Sense Media 3</a> (Cyberbully)</li> <li>● <a href="#">Common Sense Media 4</a> (Fish)</li> </ul>
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**Academic and College- and Career-Readiness Standards for Each Area**

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

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

<b>Findings</b>	<b>Supporting Evidence</b>
<p>All general education students are enrolled in a-g track starting freshman year.</p>	<ul style="list-style-type: none"> <li>● <a href="#">SVHS Course Catalog and a-g outline.</a></li> </ul>

## Sonoma Valley High ACS WASC/CDE Self-Study Report

All departments follow the State and Common Core Standards. CTE and Pathway courses follow the California Career Technical Education Model Standards, CTE Advisory Board, and Industry Partners.

All departments have been trained in Common Core and have created department level performance tasks that are issued at least once a year.

A guide has been created by the Common Core Leads to evaluate the essential elements of Common Core in lessons that are designed by our teachers.

Use of data to examine standards proficiency levels is increasing at SVHS and District-wide

Sonoma Valley High School continues to offer a variety of AP classes including AP US History, AP Calculus, AP World History, AP Statistics, AP English Literature, AP English Composition, AP Biology, AP Chemistry, AP Physics, AP Environmental Science, AP Computer Science, AP Spanish Language, AP Spanish Literature, AP Government and AP Art.

Tech Leads representatives participated in formulating District Tech plan with a focus on academic technology-based standards.

- [California Career Technical Education Model Standards](#)
- [Common Core Website June PT's](#)
- [Essential Elements of Common Core in Lessons](#)
- [ELA Infographic](#)
- [Math Infographics](#)
- [SVHS Course Catalog](#)
- [English Levels Comparison](#)
- [Work Schedule for Tech Plan](#)

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

**B1.2. Additional Online Instruction Prompts:** *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>SVHS offers online credit recovery (not original credit) in select courses (History, English, electives) during the school year. This was previously offered through Odyssey and is now offered through Fuel Ed beginning fall 2019.</p> <p>The Counseling Department works closely with a staff member who has a .20 assignment to oversee online credit recovery. In this program students are enrolled to complete Odyssey or Fuel Ed coursework for credit recovery or A-G completion when applicable. Odyssey instructors provide Counselors with periodic reports on student progress.</p> <p>Many of the required math texts are online, allowing students to access technology-rich visualizations of mathematical concepts as well as discovery.</p> <p>AP Calculus BC Course is offered through UC Scout as online independent study</p>	<ul style="list-style-type: none"> <li>• <a href="https://www.odysseyware.com/">https://www.odysseyware.com/</a></li> </ul>

**Congruence**

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

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

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<b>Findings</b>	<b>Supporting Evidence</b>
<p>The Schoolwide Learner Outcomes are now aligned with the Graduation Profile created by staff and adopted by SVUSD and approved by the school board. The holistic SLO's are established in all of the courses taught at SVHS.</p> <p>Courses at SVHS are continually updating the curriculum to meet developments, changes, and research within their respective disciplines.</p> <p>New texts are being piloted/introduced as funding becomes available</p> <p>SVHS has begun to examine standards proficiency level data when designing revision to curriculum and instruction.</p> <p>Development of Performance Tasks within departments has made connections to real world experiences that affect students' lives.</p> <p>SVHS has fully implemented use of Google/G Suite/Chromebook 1:1 for all students as of the 2018-2019 school year.</p> <p>SVHS Pathways and CTE courses continue to link learning to specific industry standard practices by engaging the community, participating in job shadowing, and outside visitations to</p>	<ul style="list-style-type: none"> <li>● <a href="#">SVHS</a> Mid Cycle WASC Report</li> <li>● A-g Graduation requirements</li>   <li>● <a href="#">Reading Schedule New Novels English Pilot</a></li>   <li>● <a href="#">Biology the Living Earth.</a> <a href="#">Chemistry in the Earth System.</a> <a href="#">Physics of the Universe.</a></li> <li>● Math Texts</li>   <li>● <a href="#">ELA Infographic</a></li> <li>● <a href="#">Math Infographics</a></li> <li>● <a href="#">Data Analysis PD Day 2019</a></li>   <li>● Benchmarks and performance task links available on request</li>   <li>● <a href="#">Parent Tech Webpage</a></li> <li>● <a href="#">High School Technology Plan</a></li> <li>● <a href="#">SVUSD Scope and Sequence for Technology</a></li>   <li>● <a href="#">Movie Publicity</a></li> </ul>

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industry.

Photography: In 2017, Photo II students worked with community members to scan archival images of Sonoma that would later be used to make a movie.

Engineering students have been taught on Fusion 360 and have actually designed parts that will be produced in the metal shop on the CNC Mill.

AgriTechnology Academy has had numerous guest speakers, field trips, conferences, and seminars offered to students to introduce industry into the classrooms. Students are also encouraged to participate in internships where students can record employment skills into their record books. Industrial art classes and Culinary are participating with SkillsUSA.

The SVHS Senior Project is a graduation requirement capstone which demonstrates congruence with academic, career, and real-life concepts, skills, and standards. Students work with a community mentor to learn and apply new skills, write a related academic research paper, create a digital poster and portfolio, and present the project to a board of teachers and community members. Changes to this requirement are under discussion.

- [SVHS NAF-Confirmed Internships 2017-19](#)

### [Senior Project Web Page](#)

- [Article](#)
- [Article](#)
- [Article](#)

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and career technical programs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Currently integration among disciplines and CTE programs are on an individual basis and no formal system is in place. With that said, SVHS CTE courses offer integration in a variety of ways throughout the school year. Originally our Pathways combined the same math and science courses and they were integrated within the pathway, however, that has changed due to budgetary constrictions.</p> <p>In 2017, our Culinary and Agriculture Pathway have collaborated in what was labeled, "Porkfolio" Students in Ag raised pigs and our Culinary students processed them into sausage.</p> <p>In 2017 Culinary Arts and History started a project within the community to start developing a Performance Task that would integrate the two courses. The fires of 2017 stopped this when community support was diverted.</p> <p>SVHS Video Arts collaborates with Civics, US History, World History, English, and French on cross curricular video and audio projects. Civics</p>	<ul style="list-style-type: none"><li>● <a href="#">Press Democrat Article, "Sonoma Valley school delivers meaty project."</a></li></ul>





## Sonoma Valley High ACS WASC/CDE Self-Study Report

The community is an active participant in the future of SVHS students, providing scholarships and grants to graduating seniors.

The community helps place students in short term internships and/or open their businesses for students to tour.

The Sonoma Valley Education Foundation (SVEF) is a local nonprofit that has contributed \$15 million into local schools since 1993. The SVEF currently funds the Engineering, Design & Technology Academy, the Sustainable Agriculture Academy, the Youth Engagement Seminar (YES) Program, Freshman Teams, and Naviance. Its classroom grant programs funded the 2019 "One School. One Book" program, support Author's Day, and support the development of classroom libraries.

Plein Air Foundation Foundation funds 100% of the art department through their annual fundraiser. Each year SVHS is awarded over \$20,000 for their event.

The Sonoma International Film Festival (SIFF) has donated over \$400,000 into the Media Arts Program at the High School. Students show their films each year at this event.

The Sonoma Valley Authors Festival has been on campus in 2018 and 2019 and returns again for 2020. Famous Authors

- [Senior Awards Article](#)
  
- [Pathways/Internships](#)
- Field trips
- Sonoma Valley Museum
  
- [Sonoma Valley Education Foundation](#)
- [Grant Notifications](#)
  
  
- [Sonoma Plein Air Foundation](#)
  
  
- [Sonoma Film Fest funds Sonoma Valley High School Media Arts Program](#)
- [Sonoma Valley Media Arts - Class Website](#)
  
  
- [Authors Festival 2019](#)
- ['One School One Book' 2019](#)

## Sonoma Valley High ACS WASC/CDE Self-Study Report

present to students all day about their work and each student receives at least one book. Astronaut Scott Kelly was featured in 2018. In 2020 The SVAF is funding the “One School, One Book’ program with a donation of 500 copies of Dave Eggers’ *The Monk of Mokha* to be used in a joint program through English and History.

In the Spring, all secondary teachers in the District met in their content area to create Vertical Articulation with the middle schools. The Math Department listed mathematical ideas and tracked the progression of required skills from 6th Grade to Algebra 2. The English Department regularly compares curriculum and expectations with middle school teachers.

Both local middle schools offer AVID as an Elective course in 6th grade through 8th grade. This allows students to jump into the curriculum right away when they enter high school.

PD offered in Summer 2019 offered opportunity for teachers K-12 to examine District-wide articulation through data analysis

SVHS hosts a Spring Incoming Freshman Night to introduce and welcome future 9th graders to the campus. Students and parents receive a tour of the campus and have an opportunity to ask questions. Extracurricular opportunities such as

### [Poster](#)

- [‘One School One Book’ 2020 Deliveries](#)

- [Meeting agendas](#)

- [ELA Infographic](#)
- [Math Infographics](#)
- [Data Analysis PD Day 2019](#)

- [Incoming 9th Email](#)

## Sonoma Valley High ACS WASC/CDE Self-Study Report

Forensics, Photograph, Video Production, Art Design, Dance, Wood Shop, Metal Shop, and student clubs are highlighted.

Shadow Days are hosted several days a year where incoming 8th graders can spend a day with a freshman in order to get an authentic taste of high school life.

Special Education Department schedules transition meetings when new students transition from middle school (8th grade) to enter 9th grade at the high school.

Senior Project Presentation Night hosts up to 500 community members to be on Senior Project Presentation Boards.

The IChoose campaign photographed numerous students at SVHS to be featured at SVHS, both middle schools, the District Office, and the Sonoma Plaza to highlight our students through billboards and banners.

Community members and business owners are represented on the Agriculture Council for FFA and the CTE Advisory Council.

SVHS students are invited to participate in service club speaking competitions such as the Veterans of Foreign Wars Voice of Democracy and the Lion's Club annual speech competition.

The Sonoma Rotary Club provides annual

- [IChoose Article](#)
- [CTE Board Members](#)
- [VFW Speech Competition Lion's](#)

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

<p>financial support to the state-ranked SVHS Mock Trial team annually</p> <p>Colleges and University, Vocational School, and Art School representatives are invited on campus on a regular basis. Some schools present directly to classrooms, others are available at the CCC.</p>	<ul style="list-style-type: none"> <li>● Bulletin/College Visit Schedules</li> </ul>
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**B2. Equity and Access to Curriculum Criterion**

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

**Indicators with Prompts**

**Variety of Programs — Full Range of Choices**

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

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

<b>Findings</b>	<b>Supporting Evidence</b>
<p>SVHS provides articulated and school wide opportunities for college and career exploration. The classes we offer have been expanding to include two pathways, new NGSS science courses, new social science courses, AP Art, and expanding electives. Students are allowed to</p>	<ul style="list-style-type: none"> <li>● Ongoing <a href="#">scheduling</a> meetings.</li> <li>● Pre Scheduling Presentations 9-12</li> <li>● SVHS AVID Program</li> <li>● College and Career Center Workshops</li> </ul>

## Sonoma Valley High ACS WASC/CDE Self-Study Report

self-select into all courses including Honors and AP classes as SVUSD has an “open access” policy.

The SVHS College and Career Center guides students through Admissions and Scholarship processes. It also offers numerous workshops, evening workshops, college recruiters, and organizes college visitations throughout the year. The CCC also organizes the Career Speakers Series each year, allowing students access during the school day to experienced adults in a variety of trades and professions.

Software such as Naviance allows students to catalogue college admission information/applications, as well as tools to assist students with selecting their major/career choices and create a resume.

The AVID Program at SVHS has continued to grow to 8 sections. Within the last several years, AVID students have visited several Bay Area colleges to offer students a broader array of choices.

Freshman Team Collaboration Period - pulls students in to talk about their academics and make sure they are aware of what it takes to graduate on time. Freshmen teams do a wide variety of different advisory projects throughout the year. Time is set aside to explore different career paths using Naviance, explore areas of personal interests and strengths, lessons on how to address teachers, how

- Business plan/portfolio/
- One year of career exploration through Freshman Teams
- [internships/volunteer opportunities](#)
- Career Fair/Volunteer Fair, middle school recruitment, 4-yr planning/scheduling, and college & scholarship application support

- [Naviance](#)

- [AVID](#)

- [Stress/mindset Lesson](#)

## Sonoma Valley High ACS WASC/CDE Self-Study Report

to handle stress, and research college and careers.

Pre technical training is given in all of our CTE and Pathway courses. Our Metal, Wood, and Welding classes share students at the semester, allowing them to experience a variety of hands-ons, trade level skills.

The Santa Rosa Junior College allows for free classes for High School students. They also provide pre registration opportunities coordinated through the College and Career Center.

Senior Project is a graduation requirement and capstone project that encompasses a topic application, activity (20 or more hours), research paper, digital poster, portfolio, and oral presentation.

The Annual Road to Reality is hosted by community organizations in the Sonoma Valley. They provide a day of practical workshops for Seniors to be successful in choices they make after graduation. Topics may include finances, employment, financial planning.

- [Engineering Design & Technology Pathway](#)

- [Senior Project Requirements](#)

- [Road to Reality Article](#)

## Accessibility of All Students to Curriculum, including Real World Experiences

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

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

Findings	Supporting Evidence
<p>SVHS offers curriculum with a variety of real world applications. Because of our open enrollment, students have access to classes that will make connections to their present and future goals while also connecting them in community projects. The Living Skills curriculum provides a very real-world experience through its annual Robot Baby Project, which allows students to provide care to a robotic baby over a 5-day period. Students must demonstrate caring skills and document activity in a log. SVHS Film students are able to prepare material for entry into the prestigious Sonoma Valley Film Festival.</p> <p>As part of the Agritechnology Academy, students grow their own produce and sell it and raise livestock to sell at the Sonoma County fair.</p> <p>Last year SVHS Science Dept. teacher Elisha Coon began an on-site Natural History Museum with a field trip program offered to local elementary schools led by SVHS student docents. Students are also responsible for the care and upkeep in the museum.</p>	<ul style="list-style-type: none"> <li>● <a href="#">North Bay Construction Corps</a></li> <li>● <a href="#">Interview with SVHS NBCC Student</a></li> <li>● <a href="#">SVHS Teacher coordinator NBCC</a></li>   <li>● <a href="#">Visual, Performing &amp; Industrial Arts</a></li> <li>● <a href="#">Robot Baby Project</a>):</li> <li>● Sonoma Valley High School Media Class <a href="#">Film Festival Entries</a> 2019</li>   <li>● <a href="#">FFA</a></li> <li>● <a href="#">Agritech/ Pruning</a></li> <li>● <a href="#">Animals for the Fair Article</a></li>   <li>● <a href="#">Natural History Museum</a></li> </ul>





## Sonoma Valley High ACS WASC/CDE Self-Study Report

college-educated Advisor who visits campus biweekly, for identified migrant students to receive supplemental academic advising, including post-secondary exploration:

- College visits around Northern CA region
- Bilingual Speech & Debate Program that leads to State levels of competition
- Summer School at SRJC for credit recovery and cultural enrichment (Adelante)
- Summer Leadership Conferences throughout UC and CSU system

Students enrolled in Media Arts work throughout the year on a film to submit to the Sonoma International Film Festival. Students are invited to experience the Film Festival at the local plaza and see their films premiere on the big screen.

English and Social Science Performance Tasks use real world scenarios to set up situations connecting the content being taught to contemporary, historical, or hypothetical issues.

- [Sonoma International Film Festival/High School Media Arts Program](#)
- Password-protected links available on request

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

**B2.2. Additional Online Instruction Prompt:** *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
<p>Courses at SVHS are all a-g with the exception of a few semester classes.</p> <p>The Science department has adopted a new curriculum through Discovery Education which follows the three-course model: <i>Biology The Living Earth</i>, <i>Chemistry in the Earth System</i>, and <i>the Physics of the Universe</i>. This curriculum is offered online via a techbook and other online resources.</p>	<ul style="list-style-type: none"> <li>• <a href="#"><u><i>Biology the Living Earth.</i></u></a>  <a href="#"><u><i>Chemistry in the Earth System.</i></u></a>  <a href="#"><u><i>Physics of the Universe.</i></u></a></li> </ul>

**Student-Parent-Staff Collaboration**

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals.

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

Findings	Supporting Evidence
<p>Students, teachers, and counselors meet during IEP’s and 504’s to discuss how to help every student be successful at the high school.</p>	<ul style="list-style-type: none"> <li>• Documented meeting notes posted in staff Google Drive and targeted sharing to teachers involved for review. This is true for 504’s and SST’s. When appropriate, IEP information is shared confidentially as well.</li> </ul>

## Sonoma Valley High ACS WASC/CDE Self-Study Report

SVUSD Equity & Inclusion Task Force is a diverse group of faculty, administrators, District staff, parents, and other community members focused on increasing cultural awareness and inclusivity throughout our curriculum and practices.

Back to School Night hosts parents at the beginning of the school year. Parents follow the students' schedules, meet all the teachers and are introduced to the curriculum and course requirements. Participating parents and students are also introduced to counseling and front office staff.

Parents, students, teachers, and admin. can all access Google Classroom, Calendar, Powerschool & appointments/course catalog (on the school website) to check student progress in class. Parents can be invited to see Google Classroom material and be included in notifications. Teachers were given access to "Teacher Dashboard" on PowerSchool. This allows Advisory and A+ teachers to discuss students' progress in other classes and to counsel students on how to be more successful.

In order to involve all of our parents in school culture, all communications are sent out in English and Spanish. Translators are provided at meetings so everyone can play a role in their child's education.

When teachers or parents are worried

- [Equity & Inclusion Task Force Article](#)
- [Task Force Report:](#)
  
- College Night and Scholarship night; appointments with career counselors. Invite parents to the CCC.
- [Access the SVHS counselors](#)
  
- [Parent Powerschool access through SVHS Website](#)
- [Powerschool Attendance & Grading](#)
  
  
- [Bilingual Bulletin](#)

## Sonoma Valley High ACS WASC/CDE Self-Study Report

about a student, they can request a Student Study Team meeting. This team makes a plan to best support the student and a timeline for results.

Freshman Team teachers consult on a regular basis as part of the small learning community program. Teachers carry an .80 instructional load, while the other .20 is for collaborative time. This allows teachers to conference with counselors and parents when concerns about a student's progress arises.

Prospective students are invited to attend a "shadow" day where 8th graders are paired with freshman student and are allowed to follow them throughout their day in order to get acquainted with the culture and feel of the campus. Link Crew provides freshmen orientation support and a peer mentoring program that continues throughout the year.

The College and Career Center (CCC) is open every day for students. There is a brand new classroom where students can access free tutoring and study. We have a full-time staff member who is able to answer college questions, assist with applications, and choosing appropriate schools to apply to. The college and career center is also where students can get a job permit.

Appointments available during any time of the school year with school counselors who are assigned to a parent's child when

- [Shadow Day](#)
- [CCC Webpage](#)
- [Counseling Webpage](#)

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

<p>parent wants an update on graduation status and/or current academic progress or concerns. Counselors are also available for consultation via email and phone; when possible, drop-ins are taken as well</p>	
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**Post High School Transitions**

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

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

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The College and Career Center uses Naviance to help students make a plan for life after high school. Students can take surveys that help them identify which majors/specialties would be ideal for them. It also helps students find a university that has everything they're looking for.</p> <p>CCC offers 1:1 assistance during senior year to those students who apply and qualify for the limited spaces. Students also drop in and/or make appointments for assistance</p> <p>CCC also offers a summer "boot camp" before school begins each fall to get students moving forward with college applications and related tasks</p> <p>Teachers and Counselors provide letters of recommendation for students' college</p>	<ul style="list-style-type: none"> <li>• <a href="#">Naviance</a></li> <li>• <a href="#">CCC Webpage</a></li> </ul>

## Sonoma Valley High ACS WASC/CDE Self-Study Report

applications as needed.

All students receive help on SRJC application and first time class scheduling.

