MID-CYCLE VISIT
VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

SONOMA VALLEY HIGH SCHOOL

20000 Broadway
Sonoma, CA 95476
Sonoma Valley Unified School District
March 10-12, 2014 (Original Visit Dates)
March 9, 2017 (Mid-Year Visit Date)

Visiting Committee Members
Sandy Wong, Chairperson
Coordinator, Alameda Unified School District
Gay Buckland-Murray
Teacher, Sequoia Union High School District
I. Introduction

Include the following:

- General comments about the school, it’s setting, and the school’s analysis of student achievement data.
- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.
- Briefly comment on the school’s follow-up process. Include a description of the committee that has been responsible for overseeing the progress of the school’s action plan and the preparation for the visit.
- Describe the process used to prepare the progress report.

The Sonoma Valley is an agricultural community and tourist destination spanning twenty-four square miles with a population of over 30,000. The Sonoma Valley Unified School District (SVUSD) consists of one comprehensive (grades 9 – 12) high school, one alternative (grades 9 – 12) high school, two (grades 6 – 8) middle schools, and five (grades K – 5) neighborhood elementary schools. In addition, there are two K-8 charter schools, Sonoma Charter, which opened in 1994 and Woodland Star, which opened in 2003. As the only comprehensive public high school in the Valley, Sonoma Valley High School (SVHS) has a proud rich history of tradition and is celebrating its 125th anniversary this year. The campus has a total of six computer labs, fine and industrial arts facilities, an agricultural farm, theater, three gymnasiums, and a variety of athletic fields.

Currently, approximately 1330 students are enrolled at SVHS with Latinos and White making up 56% and 39% of the student population, respectively. While the overall enrollment numbers at SVHS have remained relatively stable over the last seven years, the District has experienced a decline in enrollment. The socio-economically disadvantaged (SED) population has also increased steadily reaching 51% in 2012-2013 with current calculated SED at 52.4%. While the Special Education population data is a bit more inconsistent in Dataquest, the numbers have increased and are currently higher than the State average. As a District, SVHS is researching the cause(s) of this increase.

SVHS caters to a broad range of learners and focuses on personalization with college and career readiness. The academic year is organized on a rotating, modified block schedule with 95-minute blocks class periods, with all classes meeting on Wednesdays. In addition to the rotating blocks, the school offers a daily “zero” period, which has a robust academic curricular program. While the master/bell schedule has changed minimally over the last three years providing consistency absent in the last WASC cycle, there was an adjustment to the start time beginning in the 2015-2016 school year to allow students who ride the bus to access “0” period. The number of “0” sections/offering has increased over the past few years with 20 sections being offered this year, 2016-2017, to give students greater access to courses and electives. Most of the “0” period course are in mathematics, world language, ELD, Special Education or Physical Education with other core subjects preferring the longer block period. In addition, during the 2016-2017 school year, all sophomores and juniors received Chromebooks for 1:1 computing, with the remaining grades slated to receive Chromebooks during the 2017-2018 school year.

SVHS’ College and Career Center and Counseling Office provide services before, during, and after school with evening sessions to support college, financial aid and scholarship applications. All five counselors are bilingual with a 290:1 student to counselor ratio, which is well below state and national averages. All
freshmen are assigned and move with Freshman teams, sharing core teachers who have a common collaboration period. A dedicated freshman counselor collaborates with teachers weekly to support successful transition from middle school to high school. SVHS has also established community partnership with Social Advocates for Youth (SAY) and Crises Assessment Prevention Education (CAPE) to provide counseling to support mental health education and awareness. Other partnerships include, the Education Foundation, Sonoma Plein Air, Boys & Girls Club, Teen Services Sonoma, the Mentoring Alliance and Chamber of Commerce.

Since the last WASC visit, approximately 30% of the certificated staff are new to the site, which includes 1 administrator, 25 teachers, 3 counselors and 1 psychologist. Of the new certificated teaching and counseling staff 16 have less than 3 years of experience. The most significant changes have been to the Counseling with three new bilingual counselors hired. The Special Education Department has seen considerable turnover due to retirement and increase in enrollment numbers with seven of the ten total Special Education teachers new to the site. Classified staffing has had significant changes since the last WASC visit with over 40% new staff including 2 new administrative secretaries, a new counseling technician, a new attendance specialist, a new work-based learning coordinator and several new special education instructional assistants as a result of the County reassignment.

SVHS has developed and established school wide benchmarks over the past several years. However, with the implementation of Common Core Standards and changes with state-mandated standardized testing (the elimination of the CAHSEE, STAR and the CELDT in the near future) and the introduction of the Smarter Balanced Assessments (SBA), new and/or revised benchmarks are growth areas. In 2016-2017, the STAR E reading assessment for grades 9/10, a mid-year performance tasks for all grade levels and a newly establish math benchmark will be implemented. End-of-Year (EOY) grade reporting and analysis to determine progress towards A-G completion and interventions is being completed with greater frequency as student data information systems, Power School, Illuminate and Naviance are being updated. While there has been growth in both English Literacy and Mathematics, the cohorts testing groups for the two reported years for SBA are not the same. With that in mind, SVHS has seen increase in scores from 2014-2015 to 2015-2016 in both ELA and Mathematics for those students who have Exceeded or Met the Standards. SVHS saw Literacy growth from 59% to 61% and Mathematics growth from 31% to 46%. Increased results may be due to better understanding of the SBA tool itself, as well as continued implementation of Common Core Standards and teaching practices through targeted specific professional development. Data for both years does, however, consistently show achievement gaps between the significant subgroups based on ethnicity, language and socio-economic status, which is an area for growth.

SVHS CELDT data indicate that a significant number of English Learners are considered Long-Term English Learners (LTELS) at the high school level. While the SVHS redesignated (RFEP) population is over 40%, the English Learner (EL) population is 8.7% or 117 students. Of those, the majority, nearly 60% are LTELS. SVHS found that the redesignation data is inconsistent and needs further explanation. Over the past several years, the redesignation criteria have been modified at the District level with changing metrics. For example, in 2014-2015, special consideration for Students with Disabilities (SWD) who were LTELS were established; however consideration of Special Education criteria did not happen in 2015-2016 and is an area for discussion at the District level. SVHS now has additional designated ELD classes, titled Academic Language Development (ALD) required of all English Learners, in addition to college preparatory English. Most ALD classes are taught “0” period so EL students will still have access to elective classes. This began in the 2015-2016 school year. While Hispanic students (ELs and RFEP students) are showing improvement in standardized test scores, A-G completion rate and entrance to 4-
year colleges, there is still a significant achievement gap. The majority of the current EL population (8.7%) are Long-Term English Learners (LTEls). To address the needs of these students, the district has been working on an EL Master Plan and adoption of the new curriculum, specifically Type 5 for LTEls. While SVHS teachers did pilot the new district-adopted curriculum, iLit, there is not currently curriculum for the high school level so the English / ELD Department agrees to continue to utilize Edge with additional training for newer staff. Since the last WASC visit, there have been two changes in the EL Manager, certificated 0.4 FTE, who helps monitor progress of English Learners. The EL Manager also acts as an EL Testing Coordinator, administers the annual CELDT (California English Language Development Test) and attends district level collaboration meetings to support English Learners.

Total enrollment in AP at SVHS has remained relatively consistent over the past few years, ranging between 260 and 305 students, with the overall passage rate of (scoring 3+) staying relatively consistent between 56% and 61%. From 2014-2105 to 2015-2016 there was a slight increase in passage rate for both, White, Not Hispanic and Hispanic subgroups, although there is still an achievement gap for the passage rate of those same subgroups (66.3%/53.8%).

Documentation of CTE Course Completion as an indicator of career readiness is an area for growth for SVHS as the state considers ways to document growth and progress. The school receives Perkins funding and CTE Incentive Grant (CTEIG) funds and regularly reports information to CALPADS on progress. However, the data indicated above is duplicated for some students (i.e. some students may be enrolled in more than one CTE course and/or complete a course sequence in more than one sector in a given year.) making data analysis unclear. In CALPADS, some data may be incorrect or inconsistent due to changes in course codes and definitions of criteria for participants, concentrators and completers. CTE Course Completion as an indicator of “career readiness” is being reviewed at the State level and will be an area for continued consideration.