SVHS partners with nonprofits focused on increasing college attendance for underrepresented groups. Our students apply to 10,000 Degrees to receive additional application and financial aid support.

Academic Talent Search is another organization that is dedicated to “assisting students to achieve their academic best and to maximize their choices by exposing them to information they may not have otherwise encountered. [They] aim to provide [their] students with tools that will help them overcome barriers, which could prevent them from attending the university of their choice upon graduation from high school.” Summer Search provides enrichment opportunities for accepted students demonstrating both need and potential.

Speakers and Panels visit campus representing particular careers; all students are welcome if planned ahead. Internship opportunities are posted regularly at CCC, as well as listed in daily bulletin

The first day of school for 10th-12th is Dragon Day-- a day dedicated to setting the stage for the year ahead. The day

- <http://www.10000degrees.org/>

- [Academic Talent Search](#)

- [Dragon Day 2018](#)
- [Dragon Day 2019](#)

## Sonoma Valley High ACS WASC/CDE Self-Study Report

often includes graduates who return to campus to speak about their experiences after high school. Dragon Day has also recently included a Volunteerism Fair, where students could connect with community organizations.

Publishing to the community

The Special Education Dept holds transition meetings to map out a student's future after high school.

### **Prioritized Areas of Growth Needs Category B**

Prioritize the growth areas for Curriculum

Common Curriculum for classes such as ALD, Bridge to Geometry

- Remedial Curriculum--ie Reading/Math Articulation for developing next Gen Science Curriculum
- Funding for new texts
- Discuss need for a pre-Algebra/pre-Geometry
- Increase/evaluate culturally relevant Curriculum
- Increasing cross--curricular assignments
- Effective use of Technology within curriculum (increase engagement, access, individualization)
- Curriculum to develop responsible and effective use of tech by students



## Sonoma Valley High ACS WASC/CDE Self-Study Report

### Top Priorities (General Population)

1. Remediation/Intervention
  - a. Continue to examine/ redesign Math curricular pathway to support Algebra 1 success
  - b. Provide opportunities for remediation for students reading 3+ years below grade level
  - c. Focus on more targeted collaboration highlighting most relevant and foundational curriculum with Middle School faculty in order for students to be better prepared to begin high school curriculum across departments.
2. Increase/evaluate Culturally Relevant Curriculum
3. Increase Cross-Curricular Assignments
4. Provide more access for students with IEP's to General Ed classes.

# Sonoma Valley High School



## Standards-based Student Learning: Instruction

### Group Members

Chairs: Chris Anspach (Math)  
Craig Tierney (Social Science)

Aaron Anderson (VPACT)  
Rob Curran (SPED)  
Janeth Garcia (World Language)  
Staci Green (Health and Wellness)  
Abigail Jennings (English)  
Dean Knight (Science)  
Mark Lea (VPACT)  
Clay Lingo (Social Science)  
Bob Midgley (Health and Wellness)

Nicole Snider (English)  
Jacob Sweeting (SPED)

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

### C1. Student Involvement in Challenging and Relevant Learning Criterion

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

#### Indicators with Prompts

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

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

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

Findings	Supporting Evidence
<p>After the district and school initiative a few years ago to increase our a-g courses, SVHS has developed its career-readiness program over the past six years. Two academies--agriculture and engineering--have been introduced and have attracted a sizable enrollment. For VPACT (Visual Performing Arts Career Technical), new elective classes have been added in Graphic Design, Yearbook, and others as (g) elective courses.</p> <p>With the addition of the A+ period, all teachers have an increased opportunity to intervene with struggling students or students who need to make up work. Teachers regularly interact with students to reteach, coach, and clarify important concepts to approach mastery and ensure that missing assignments are completed.</p> <p>Each discipline at SVHS applies various</p>	<ul style="list-style-type: none"> <li>● Formative and summative assessment</li> <li>● Honors and AP level courses offered</li> <li>● Algebra I support course</li> <li>● More G electives: Yearbook &amp; Graphic Design</li> <li>● In World Languages, students are involved in oral presentations to promote confidence and poise as practice for Senior Project.</li> <li>● NCTM's Five Practices for Facilitating Productive Mathematical Discussion</li> <li>● A+ intervention</li> <li>● Thematic focus for English department units connect novels and plays to real-world issues. OR English department novel/play study focuses on essential questions/themes</li> <li>● English Benchmarks</li> </ul>

## Sonoma Valley High ACS WASC/CDE Self-Study Report

degrees of academic rigor to offer opportunities for all students to be college-and-career ready. Teachers design comprehensive, standards-based lesson plans designed to challenge and engage students by utilizing multiple instructional strategies/taxonomies, including: project-based learning, design thinking, student-centered feedback, performance tasks, CTE programs, and character development.

At SVHS, we utilize multiple types of assessment in evaluating student learning and progress.

Using formal and informal formative assessments as measurements throughout lessons to determine student readiness for summative assessments

Moreover, teachers use informal assessments and checks for understanding such as exit tickets, one-pagers, and class discussions to inform teachers about student progress so they can adjust instruction and reteach as needed.

The engineering pathway at our school has a myriad of projects that students complete demonstrating their understanding of core concepts and preparing them with real world skills applicable to both college and future careers.

Our AVID program trains students in the

- NGSS standards
- Students use models to demonstrate their understanding of scientific principles.
- Multimedia projects
- Physical Education Fitness test
- Planning lessons that are culturally inclusive and diverse
- Plays (WL) for real life situations
- Marketing project allows students to experience entrepreneurship
- Assessing new CA state social studies framework when considering units of study
- World Language Department uses cross-curricular lessons based on Common Core standards.
- Online Portfolios and web design
- Student Art Show Event in Spring
- Sketchbooks
- Video Tutorial
- Class Websites with assignments and tutorials
- Informal check in with projects during design phase
- Socratic Seminar
- Physical Education assignments on a variety of health related topics.
- Project Based learning in the engineering academy
- Incorporated state standards into SPED Curriculum
- Students are now accessing online science curriculum based on NGSS and Common Core standards. It is enhanced with engaging curriculum, videos, laboratory exercises (of various

## Sonoma Valley High ACS WASC/CDE Self-Study Report

AVID elective courses and teachers (through shared instructional strategy training) techniques related to WICOR (writing, inquiry, collaboration, organization and reading. These include activities such as tutorials, binder checks, philosophical chairs, think/pair/share among others.

Students are tasked with inquiry and project-based learning activities in Social Sciences that require them to work individually, in small groups and/or in whole class configurations to develop skills in critical thinking, collaboration, communication and creativity while demonstrating mastery of desired academic standards. Students are further tasked to utilize and develop IMTS skills in order to be prepared for success in postsecondary education endeavors and/or the 21st Century workplace. To ensure that students are achieving desired schoolwide learning outcomes, department staff uses a variety of diagnostic and formative assessments. Some of the most frequently utilized assessments include student work observations, student questioning and whole-class discussions,

Art students are aware of a grading rubric and are graded formally and informally. In Art students learn about a variety of artists of different cultural backgrounds. Students also learn about cultural context and historical contributions.

styles) patterned after NGSS standards, and formative self-assessments, detailed vocabulary help (animations, videos, as well as definitions). The text can be changed in reading level as well as language choice (i.e. Spanish) at a push of a button. Other languages also available.

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

<p>Students use a variety of media in order to express meaning and skill level. Students get real-life experience from visiting artists and they also have the opportunity to see original works of art. All art students create an online portfolio and learn to make connections to the real life world of artists. Students also have the opportunity to participate in local art competition.</p> <p>In the Health and Wellness department students learn about the components of fitness and apply them on a daily basis. They are evaluated with the state mandated fitness test. If they fail the test they will be required to take the test again the following year.</p>	
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## Student Understanding of Learning Expectations

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

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

Findings	Supporting Evidence
<p>Students are aware of a clear progression of required courses to graduate (A-G). Up-to-date course descriptions are required for each class offered on campus. Counselors work with all students each year to make sure that their class selections are helping students progress toward graduation and their personal</p>	<ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● Scope and sequence documents</li> <li>● Culminating Senior Project</li> <li>● Standards based grade level benchmarks</li> <li>● English Benchmarks</li> <li>● Students meet with counselors concerning graduation plans and</li> </ul>

## Sonoma Valley High ACS WASC/CDE Self-Study Report

academic goals.

Students at SVHS have to complete a Senior Project to graduate, and many students choose projects that link to their career goals. The school provides clear explanations, rubrics, and scoring through a teacher led Senior Project curriculum. To help prepare students for success in our Senior Project, all four grade levels build on students' research paper writing and presentation skills. Starting with freshman year, students work on multi-genre cross-curricular projects that involve reading, writing, presenting, and collaboration with other students. During senior year, Advisory classes are dedicated to making sure students are clear on expectations and have the support to meet those expectations.

Teachers provide clear expectations for levels of performance. Moreover, teachers utilize and share: calendars, course outlines, agendas, rubrics, and Google Classroom. SVHS has a clearly articulated progression of skills through grade levels and subject areas. SVHS teachers use PowerSchool to post grades and students and families can access this information on an ongoing basis between progress reports.

All AP courses offered on campus meet the standards set by the College Board, and the emphasis is placed on ensuring that students can pass the AP exam for their class.

progress

- Freshman teams
- Class Syllabi
- Progress reports (Powerschool)
- Essential question/power standard posted on board
- Social Studies common assessment--performance tasks
- Internships at Sonoma Valley International Film Fest, KSVY, Ed Foundation, Carlsson & Co. design firm, Transcendence Theater.
- Senior Project
- Guest Artist presentations
- Field trips to SF museums, Sonoma Museum
- Universal Technical Institute
- Culinary Partnership with the Lodge and New Chef Competitions.
- Letters of reference or contact for students in local jobs
- Professional facilities and upgrades from CTEIG including CNC Mill
- Other grants include New cameras, computers and studio professional lighting for photography and design
- College and career center

## Sonoma Valley High ACS WASC/CDE Self-Study Report

College and career readiness is a priority for all classes. Teachers teach academic and life skill strategies to prepare students for a multitude of post-graduation plans. The AVID program offers two sections at each grade level to help prepare first-generation college students. The College and Career Center helps students locate jobs in the community; apply for work permits; access and help to navigate Naviance (a college information and application portal); building an academic resume; applying for college; and, planning a college schedule based on their major choice(s).

Freshman teams provide more intensive intervention and facilitate a cross-curricular project in preparation for their Senior Project.

Every summer a group of SVHS students' interact with local City leaders, business and non-profit partners to learn about city government, community organizing, community resources, career planning, campus activism, and leadership. They have an expectation of both completing the seminar and bringing their experiences to the general school population during the academic year.

Our agricultural program supports FFA on campus. FFA students have to complete an SAE (supervised agricultural experience) project in order to maintain membership and they are scored



Sonoma Valley High ACS WASC/CDE Self-Study Report

according to standardized rubrics.

The English department twice-yearly Benchmarks and interdisciplinary interim benchmarks assess all students in the school on the same rubric so that students can track their own progress over the course of their time at SVHS.

Mathematics courses are mapped by scope and sequence documents that track the standards, changing grade scale, course descriptions, prerequisites, and desired learning outcomes of each course offered. These course aspects are included in the syllabi given at the beginning of the school year. Moreover, several times a year a chapter exam is followed by a performance task that dives deeper into the knowledge and understanding of the content covered. Students are expected to fully explain their thinking and critique the thinking of others. The performance tasks are meant not only to prepare students for the CAASPP but also to build on the development of the eight Common Core Standards for Mathematical Practice.

Physical Education state requirements are that you pass the state fitness testing in order to waive two years of PE. The tests measure cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body mass index.

Science coursework and resources are NGSS aligned. Course expectations and

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learning objectives are clearly identified by subject and unit of study and student knowledge/mastery is assessed through classroom activities that involve problem-solving, demonstrating analytical and literacy skills on written and project-based assessments. Additionally, students are offered the following advanced electives AP Biology, AP Chemistry, AP Environmental Science, AP Physics & Advanced Biology (Anatomy & Physiology)

### Career Readiness

The Art department prepares students to increase their visual literacy, use academic vocabulary, and develop artistic technical skills. Students are engaged in an authentic, creative process and are meeting standard-based goals. Students are able to reflect and connect personal experiences to their art-making. Students learn about artists and create their own portfolio. Exposure to original works of art gives them a connection to the real art world.

### **In C2. Student Engagement through a Variety of Strategies and Resources Criterion**

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications.

## Indicators with Prompts Teachers as Facilitators of Learning

C2.1. Indicator: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.

C2.1. Prompt: Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.

Findings	Supporting Evidence
<p>SVHS is a one-to-one Chromebook high school with access to the full range of G-suite programs. This allows teachers to assign varied and differentiated assignments easily and quickly, particularly through Google Classroom.</p> <p>Teachers engage student interests by delivering content through multiple technical modalities by easily navigating from projecting written documents &amp; images to videos and computer-generated assignments shared with students. Some teachers provide a flipped learning approach, offering videos and other instructional materials on their website so that students can learn at their own pace.</p> <p>Teachers also have received training in AVID instructional strategies as well as other applicable instructional techniques at staff meetings and trainings. Many teachers have attended the AVID Summer Institute and other trainings.</p>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● Desmos online graphing calculator</li> <li>● Blended Learning Programs</li> <li>● Cross-curricular collaboration</li> <li>● Projector, large screens &amp; document cameras (ELMOs) in all classrooms.</li> <li>● AVID WICOR approach to lesson planning</li> <li>● Equitable student response techniques (e.g popsicle sticks, random name generators, index cards)</li> <li>● Senior culminating project is an example of PBL for all students</li> <li>● Zone of Proximal Development</li> <li>● Think-pair-share and other small group discussions</li> <li>● Chit-Box whole class discussions</li> <li>● NGSS classroom resources with online text and links to phenomenon, activities, assignments and project based learning</li> <li>● Agriculture: Farm and FFA projects</li> </ul>

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Teachers also are informed of differentiation and scaffolded instructional techniques in whole staff collaboration and articulation meetings, particularly regarding the school site's substantial long term English learner population.

The school also requires graduating seniors to complete a senior project which includes both written and visual elements.

Students have access to their curriculum outside of the classroom. Multiple classes use multimedia projects as a tool for students to demonstrate content knowledge. Agriculture and engineering pathways (CTE) are offered by the high school.

SVHS Engineering, Design & Technology Academy are part of an exciting career-focused learning program. The Academy composed of three classes utilizing nationally-recognized Project Lead the Way curriculum to provide a first-hand look at engineering and technology fields. Each grade level of the Academy focuses on different components of the engineering field; inspiring students to explore careers and interests in a variety of STEM fields. SVHS EDT Academy utilizes nationally-recognized Project Lead The Way engineering curriculum. The introductory class is aimed at tenth-grade students and focuses on having students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on

- Engineering: Project Lead the Way (PLTW) curriculum, SWITCH Car Project, popsicle stick bridges, remote control vehicles
- Class Webpages with Resources provided by links or YouTube Videos to provide instruction at the student's own pace.
- Art Critiques: Peer and Instructor Feedback on Projects
- Teachers lead by example by modeling expected outcomes.

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projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. The middle course is aimed at eleventh-grade students and students learn primarily through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem-solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. The final course, aimed at seniors, allows the knowledge and skills students acquire throughout PLTW Engineering to come together in EDD as they identify an issue and then research, design and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.

AVID uses Socratic seminars and student-guided tutorials to immerse students into the process of explaining their ideas, methods, and solutions to their peers. During this process, the teacher takes a backseat and operates more as a facilitator as the student(s) explain the topic being covered as well as answers questions from the class.

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The AgriTechnology Academy builds on SVHS and Sonoma Valley's long-standing agriculture tradition. Students take a three-course progression in one of two sub-pathways: AgriScience or Ag Mechanics (or both). The classes allow for integrated learning between subject and other disciplines, in which students learn about agriculture, the environment, soil and resource management. In addition, students are active in FFA, competing in competitions, projects and leadership roles at the local, regional and state level. In addition, full-time work-based learning coordinator supports the Academy by arranging field trips, site visits, guest speakers, job shadows, informational interviews and internships.

Science students engage in project-based learning through laboratory courses. This provides students with equitable opportunities for a variety of skill levels. Vocabulary development is used with a variety of techniques to increase reading levels and engage in scientific language development. Newly adopted texts allow a variety of vocabulary support including animations, short videos, Spanish translation embedded in an online text. Also the reading level of the text can be immediately adjusted with a single click. Science students use cross-curricular collaboration when they develop skills for understanding how to apply real-life experiences in all their freshman collaboration project: subjects include science, math, P.E. and English. In

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Science they participate in activities focused on environmental sciences that have students evaluate the impact of humans on the planet, with an emphasis on greenhouse gases. New laboratory exercises in life science, chemistry, and physics are designed as inquiry based experiences to allow for more creativity in the investigation. The new text also has STEM application sections in each unit subsection. Collaboration occurs in small group discussions during labs, and assignments frequently structured in a think-pair-share format.

Social Science students engage in a wide variety of individual, paired, and small-group learning activities which are student-centered and project-based to help them to connect content in the classroom to their daily lives. This enables students to apply their learning in other disciplines. This approach also helps students develop skill-sets for critical thinking, collaboration, creativity, and communication. Students are given long form writing assignments with multiple points of access and scaffolds for English learners and resource learners.

In order to create a sense of classroom inclusivity, drive a broader exchange of ideas and consider a range of alternative points of view, Social Science students frequently engage in low-stakes, whole-class discussions where current events or topical ideas are shared from a broad-range of perspectives.

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Additionally, Social Science teachers develop historical thinking and analysis using primary and secondary sources to help students to understand the author's point of view, as well as indications of trustworthiness and bias. Students also learn to consider context as a means to understand that sources of information are oftentimes products of the circumstances and events of an era in which they occurred. Students learn to compare multiple sources as a means to corroborate claims and to recognize disparities between different accounts of events.

World Language students reenact plays related to literature and film. Poetry is also a staple to reinforce syntax as well as supplementary vocabulary to the textbook. Weekly, upper division WL students debate in the target language.

Art students learn about a variety of techniques and mediums to create projects, which will be placed on exhibition at the student Art Show. They learn about artistic behaviors and learn about artists relevant to the projects/diverse cultural backgrounds and art movements.

Teachers periodically offer Open Art Rooms, with technique boot camps that provide a deeper level of instruction on a particular technique. Students also create online portfolios, digital posters, and give presentations in class about their projects. Projects are evaluated by both peers and



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<p>teachers, to help students develop their critical thinking and analytical skills.</p> <p>Mathematics classrooms make consistent usage of graphing calculators and the online graphing calculator: Desmos. Most mathematics courses use online text resources and Google classroom to support and enhance in-class lessons. Allowing students access to practice problems and class resources. In class, teachers use an ELMO and projector to show student work.</p>	
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## **Creative and Critical Thinking**

**C2.2. Indicator:** Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

**C2.2. Prompt:** *Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in group and individual activities, such as projects, discussions and debates, and inquiries related to investigation.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Students at SVHS are challenged on a daily basis to construct problem-solving strategies, put their methods into practice, and justify their methods through inquiry. The school supports widespread technology usage as each student has access to a school-issued Chromebook. This allows for teachers to post and collect assignments, communicate, suggest useful links, as well as to provide parents insight into the course’s direction.</p>	<ul style="list-style-type: none"> <li>● Senior project</li> <li>● Socratic seminars</li> <li>● Philosophical chairs</li> <li>● Experimental Design and Lab Reports</li> <li>● Graphic Analysis of Scientific Data</li> <li>● Scientific research projects and presentations</li> <li>● Interactive notebooks</li> <li>● Mock trial team</li> <li>● Portfolio problems</li> <li>● Performance tasks</li> </ul>

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Senior Project is a cross-curricular capstone project designed and conducted entirely by students. Students choose a topic/activity, explore it in a written research paper, and then learn/demonstrate knowledge and growth working with a mentor for twenty or more hours. Over the past few years, students have increasingly been required the use technology throughout the project. For example, the presentations are done through Google Slides and frequently incorporate video or audio components.

During the 2018-2019 school year, SVHS launched the All Write! interim assessment benchmark. During the first two days back from winter break, all students in every class read and annotated multiple complex texts on their assigned topic, analyzed these texts through online discussions, and then wrote a 5-paragraph essay. These essays were graded by both the English and History departments.

Many teachers throughout the school have attended AVID trainings and incorporate WICOR strategies into lesson planning to increase the rigor of individual lessons, encourage deeper levels of critical thinking, and result in a written record of their comprehension of a topic.

Freshman Teams cross-curricular project: students work together in small groups and design a food-based product/recipe. Requirements for this cross-curricular project include but are not limited to: letter

- Creating online portfolios
- Reading online art magazines and creating posts
- Digital posters for Senior Project
- Creative Literary Analysis Graphic
- Historical Simulations
- Commonplace Interactive Journal
- Secondary Source Supplements
- Primary Source Documents
- Document Deconstruction
- Quaker Read
- Competitive Debate Format
- Adobe Suite use at home
- Think/Pair/Share Discussion
- ABU (All Booked Up) Book Club
- Weekly Small Group Discussions for student-directed independent reading, thematically aligned with core novels, plays, etc.
- Historical Tableaux
- Freshman Team cross-curricular project
- All Write!
- Problem solving puzzles, brain teasers.
- Team Building games in physical education
- Art department class projects and end-of-year exhibition
- Encouraging students to advocate for their own IEP Advocating Goals
- Multi Pass Close Read
- Ethos/Pathos/Logos rhetorical device identification

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to a potential investor, Yelp review, product logo, and nutrition label. Students use technology to create the logo, calculate calories using a fitness app, and present their product using Google Slides.

Many of our English teachers use our ABU (All Booked Up) independent reading program as an opportunity to encourage student self-directed learning through weekly or biweekly book clubs. Students choose the topics of discussion and the aspects of the book to analyze collaboratively. The culminating projects require students to apply their analysis to a creative project that synthesizes their understanding in a more visual way.

On a regular basis science labs have hands-on experience with a wide variety of lab equipment which students find as very engaging compared to alternative experiences.

The SVHS mathematics department utilizes performance tasks focusing on problem-solving. Class discussions are used to investigate, sequence, and connect various methods of problem-solving for content specific problems.

The Mock Trial team at SVHS allows students to construct and debate differing points of view on contemporary issues that face our school, county, and country. Socratic seminars and Structured Academic Controversies are used by the

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History, English, and Science departments, as well as by AVID, as a way for students to deepen their understanding of a topic through discussion and debate.

All academic departments regularly require students to synthesize their understanding from a unit into a visual or multimedia project. These assessments demand critical thinking throughout all the levels of Bloom's Taxonomy. For most units, the English department also assigns creative writing assignments, so students can show command of vocabulary, understanding of a character's unspoken motivations, and other concepts through poetry, short stories, mock diary entries, or other non-academic writing assignments.

In our enormously popular VPACT electives, students regularly have a chance to apply their creative thinking to the visual and performing arts. Art students learn about a specific method or tool. They then have to demonstrate a command of that method or tool while using their creativity to create a final project. Looking at original works of art and digital versions, students have to use their critical thinking skills in order to express and or interpret the context of the work. Students in the advanced art classes create public art around the SVHS campus, including annual murals and a humanoid plastic wrap sculpture installation.

Upper division Modern Language students

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<p>are regularly provided a debate topic which they then prepare and put forth in the target language. Assessment is based on the ability to express oneself as well as to maintain a sense of logic in her argumentation.</p>	
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**Application of Learning**

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

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

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Sonoma Valley Unified School District provides one-to-one access to Chromebooks and by extension the G-suite of online programs which enables students to both access and demonstrate gained knowledge.</p> <p>The District also maintains interim performance task assessments to check student progress before administering CAASPP.</p> <p>District sponsored professional development opportunities provide teachers with new methods for measuring and assessing student achievement.</p> <p>The District has rebuilt the AG pathway</p>	<ul style="list-style-type: none"> <li>● Freshman Team Project (Business Plan)</li> <li>● CAASPP Test</li> <li>● Senior Project Presentations</li> <li>● Physics Olympics</li> <li>● Culinary Showcase</li> <li>● Animal Husbandry</li> <li>● FFA Project</li> <li>● Research Paper</li> <li>● Digital Portfolios</li> <li>● Fitness Plan</li> <li>● Tutorials (AVID)</li> <li>● Day of Writing</li> <li>● Field Trips</li> <li>● Art Projects</li> <li>● Art Show</li> <li>● G-Suite Collaboration</li> <li>● Cultural Projects</li> <li>● Shark-Tank Marketing Project</li> </ul>

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farm instruction areas and will be rebuilding the Culinary and Engineering pathways instructional areas with 21st century pedagogical principles that include collaboration and the ability for students to demonstrate proficiency.

Sonoma Valley High School offers AVID elective courses and encourages all teachers to incorporate AVID instructional strategies in their daily pedagogy. As such, students are asked to teach their own topics to their peers which grants them deep transferable learning as well as increases their depth of knowledge. There is a school-wide emphasis on WICOR (Writing, Inquiry, Collaboration, Organization and Reading)

Link Crew is an opportunity for upperclassmen (juniors and seniors) to take the knowledge and skills they've acquired during their first two or three years at SVHS and inculcate them to incoming freshmen. Transferring not only their academic knowledge but also, and perhaps more importantly for freshman, their nonacademic knowledge of SVHS and being a student.

The Senior Project is an example of how our students are expected to find a year-long mentor supervised activity that relates to an area of interest, write a research paper relating to their activity, and give a culminating presentation about their learning experience. Highlighting students' ability to organize, plan, and

- Film Festival Video Arts
- Cross Curricular Teaching
- Dance Showcase
- School Drama Productions
- Musical showcases
- CPM focused collaborative groups (for mathematics)
- Author's Day
- USS Hornet Field Trip
- Link Crew
- APUSH and APWH Living History Video Project
- Living History Classroom Speakers

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apply their prior knowledge to a situation relating to their interests.

SVHS also has incorporated a two day school-wide benchmarking exercise where every student is required to write an argumentative grade-level performance task on their Chromebooks. This is a progressive task that is completed in all classes on two full block days culminating in a full argumentative essay.

SVHS has been collaborating with the Sonoma Valley Author's Festival to bring renowned writers to the high school and share both their books and personal stories with students. Some students are required to read the books beforehand in order to form deep connections with the material and increase engagement.

Students are given ample opportunities in all departments through multiple forms of assessment (summative, formative, portfolios, projects) to demonstrate what they've learned through a particular unit and to use those tools to create new levels of knowledge.

The Agriculture program at SVHS has multiple opportunities for students to apply learning in a creative format. The program emphasizes agricultural business opportunities through project-based learning in topics like animal husbandry. FFA also requires students to complete a Supervised Agricultural Experience (SAE) project which asks students to learn by

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doing outside the classroom and then present to their peers inside the classroom.

Applications of advanced mathematics is an opportunity for students to take the mathematics skills they've acquired from freshman to senior year and apply them to real-life problems, such as financial decision-making, democratic decision-making, and statistical simulations.

Economics allows our seniors the chance to create their own marketing plan. Using prior knowledge of marketing strategies and business planning, students are asked to design a pitch for a product of their own creation for fictional investors.

USH CP Juniors participate in a day-long field trip to the USS Hornet in Alameda as a means to extend learning opportunities about WWII and to apply knowledge about what they have learned and/or already know.

Students in APUSH and APWH prepare and present end-of-year living history video presentations as capstone projects. The intention of the project is to offer students with a meaningful opportunity to connect what they have learned and what they know to their own daily lives.

The History Department regularly invites speakers into their classrooms who share



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their life experiences as a means to reify historical content covered in class.

In the Art department students learn about various artists and also research them and create presentations. Students also communicate about works of art and interpret the meaning and context, be it social or on a historical level.

The SVHS Science Department under the leadership of Elisha Coon has established the [Sonoma Wildlife Center](#). It serves as a [natural history museum](#) that hosts elementary and middle school students, and is open to the larger community during the weekends. Current SVHS students act as docents and lead all visitors through the museum.

World Language lessons are presented with fundamentals of Common Core in mind. Common Core lessons include reading, writing, speaking and listening, including: culture, simple math, geography, science, history, family, universities, career opportunities, translations, social interactions, behavior in foreign countries, pre-hispanic, colonial, modern architecture.

### Career Preparedness and Real World Experiences

**C2.4. Indicator:** All students have access to and are engaged in career preparation activities.

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**C2.4. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>SVHS offers a career fair for the entire school, where employers share out information about their industry.</p> <p>During the first week of school, SVHS hosts a volunteer fair where students are exposed to, sign up for, and participate in various volunteer opportunities in areas of interest.</p> <p>Sonoma Teen Services offers free courses on resume creation and interview preparation which culminates in actual interviews with local businesses.</p> <p>The library organizes an Author's Day, where authors from around the country come and share their life stories.</p> <p>The SVHS College and Career Center helps students identify potential careers and universities that match their interests. The resource center is open on a walk-in basis or appointment before school, at the break, at lunch and after school and during school hours 5 days a week. With access to technology students complete their college applications, financial aid profiles/applications, scholarship applications, resumes and more. Workshops and student/parent</p>	<ul style="list-style-type: none"> <li>● Volunteer Project (AVID)</li> <li>● Naviance</li> <li>● CCC</li> <li>● Sonoma Teen Services</li> <li>● CTE Courses               <ul style="list-style-type: none"> <li>○ Wood Shop</li> <li>○ Metal</li> <li>○ Power Mechanics</li> <li>○ Culinary Classes</li> <li>○ Media Arts</li> </ul> </li> <li>● Ag Pathway               <ul style="list-style-type: none"> <li>○ Agrisciences</li> </ul> </li> <li>● Engineering Pathway</li> <li>● Senior Project</li> <li>● Work Study</li> <li>● Career Day</li> <li>● Personal Finance (NGPF)</li> <li>● Maker Lab</li> <li>● Summer Local Leadership Program</li> <li>● Video Production</li> <li>● Film Festival</li> <li>● Art Show</li> <li>● Forensics</li> <li>● Mock Trial</li> <li>● Performing Arts (band and dance)/ Events</li> <li>● Authors Day</li> <li>● Floral Design</li> <li>● Students attend the FFA State Conference</li> <li>● DECA</li> </ul>

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informational meetings in both languages are offered throughout the year. The college and career center provides regular and consistent access to relevant materials and support for students.

As part of the curriculum, AVID students are expected to log a certain amount of volunteer hours per year (10-15). These hours are counted as part of their grade and there is a lot of flexibility in terms of where the time is spent, so students have a lot of say in where they want to spend their time. AVID also brings in a lot of guest speakers.

Freshman teams have many guest speakers that educate the students about a variety of careers throughout the school year which prepares them for a cross-curricular project that involves developing and marketing a food product.

The Engineering Pathway has a maker lab on campus and puts on multiple field trips to local universities and their engineering labs.

The Agricultural Pathway has weekly guest speakers to talk to our students about how their job operates on a day-to-day basis. The agricultural pathway works closely with students in the Future Farmers of America (FFA) program to send students to the local fairs to show their animals.

- Model UN
- Youth Engagement Seminar
- Graphic Design
- Bite of Reality

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Our Forensics program hosts and visits other schools for mock trial competitions. In which students prepare for and debate other students on contemporary social issues.

Numerous novels throughout the English curriculum expose students to careers and the various aspects associated with having a career (e.g. *Death of a Salesman* illustrates the changes in the job market).

The Art department has painters, sculptors, and other artists come speak to their classes. In addition to an end of year art show where students display and sell their own works of art; moreover, the video arts department puts on a film festival.

The Performing Arts have regular practices in preparation for numerous performances throughout the year.

The Applications of Advanced Mathematics course does investigations into the costs of student loans, car loans, the difference between leasing and financing, mortgages, retirement options (IRA, Roth, 403b, 401k), the voting process, and social justice.

Multiple Clubs on campus support career awareness. DECA (Distributive Education Clubs of America) Club prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management. Model UN places students in a mock

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<p>United Nations scenario and helps hone interest in the foreign service. Electronics Club provides an engaging introduction to circuit construction through building and testing electronic devices(hosted at the school by electrical engineers and others in the field).</p> <p>The College and Career Center offers a college application boot camp during the summer. Seniors are given a chance to participate in Redwood Credit Union's interactive budgeting experience, CHP's distracting driving, and coping with stress while living alone.</p>	
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**C2.4. Additional Online Instruction Prompt:** *Evaluate the effectiveness of opportunities within online instruction for real world experiences, applications and research for students.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Odyssey is an available online tool that is a way for students to recover credits they've lost throughout their tenure at SVHS.</p> <p>Naviance is another tool for students to discover what grants and/or scholarships are available to them.</p> <p>Multiple classes at SVHS ask students to turn in work via an online medium (typically Weebly or Google Classroom).</p>	<ul style="list-style-type: none"> <li>● Graduation rate is over 95%</li> <li>● Odyssey</li> <li>● Naviance support for College Applications and submission of letters of recommendation</li> <li>● Naviance career search and research tool</li> <li>● Virtual Labs for Science Courses</li> <li>● Discovery Education and life science curriculum</li> <li>● Web page Design Skills learned in Art, Photo, Design Classes</li> </ul>

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<p>Science Classes use VR glasses and online labs to animate and simulate scientific concepts. New chemistry online curriculum also employs sections on STEM careers utilizing the concepts introduced.</p> <p>SVHS adoption of Next Generation Science Standards require students to utilize online curricular resources. The textbooks for science courses are housed online and allow for a fully interactive experience with options for text-to-speech, video and vocabulary definitions.</p>	
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### Prioritized Areas of Growth Needs Category C

Prioritize the growth areas from the five categories.

1. Ensure effective facilitation of meetings and establishing best practices/protocols such as looking at student work, assessing student performance and planning instruction accordingly.
  - a. Inadequate time during collaboration/department meetings to evolve best practices and instructional strategies.
  - b. Collaborating within department teams/freshman teams/with the middle school to examine student work and assessment performance to illuminate necessary changes in instruction
2. Utilize proven instructional strategies that are CCSS aligned to improve student academic success.
  - a. Access to research-based strategies
  - b. Math department has had access to research such as NCTM's *five practices for orchestrating mathematical discussion*, but not enough time to discuss how to best implement the practices.
  - c. New strategies tend to take away from class time and are usually quickly regarded as "not working" and discarded for more traditional methods that will help make sure we cover all the appropriate standards.
3. Evaluate and revise as necessary changes to the Master Schedule including Advisory Class with Special Education caseloads assigned to Special Education case managers to allow for regular contact and support.

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- a. Very little communication with students on a caseload and ability to check in on goals and classes.
- b. Due to many activities during Advisory period (ex. Freshman Teams), student relationships and support is lacking.
- c. Student's schedules does not line up and allow case managers to instruct.

#### Areas of Strength

1. Continue to support teachers in the development and implementation of curriculum and instructional strategies that are Common Core aligned and insure that students will be technologically literate and use technology in their classes to enhance learning.
  - a. District support of the adoption of CCSS aligned textbook/curriculum/instructional strategies
2. Continue to develop career learning opportunities and experiences in order to support student engagement and college and career readiness.
  - a. Construction class
  - b. Electronics Club that brings professionals in from the community (electrical engineers) who work with the students on highly engaging projects.

# Sonoma Valley High School



## Standards-based Student Learning: Assessment and Accountability

### Group Members

Chairs: Alison Manchester (English)  
Elisha Coon (Science)

Elizabeth Campos (Counseling)  
Lisa Conner (College and Career Center)  
Jamie Kaper (Math)  
Renate Kuprian (VPACT)  
Ana Martinez (World Language)  
Julie Niehaus (Health and Wellness)  
Pedro Merino (World Language)  
Patty McVeigh (SPED)  
Ryan Payne (English)

Giselle Perry (Counseling)  
Carrenne Purtell (Math)  
Scott Steinberg (Social Science)  
Darian Tucker (Social Science)



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

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

#### Indicators with Prompts

#### Professionally Acceptable Assessment Process

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

**D1.1. Prompt:** *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.*

Findings	Supporting Evidence
<p>All departments use a range of varied, multi-tiered levels of assessment to evaluate students' learning. These include, but are not limited to, formal tests and writing, culminating projects, oral presentations, and laboratory practicum.</p>	<ul style="list-style-type: none"><li>● Math - for RSP Algebra, Algebra, Geometry, Algebra 2, Precalculus - all teachers use the same chapter and final assessments. Projects/performance tasks are coordinated at each grade level. Many course levels also share homework quizzes.</li><li>● Science - for Lab Biology, Chemistry, and Physics all use common curriculum and test bank for assessments and performance tasks. Additionally, common projects, research papers, and laboratories are used across common subject areas; College Board AP Reports used to help guide curriculum and review.</li><li>● English - Common grade level (and RSP English) benchmark assessments, common</li></ul>

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	<p>performance tasks by grade level and in RSP; practice AP exams; College Board AP Reports used to help guide curriculum and review.</p> <ul style="list-style-type: none"><li>● World Languages - Spanish I, II, III, IV All levels administer the assessment provided by our curriculum, <i>Avancemos</i>. Assessment includes reading, writing, listening and speaking; College Board AP Reports used to help guide curriculum and review.</li><li>● Health and Wellness - Students demonstrate learned techniques and skills through individualized performance assessments. All teachers in the department share the same evaluation standards and grade percentages. Teachers collaborate all activities with a yearly plan and coordinate the end of the year final in the form of authentic assessment. Teachers share common activities and strategies to maintain consistency for student growth.</li><li>● Art - Students create projects and portfolios to show evidence of learned outcome. Students create presentations such as digital posters to share newly acquired information. AP Art creates their own portfolios which are submitted to College Board. Critique is an essential aspect of evidence of student growth.</li><li>● Social Studies - Project based assessments, exams and</li></ul>
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	<p>performance tasks in all courses/grades. AP curriculum (AP World, APUSH, AP Gov) used to guide assessment; testing both essay types (LEQ &amp; DBQ), short answer and multiple choice per the AP tests. College Board AP Reports used to help guide curriculum and review Illuminate is our house for student data, but nearly no teacher has been trained on it, and it is not easy to use.</p> <ul style="list-style-type: none"><li>● Little to no time is given to analyze data outside of Freshmen Teams.</li><li>● Powerschool - parent portal-reporting of scores to students, parents, and administration.</li><li>● Freshmen Teams are given STAR-E, SBAC results, GPA from the students' 8th-grade year in one spreadsheet per team.</li><li>● EL's (all grades) take STAR-E reading exam - used to RFEP students; implementation of LCAP.</li><li>● VPACT Drama 1: Students perform daily in class for their peers. They are evaluated weekly on the development of their acting skills in the scenes being rehearsed. At the end of the acting unit, the students perform their scenes for the student body during class, and there is an evening performance for parents. Students create a series of notebooks that coincide with the units studied each semester. In semester one they submit an "Improvisation Notebook" and an "Actor's Notebook". In semester they submit a "Theatre Styles Notebook", a "Play Performance Notebook" and a "Discovering Diversity Notebook".</li><li>● VPACT Drama 2/Advanced</li></ul>
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	<p>Drama: Students continue to develop their improvisation skills with higher level improv games. In the first semester, there is a directing unit, and an auditions unit, and in the second semester they is a “History of Theatre” unit, a play production unit and an independent study unit.</p> <ul style="list-style-type: none"> <li>● College Nights for juniors and seniors review and discuss a-g requirements, standardized testing (i.e. ACT and SAT exams) and other requirements related to attending a 4-year college.</li> <li>● Financial Aid and Scholarship Information Meeting and workshop provided for all seniors. Student GPA data is released to the California Student Aid Commission and FAFSA/Dream Act for individual colleges to issue financial aid packages.</li> </ul>
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**Basis for Determination of Performance Levels**

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

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

<b>Findings</b>	<b>Supporting Evidence</b>
There is a wide use of performance tasks in English, Math World Language, Science and Social Science dept., which are	<ul style="list-style-type: none"> <li>● Schoolwide grading scale:ex - 90-100 = A</li> <li>● Performance tasks given as</li> </ul>