The overall A-G completion rate at SVHS has fluctuated between 43% and 47% for the past 4 years. While the White, Not Hispanic percentage remained stable (51.5% to 50.8%) from 2014-2015 to 2015-2016, the Hispanic completion rate dropped from nearly 41% to 34%. While this percent only represents a decrease of 6 or 7 students and could be an anomaly, it is an area to watch so that the gap does not increase. A target goal for SVHS would be to reach the 50% mark and then increase steadily (3-5%) over the next several years. In 2015-2016, graduation rate increased with dropout rate decreasing. Preliminary data indicates a marked improvement of at least 3% increase in graduation rate. In 2014-2015, graduation rate (93.0%), Dropout (2.4%) -White, Not Hispanic Graduation Rate: Graduate (97.1%), Dropout (2.4%) -Hispanic Graduation Rate: Graduate (91.0%), Dropout (2.2%) -RFEP Graduation Rate: Graduate (88.4%), Dropout (3.6%).

Attendance rates are consistently high for SVHS students with an increase in overall attendance from 2014-2015 to 2015-2016 from 92.8% to 95.1% respectively. Chronic absenteeism has also decreased from 9.4% in 2014-2015 to 7.6% in 2015-2016. To increase overall attendance and target those students with chronic absenteeism, SVHS is planning on developing an attendance plan in 2017. Unduplicated suspensions dropped from 2014-2105 to 2015-2016 from a total of 118 to 83. Overall unduplicated In-School Suspensions (ISS) remained stable and Expulsions decreased. Of note and for further consideration is the number of ISS in 2015-2106 for defiance by Hispanic students was double that of White/Not Hispanic students (2015-2016: 44 total/16 total).

The multi-age Advisory period was modified this year to be single grade in order to better support the Senior Project. Counseling services, college awareness and career readiness skills, student engagement
Implementing Common Core (CC) State Standards Work around CC implementation has continued with the Lead Teacher model with focus changing yearly from literacy (2014-2015), new ELD standards and instructional strategies (2015-2016) and media literacy/technology in the classroom (2016-2017). Similarly to our Literacy efforts with CCSS, multiple math teachers at SVHS have been Math CCSS lead teachers. Three teachers were CCSS lead teachers in 2013-14 and 2014-15. Last year, in 2015-16 two teachers were CCSS math leads. This involved working and meeting together with other Math lead teachers from the middle school sites and attending sessions for the Sonoma Leadership Network for math held at Sonoma County Office of Education (SCOE). Together, and with district and site administrators, the leads would plan professional development for secondary math teachers offered on non-student days as well as monthly after school meetings. In addition, last year the CCSS Math lead teachers were involved in helping to implement a benchmark performance task for math. All 9th grade students enrolled in Algebra 1 participated in a Mathematics Assessment Resource Service (MARS) Task assignment, which was scored by algebra teachers at a separate time. All other students in grades 10 and 11 took the Smarter Balanced Interim Assessment Performance Task and teachers calibrated and graded together. This year there has been some restructuring of the lead teacher model and no one from the site is a CCSS Math lead teacher. Instead, there is a middle school teacher who is a .40 Teacher On Special Assignment (TOSA) who works with all three secondary sites to coordinate and plan professional development regarding math.

The adoption of the new Next Generation Science Standards (NGSS) has allowed SVHS to begin adapting science instruction to reflect advances in the field including the rise in Science, Technology, Engineering, and Math (STEM) career opportunities. The new NGSS standards provide a framework to develop inquiry and critical thinking skills necessary for both the STEM career field, as well as overall college and career readiness. SVHS has begun to work on incorporating more overarching concepts, as well as science and engineering practices to provide students with greater access. SVHS science teachers have been working with the SCOE in an effort to develop a better understanding of the new NGSS as well as the ways in which teachers can take current lessons and modify them in an effort to offer students increased access to the content. These modifications include English Language Arts and math skills that are currently being stressed in the Common Core instruction, further complementing the NGSS instruction.