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<p>aligned to Common Core Standards. The English/ELD Dept. gives fall and spring benchmark performance tasks that are scored collaboratively using a common rubric.</p> <p>Besides using exams and assessments in the individual classrooms to inform instruction, SVHS uses Smarter Balanced (CAASPP) testing for the English and math departments to collect and disaggregate student performance data.</p> <p>The CAST test is used to assess science skills and knowledge. The Science Dept. and SVHS administration attended workshops and meetings to plan NGSS roll out. This year the Biology classes have adopted NGSS curriculum and are implementing it in all classes. The curriculum includes NGSS formative, summative and performance task assessments as well as research projects and activities.</p> <p>CAASPP data compiled - Illuminate; not widely discussed.</p>	<p>benchmarks in English; IAB - schoolwide writing - 2019; IAB listening 2018; IAB performance tasks given in history classes scored by Eng/Hist 2016-2017 (CCSS: Research &amp; Inquiry)</p> <ul style="list-style-type: none"><li>● Common assessments in Biology; Chemistry; changing to Next Generation; Algebra, Geometry, and other math classes</li><li>● Sp. Ed. - elaborate and individualized assessment multi-disciplinary to determine academic goals and placement</li><li>● VPACT - Drama: Students are evaluated on a weekly basis as part of their formative assessment. There are four public performances per year which is their summative assessments.</li><li>● Counseling tracks a-g performance; graduation rates to make sure students are on track</li><li>● Teachers advise students about scheduling -reverse verification</li><li>● CAASPP reports given inconsistently to English, math, SpEd., 9th Teams.</li><li>● Formative assessments given consistently in all dept. to inform instruction. Discussion usually takes place during Common Planning time.</li><li>● 11th grade students targeted for help with Senior Project if they did not complete English 3 required research paper (CCSS: Research &amp; Inquiry)</li><li>● Use of common rubrics in English,</li></ul>
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	<p>history, science, for writing for information, argument, and narrative as well as research and inquiry.</p> <ul style="list-style-type: none"><li>● Rubrics are used in art classes and expectations are presented to students.</li><li>● Use of common rubrics for formative and summative assessment is widespread in some depts.</li><li>● CAASPP Growth Model matrix completed for 8th and 11th Literacy and Math based on targets and claims.</li><li>● <a href="#">CAASPP Literacy Matrix 2019 Data</a></li><li>● <a href="#">Matrix MATH LINK</a></li><li>● PSAT - given to all 9th-11th on October 16. Funding for this is covered by the District this year but will be covered by the Ed Foundation in the future. The goal is to get more students to take the PSAT to help determine students that may qualify for AP classes &amp; Merit Scholarships, and other uses of the data.</li><li>● The AP Classroom &amp; My AP is available now (2019-20) to all AP teachers &amp; students, and provides some material that can be used as formative for student progress (in AP Calculus) and provides feedback to students. Students and teachers can monitor progress and identify areas of need and areas to practice. Students are able to access solutions and</li></ul>
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	explanations for missed problems.
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## Monitoring of Student Growth

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

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

Findings	Supporting Evidence
<p>Formative and summative assessments are given to students to determine all students' growth. These assessments follow Common Core State Standards.</p> <p>Teachers determine how prepared students are to advance to the next unit through effective formative and summative assessments. Intervention occurs when students are not prepared for the following unit.</p> <p>Students are advised on which is the next appropriate course depending on their current knowledge / understanding in content.</p>	<ul style="list-style-type: none"> <li>● Grades are entered into PowerSchool to monitor student growth (students and parents have access to PowerSchool).</li> <li>● Progress reports are sent to parents every six weeks.</li> <li>● Quizzes are given on specific skills. Tutoring one-on-one during A+. Homework assignments that provide practice and teachers can give feedback as to students' comprehension.</li> <li>● In content classes - re-teaching, offering intervention time and allowing students to demonstrate knowledge and understanding is common practice. Many content classes offer test retakes in order for students to show understanding and to improve grades.</li> </ul>

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- Spiral concepts by re-teaching. Math department uses spiraling in all courses so students have more practice with standards and build on them through each course.
- In art classes scaffolding is used in order for students to gain skills and reach higher levels of success. Students receive an informal or formal critique either by their peers or instructor during work in progress and/or the end. Using rubrics in class ensures that students are held accountable for their learning and mastering of skill set. Giving students exposure to high quality works of art helps them to improve. Students can also rework their assignment in order to show improvement.
- VPACT Drama: Students get weekly verbal feedback on their progress during rehearsals. They also get a written evaluation that is shared with the student actors on a Google doc that is specifically addresses the individual scene. Students participate in regional High School Theatre Festivals: CETA High School Festival at San Jose State University, The Ohlone Theatre Festival, and in 2020 they will attend the Linnea High School Theatre Festival.
- English benchmarks to show mastery over time / progress over time



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- Star-E reading tests for 9th-10th graders and EL students.
- Google Classroom is used to keep students updated and organized.
- Students are required to pass state fitness testing in order to waive year 3 and 4 of Physical Education in conjunction with completion of extracurricular sports - i.e two sports in one year allows for one semester of Physical Education waived.
- Turnitin.com is used to ensure students are doing individual work.
- Counselors monitor credit completion, a-g completion, have graduation plan meetings for students who are credit deficient
- IEP and 504 meetings to determine if student still needs all supports in place (RSP to GenEd?)
- CA Dashboard used to look at student population and sub-groups to look at student performance and monitor growth in Math and English.
- Math department began work at the beginning of the year (PD day in August) to look at areas of strength and growth; will develop a plan (future PD day?) to lesson plan and address areas of need.
- Math department aligns percentage weighting of grades (by course level) to ensure that there is a sound basis for which

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	<p>grades are determined. These percentages articulate through the courses as students progress into higher levels of math (60% assessment/final in Algebra 1, 70% assessment/final in Geometry, 70% assessment/final in Algebra 2, etc.)</p> <ul style="list-style-type: none"> <li>● Students enrolled in a-g courses must earn a “C” or better to be considered college ready.</li> <li>● Senior Project: Self-directed learners- take initiative, integrate technology and media, plan achieving future goals. This is a capstone, summative assessment, and graduation requirement for all seniors where they complete a research paper, project, portfolio, and presentation before a Senior Project Board made up of teachers and community members.</li> </ul>
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**D1.3. Additional Online Instruction Prompts:** *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

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

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

<b>Findings</b>	<b>Supporting Evidence</b>
Departments use a variety of online tools for formative assessment students in	<ul style="list-style-type: none"> <li>● Odyssey, changed to Fuel Ed 2019-2020 school year. Used for</li> </ul>

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<p>class. Most student work is graded by individual teachers using a rubric or other standards set forth in their assignment. Some classes, such as history, use summative multiple choice tests.</p> <p>Teachers use Google Classroom to assign work and organize their classes. Work can then be turned in digitally or printed out.</p> <p>Teachers use Google Forms to give assessments. (This can be an issue when many students have dead or not working chromebooks).</p> <p>Online resources are used to monitor and facilitate online environments while in class. The district just purchases Go Guardian to achieve this. Turnitin.com is use in the English department to monitor plagiarism and source accuracy.</p> <p>Teachers use PowerSchool to guide teacher-student discussion; grade level discussions (e.g. look at mean scores; low scores- high scores). Grades are updated at least every two weeks.</p>	<p>credit recovery for students who are credit deficient.</p> <ul style="list-style-type: none"><li>● Students enrolled in a-g courses must earn a “C” or better. Students earning a “D” will meet high school graduation requirements, but not make eligibility for a-g preparation. In the math department we strongly encourage students that earn a “D” to retake a course the following year or during summer school to help ensure mastery of content prior to moving forward with more difficult material. However, not all students will follow recommendation.</li><li>● Student work (in math) is graded individually by each teacher. Teachers use a variety of sources (homework, tests, projects, quizzes, etc.) to determine student performance.</li></ul>
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### Assessment of Program Areas

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

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**D1.4. Prompt:** *Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations , including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Department collaboration is the primary group that addresses and assesses curriculum and instruction as it relates to focus goals. Collaboration time used to be given to staff to reflect during our Common Core implementation, however that has since stopped.</p> <p>Because there is an entirely new staff at District Office, and school leadership has changed, the collaborative processes are in beginning stages.</p> <p>New NGSS curriculum planning was developed in collaboration meetings with district leadership and science department.</p> <p>All new courses that are offered must be a-g courses and approved by the Faculty Senate and the Curriculum Advisory Council. The Course Catalog is updated periodically to align with changes in standards and to reflect Common Core implementation.</p> <p>In 2018, District and site leadership tried to eliminate English 3 &amp; 4 Honors, against the advice of the English Dept. This resulted in large class size in English 3 Honors (35 students) due to the</p>	<p>The District Office is currently having discussions about developing curriculum to address the NGSS and the Common Core literacy standards.</p> <p>NGSS - address new science standards with District support; articulation with middle and elementary schools</p> <ul style="list-style-type: none"> <li>● Anna von Dorscht and Elizabeth Kaufman as Next Gen. consultant to build curriculum and assessment</li> <li>● Science department is piloting new NGSS aligned curriculum to be implemented department wide.</li> </ul> <p>IAB and Fall and Spring performance task data put into Illuminate.</p> <ul style="list-style-type: none"> <li>● ELPAC - used for RFEP</li> <li>● Star E given to 9th, 10th, EL (all), Sp.Ed (all)- used as a tool to RFEP</li> <li>● Fall and spring English performance task benchmarks used to assess student writing and for RFEP; also used to identify juniors who will need additional help with Senior Project.</li> </ul> <p>Committee formed to evaluate effectiveness of A+/Advisory model this</p>

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elimination of a section and by trying to force students into AP Language English 3. Community uproar caused one section to be offered as opposed to cancelling English honors courses at the junior and senior level. This was *not* a collaborative effort with the English Dept and all parties involved wanted to not only address specific issues, but reestablish the systems involved to help make decisions such as these as collaborative as possible in the future.

District staff and the site leadership have also collaborated to support multi discipline efforts such as supported IAB development and the scoring and the implementation of NGSS.

In Mathematics, remediating students who fail Algebra the first semester (2018-2019 year) and developing a Bridge to Algebra/Pre-Algebra course for incoming 8th graders (possibly 2020-2021) are two additional examples of how the District and the school site have worked collaboratively.

Senior Project, a school graduation requirement, is under revision. There is currently a proposal to change the current structure of Senior Project called Beyond the Classroom.

A+ is primarily used for “study hall” and/or intervention time and advisory. Freshman Teams uses A+ primarily for social-emotional skills and general people

year.

- Staff/parent/student survey collected feedback about Senior Project.
- There needs to be on-going training for new staff about Senior Project.
- Continue to evaluate Senior Project and possible changes.
- Beyond the Classroom Proposal for 2020-2021
  
- District wants to support a district-wide assessment tool/analytic system that is user friendly and easy to use by teachers, admin, and counselors

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<p>skills. In Physical Education A+ offers enrichment opportunity and student choices. Physical Department collaborates to provide a variety for the students.</p>	
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**Schoolwide Modifications Based on Assessment Results**

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

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

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The test results of CAASPP were assessed by selected staff via a professional development workshop led by Nancy Case Rico, Rajeev Virmani and Michael Suarez where staff members developed math and literacy matrixes to develop focus on targets and claims.</p> <p>Common Core Leads began Needs Assessments in 2016, however, with the disbanding of the group, those findings never reached teachers or administrators. Professional Development which used to be designed and implemented by Common Core Leads based on training for implementation is now lead by outside consulting groups.</p> <p>Resources for student driven activities such as Dragon Day are based upon</p>	<ul style="list-style-type: none"> <li>● Teachers and departments aligned the CAASPP targets with CCSS and discussed effective strategies to improve student achievement during Sept. 16 2019 Collaboration time.</li>   <li>● Chromebooks for all to level the playing field for classroom activities and access to information regarding assessment within class.</li>   <li>● PD days with activities that focus on ELD students and methods to reach them.</li>   <li>● Dragon Day activities to provide a positive introduction to campus academic culture. Aimed for those who need it. Still need to</li> </ul>

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<p>teacher input regarding campus culture, bullying, and cyber awareness.</p> <p>English language learner/social economically disadvantaged groups are targeted for assistance based on state assessment results for this group (results discussed at faculty meetings).</p>	<p>determine how to measure the effectiveness of Dragon Day.</p> <ul style="list-style-type: none"><li>● Evening activities at the school for parents of these students to introduce them to the opportunities available for continuing education, as well as assistance in this direction.</li><li>● Hosting activities on campus for various Valley groups to build “community” relationships with the school.</li><li>● Shift from Tier system of intervention to A+ model to increase teacher contact and student connection to specific class (switch happened in 2012?)</li><li>● With A+ students have some flexibility and time to do make-up work, get individual help, and have time to consult with teachers</li><li>● Fuel Ed formerly known as Odyssey helps students with credit recovery.</li><li>● Summer AVID trainings for interested teachers; AVID strategies shared during faculty meetings</li></ul>
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### **D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion**

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

#### **Indicators with Prompts**

#### **Assessment Strategies to Measure Student Achievement**

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

**D2.1. Prompt:** Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>One of the positive findings is that there is an ongoing use of dashboard, where data are reviewed and analyzed in department meetings.</p> <p>We found that RFEP criteria were updated and revised as of January 2019.</p> <p>Regarding PE, students who do not pass fitness testing should take PE again in 11th-12th grade. The process is for fitness testing data to go to counseling for students to be enrolled in dance or PE. The criteria for passing is success in 5 out of the 6 state healthy fitness zone categories. Passing allows a 2-year exemption from physical education.</p> <p>In Performing Arts, students are expected to give public performances to a student audience during class time and a public performance for adults after school each semester.</p> <p>The faculty needs training in the growth model of analyzing the CAASPP data.</p> <p>Regarding PE, teachers are working on better tracking of students' fitness data and passing information on to counselors for</p>	<p>The following are systems that are in use:</p> <ul style="list-style-type: none"> <li>● Illuminate</li> <li>● Naviance</li> <li>● Star-E</li> <li>● ELPAC</li> <li>● California Dashboard</li> <li>● CAST</li> <li>● CAASPP</li> </ul> <ul style="list-style-type: none"> <li>● World Language - benchmarks for Spanish 2, 3 - use to inform instruction - unit tests in common for Sp 1, 2, etc</li> <li>● Fitness Testing all 9th-10th; schoolwide; required for 9th</li> <li>● Student Art Show, instructor and/or peer supported critique, online portfolios</li> </ul> <p>Unique to our school:</p> <ul style="list-style-type: none"> <li>● IABs - English and History collaboration</li> <li>● English benchmarks</li> <li>● Writing Portfolio</li> <li>● Essays and performance tasks</li> <li>● Labs</li> <li>● Team tests</li> <li>● Projects</li> <li>● Transcript evaluations (graduation progress and a-g eligibility)</li> </ul>



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<p>students needing to be re-enrolled in PE who have not passed the fitness testing.</p> <p>Implementation of CAST and NextGen Science standards is starting in the Fall 2019 and continuing in the next several years. Methods of analyzing data have yet to be developed.</p>	
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**D2.1. Additional Online Instruction Prompts:** *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Departments use a variety of online tools for formative assessment students in class.</p> <p>Student responses to these online tools give teachers evidence of students skills.</p> <p>Student responses are used to guide instruction and adjustments to curriculum.</p> <p>Departments use state data to assess where students will be placed for success.</p> <p>Departments use summative assessment data to inform instruction and guide intervention.</p>	<ul style="list-style-type: none"> <li>● Quizlet Live</li> <li>● Kahoot</li> <li>● Nearpod</li> <li>● Google forms / Google slides</li> <li>● Khan Academy</li> </ul> <p>The following are assessment tools:</p> <ul style="list-style-type: none"> <li>● Star-E</li> <li>● SBAC/CAASPP/CAST</li> <li>● IAB</li> <li>● Turnitin.com</li> <li>● Robust - Program to evaluate physical fitness data</li> </ul>

**Demonstration of Student Achievement**

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

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.).*

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<b>Findings</b>	<b>Supporting Evidence</b>
<p>9th Grade Teams: notice social emotional challenges relating to school transition</p> <p>9th Grade Teams: low reading scores across 9th grade</p> <p>12th Honors/AP students were weak in research paper techniques for Senior Project at the WASC Mid Term Report.</p> <p>A larger percentage of students fail semester I Algebra I.</p> <p>How to support D and F students?                      ~ review of best practices for study skills, time management and organizational skills                      ~ involve parents/guardians regularly                      ~ celebrate student successes</p>	<ul style="list-style-type: none"> <li>● 9th Teams: 21 Days of Kindness Project</li> <li>● 9th Teams: Required all Freshmen to read for 10-15 minutes during A+ in Team classes (P.E., English, Algebra, Science), and there is data that indicate SSR improves reading scores. More intervention is needed to address literacy concerns.</li> <li>● To address the problem, the English Dept. reinstated the mandatory research paper at each grade level so that now there is a scope and sequence of skills that can be closely monitored. Now Honors/AP students have significantly improved in the Senior Project research paper.</li> <li>● Math teachers provide 're-teaching' during A+ to small groups (# of students).</li> <li>● World Languages Dept. provides students the opportunity for "re-teaching" during A+ and lunch by teacher and La Sociedad Honoraria Hispanica.</li> <li>● Art students receive feedback from teacher and they are able to improve on their art and turn it in for a better grade. Modified support during A+.</li> <li>● A+ intervention, modifications as determined through SSTs.</li> </ul>

**Teacher and Student Feedback**

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

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career, and life.

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

Findings	Supporting Evidence
<p>How to address D and F students and chronic absenteeism</p>	<p>Feedback Evidence:</p> <ul style="list-style-type: none"> <li>● Gradebook updates available to parents and students</li> <li>● CAASPP testing - Juniors receive a report on their level of performance in math and English at school level and on a national level.</li> <li>● In class peer discussion on content - the teacher can see the current academic level of the students and build from that level.</li> <li>● Socratic Inquiries</li> <li>● A+ time to work one on one with students or to re-teach an assignment(s) to a student or to the class</li> <li>● Modelling of exemplary student work</li> <li>● Peer edits</li> <li>● Posting SLO's in the classroom</li> <li>● Testing</li> <li>● Survey feedback</li> <li>● Check-in - the teacher meets with the students about their progress, devising a plan to get caught up on their work</li> <li>● Book Talks - to assess the students on their understanding of the work being done in class, and to develop a relationship between</li> </ul>

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	<p>teacher and student</p> <ul style="list-style-type: none"><li>● Google Classroom with assignments</li><li>● Remind</li><li>● Turnitin.com</li><li>● Teacher edits and comments on written assignments through Google Classroom</li><li>● IEP, 504 and SST meetings include feedback from all of the student's teachers</li><li>● Career based Advisory lessons on resume writing, interview skills and career exploration.</li><li>● Students issued work permits are reviewed to ensure they are maintaining a 2.0 or above GPA while working. Work permits are pulled if a student is not maintaining grades and/or struggling with absenteeism.</li><li>● Odyssey, now Fuel Education for credit recovery</li><li>● Summer School</li></ul>
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### **Prioritized Areas of Growth Needs Category D**

**Prioritize the growth areas from the five categories.**

Top 4:

1. Identify and target low performing students with special attention to SpEd., RFEP, ELD students to address needs through interventions (A+, after school tutoring etc.)
  - a. Use faculty/department meetings for looking at student data
  - b. Use faculty/department meetings to analyze student work and adjust instruction to meet student needs
  - c. Articulation with District Office, and Admin. and departments needs to be improved

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- d. Further articulation with middle schools needs to be systematic
2. Training in data analysis tools such as Dashboard, Illuminate to target and improve assessment goals.
3. Use faculty/department meetings to analyze student work and adjust instruction to meet student needs in order to improve assessment goals.
4. Ensure every senior has post-graduation plans in place before high school

### Areas of Strength:

- Common assessments in many departments
- Common rubrics in many departments
- IAB - All Write! In second year of implementation
- Senior Project as academic capstone assessment
- Some teachers in English, Math and Social Studies worked on the Growth Model analysis of CAASPP data and presented to faculty. Some departments developed focus goals based on data analysis.

# Sonoma Valley High School



## School Culture

### Group Members

**Chairs:** Erica Chapin (Health and Wellness)  
Kelly O'Leary (Science)

**Bruce Abbott (Assistant Superintendent: Finance)**  
Hannah Aclufi (World Language)  
Aaron Berner (English)  
Luis Bravo (Counseling)  
Chris Burns (Math)  
Sarah Gaschler (Math)  
Peter Hansen (VPACT)  
Shawna Hettrich (VP)  
Jennifer McPherson (English)

Jennifer Panicacci (English)  
Jonathan Rehberg (Math)  
Meredith Regan (Health and Wellness)  
Maricela Sanchez (Counseling)  
Doug Stewart (SPED)

## E1. Parent and Community Engagement Criterion

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

### Indicators with Prompts

#### Parent Engagement

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

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

Findings	Supporting Evidence
<p>SVHS provides a variety of opportunities for parent and community involvement with varying levels of input. These opportunities include both academic and elective classes in addition to presentations of student work.</p> <p>SVHS offers structured outreach time for families during and after school. This includes Back to School Nights, specialized advisory groups, and presentations.</p> <p>Parents are kept informed through weekly bulletins and social media, The school also reaches out to the community using multiple forms of communication such as social media (Twitter, Instagram, email communication, teacher websites, Google Classroom, and Remind), letters, and articles in the <i>Sonoma Index Tribune</i>. SVHS has an efficient and excellent Spanish/English translator and all</p>	<p><b>Outreach</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Back to School Night</a></li> <li>● <a href="#">Rush</a></li> <li>● <a href="#">College Informational Nights for Students and Parents</a></li> </ul> <p><u>School Calendars:</u></p> <ul style="list-style-type: none"> <li>● FAFSA/Dream Act/Scholarship</li> <li>● Information Night</li> <li>● Junior College Night</li> <li>● Senior College Night</li> <li>● Rising Sophomore Night</li> <li>● Career Week</li> <li>● Cash 4 College Night</li> <li>● College Application Workshops</li> <li>● Financial Aid Application</li> <li>● SRJC Information Night</li> <li>● Senior Awards</li> </ul> <ul style="list-style-type: none"> <li>● <a href="#">SVHS Link Crew Instagram</a></li> <li>● <a href="#">SVHS Video</a></li> <li>● <a href="#">SVHS Broadcast</a> -</li> <li>● <a href="#">svhsmedia.com</a> ( a podcast site-community call in )</li> </ul>

## Sonoma Valley High ACS WASC/CDE Self-Study Report

counselors are bilingual in Spanish and English.

Grades are updated at least every three weeks on Powerschool.

Freshman Teams build the foundation for communication with families throughout high school.

The campus provides multiple avenues for guardians to provide broad input such as Site Council, ELAC, and Principal Chats. In addition, guardians are able to interact with the school on a student's specific level through parent conferences, SST meetings, and IEP meetings. Parents and families can also interact with the school and give input through committees, surveys, and special showcase nights.

- [SVHS ELAC Facebook](#)
- SVHS ELAC Remind
- [Weekly Bulletin](#) (In English and Spanish)
- [Powerschool](#)
- [Twitter SVHS Official](#)
- [SVHS Official Facebook](#)
- Individual Teacher Websites
- Google Classrooms
- Remind

### Freshmen Teams

- Incoming Freshmen Night
- Family Night (freshmen in the Spring)
- Monthly Team Newsletters
- ([Engl/](#)[Span](#) examples)
- Twitter
- IG - [Fuji](#), [Mauna Kea](#), [Olympus](#)
- End of Semester Team Awards
- [Shadow days](#)

### **Opportunities for Parent Input**

- [Site council](#)
- [ELAC](#)
- MEAP
- ELAC
- DELAC
- [Chat with a Principal](#)
- Parent conferences with Freshmen Team
- Graduation Plan meetings with parents and students
- Probationary Plan Meetings with parents and students
- SSTs, 504's and IEPs
- Youth Truth Survey



## Sonoma Valley High ACS WASC/CDE Self-Study Report

SVHS needs to improve communication with guardians about monitoring students' learning and academic progress. The school provides many different ways to communicate with families, but these are still not as effective as we would like. Some parents may feel intimidated by the process of high school parenting and may not have child care and transportation available for meetings and programs. Language and cultural factors may also be an issue. SVHS continues to look for innovative ways to improve communication and participation

- Ag Advisory group
- Engineering Advisory group
- Senior Project information meeting in the fall
- Senior Project Board presentations

### Both

- [Senior Projects Advisory Response Council \(SPARC\)](#)
- [Boosters](#)
- Online parent survey
- IEPs
- Strategic Planning open sessions (LCAP)
- District level SPED advisory committee (SEAC)
- Maria Campos- School Translator
- Leonela Armenta (Community Liaison)
- [Bi-lingual staff](#)
- [SVHS Facebook Page](#)
- [SVHS ELAC Facebook](#)
- [Instagram SVHS School Spirit](#)
- IEP meetings and documents
- 504 meetings and documents
- SST meeting and documents
- Blackboard Connect
- CCC college nights, scholarship Nights
- Spring Art Showcase
- Spring Dance Showcase
- Gym Jam Music Festival
- [Athletic events and games](#)
- [Instagram SVHS Cheer](#)
- [Instagram SVHS Track](#)
- Homecoming festivities
- All counselors Spanish-English

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

	bilingual <ul style="list-style-type: none"> <li>● Grad Night</li> <li>● <a href="#">Instagram Grad Night 2020</a></li> <li>● <a href="#">SVHS School Spirit (Leadership) Instagram</a></li> <li>● <a href="#">SVHS Yearbook Instagram</a></li> </ul>
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**E2. School Culture and Environment Criterion**

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

**Indicators with Prompts**

**Safe, Clean, and Orderly Environment**

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

**E2.1. Prompt:** *Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.*

Findings	Supporting Evidence
Custodians are the main facilitators of campus cleanliness at SVHS. Their duties include emptying trash daily, sweeping and mopping classrooms, and cleaning halls and bathrooms. We have added one more custodian this year(increasing from 3 to 4) but considering the size and population SVHS is understaffed and the effect is noticeable in irregular sweeping and infrequent mopping. Ongoing bathroom vandalism adds to the custodian workload and several have left for jobs elsewhere in the District. The start of the 2019/2020 school year prompted school board intervention due to the lack of cleanliness of the campus.	<ul style="list-style-type: none"> <li>● Clean facilities</li> <li>● Trash and recycling bins throughout campus indoor and outdoor</li> <li>● <a href="#">Campus Beautification Club/Participants</a></li> </ul>

## Sonoma Valley High ACS WASC/CDE Self-Study Report

There is also a student community service program that allows students to help clean up the campus.

A recent campus beautification program led by teachers, now also supported by the student Campus Beautification Club has added more than 50 flower barrels to campus.

Teachers are the front line of day-to-day safety on campus. In order to be prepared all teachers participate in annual mandatory trainings in Sexual Harassment and Blood Borne Pathogens. In addition the District offers training in the use of CPR, Epi-pen and GlucaGen devices to support students with extra or emergency health needs. The district nurse and campus health aid evaluate the student body and disseminate critical health need information to teachers. In conjunction with this effort each classroom should be equipped with a first aid kit. [LINK TO KIT- First Aid](#). ( Not supplied or approved by district - teacher initiative.

SVHS has a staffed Health Office, including a District nurse, a medical assistant, and a health technician

SVHS lacks a student center. For warmth and safety in bad weather students use the Pavillion, CCC, and Library. Many teachers also routinely open classrooms during lunch.

- Physically Safe facilities
  - ([Memo to SVUSD staff about Target Solutions Training](#))
  - Some classrooms have first aid kits. Most have a bag with band-aids and gloves) and also an emergency bin.
  
- [Emergency Bucket Contents](#)
  
- [PLUS program](#)
- [Dragon Haven](#)
- Five counselors on campus
- Mental Health Awareness Week
- Suicide Prevention Week (2017-18 & 2018-19)
- NAMI Suicide Prevention to all Sophomores
- SAY mental health presentations to all Freshman in World Geography and all Living Skills classes in 2018-19
- District approved [Flow Chart](#) (needs to be updated) on how to handle mental health issues.
- [Bee Kind Week](#)
- SRO Presentation
- Summer 2018 District Administrators attended County sponsored Active Shooter training.
- [GSA Event Email](#)
- [Rainbow Flag Article](#)
- [Living Skills/state standards on LGBTQ Awareness, health safety, anti bullying.](#)
- Professional development agenda
- Club List/Minutes
- [Superintendent's Vaping Message](#)

## Sonoma Valley High ACS WASC/CDE Self-Study Report

Mental health support is available to SVHS students through ongoing programs such as PLUS and Dragon Haven, and annual events such as suicide prevention presentations and Bee Kind Week. Recent changes have decreased student access to 1-1 mental health support, leaving all duties to the overburdened counselors, but a large grant secured by the District promises improvement for the coming years.

Every classroom is equipped with an Emergency Bucket containing supplies necessary for a prolonged emergency stay-food, water, etc.

To maintain safe and secure facilities at SVHS the staff and students participate in fire, earthquake, and lockdown drills. These are performed at the beginning of each school year in Advisory classes (similar to homeroom) in order to ensure students have a firm understanding of emergency procedures.

SVHS has an on-site resource officer from the Sonoma County Sheriff's Department. Resource Officer Smith walks campus routinely, interacting in positive ways with students at lunch and break.

Staff has received on-campus threat response training from the campus safety officer during professional development, staff meetings, and office hour consultations.

- [Dragon Day 2019 Lessons](#)
- [Activities Updates-Weekly Bulletin](#)
- Dances
- Sports-participants and audience
- Performances-participants and audience Filmmaking weekend workshops
- Dance Studio
- Mock Trial
- Peer Tutoring
- Cookies and Cram
- AP Study Sessions
  
- [Common Sense Media Curriculum](#)
- [Go Guardian](#)
- [Common Sense Media 1](#) (Oops, I Posted That)
- [Common Sense Media 2](#) (Online 1 oh 1)
- [Common Sense Media 3](#) (Cyberbully)
- [Common Sense Media 4](#) (Fish)
- ["Like"](#)
- [Text-A-Tip](#) for anonymous reporting (707) 939-5541
- [Polly Klaas Foundation Training](#)
  
- [Uniform Complaint Procedures](#)

## Sonoma Valley High ACS WASC/CDE Self-Study Report

Sonoma High offers strong support to LGBTQ students and proudly flies the rainbow flag at the school entrance. LGBTQ issues are addressed in the Living Skills Curriculum and during teacher professional development. The Gay-Straight Alliance, an active club on campus with a faculty advisor, sponsors events that focus on LGBTQ issues. The school offers two non-gender restrooms. Staff professional development has featured guest speakers on LGBTQ student issues; the same speakers have visited GSA club meetings for students.

Four campus supervisors monitor campus to maintain order during lunch, break, and class time.

As part of a developing response to the vaping crisis, 4 vaping sensor devices will be installed in bathrooms (2 in girls, 2 in boys).

Dragon Day begins the year with a focus on school values and student engagement--all classes do the same lesson each period on the first day of school

A large number of safe, supervised creative, social, athletic, and academic opportunities are open to all students after-school on campus.

## Sonoma Valley High ACS WASC/CDE Self-Study Report

Online safety is supported at SVHS. Digital curriculum created by staff has been delivered through Advisory to raise awareness of harassment, cyberbullying, and cyber safety. Student Chromebook use at school can be monitored by teachers using the GoGuardian program. Filters monitored by SVUSD IT prevent access to inappropriate content. SVHS also takes advantage of digital access to promote safety, using the 'Text-A-Tip' system for anonymous reporting through Go Guardian. A 2019 School-wide screening of the documentary ["Like"](#), raised student awareness of the impact of social media and technology on teen lives. The Living Skills curriculum covers internet safety for all incoming Freshmen. Freshmen also received Polly Klaas Foundation training on Internet safety

There are standardized procedures for students and staff to report sexual harassment and bullying in the Sonoma Valley Unified School District.

### High Expectations/Concern for Students

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

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

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Sonoma Valley High School provides creative outlets for student individual interests such as clubs, activities, and pathways</p> <p>Smaller learning environments such as freshman teams and the academies offer academic and social-emotional support, and peer support groups such as PLUS and Link Crew are additional resources .</p> <p>The school also shows caring and concern inside and outside the classroom by hosting Bee Kind Week, giving student awards, recognizing scholar athletes and posting to social media to recognize strong students.</p> <p>SVHS offers open enrollment for all advanced courses. In an ongoing effort to reflect our school population in Honors/AP enrollment , departments use presentations to classes and parent groups to recruit and prepare potential class members from underrepresented groups</p> <p>SVHS has begun to implement a more positive behavior model with recent PBIS curriculum. As a staff we are evaluating data to reduce bias in disciplinary actions. Staff has received introductory information on restorative justice practices but we need more time, training, and planning to implement the system.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Freshman Team Webpage</a></li> <li>● <a href="#">PLUS program</a></li> <li>● 9th Student of the Week</li> <li>● Freshmen Awards</li> <li>● <a href="#">Bee Kind Week</a></li> <li>● Scholar Athlete Awards</li> <li>● Registration Material</li> <li>● <a href="#">Levels of English Info</a></li> <li>● <a href="#">PBIS Lessons</a></li> <li>● <a href="#">Disciplinary data</a></li>   <li>● Cinco de Mayo</li> <li>● <a href="#">‘One School One Book’ Ranchero Romantica</a></li> <li>● <a href="#">Latino Leadership Conference /Sociedad Honoraria Hispánica</a></li> <li>● <a href="#">New English Text Possibles List</a></li>   <li>● <a href="#">ABU 9th Book Group Description</a></li> <li>● <a href="#">9th ABU Book List</a></li>   <li>● Faculty Senate Minutes</li> </ul>

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

<p>SVHS honors our students’ diverse cultures and heritage through school-wide celebrations and program participation. Cross-curricular effort is made to represent multiple viewpoints when presenting history, choosing literary works, etc. More contemporary, female, and multicultural core texts are added in English as financing allows. The independent reading “All Booked Up” program in English allows increase in the diversity of offerings. Visual and Performing Arts Students create culturally diverse projects (Murals, Films/Public Service Announcements, Recipes) that are building community and highlighting different backgrounds or social issues.</p> <p>SVHS Faculty Senate has approved Heritage Spanish classes for Spanish speakers-these could be scheduled for 2020-21</p>	
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**Atmosphere of Trust, Respect, and Professionalism**

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

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Student Forums provide a structured opportunity for students to have a voice in the campus. This meeting, organized by Leadership, is used to allow students to make decisions about the operation of</p>	<ul style="list-style-type: none"> <li>● Student Forum Minutes</li> <li>● Department Meeting Notes</li> <li>● SPARC Notifications</li> <li>● <a href="#">Faculty Senate Minutes 12/19</a></li> </ul>



## Sonoma Valley High ACS WASC/CDE Self-Study Report

campus. Students meet and discuss their opinions; administration uses that insight as part of the decision-making process. Elected student leaders meet regularly with site administration to share student concerns and requests. The Student Voice, elected by SVHS students, has a non-voting seat on the School Board and regularly presents student information and input to the Board. SVHS respects student voice and strives to increase student agency on campus.

SVHS Academic Departments are the core of teacher organization and support. They meet weekly to share information, decisions, student work, and best practices. Cross-curricular planning is also done through departments.

School-wide emails with information about changes, concerns, upcoming events etc, are sent out regularly. There is some concern that in some situations there is insufficient timely information about safety issues such as fights or threats

Committees such as SPARC, a group which evaluates and proposes change for Senior Project are open to all staff and the public.

Faculty Senate is a representative body consisting of elected teacher leaders and administration. Issues and decisions which have school-wide effects are presented to

- [Boys and Girls Club](#)
- Mentoring Alliance
- 10,000 Degrees, SSU ATS, Migrant Education,
- SRJC and SSU collaboration.
- [Plein Air](#)
- Ed Foundation/Barn Talks
- [La Luz](#)
- City of Sonoma

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

<p>the Faculty Senate, taken back to departments for review and input, then returned to the Faculty Senate for final recommendations. Frequent changes in administration present challenges for maintaining teacher involvement in the decision-making process.</p> <p>SVHS works collaboratively with community partners in support of student achievement and equity, developing ongoing, effective professional relationships with many organizations and service clubs.</p>	
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**E3. Personal and Academic Student Support Criterion**

All students receive appropriate academic and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

**Indicators with Prompts**

**Equitable Academic Support**

**E3.1. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.1. Prompt:** *Evaluate the school’s effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Sonoma Valley High School has looked closely at enrollment demographics and works to ensure equitable and accessible educational opportunities on campus. It is our shared goal to increase enrollment in AP of underrepresented groups, and to balance classes, Freshmen teams and AVID groups to ensure our ethnic, SPED and EL demographics are represented.</p>	<ul style="list-style-type: none"> <li>● <a href="#">English Worksheet-Demographic Data AP/Honors</a></li> <li>● Graphic Design</li> <li>● AP Art</li> </ul>

## Sonoma Valley High ACS WASC/CDE Self-Study Report

Core subject areas regularly present to rising classes encourage students to challenge themselves, with support. SVHS is also working to increase elective options to address students' interests.

Use of IEP and Section 504  
Accommodations allow Sped students to access a challenging general education curriculum. More special education students are taking general education classes as a result. A revised push-in model is in planning for next year so that more students can be moved from RSP to general ed classes. Study Skills classes support students with homework and classwork.

Summer school options allow students to make up credit in core classes when necessary and to take two classes for original credit, staying on pace for graduation and allowing for more challenging coursework.

Encouragement, support, and training through the AVID program allow students to access more rigorous courses with success.

A+ academic support/intervention periods allow for individual support for students increasing the rigor of their course load.

- [Summer School Support](#)
- [AVID](#)

### Multi-Tiered Support Strategies for Students

**E3.2. Indicator:** School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized*

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

*multi-tiered support system.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The AVID program is intended to support students that are the first in their families to graduate high school and/or attend college. This program has increased graduation rates and college acceptance rates for students in this subgroup. The program focuses on promoting and developing academic and study skills.</p> <p>To focus on individual student needs, A new Student Study Team model relies less on testing and more on evaluations.</p> <p>Freshman team teachers meet at least twice per week in order to plan for aligned content and confer about issues with students. They will also use this time to meet with students who are struggling with one or more classes in order to intervene and address issues. All teams fill out a meeting form for each student, counselors are present, all teachers of the student are invited to give feedback, and follow up meetings are now taking place a few weeks after initial meeting.</p> <p>When meeting with a student, a counselor is also present so students are provided any support they need. After an initial meeting the teachers will have a follow up meeting with the student to see if the intervention has been successful.</p> <p>The Math Department offers opportunities for Algebra 1 credit recovery/math support</p>	<ul style="list-style-type: none"> <li>● AVID - graduation rates</li> <li>● <a href="#">AVID graduation rates in CA</a></li> <li>● <a href="#">SVHS School Profile</a></li>   <li>● <a href="#">New SST plan</a></li> <li>● Less testing and more evaluations</li>   <li>● <a href="#">New 9th Student Meeting Form</a></li>   <li>● Graduation Plan meetings 9-11 grades, and probationary</li> </ul>

## Sonoma Valley High ACS WASC/CDE Self-Study Report

during A+ second semester  
[Fuel ED](#) credit recovery is an option for individual students trying to graduate on time.

Resource Specialist Teachers manage a caseload of students with Individual Education Plans (IEP). They regularly meeting with their caseload students during Advisory periods. Special Education academic services can be provided to students through courses in the Resource Specialist Program or in the general education setting through Push-in support and the student's individualized learning goals / accommodations. IEP meetings provide an opportunity for the student and their family to provide input on their child's educational plan at the high school. It is also an opportunity for the family and school to develop an individualized plan to support the student and their academic, behavioral, communication, and social emotional needs. Students with IEPs are also supported by service providers such as SAY counselors and a school psychologist (for mental health services), a Speech and Language Pathologist (for communication), and district nurses to support health needs. The goal is for students with IEPs to be placed in the Least Restrictive Environment with an emphasis on providing students with maximal opportunities to access the general education curriculum. The current plan for next school year is to mainstream the vast majority of special education students and support their learning needs

Graduation meetings for seniors that are at risk for not graduating.