The Engineering, Design and Technology (EDT) National Academy Foundation (NAF) Academy was developed in 2011-2012 after research and consideration, including several off site visitations. Subsequently, the EDT Academy was implemented in the fall of 2012. EDT provides a smaller learning community for students with common interests and has a goal to provide opportunities for work-based learning such as job shadows, field trips and compensated internships as well as exposure to industry standard software. The academy has strong community support with an active Advisory Board interested in contributing to and advising the development of the EDT pathway. With only the spring term to recruit and summer to plan, the EDT team of teachers went to NAF (National Academy Foundation) and STEM (Science, Technology, Engineering and Math) training, developed curriculum and began the 2012-2013 school year with the first class of sophomores. Over the past three years, new Career Technical Education (CTE) courses have been developed: Introduction to Engineering and Design (IED) for sophomores and Principles of Engineering (POE) for juniors with students learning SolidWorks and 3-D modeling to provide experience-based learning and Engineering Design and Development
(EDD). The academy now utilizes Project Lead The Way (PLTW) curriculum and all teachers attend a rigorous two-week summer training. Over the last three years, the CTE Engineering teachers have changed with the 2016-2017 now experiencing increased enrollment and more consistent staffing. All three of these courses meet “g” criteria for “a-g” graduation status. AP Computer Science is a potential option for senior students as an alternative to EDD. In addition to the rigor provided by PLTW curriculum, our students enrolled in the academy also receive hands-on experience in our Maker Lab. In conjunction with the Sonoma Valley Education Foundation, our lab now provides a range of 3-D Printers, Engravers, Vinyl Cutters, industry standard software and VEX kits to our students to dream, create and test projects. Students are exposed to work-based learning opportunities in a range of forms from guest speakers, field trips, job shadows, compensated internships etc.

The Sustainable Agriculture Academy (SAA) was developed in 2015 following the success of the Engineering, Design & Technology Academy, in an effort to capitalize on the strong agricultural tradition at Sonoma Valley High School and the region. The Academy offers students the opportunity to learn about the agricultural industry in a small learning group, focusing on a rigorous, integrated curriculum. This curriculum incorporates opportunities for students to connect with industry in an attempt to understand the application of student’s coursework in real-life work out in the field through guest speakers, work-site tours, job shadows, internships and other work-based learning activities. The Academy enrolled its first class of students during the 2015-2016 academic year with a total of 28 sophomores in the introductory Plant & Soil Science class. This year, those students became juniors enrolled in the second class of the 3-course progression, the newly created Viticulture course. The Academy will continue next year by adding a capstone course continuing to allow students a full range of exposure to Agriculture-related industry opportunities and preparation for either an industry-related profession or college entrance. The SAA continues to have strong community support with an active Advisory Board interested in helping to shape the opportunities for the students involved as well as provide opportunities for the Academy.

Visual and Performing Arts Development Sonoma Valley High School continues to offer a wide array of elective courses including A-G approved sequences of Visual and Performing Arts (VAPA) classes in all four areas: Dance, Theatre, Visual/Media Arts and Music. Since WASC 2014, sections have been added to all four areas with new classes for visual arts (3D Design and individualized AP Portfolio). The music program doubled its enrollment in the last 3 years with increased enrollment for all areas. Currently 50.7% of all students enrolled at SVHS take at least one VAPA course with total enrollment for VAPA courses at 827. Furthermore, 76% of all 12th graders are currently taking at least one VAPA course and overall enrollment by ethnicity in VAPA courses mirrors the ethnic makeup of SVHS student body.

AVID Development In the 2014-15 academic school year, SVHS opened up an additional section of AVID for 9th graders and will add one section each year thereafter. As a result, there are now seven sections of AVID elective classes, with two sections at each grade level except the seniors. In 2017-18, SVHS will have eight sections of AVID with two sections at each grade level. Sonoma Valley High School continues to send groups of teachers/counselors/administrators each summer to AVID Summer Institute. Teachers attend AVID Summer Institute not only for training to teach the AVID elective course, but also for strategies in content areas or literacy. In the past three years SVHS sent certificated staff for the AVID math strand, science strand, critical reading strategies, cultural awareness and more. With grant funding, SVHS will increase the number of staff members who are able to attend AVID Summer Institute to support our AVID Elective program as well as to expand our school wide capacity regarding AVID strategies to support student engagement and instruction. Since the summer of 2014, SVHS has sent 15 staff members to AVID Summer Institute. The SVHS AVID Inventory was updated in fall 2016 with
teachers indicating expertise and desire to learn about additional strategies from their colleagues. At staff meetings this year, AVID students presented the topic of Cornell notes and Philosophical Chairs. AVID-trained teachers also presented mini breakout sessions at a staff meeting allowing teachers to receive information and assistance with the topics of Cornell notes, 4 Corners, Costa’s Levels of Questions, Interactive Notebooks and Parallel Line-up.