[Graduation Plan Form](#),

- Probationary Form

### Case Managers- SPED

- IEP goals, services, and accommodations tailored for each individual student
- Plan for 2020 - 2021 - Mainstreaming of majority of Special Education Students
- Increased push-in support services
- Clustering of IEP students
- Increased number of general education sections to facilitate lower class sizes
- Decreased number of RSP sections to facilitate more push-in support services
- Learning Lab // Study Skills sections to support students who require more than push-in support to access general education curriculum.
- ALD classes to support English Language Learners

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

<p>through push-in support and learning labs.</p> <p>The schedule at Sonoma Valley High School includes an additional period in the day, A+, to provide extra support for students during the school day. An additional need for our school is to provide After School Homework support for students.</p> <p>School Leadership recently partnered with the Boys and Girls Club to provide Algebra 1 tutoring after school on Tuesdays and Thursdays.</p> <p>Needs:</p> <ul style="list-style-type: none"> <li>● Freshman Teams need a better way to track data.</li> <li>● Incoming Teacher training.</li> </ul>	
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**E3.2.**

*Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>8th grade students have the opportunity to shadow current 9th grade students in the Spring to become acquainted with the school campus and life as a high school student.</p> <p>When students enter the 9th grade, they are placed onto one of three freshman teams. Students on a team share the same English, Math, Science, and</p>	<ul style="list-style-type: none"> <li>● <a href="#">Freshmen Teams</a> collab/teams</li> <li>● Dragon Day- special activities for freshman coordinated by <a href="#">Link Crew</a></li> <li>● <a href="#">Link Leaders</a> - give tours to new kids               <ul style="list-style-type: none"> <li>○ Leaders have a group they check in with throughout the year</li> </ul> </li> <li>● Advisory - check ins/support</li> </ul>

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

<p>Physical Education teachers. This small environment helps 8th graders adjust to the larger high school atmosphere. Freshman team teachers have a period in their schedule devoted to collaboration. Three times a week, freshmen team teachers meet to discuss student progress and confer with the student, counselor and parents.</p> <p>Advisory classes provide a consistent, safe environment for students to ask questions, develop relationships with peers, and receive important information.</p>	<ul style="list-style-type: none"> <li>● Incoming 9th Grade Transition IEP meetings with high school representative in attendance</li> <li>● Incoming Freshmen Night</li> <li>● <a href="#">8th Grade Shadowing</a></li> <li>● <a href="#">Pre-Scheduling Presentations</a> and Schedule Pick-up at both middle schools, Charter, and Private schools.</li> </ul>
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**Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being**

**E3.3. Indicator:** The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

**E3.3. Prompt:** *Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.*

Findings	Supporting Evidence
<p>Girls Circle Groups are run by Counselors to help students that are not socializing well, having issues with fighting and help them learn to deal with their problems without violence.</p> <p>CAPE services (ran by Sonoma County Mental Health) were taught here at the high school to teach students about suicide prevention. Teachers were also taught this at a staff development meeting in 2017/18 year. Freshmen got QPR</p>	<ul style="list-style-type: none"> <li>● Dragon Haven</li> <li>● Girls' Group</li> <li>● SAY</li> <li>● ERMS counseling <a href="https://www.uacf4hope.org/post/educationally-related-mental-health-services-ermhs">https://www.uacf4hope.org/post/educationally-related-mental-health-services-ermhs</a></li> <li>● Counselors on campus</li> <li>● Bee Kind Week               <ul style="list-style-type: none"> <li>○ Houston Kraft guest speaker</li> </ul> </li> <li>● PLUS</li> </ul>

## Sonoma Valley High ACS WASC/CDE Self-Study Report

(question, persuade, refer) training in Living Skills classes, in suicide education and prevention. They also did individualized Crisis intervention with students. This Program lost funding and was not available in the 2018/19 school year.

Living Skills Guest Speakers: Verity teaches about Sexual Assault, harassment, and Consent. Join One Love teaches about domestic abuse/violence, and teen dating violence and healthy relationships. Polly Klaas foundation teaches about internet safety and human trafficking, and Planned Parenthood teaches about Sexually Transmitted disease prevention, Pregnancy options, contraceptives, and decision making. SAY (social advocates of youth) created a Suicide prevention and awareness presentation that was taught in Living Skills classes and Geography classes in order to get all 9th graders. This started in Spring semester 2019 because we no longer have CAPE presentations. Just about all of the 9th graders participated in this presentation.

Take Back the Night is to give support to Sexual Assault survivors, make awareness of Sexual Assault, and to help survivors take back the night! First annual TBTN was held April 25, 2019

- Grief support through SAY
  - Dogs, counseling, fires
- CAPE services-Crisis Assessment Prevention & Education
  - QPR
  - Assessment & Transportation
  - Connects families to outside services
- Distracted Driving presentation
- Mental Health Awareness - Each mind matters
  - Twice a year
  - Lime Green Ribbon School Sponsorship Grant Received in 2017
- SAY Suicide prevention and awareness presentations in Living Skills
- Living Skills for all 9th grade students
  - Guest Speakers- Verity, Join One Love, Polly Klaas Foundation, Planned Parenthood
- Clubs:
  - Including Special Friends
  - Gender Sexuality Awareness
- Take Back The Night
- Teacher courses/PD Days:
  - LGBTQ awareness
  - Mindfulness
  - Suicide Prevention: QPR
- Tutoring programs and partnerships with Boys and Girls club programs.



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**E3.3. Additional Online Instruction Prompt:** *Evaluate the extent to which the support system meets the needs of students in the program (e.g., academic and personal counseling, health services), support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of technology and the internet.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Students receive social and emotional support through various programs both on and off campus.</p> <p>Counselors are available for drop-in appointments during break, lunch, and after school.</p> <p>The Dragon Haven is staffed by counselors every lunch and additional times during crises. Students can drop in for social and/or emotional support as needed. This might be an underutilized resource.</p> <p>Students have access to counselors and can be referred to other counseling services outside of school.</p> <p>The KKIS program meets the needs of students who are referred based on poor attendance. The KKIS case manager may make additional referrals to additional services including WRAP services for students who need Tier 3 level support.</p> <p>Advisory should be a tier 1 level of support for all students to have access. Students are able to have a teacher as a social/emotional support system, and have</p>	<ul style="list-style-type: none"> <li>● Social/Emotional support               <ul style="list-style-type: none"> <li>○ Dragon Haven</li> <li>○ Access to Counselors</li> <li>○ Access to School Psychologist</li> <li>○ Referrals to SAY</li> <li>○ Text-a-tip</li> <li>○ ERMHS Counseling</li> <li>○ Ability to access health services during school</li> <li>○ Nurse and nursing assistant</li> <li>○ Student Health-Plans for students with IEPs</li> <li>○ Keeping Kids in School</li> <li>○ Accommodations for students with IEPs to access gen. Ed. curriculum</li> <li>○ Accommodations for students with 504 plans</li> <li>○ Student Success Team Meetings (SST)</li> <li>○ Least restrictive environments</li> <li>○ Dragon Day</li> <li>○ Many teachers have their classrooms open for students to have lunch in.</li> <li>○ Advisory</li> </ul> </li>   <li>● Equity/access               <ul style="list-style-type: none"> <li>○ Google Classroom</li> </ul> </li> </ul>

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access to the other school needs. We are not sure of how effective this is as a resource for all students.

In order to provide equal access for all students, the district offers alternatives to suspension through Sonoma Valley Youth Services Diversion Program.

Each student is given a chromebook that they take home with them and keep until they graduate.

Almost all teachers are using Google Classroom in order to give students online access to their curriculum and a place to turn in their assignments. Many teachers also have other websites to help support their classes.

Remind is a tool that many teachers use to communicate with the students via text. Students can also communicate with teachers through Google Classroom and email. The students have access to their grades via the grade app with a live view of how they are doing in all of their classes.

Peer to peer education and communications ( from students to students) through campus communications (podcasts, broadcasts,

- Teacher Websites
- One to one chromebook
- Remind app
- Grade app
- Online textbook (CPM, History, Science)
- PLUS
- Student organized Leadership
- Open enrollment HP and AP classes

- [www.svhsmmedia.com](http://www.svhsmmedia.com)
- [www.svhsvideo.com](http://www.svhsvideo.com)
- [Link to specific video](#) ( 100 plus similar videos)

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video website )  
Supportive culture of kindness, beauty, equity, positive body image, etc.represented in many campus communications - year round. Hundreds if not thousands view.

P.L.U.S. (Peer Leaders Uniting Students)  
This program has been a student led program to allow all students to be able to connect with the school and have a voice in the school. This program really focuses on the students that float somewhere in the middle that do not have support in any other way.

All students have access to AP/HP classes but the demographics of those classes are not representative of our school.

Needs:  
Continually evaluating censorship blocking websites.  
More standardized education on digital citizenship. More articulation about tech. use in the district.

Some events and services are under-attended and under-utilized.  
Communication could be more personal (word of mouth) and student-friendly- text messages and social media, rather than email and fliers.

## Co-Curricular Activities

**E3.4. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.4. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>Sonoma Valley High School provides many resources to enhance the involvement in curricular activities. Programs such as <a href="#">Freshmen Teams</a>, allow a group of teachers to all have the same students in order for them to meet, assist, and support in a more precise and individual way. This helps reduce behavioral problems as well as supports students to pass their classes.</p> <p><a href="#">SVHS Media Arts</a> Program Supports Cross Curricular Media Efforts producing videos for Science, Math, Civics, and other disciplines.</p> <p>The Engineering and <a href="#">Agriculture</a> pathways are predetermined series of classes that give students in-depth education in these fields. The pathways are designed to allow students to progress through levels of increasing complexity with the support of the same teachers over several years. The sequencing of classes provides extensive support for the students and encourages them to continue with challenging academic courses.</p>	<p>Curricular</p> <ul style="list-style-type: none"> <li>● Freshmen Teams:               <ul style="list-style-type: none"> <li>○ Meeting with students</li> <li>○ Figuring out ways to best reach students</li> </ul> </li> <li>● Agriculture pathway               <ul style="list-style-type: none"> <li>○ FFA</li> <li>○ Raising livestock</li> <li>○ Inter-grade level articulation with teachers</li> </ul> </li> <li>● <a href="#">Engineering pathway</a> <ul style="list-style-type: none"> <li>○ Inter-grade level articulation with teachers</li> </ul> </li> <li>● Cross Curricular Videos engaging all students in the use of video, multimedia, slide shows, etc.</li> <li>● Physics Olympics</li> <li>● <a href="#">Senior Project</a></li> <li>● <a href="#">Library</a></li> <li>● SPED Study Skills               <ul style="list-style-type: none"> <li>○ Push in teachers</li> <li>○ Case Managers communicate with Gen Ed Teachers</li> <li>○ SPED Advisory classes to facilitate contact and grade checks between case managers and students</li> </ul> </li> <li>● Aides</li> </ul>

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Physics Olympics is an annual school-wide event put on by the Physics teacher. It incorporates science practices and community members to set up large scale physics and engineering demonstrations. Students compete to create the most effective designs for each activity.

SVHS also provides many co-curricular programs to get students involved around campus and to find things they are passionate about. Programs such as the CCC and Work Experience provides necessary information to juniors and seniors about work and college. They provide grant opportunities, help on college application, and connect students to local businesses who are interested in hiring.

Athletics provide an outlet for many students who play sports while also pushing them to keep their grades up in order to be eligible to play.

Link Crew and many other programs provide opportunities for students to see what life has to offer outside of school and to make connections to one another. The older link crew leaders stay connected with a group of freshmen to help them feel like they belong and have someone to go to.

Push-in services from [SPED](#) are in place to support students in general education classes. There has been a focus this year in Math and History.

- Friday School
- Link Crew
  - Cookies and Cram
- Drama
  - Plays, Performances
- Art Show / Art Honors Society
- Dance Showcase
- Culinary Competitions
- Odyssey
- Take Back the Night

### Co-Curricular

- Work Experience
- Work Ability for Self Contained Classes
- Link Crew
- CCC
  - Providing opportunities for work/college
  - College Information Nights
  - Financial Aid Information Nights
  - 2-year, Trade & Technical, 4-year Application Workshops
- Athletics
  - Checking Grades to participate in Athletics
  - Emphasizing well-rounded students
- [Clubs intended to increase participation and representation](#)
  - GSA
  - Dragonos Latinxs-Raza Grad
  - AVID Club
  - P.L.U.S.
- Clubs

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<p>Eligibility for participation in athletics happens for every sport. Currently students must have a GPA of 2.0 with no more than one failing grade for that progress report grading period.</p>	<ul style="list-style-type: none"> <li>○ Key club</li> <li>○ Environmental club</li> <li>○ Honors Society</li> </ul>
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**E3.5. Additional Online Instruction Prompt:** *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>SVHS provides many forums for students to talk about their life, successes, and struggles they are facing day to day.</p> <p>Programs such as PLUS allow students to run a forum where they bring students of all grade levels to come to a safe space and share their experiences in high school.</p> <p>In addition to that program, there are many clubs that increase the campus presences for minority groups such as Dragones Latinxs and GSA.</p> <p>Student films festivals are open to hundreds of SVHS students, from both the media classes, and guests. An on-campus film festival during lunch hour, run by students, is also available. Many films are empowering, Public Service Style Films with positive messaging on body image, bullying, environment, sexual abuse, overcoming shyness, etc.</p> <p>Live Broadcasts, are open to all students</p>	<ul style="list-style-type: none"> <li>● <a href="#">SVHS Senior Project</a> which requires students to make connections with the broader community / participate in community service - all seniors must complete as part of SVUSD grad requirements</li> <li>● <a href="#">PLUS Program. PLUS website</a></li> <li>● <a href="#">Multiple Clubs</a> meet during Lunch focused on interests of the students</li> <li>● Field Trips to Museums, Jack London, Los Cien, College Visits, SSU PUERTA, SSU Tu Eres La Diferencia and other diverse places in the Bay Area.</li> <li>● <a href="#">Student Film Fest</a></li> <li>● Dual enrollment with local Junior Colleges for college credit while in high school.</li> <li>● <a href="#">Work Experience/Internships through CCC</a></li> <li>● <a href="#">Art Showcase</a></li> <li>● School Play/ Readings</li> <li>● Dance Showcase</li> <li>● Culinary competitions</li> <li>● <a href="#">Live Public Broadcast/Podcast</a> from on campus studio.</li> </ul>

## Sonoma Valley High ACS WASC/CDE Self-Study Report

to come in, promote clubs, give public opinion, and give information relevant to student activities and classes.

There are many art programs that allow students to portray their artistic talents in all different forms, such as drama, video arts, plays, dance showcase, and film fest. This gets students involved in school and out in the community.

Senior project allows for all seniors to participate in a cross-curricular project that is meant to prepare them for college and work after high school.

- School newspaper printed and distributed throughout classes
- Senior Reality Day-Meeting/interacting with prospective employers from the business and non profit community.
- Volunteer work is completed by students in different organizations: [Seeds of Learning](#), 1st Saturday Club, etc.
- Outside programs such as [Boys and Girls Club](#), [Teen Services](#), and Library provide tutoring for SVHS students outside of school, [Academic Talent Search](#), [10,000 Degrees](#), Migrant Education Adelante Summer Program, [Los Cien](#) and [Summer Search](#)
- [Dual enrollment at the SRJC](#) to take classes that we don't provide.
- Sports
- [Each Mind Matters](#)-Mental Health Awareness Week
- [Bee Kind Week](#): Guest Speakers, Assemblies
- [Ready to Work](#) program in collaboration with Teen Services.

## Areas of Growth Needs Category E

Prioritize the growth areas from the five categories.

- Improving School to Parent communication
- Cleanliness of the school, Custodial staff: increase hiring
- Communication improvements with Business Office-Clear Protocols and adherence to policies by all stakeholders.
- Increase Student Responsibility for respect and cleanliness of the campus
- Continue the Mental Health Awareness, adding more services so our counseling staff is not stretched so thin, and finding ways to get students to access the services that we do have ie. how to get people to the Dragon Haven. More personalized outreach.
- More information provided to staff about fights/suspensions -- especially when students have the same classes

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- More notification about incidents that are happening in a more prompt manner.
- Official communications from a reliable source like Admin/Safety essential to quell rumors.
- Additional support in After School Homework (homework club, tutoring, homework help, late bus so students can get help after school, or paid staff that are available to help)
- Redesigning courses like Bridge-to-Geometry to accommodate SPED student needs, also EL students.
- Freshman Teams:
  - a. Need a better way to track data.
  - b. Incoming teacher training
- More school-sponsored activities, like fun activities outside to get people involved.
- Better articulation with middle school technology, i.e., expectations when arriving at 9-12. Keyboarding, Google, Chromebooks, etc. It could be part of the Tech Team.
- More standardized education on digital citizenship. More articulation about tech. use in the district.
- Some events and services are under-attended and under-utilized. Communication could be more personal (word of mouth) and student-friendly- text messages and social media, rather than email and fliers.



# Sonoma Valley High School



**WASC:  
Chapter 4  
Summary from Analysis of Identified Major  
Student Learner Needs**

**Old CLN's (From Mid-Cycle Report)**

**Critical Learner Need #1: Ensure that all students are “college and career ready” when they graduate.**

- 1.1 Ensure all students successfully complete a College and Career Preparatory Curriculum.
- 1.2 Increase the number of students, especially those in subgroups, completing UC/CSU “a-g,” Honors and AP courses.
- 1.3 Identify and implement effective common structures and processes for teachers to collaboratively assess student performance and plan instruction accordingly.
- 1.4 Utilize proven instructional strategies that are CCSS aligned to improve student academic success.

-

**Critical Learner Need #2: Evaluate and refine support systems and intervention programs to close the achievement gap.**

- 2.1 Continue to assess school wide programs that provide greater personalization to address the individual learning needs of students and increase student engagement.
- 2.2 Continue to improve and refine specific and targeted outreach efforts to include and support underrepresented populations in academically challenging and rigorous college and career preparatory curriculum.
- 2.3 Continue to implement practices, programs and policies that promote social-emotional learning.

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

The charts below highlight the process of our final Critical Learner Needs. Each Focus Group was asked to prioritize a list based on student needs regardless of their groups focus.

<b>Focus Group</b>	<b>Action Item Feedback “Top Priorities”</b>
<b>A</b>	<p>Establish support systems and intervention programs to close the achievement gap.</p> <p>Ensure that all students are "college and/OR career ready" when they graduate.</p> <p>Ensure that all students have the skills to pursue their post-secondary plans and to be a contributing member of society.</p> <p>Create a systematic plan to support and engage disenfranchised students.</p>
<b>B</b>	<p>Offer appropriate level courses for <i>all</i> students in Math and English to help close the achievement gap.</p> <p>Alternative career pathways and trade programs/courses</p> <p>Assess and restructure the a-g requirements/a-g opt out pathways</p>
<b>C</b>	<p>Improve SPED articulation/integration/inclusion in GE classrooms</p> <p>Improve methods for effective early interventions in academic a-g courses, specifically supporting students in Algebra I (roughly 25-33% of freshman finish with a D or F) and English 1 and 2.</p> <p>Strengthen our trade (metal, wood, engineering, Auto Tech, etc...) electives and consider adding more applied mathematics/trades courses.</p> <p>Access and analyze data to support relevant/under-focused curriculum</p>
<b>D</b>	<p>Identify and target low performing students with special attention to SpEd., RFEP, ELD students to address needs through interventions (A+, after school tutoring etc.)</p> <ul style="list-style-type: none"> <li>a. Use faculty/department meetings for looking at student data</li> <li>b. Use faculty/department meetings to analyze student work and adjust</li> </ul>

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

	<p>instruction to meet student needs</p> <ul style="list-style-type: none"><li>c. Articulation with District Office, and Admin. and departments needs to be improved</li><li>d. Further articulation with middle schools needs to be systematic</li><li>e. Training in data analysis tools such as Dashboard, Illuminate to target and improve assessment goals.</li></ul>
<b>E</b>	<ul style="list-style-type: none"><li>● Evaluate and refine support systems and intervention programs to close the achievement gap. (A+, Advisory, Friday School) adding after school intervention/ study area for afterschool homework.</li><li>● Family engagement, specifically with Spanish speaking families. More than just emails and calls, more open forums, and offering access on the other side of town (i.e. at Altamira or La Luz) etc.</li><li>● Campus/ classroom Cleanliness: will help students keep their environment cleaner, and discourage vandalism. Full staffing. Respect the environment.</li><li>● Connecting students with their future. Not just college readiness, but also certificated programs, community college, and working.</li></ul>

## Sonoma Valley High ACS WASC/CDE Self-Study Report

Based on the chart above, a draft of the Critical Learner Needs was submitted to Focus Groups and another round of comments were welcomed. Below are the **Final Critical Learner Needs** based staff and administration input.

### **1. Use data from benchmarks, CAASPP, and other local measures to analyze outcomes, drive curricular decisions, programs, and class offerings**

- **Consolidate, restructure, and build in yearly site generated benchmarks to analyze relevant student data to inform and if necessary change instructional practices**
- **Allocate site funds to create and develop a data analysis plan, which is adhered to by site admin/staff, that streamlines the data collection/analysis process**
- **Set aside specific and regular times where student data is analyzed, discussed, and made into instructional/curricular action items. (Ex: Staff Meetings, Faculty Senate, Common Planning) Provide appropriate, regular, and district supported professional development for staff within this area**

*Rationale: One of our biggest struggles as a site and as a district, is using data to drive our decisions. In order to make informed choices, we need to continue creating relevant benchmarks that are created by our teachers. Something that has been done for years at our school. This insures that students buy in, the content is relevant, and it is an all school event. The district has to start treating teachers as experts in their fields again.*

### **2. Use targeted interventions to close the achievement gap.**

- **Reevaluate and implement new structures, support systems, and intervention plans to continue to close the achievement gap.**
- **Offer appropriate level courses for *all* students.**
- **Improve methods for effective early interventions in academic a-g courses, specifically supporting struggling students.**
- **Identify and target low performing students with special attention to SpEd., RFEP, ELD students to address needs through interventions.**

## Sonoma Valley High ACS WASC/CDE Self-Study Report

- **Set aside time and funds for SPED articulation, integration, and inclusion in the general education classrooms.**

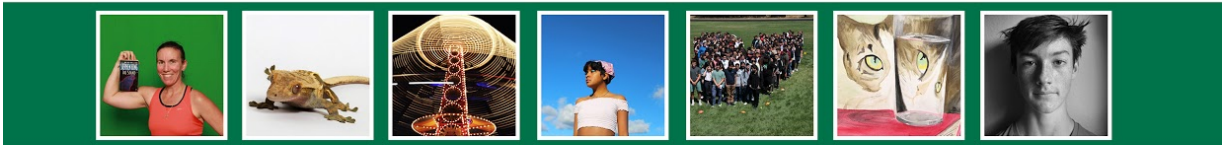
*Rationale: We have to reevaluate how intervention is being delivered. Advisory and A+ have been in place without much review for nearly a decade under different names. While there are some positive aspects of both interventions, it is clear that they need to be revised to meet the needs of our students.*

### **3. Ensure that students are “college and career ready” for the 21st Century when they graduate.**

- **Assess the current graduation requirements as students start their 9th grade year with special emphasis on Math placement.**
- **Connect students with their future by sustaining and expanding College and Career readiness programs**
- **Explore additional supports for students entering a 4 year college, junior college, work program, vocational program**
- **Ensure that all students and teachers feel connected and supported at SVHS by sustaining existing support programs (PLUS, Link Crew) and fully implementing the recently developed PBIS matrix.**

*Rationale: We need to make sure that our students are supported and ready for the future. Our current graduation structure of a-g requirements to graduate needs to be reevaluated when one considers that students who are failing math as a 9th grader are already on a track not to graduate. We need to make sure our students are starting off with as strong of a foundation that we can give them.*

# Sonoma Valley High School



## WASC: Chapter 5 Schoolwide Action Plan



**Sonoma Valley High ACS WASC/CDE Self-Study Report**

**1. Use data from benchmarks, CAASPP, and other local measures to analyze outcomes, drive curricular decisions, programs, and class offerings.**

<b>Goal</b>	Consolidate, restructure, and build in yearly site generated benchmarks to analyze relevant student data to inform and if necessary change instructional practices.
<b>Action Steps</b>	<p>With the support of Admin and the District Office, compensated time needs to be built into the school year to develop and score benchmarks.</p> <p>Continue to implement, support, and when appropriate, revise the teacher developed Interim Benchmark Writing Assessments delivered each year at the start of the Spring Semester.</p> <p>Use data pulled from these benchmarks to inform and adjust instruction in the classroom.</p> <p>Build regular and “sacred” time for staff review using current structures (ex: Monthly Staff Meetings, District Collaboration Days, Common Planning, Faculty Senate)</p> <p>Design, implement, and support a similar benchmark assessment for Math.</p>
<b>Responsible Parties</b>	<ul style="list-style-type: none"> <li>● English, Social Studies, and Math Department Chairs</li> <li>● SVHS Site Administration</li> <li>● SVUSD Educational Services Director and Department Staff</li> </ul>
<b>Completed By</b>	Benchmarks will be completed on a yearly basis, delivered at the start of the spring semester, scored on District Professional Development days in February, and with the results reviewed by staff between March through May.

<b>Goal</b>	Allocate site funds to create and develop a data analysis plan, which is adhered to by site admin/staff, that streamlines the data collection/analysis process.
<b>Action Steps</b>	<p>SVHS Administration and SVHS Faculty Senate, supported by SVUSD Educational Services, will develop a clear and articulated SVHS Site Data Analysis Plan.</p> <p>The SVUSD Information Technology (IT) Department is currently</p>



### Sonoma Valley High ACS WASC/CDE Self-Study Report

	<p>working to create an access point for data that will be available to all teachers.</p> <p>Site funds must be allocated for continual training for how to access student data and need to be built into Professional Development schedules specifically for the high school.</p> <p>Specialized training should be given to new teachers as part of their orientation routine.</p>
<b>Responsible Parties</b>	<ul style="list-style-type: none"> <li>● SVHS Site Administration</li> <li>● SVUSD Educational Services Director and Department Staff</li> <li>● SVUSD Human Resources</li> <li>● SVUSD Information Technology Department</li> <li>● SVHS Faculty Senate</li> </ul>
<b>Completed By</b>	<p>SVHS Site Data Analysis Plan will be developed during the Spring/Summer of 2020 and will be implemented starting in the Fall of 2020.</p> <p>Allocation of site funds to support data analysis plan will be determined during the Spring/Summer of 2020.</p>

<b>Goal</b>	<p>Set aside specific and regular times where student data is analyzed, discussed, and made into instructional/curricular action items. (Ex: Staff Meetings, Faculty Senate, Common Planning)</p> <p>Provide appropriate, regular, and district supported professional development for staff within this area</p>
<b>Action Steps</b>	<p>Teachers need to be trained on reading and analyzing data that can be then used to make curricular decisions and needs assessments.</p> <p>SVUSD and SVHS Site Administration will develop a data analysis calendar that will be adhered to consistently throughout the school year.</p> <p>SVUSD Educational Services, IT, and SVHS Site Administration will be responsible for providing, gathering, and presenting data to teaching staff on a regular and consistent basis.</p> <p>On a yearly basis, working in concert with SVHS Faculty Senate and staff, site and district administration will determine the appropriate next steps to be taken based on data analysis.</p>
<b>Responsible Parties</b>	<ul style="list-style-type: none"> <li>● SVHS Site Administration</li> <li>● SVUSD Educational Services Director and Department Staff</li> <li>● SVUSD Information Technology Department</li> </ul>

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	<ul style="list-style-type: none"> <li>● SVHS Faculty Senate</li> </ul>
<b>Completed By</b>	Data analysis calendar will be designed during the summer of 2020, with the initial data analysis/training pilot implemented at the start of the 2020-2021 school year. Based on the findings of the pilot, regular adherence to the revised data review and training will start beginning with the 2021-2022 school year. Additional updates and training schedules will be posted annually.

**2. Use targeted interventions to close the achievement gap.**

<b>Goal</b>	Reevaluate and implement new structures, support systems, and intervention plans to continue to close the achievement gap.
<b>Action Steps</b>	<p>As a site, we need to reevaluate the effectiveness of how we use A+ and Advisory to better meet the needs of our students. The current model is nearly ten years old.</p> <p>Continue to provide time and resources for the current Advisory Committee formed in the fall of 2019, to revise the scope and purpose of the Advisory period.</p> <p>Working in concert with the current Advisory Committee, establish another focus group/committee made up of broad department representation, to evaluate and revise the scope and purpose of the A+ period, starting in the Summer/Fall of 2020.</p> <p>The Advisory and A+ Committees will recommend begin to recommend changes to the current system starting in the fall of 2020, which after staff review, at the start of the 2021-2022 school year.</p> <p>Allocate funds and resources for members of both committees to visit and analyze the intervention strategies used at other schools. Create a student Ad-Hoc Committee, comprised of broad student representation, to help advise and inform the actions/decisions of the staff Advisory &amp; A+ Committees, in order to involve students in the decision making process.</p>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>● SVHS Site Administration</li> <li>● SVHS Faculty Senate</li> </ul>

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

<b>Parties</b>	<ul style="list-style-type: none"> <li>● SVHS Advisory Committee</li> <li>● SVHS A+ Committee</li> <li>● SVHS Student Ad-Hoc Committee</li> </ul>
<b>Completed By</b>	<p>All involved committees will use the 2020-2021 school year to revise the scope and purpose of the A+ and Advisory Periods. The final revisions will be completed by the end of the 2021 Spring Semester.</p> <p>Recommended changes to the A+ and Advisory Periods will be put in place by the 2021-2022 school year.</p>

<b>Goal</b>	Offer appropriate level courses for <i>all</i> students.
<b>Action Steps</b>	<p>We cannot continue to place students in classes that they are not prepared to succeed in. Math classes will be adjusted to offer appropriate levels for students. (this will affect our current a-g graduation requirements, see below). To that end, the Math Department, working in concert with SVHS Administration and the Counseling Department, will begin to offer an Algebra Foundations class for students who are severely below basic in math. Students will take this course prior to taking Algebra 1. The intent of this action item is to increase the number of students who are successful in Algebra 1 the first time they take it.</p> <p>Other departments will continue to explore and expand class offerings that are centered on student interest.</p>
<b>Responsible Parties</b>	<ul style="list-style-type: none"> <li>● SVHS Math Department</li> <li>● SVHS Site Administration</li> <li>● SVUSD Educational Services Director and Department Staff</li> <li>● SVHS Faculty Senate</li> <li>● SVHS Staff</li> <li>● SVUSD Curriculum Advisory Board</li> </ul>
<b>Completed By</b>	Yearly review of course offerings and graduation requirements.

<b>Goal</b>	Improve methods for effective early interventions in academic a-g courses, specifically supporting struggling students.
<b>Action Steps</b>	Using the proposed action items above regarding our Site Data

**Sonoma Valley High ACS WASC/CDE Self-Study Report**

	<p>Analysis plan, SVHS needs to specifically identify where are struggling the most. This work will also be crucial in revising and restructuring the A+ and Advisory periods.</p> <p>SVHS Freshman Teams will use their collaboration periods to create and develop their own data analysis plan to evaluate the effectiveness of their current intervention model, and to help target Freshman that are struggling.</p> <p>SVUSD Educational Services needs to build in regular and consistent time for SVHS collaboration with both middle schools in our district.</p>
<p><b>Responsible Parties</b></p>	<ul style="list-style-type: none"> <li>● SVHS Site Administration</li> <li>● SVUSD Educational Services Director and Department Staff</li> <li>● SVHS Faculty Senate</li> <li>● SVHS Freshman Team Staff</li> <li>● SVHS All Staff</li> </ul>
<p><b>Completed By</b></p>	<p>Site Data Analysis calendar and plan will be designed during the summer of 2020, with the initial data analysis/training pilot implemented at the start of the 2020-2021 school year. Freshman Teams will complete their own internal plan and calendar by the end of the 2020-2021 school year.</p>

<p><b>Goal</b></p>	<p>Identify and target low performing students with special attention to SpEd., RFEP, ELD students to address needs through interventions.</p>
<p><b>Action Steps</b></p>	<p>At the end of 2019-2020 school year, SVHS created reading intervention classes to target the lowest performing readers and writers with IEPs. Students were identified through the use of STAR-E reading comprehension scores, benchmark data, and individual teacher observations.</p> <p>SVUSD District Educational Services purchased Wilson Reading System as an intervention program for use in all grade levels (Elementary, Middle, High School). Teachers using Wilson were trained over the course of three days at the start of the 2019-2020 school year. SVHS Special Education team will explore other reading intervention programs to support struggling readers that may not benefit from Wilson for the 2020-2021 school year.</p>

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	SVHS Special Education team recommends an online curriculum similar to Read 180 or PowerUp, which would adapt to student reading levels and includes regular progress monitoring.
<b>Responsible Parties</b>	<ul style="list-style-type: none"> <li>● SVHS Site Administration</li> <li>● SVHS Special Education Department</li> <li>● SVUSD Secondary Special Education Administration</li> </ul>
<b>Completed By</b>	Proposals for curriculum will be made prior to the 2020 - 2021 school year, and will be annually monitored.

<b>Goal</b>	Set aside time and funds for SPED articulation, integration, and inclusion in the general education classrooms.
<b>Action Steps</b>	<p>SVHS Resource Specialists and SVHS guidance counselors attend all transition IEPs for incoming 9th graders. IEP data, assessment results, and student grade performance are used to set student's 9th grade schedules at the transition meeting. SVHS staff prioritizes student access to general education and least restrictive environment at these meetings.</p> <p>Maintain and continue for SVHS administration, guidance counselors, and the SVHS Special Education Department to hold regular meetings to dramatically increase IEP students' access to general education core subject classrooms.</p> <p>Implement the plan is to have students clustered in specific sections (which would have smaller class sizes) where we would provide push-in support (resource specialist supporting a general education class). This change will also concurrently lead to a reduction in the number of our RSP course sections. Students have been recommended to be mainstreamed by their case managers based on their previous academic performance and multiple sources of assessment data. If successful, this program will dramatically increase student's access to general education core curriculum and the least restrictive environment, improve district and statewide testing assessment scores, and better prepare IEP students for the rigors of college education.</p>
<b>Responsible Parties</b>	<ul style="list-style-type: none"> <li>● SVHS Site Administration</li> <li>● SVHS Special Education Department</li> <li>● SVUSD Educational Services Department &amp; Staff</li> <li>● SVUSD Special Education Department &amp; Staff</li> </ul>

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	<ul style="list-style-type: none"> <li>● SVHS General Education Teachers</li> <li>● SVHS Counseling Department</li> </ul>
<b>Completed By</b>	<p>Identification of students has been completed during the 2019-2020 school year (except for incoming Freshmen).</p> <p>General education teachers for push-in sections have already been identified. SVHS Counselors are currently beginning scheduling.</p> <p>All other logistical components must be finalized before the end of this school year (June/July 2020).</p>

**3. Ensure that students are “college and career ready” for the 21st Century when they graduate.**

<b>Goal</b>	Assess the current graduation requirements as students start their 9th grade year with special emphasis on Math placement
<b>Action Steps</b>	<p>As a site we need to reevaluate our current graduation requirements of a-g using to inform any adjustments that will be made. The data points that need to be pulled include but are not limited to, current/historical grades in math classes, # of student transfers to Creekside, enrollment numbers in electives and academies on campus, and a-g “opt out” instances.</p> <p>After this data has been pulled, SVHS Staff need time to review, discuss, and brainstorm ideas that could improve and enhance our graduation requirements so they better meet the needs of all students. Using the existing organizational structures of the Faculty Senate, Site Council, Common Planning, Collaboration Days, and most importantly staff meetings, SVHS staff will form and take these proposals to both the SVUSD Educational Services Department, Special Education Department, and eventually the SVUSD School Board.</p>
<b>Responsible Parties</b>	<ul style="list-style-type: none"> <li>● SVHS Site Administration</li> <li>● SVHS Special Education Department</li> <li>● SVHS Math Department</li> <li>● SVHS Site Council</li> <li>● SVUSD Educational Services Department &amp; Staff</li> <li>● SVUSD Special Education Department &amp; Staff</li> </ul>

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	<ul style="list-style-type: none"> <li>● SVHS Faculty Senate</li> <li>● SVHS Counseling Department</li> <li>● SVHS Staff</li> <li>● SVUSD School Board</li> </ul>
<b>Completed By</b>	<p>Data review, discussion, and enhancement of current a-g requirements will occur during the 2020-2021 school year, with recommendations by SVHS staff being presented to the district/school board in the Spring of 2021.</p> <p>Proposal of the enhancements and adjustments to the a-g graduation requirements will be in place for the 2021-2022 school year, pending board approval.</p>

<b>Goal</b>	Connect students with their future by sustaining and expanding College and Career readiness programs
<b>Action Steps</b>	<p>SVHS needs to expand its outreach to both staff and students regarding the CTE courses that are offered at SVHS.</p> <p>SVHS VPACT and CTE staff will explore a possible expansion of potential academy classes that can offer a capstone course.</p> <p>Explore articulation between SVHS and Santa Rosa Junior College, and other post graduate organizations that can offer certificate programs or credit for SVHS students to participate in.</p> <p>All future College and Career readiness programs will continually be supported through the SVHS College and Career Center.</p>
<b>Responsible Parties</b>	<ul style="list-style-type: none"> <li>● SVHS College and Career Center</li> <li>● SVHS Career Academies</li> <li>● SVHS VPACT Department</li> <li>● SVHS CTE Staff</li> <li>● CTE Advisory Council</li> <li>● SVHS Site Administration</li> <li>● SVHS Faculty Senate</li> <li>● SVHS Counseling Department</li> <li>● SVHS Staff</li> </ul>
<b>Completed By</b>	During the 2020-2021 school year, the SVHS College & Career Center staff along with the SVHS VPACT Department and SVHS CTE staff members will collaborate to research, revise, and propose potential expansion to the academies at SVHS. By the Spring of

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	2021 any proposals will be submitted for review by the staff, and SVUSD to be put in place during the 2021-2022 school year.
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<b>Goal</b>	Explore additional supports for students entering a 4 year college, junior college, work programs, or vocational programs.
<b>Action Steps</b>	<p>Communication about the resources offered on campus needs to improve, particularly for our under-represented groups (i.e. first generation, low income students and families). Community outreach needs to become an ongoing priority for SVHS and SVUSD leadership.</p> <p>Each student will create a 5-year plan freshman year on Naviance. This plan will allow staff, students, and families to provide the necessary support for each student to reach their post-graduation goals. Students will be provided the time to explore and research possible career interests during the school day.</p> <p>SVHS CTE Teachers and the SVHS Counseling Department will expand communication to students regarding the benefits of enrolling and completing CTE courses in order to be “College and Career Ready” as determined by the state of California.</p>
<b>Responsible Parties</b>	<ul style="list-style-type: none"> <li>● SVHS College and Career Center</li> <li>● SVHS Career Academies</li> <li>● SVHS VPACT Department</li> <li>● SVHS CTE Staff</li> <li>● CTE Advisory Council</li> <li>● SVHS Site Administration</li> <li>● SVHS Faculty Senate</li> <li>● SVHS Counseling Department</li> <li>● SVHS Staff</li> </ul>
<b>Completed By</b>	Planning and collaboration to fit the action steps listed above will take place during the 2020-2021 school year. Expanded communication regarding resources, CTE classes, and the expanded use of Naviance will occur beginning in the Spring of 2021.