The Sonoma Valley High School Senior Project is a graduation requirement and is the capstone to our district Graduate Profile. Senior Project is under a continuous cycle of improvement and we have a Senior Project Action Review Committee (SPARC) that meets to analyze and review aspects of the project. The capstone presentation in May continues to be a highlight of the community. The number of community judges who attend to support the Senior Project presentations has increased each year with more than 350 community members responding in May to participate.

Since the March 2014 WASC visit, identification and communication of support of support services and increased support services through community partnerships has been established. Additional content to our website and communication to students and parents at Site Council, ELAC, Boosters and parent coffees. In fall 2016, SVHS began to identify a Multi-Tier System of Support (MTSS), which includes academic, behavioral and social/emotional tiered support services. This document is in the beginning draft stages and will be a focus of SVHS’ continued work for 2017-2018. With greater identification of students at-risk in need of social/emotional support, SVHS with district support welcomed a Social Advocates for Youth (SAY) Therapist, MFT who sees students for more in-depth support. Also this fall 2016, SVHS welcomed a new full-time deputy sheriff School Resource Officer and the new SRO has continued the work of providing outreach to students and supporting a safe school environment.

Peer Leaders Uniting Students (PLUS) Program is a program that is new again at SVHS as of the 2015-2016 school year. PLUS is a universal school-wide program, which targets the general student body to help promote positive school culture, connectedness and inclusion. PLUS Forums and activities build student leadership and promote connection, communication, relations and participation to help students feel safe, a sense of belonging, motivation and resilience. PLUS aims to develop more pro-social behaviors in the school community and help reduce the number of negative behaviors including violence and bullying. The PLUS program includes a data collection system to administer surveys to gather data and identify the social norms, trends and critical issues impacting students. Then, as a school community, SVHS looks for solutions to address the issues.

In spring 2015, SVHS employed Work-Based Learning Coordinator (WBL) who now works full-time in the College & Career Center. The WBL Coordinator outreaches to the SVHS community as a whole with career exploration activities such as career fairs, career panels, speed networking events, work-readiness skills training and financial literacy events. Sonoma Valley Unified School District also purchased Naviance, a college and career software program, in the spring of 2015. Counselors and the College and Career Center staff were trained over the summer. Seniors were introduced to Naviance during several Advisory periods in the fall to research and create their post-secondary plans. Freshman are introduced to Naviance throughout the school year primarily focusing on career planning and research implemented during the Freshman Team period. Sophomores and juniors have utilized Naviance during Advisory beginning with more in depth career exploration and college planning. Surveys are given to seniors at the end of the school year reporting their post-secondary plans with this information being used for tracking and planning purposes.
II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide an analytical summary about the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section.
- Note the evidence supporting the progress made and the impact made on student achievement.
- If any critical areas for follow-up were not included in the school’s action plan, indicate what actions have been taken to address these issue(s) and include supporting evidence.

Note: The school’s schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.

Sonoma Valley High School identified two critical learner needs and the initial visiting committee had five (5) additional key areas for further follow up, which were:

- **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.

- 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 campus-wide work on aligning curriculum and instruction with Common Core standards.

In October 2015, the Sonoma Valley Unified School District (SVUSD) Board of Trustees adopted the SVUSD Graduate profile and SVHS started to identify graduate competencies that would demonstrate
SVHS has changed their bell schedule to offer zero period courses so that students taking to bus to school could partake in the course offerings early in the morning. Zero period courses allow those who need remediation not to give up an elective during the school day. The school has also refined their advisory classes and streamlined this to be one grade level versus the multi-grade that was once offered to assist students. SVHS also has opened access to Advanced Placement for all students and offer additional support for students taking advance classes during the advisory period.

SVHS has also worked with student leadership to promote extracurricular activities to be inclusive of students. The school’s Peer Leaders Uniting Students (PLUS) helps support students’ health and wellness. In addition, the school has coordinated with outside agencies, such as Social Advocate for Youth and Crises Assessment Prevention Education, which both provides part-time staff to assist students dealing with issues. There is a work base learning coordinator that provides outreach to students and informs student of career opportunities.