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<b>Goal</b>	<p>Ensure that all students and teachers feel connected and supported at SVHS by sustaining existing support programs (PLUS, Link Crew) and fully implementing the recently developed PBIS matrix.</p>
<b>Action Steps</b>	<p>Sustain and update existing student support systems that include but are not limited to the PLUS Program, Link Crew, and the Dragons Haven.</p> <p>Students need an environment that is clean and safe. Our site needs to be cleaned and we need to continue to make safe spaces for students. SVHS Administration and staff will continue campus walk throughs to identify greatest areas of cleaning need and pass these on to SVUSD Maintenance and Custodial Services. Additionally, a cleaning schedule will be shared weekly with staff so they are aware of the timing and any adjustments that need to be made.</p> <p>Current PBIS lessons developed during the 2019-2020 school year will be delivered on an annual basis to students, specifically reinforcing standards for campus cleanliness. Additionally, SVHS Leadership, General Assembly, and student clubs must be included in the decision making process when it comes to campus beautification.</p> <p>It is essential that SAY (Social Advocates for Youth) are brought back on our campus. The SVUSD leaderships decision to no longer partner with SAY needs to be reversed immediately, so students can receive the social/emotional support they need to be successful in high school. SAY connected students to the culture of SVHS and it needs to return.</p> <p>SVHS Faculty Senate leadership role on campus needs to be redesigned to give the group voting power over site decisions that directly affect teachers. Drafting of the revised role of Faculty Senate will begin during the 2020-2021 school year.</p> <p>Additionally, SVUSD needs to reestablish lines of clear communication with SVHS. This stabilization at the district level includes bringing back/sustaining teacher leadership roles in Professional Development and curricular decision that directly relate to the needs of SVHS.</p> <p>SVHS Administration will continue and expand its visibility on campus not only outside of the classroom, but inside as well.</p>

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	<p>SVUSD needs to make keeping site administration on campus a priority.</p>
<p><b>Responsible Parties</b></p>	<ul style="list-style-type: none"> <li>● SVHS Site Administration</li> <li>● SVHS Faculty Senate</li> <li>● SVUSD Maintenance Department</li> <li>● SVUSD Custodial Services</li> <li>● SVHS PBIS Committee</li> <li>● SVHS Counseling Department</li> <li>● SVHS Link Crew and PLUS Leadership</li> <li>● SVHS ASB General Assembly &amp; Leadership</li> <li>● SVUSD Educational Services Department &amp; Staff</li> <li>● SVUSD Special Education Department &amp; Staff</li> <li>● SVHS Staff</li> </ul>
<p><b>Completed By</b></p>	<p>SVUSD Maintenance, Custodial Services, and SVHS Site Administration will share the cleaning calendar with staff at the start of the 2020-2021 school year.</p> <p>PBIS Matrix and lessons will be delivered to the SVHS Student Body on an annual basis starting in the 2020-2021 school year.</p> <p>SVHS Site Administration &amp; Faculty Senate will collaborate with student groups (SVHS Leadership, General Assembly, and student clubs) to draft a revision of how students can become part of the decision making process beginning in the 2020-2021 school year and implemented by the 2021-2022 school year.</p> <p>SAY Program will be reinstated immediately. SVHS site leadership working with SVUSD leadership collaborate beginning at the end of the 2019-2020 school year to expedite this reinstatement as soon as possible. Additionally collaboration with the SVUSD office regarding improved communication will begin in the same timeframe.</p> <p>All other action items mentioned will occur on an annual basis</p>

# Sonoma Valley High School



## WASC: Appendices

LCAP Summary: LCAP Year (select from 2017-18, 2018-19, 2019-20)  
2019-20

# Local Control Accountability Plan

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The Sonoma Valley Unified School District (SVUSD) serves approximately 4,451 students in grades TK-12th from the city of Sonoma and surrounding communities. Of those students, the District serves approximately 3,991 students in five elementary, two middle, one high, and one alternative school, with two independent charter schools serving the remaining 460 students. Over the past three academic years, enrollment has fluctuated from 4,610 in 2015-16 to 4,451 in 2017-18, a decline of 159 students. The student population is diverse, representing different ethnic groups, cultures, and languages. The current demographic breakdown of our students is 60% (2,394) Hispanic/Latino, 34% (1,357) White, and 4.4% Other. Of the 3,991 students attending our schools, 30.5% (1,217) are English Learners, 2,562 (64.2%) are Economically Disadvantaged, and 587 (14.7%) are Students with Disabilities.

Sonoma Valley USD recognizes the importance of students needing to be prepared for college and career. The District strives to have students graduate with the skills necessary to thrive in a dynamic global economy. Therefore, the District is committed to adopting a long-term plan that aims to increase student achievement with an emphasis on improving the academic achievement of underserved student groups such as English Language Learners and Students with Disabilities. The District will continue to create strong partnerships with parents, staff, students, and community members to build a student-centered culture based on a shared vision and shared responsibility. With the support of the Board of Trustees, the leadership of the district will maintain the focus on the continuous improvement of our students' academic achievement, social and emotional wellbeing, and the tenets of individual civic responsibilities. The district will continue to focus on the three overarching goals established during the 2016-2017 school year: 1) Assure high achievement for all students; 2) Close the achievement and opportunity gaps for all students; 3) Provide a safe and engaging environment for all students. Assuring high achievement for all students, while acknowledging the need to focus special attention on student groups identified as English Learners, Students with Disability, Economically Disadvantaged, and foster or homeless youth continues to be the highest priority. Specifically, the benchmarks below will be monitored and used to measure progress:

1. Identify, select and implement a uniform, evidenced-based English language arts (ELA) and

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English Language Development (ELD) core curriculum (Tier 1). 2. Identify and adopt priority standards in English language arts and Mathematics to support teaching and learning. 3. Provide relevant professional learning and coaching support to staff in order to build capacity in strategies that support improved student achievement in ELA and math: A) designated and integrated ELD; B) Universal Designed for learning (UDL); C) Multi-Tiered System of Support (MTSS); D) differentiated instruction; E) reading and writing; F) culturally relevant pedagogy; and G) assessing and monitoring student progress to support all learners. 4. Utilize multiple measures to periodically assess and monitor student progress in ELA and math. 5. Support students' Social Emotional Learning (SEL) through the implementation of programs and services that are student-centered and focused on Positive Behavior Intervention and Supports (PBIS). 6. Partner with parent groups and community organizations to ensure a safe and engaging educational experience for all students.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The SVUSD LCAP is designed to meet the needs of all students and in particular the unduplicated student population. The plan seeks to lay out the vision of the district with concrete actions and services for these traditionally underserved student population. Increased and improved services for these students are clearly seen in Goal 2 (Close the Achievement and Opportunity Gaps for All Students) of the plan. Increased student achievement for all students is our primary goal (Goal 1: Assure High Student Achievement for All Students). 13 of our 14 grade levels made progress on the state assessment in the third year of implementing the new testing format. Increasing digital access is an equally important action in Goal 1 of our plan and all students in grades 6-12 were assigned a Chromebook to use as their personal device for the 2017-2018 school year. Parent involvement remains key to our success and is a clear focus in actions throughout our plan. Providing a Safe and Engaging Environment for all Students (Goal 3) had an increased focus 2017- 2018 and will remain a focus. While many action steps were taken and programs started, SVUSD needs to implement more deeply its current programs before beginning any new, significant commitments. This LCAP reflects that desire to strengthen the effectiveness of programs and services.

**Review of Performance** Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

The area of greatest progress was in Goal One as measured by the significant increase in the graduation rate which rose to 94.2%. On the California Dashboard for the 2017-2018 school year,

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the high school graduation rate for SVUSD increased by 2.6 percentage points overall over the previous year and all subgroups of unduplicated students also increased as reflected on the Dashboard by the color green. Actions such as an increased focus on AVID at secondary sites and additional counseling support at the high school contributed to this increase. The commitment in Goal 2 to identify and develop secondary master schedules that create access for all students to participate in A-G, AP, CTE courses without compromising their participation in support services such as ELD, Special Education, and Intervention programs. Additionally, the goal is to support student enrollment and success in Advanced Placement (AP) courses by continuing open access to courses, providing support and opportunities for advanced learners to excel. Address summer assignments and support for unduplicated students who may need assistance in preparing summer assignments for AP. In TK-5 schools, Teachers On Special Assignment (TOSA's) supported teaching and learning by providing coaching, literacy and articulated interventions for all students with an emphasis on low performing student groups. Significant progress was made in Goal 3 with an increased focus on multi-tiered systems of support (MTSS) at all grade levels through professional development and an increased focus on restorative practices.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### **Greatest Needs**

The inadequate progress of English Learners, Economically Disadvantaged, and Students with Disability student groups, and the continued low math achievement of all students remain a major concern and focus. To reverse the trend of the poor achievement of these student groups, the district promises to take action and focus on achieving the following: 1. Identify, select and implement a uniform, evidenced-based TK-5 English language arts (ELA) and English Language Development (ELD) core curriculum (Tier 1). 2. Identify and adopt TK-12 priority standards in English language arts and Mathematics to support teaching and learning. 3. Provide relevant professional learning and coaching support to staff in order to build capacity in strategies that support improved student achievement in ELA and math: A) designated and integrated ELD; B) Universal Designed for learning (UDL); C) Multi-Tiered System of Support (MTSS); D) differentiated instruction; E) reading and writing; F) culturally relevant pedagogy; and G) assessing and monitoring student progress to support all learners. 4. Utilize multiple measures to periodically assess and monitor student progress in ELA and math. 5. Support students' Social Emotional Learning (SEL) through the implementation of programs and services that are student-centered and focused on Positive Behavior Intervention and Supports (PBIS). 6. Partner with parent groups and community organizations to ensure a safe and engaging educational experience for all students.

ELA performance levels: All students = ORANGE; English Learners, Hispanic, and SED = ORANGE, and Students with a Disability (SWD) = RED.



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Math performance Levels: All students = ORANGE, English Learners, Hispanic, SWD = RED, and Socioeconomically Disadvantaged = ORANGE. Performance levels for College and Career Readiness: All students = ORANGE, Hispanic and SWD = RED, English Learners, and SED = ORANGE. Absenteeism rates: All students = ORANGE, SWD = ORANGE. The graduation rate for English Learners and SWD = ORANGE. The suspension rate is the color GREEN and there are no student groups with the colors red or orange.

Under the third SVUSD Goal on Providing a Safe and Positive Behavior Intervention and Support Environment for All Students, actions have been added to continue the full implementation of PBIS, Positive Behavior Intervention Support systems that delineate clear behavior expectations and consequences. Concurrently, all sites will be outlining a Multi-tiered System of Supports (MTSS) for behavior as well as academics and socio-emotional learning. Professional development in the socio-emotional well-being and behavioral supports will continue to be a focus.

English learner progress indicator is orange. While supports for English Learners (ELs) in grades 4-8 were greatly increased through providing consistent, designated English Language Development (ELD) resources, additional resources and support are still needed for grades TK-12. The district will identify, select, and implement a uniform, evidenced-based English language arts (ELA) and English Language Development (ELD) core curriculum, which will greatly improve Tier I instruction. Furthermore, all teachers need additional professional development in providing both designated and integrated ELD. The secondary sites will continue to provide avenues for English Learners to access core courses and meet graduation requirements through a zero period, facilitating enrollment in seven courses, i.e., core courses and ELD.

The English Language Coordinator position was not funded for the 2018-19 fiscal year. Consequently, there was no designated position to provide additional support for on-site English Learner coordinator to ensure a higher reclassification rate and improved parent outreach and engagement, as initially planned. However, the district has allocated funding for the hiring of a six-hour bilingual community liaison position at each site starting on the 2019-20 academic year. Additionally, the district is recruiting for a Director of Educational Services who will support and oversee English learner programs. Community liaisons will support parent education and outreach by offering parent education classes, coordinating Parent University and supporting site leadership through communication with parents on matters related to student academic performance, support, interventions, and social-emotional learning.

Graduation rates for English learners and Students with Disabilities (SWD) continue to be low and will be monitored closely with actions and services implemented to address those areas of need. In addition, the Math and ELA indicators for English Language Learners and SWD are in the orange and red respectively. The district will identify, select and implement a uniform, evidence-based English language arts (ELA) and English Language Development (ELD) core curriculum and provide targeted professional development for all teachers working with ELLs and students with disabilities (SWDs). In addition to focusing on building a strong Tier 1 instructional program, the district is purchasing targeted Tier 2 and Tier 3 materials to support underperforming students with special

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emphasis in supporting the academic achievement of Students with Disabilities by implementing MTSS and UDL.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all students” performance. What steps is the LEA planning to take to address these performance gaps?

### Performance Gaps

The Dashboard Summative Results in English Language Arts (ELA) show that the majority of students in these groups have consistently performed at standards nearly met or standard not met. White students have consistently outperformed all other student groups and continue to be the highest performing student group with 62% (419 out of 676) scoring at the exceeding or meeting standard performance levels in ELA in 2017-18. Hispanic/Latino students scored below Whites with only 28% (341 out of 1,221) performing at the exceeding or meeting standard performance levels. Students in the Economically Disadvantaged group performed below Whites. This group’s performance scores mirror those of Hispanics, with 28% (370 out of 1,321) scoring at the exceeding or meeting standard performance levels. The student group classified as English Learners is the lowest performing group, with only 10% (60 out of 602) scoring at the exceeding or meeting performance levels and up to 90% (542 out of 602) of the students scoring at standard nearly met or standard not met performance levels. The student group classified as Students with Disabilities is the second lowest performing group with only 15% (52 out of 350) scoring at the exceeding or meeting standard performance levels and 85% (298 out of 350) students scoring at standard nearly met or standard not met levels.

Student achievement levels in math are lower overall than in ELA for all student groups in the district, with White students being the highest performing group with 48% (326 out of 680) scoring at the exceeding or meeting standard performance levels in the Math 2017-18 SBAC Summative Results. It is important to note that a recent math adoption and implementation of a common curriculum is expected to begin to raise levels of achievement for all students. Hispanic or Latino students scored below White students with only 16% (197 out of 1,229) performing at the exceeding or meeting standard performance levels. Economically Disadvantaged students performed below Whites and their performance mirrors that Hispanic or Latino students, with 16% (213 out of 1,329) scoring at the exceeding or meeting standard performance levels. As in ELA, English Learners are the lowest performing group with only 5% (28 out of 556) scoring at the exceeding or meeting performance levels and up to 95% (528 out of 556) of students scoring at standard nearly met or standard not met performance levels. Students with Disabilities is the second lowest performing group with only 6% (18 out of 295) scoring at the exceeding or meeting standard performance levels and 94% (277 out of 295) of the students scoring at standard nearly met or standard not met levels. Low achievement levels within these groups of students demand that purposeful, targeted and rigorous instruction, as well as articulated interventions, be provided to all students with special emphasis on closing the achievement and opportunity gap.

LCAP CAN BE FOUND [HERE](#).



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- B. Results of student questionnaire/interviews**
- C. Results of parent/community questionnaire/interviews**
- D. The most recent California Healthy Kids Survey**

### MASTER SCHEDULE

### APPROVED AP COURSE LIST

### UC A-G APPROVED COURSES

### SCHOOL ACCOUNTABILITY REPORT CARD

- H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID**
- I. California School Dashboard performance indicators**
- K. CBEDS school information form - [CBEDS](#)**

# Sonoma Valley High School

## a-g Minimum Requirements

**Courses that meet the University of California (UC) and California State University (CSU) systems requirements with a grade of “C-” or better.**

a-g	Courses
a.	<p style="text-align: center;"><b>History – 2 years required</b></p> <p style="text-align: center;">World History (P), United States History (P), AP World History*, AP United States History*, Civics (P, HP – one semester only), AP Government* (one semester only)</p>
b.	<p style="text-align: center;"><b>English – 4 years required</b></p> <p style="text-align: center;">English I (P, HP), English II (P, HP), English III (P), AP English Language and Composition*, English IV (P), AP English Literature*</p>
c.	<p style="text-align: center;"><b>Mathematics - 3 years required, 4 years recommended</b></p> <p style="text-align: center;">Algebra I♦ (P), Geometry ♦(P), Algebra II♦ (P), Honors Geometry/Honors Algebra II (P), Applications of Advanced Mathematics (P), PreCalculus (formerly Math IV) (P), AP Statistics*, AP Calculus AB*</p>
d.	<p style="text-align: center;"><b>Laboratory Science - 2 years required, 3 years recommended</b> (one biological; one physical required)</p> <p style="text-align: center;"><u>Biological courses:</u> Lab Biology (P), Sustainable Agriculture Biology (P), Advanced Biology (P), Sustainable Agriculture (P), AP Biology*</p> <p style="text-align: center;"><u>Physical courses:</u> Chemistry (P), Agriculture Soil &amp; Chemistry (P), AP Chemistry*, Physics (P), AP Physics B*</p> <p style="text-align: center;"><u>AP Environmental Science* and Advanced Agriscience</u> may count for 1 year of a Biological Science <u>OR</u> 1 year of a Physical Science.</p>
e.	<p style="text-align: center;"><b>World Language – 2 years required, 3 years recommended</b> (same language required)</p> <p style="text-align: center;">French I♦ (P), II (P), III (P) IV (P), Spanish I♦ (P), II (P), III(P), IV (P), AP Spanish Language*, AP Spanish Literature*</p>
f.	<p style="text-align: center;"><b>Visual and Performing Arts – 1 year required</b> (same subject area)</p> <p style="text-align: center;">Art♦ (P), Art II (P), 3-D Design (P)♦, Drama I♦ (P), Advanced Drama (P), Concert Choir♦ (P), Concert ♦ (P), Oral Interpretation♦ (P); Photography I♦ (P), Photography II (P), Video Arts I♦ (P), Advanced Video Productions (P), Beginning Dance♦ (P), Advanced Dance (P), Art &amp; History of Floral Design♦ (P)</p>
g.	<p style="text-align: center;"><b>College Preparatory Elective – 1 year required</b></p> <p style="text-align: center;">(Courses chosen from additional "a-f" courses beyond those used to satisfy the requirements above, <u>or</u> courses listed below that have been approved solely for use as "g" electives.)</p> <p style="text-align: center;">Agriculture Earth Science (P), Earth Science (P), Plant System Management (P), Viticulture &amp; Environmental Science (P), Agriculture Business &amp; Marketing (P), AP Computer Science A*, Forensics (P), AVID 9, 10, 11 &amp; Senior Seminar (P), Economics (HP – one semester only), Principles of Engineering (P), Engineering Design &amp; Development (P), Introduction to Engineering (P), Foods(P), Culinary Arts (P), Yearbook (P)</p>

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**Sonoma Valley High School Terms**

A+	Academic Plus, is the time after the third and fourth period where students go back to one class. The periods rotate and are posted on the calendar and announcements. Students can remain in class or get a pass to another class. This time allows for extra time on homework, 1:1 with a teacher, or help in another class.
Advisory	This time is generally on Fridays, and is used primarily to get Senior Project information to students. This class is by grade level and students may or may not have their Advisory teachers as one of their primary teachers.
Beyond the Classroom	Current Proposal to revise and update the longstanding SVHS Senior Project.
C Day	Wednesdays are C Days and students go to all six of their classes that day. Classes are only 45 minutes
CCC	College and Career Center
Convention	The day where student officers are elected.
Common Planning	Wednesday classes get out at 2:05. Generally departments will meet between 2:15 and 3:00 during Common Planning.
Faculty Senate	Department Chairs
Senior Road to Reality	A community sponsored event that goes over important information that seniors will need post high school. Items include, opening bank accounts, getting along with your roommates, college expectations, investments, job opportunities and resume building, social media.
SPARC	A decision-making body of Senior Project charged with updating and revising the longstanding Senior Project at SVHS.
SST	Student Study Team



**Sonoma Valley High School  
2000 Broadway Sonoma Ca. 95476**

**WASC Document**

**March 2020**



**Sonoma Valley High ACS WASC/CDE Self-Study Report**