In an effort for greater community outreach, the principal established “coffee with the principal” on the first Friday of each month. To continue greater outreach to those underrepresented, information is translated into Spanish and distributed at various stakeholder meetings, such as ELAC and Boosters. It was mentioned in a stakeholder meeting that the number of families participating in ELAC has grown significantly and has reached triple digits. The counseling department is also bilingual to assist students and their families understand college and career planning options.
The working draft of the SVHS' school-wide professional development plan was updated December 2016 and incorporates and aligns the SPSA, LCAP, and WASC goals. Based on the evidence provided, the professional development plan is a “living” document whereby additions and modifications have been made according to the needs to staff in preparation for better student outcomes. In addition, SVHS outlined their Common Core Implementation model that discussed how Common Core is interdisciplinary and highlighted skills and experiences may be seen in other educational settings.

When meeting with various stakeholder groups, many indicated that they were active participants in the WASC mid-year process. Many individuals were well versed in the WASC progress report and the growth that has been made and the continued growth that needs to be sustained. In speaking with teachers, administrators, and students, this visiting committee found evidence that data was being used to evaluate programs and instruction, although the gathering of data does not seems as intuitive and as the Mid-Year Progress suggests that more time is needed for data retrieval and analysis.

The initial visiting committee’s third recommendation was to 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. The administrative team has started utilizing PLUS, Link Crew, Model UN, etc. as a mean to reach various student voices on campus. In addition, administrators were seen around campus talking with students during passing, break, and lunch. Students are also surveyed to assess their understanding of program and the school vision.

Recommendation number four was for SVHS to continue to build support structure and resources to connect with parents, particularly with the Latino community. SVHS is communicating with parents in both English and Spanish via the daily bulletin, Blackboard Connect, website, parent newsletter, etc. Spanish interpreters are available for information nights, orientations, meetings, etc. While the school has made progress in this area, this visiting committee notes that there is still more work to do, in particular to connect the Latino community with the greater school community. During our stakeholder meetings, various individuals expressed the need to find ways to invite and Latino families to participate in the school and embrace what families may have to offer.

The school has made significant progress in aligning curriculum and instruction with the Common Core standards through teacher leaders and professional development. This visiting committee hopes that the collegiality that was established during this process continues in the midst of changes at the District level.

The school recognizes that continued progress over the next three years leading to the next WASC cycle would be to revise, redefine and/or clarify the Critical Learner Needs and update action items. As a site, SVHS should also work towards greater coherence, simplicity of communication of our goals and continued focus on priorities, action items and outcomes. For the next three years, SVHS should focus on:

- Reviewing, redefining, clarifying and/or consolidating the Critical Learner Needs to align with district goals as they are developed
- 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
- Focusing on effective instruction, instructional strategies and implementation of the Common Core (CC) literacy and mathematics standards and Next Generation Science Standards
- Establishing growth targets, metrics, benchmarks and review of data to inform curriculum development, delivery of instruction and creation of both formative and summative assessments
- Creating specific strategies to close the achievement and opportunity gaps as identified by standardized tests and A-G coursework completion.
- Creating a Multi-Tiered System of Support (MTSS) to include academic, college & career readiness goals, behavioral and social/emotional intervention and supports.
- Clarifying understanding and utilization of the SVUSD Graduate Profile including benchmarks defining “college and career ready”, grades K-12
- Focusing on student engagement strategies and support of positive school climate and culture
- Continuing to implement effective communication strategies to include all stakeholders: students, staff, parents and the community

This Visiting Committee concurs with the school’s identified goals for the coming years.

III. Commendations and Recommendations

A. Commendations:
- Comment on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan.

Sonoma Valley High School has made significant progress since the last WASC visit as reported by stakeholders and from the Mid-Year progress. SVHS has implemented systems in place to bring about consistency for students and opportunities for students to be “college and career ready” upon graduation. Overall staff, families, and students are extremely happy and proud to be a part of the Sonoma Valley High School community. SVHS has a wide range of programmatic offerings and care about social-emotional well being of students and understand that there needs to be a comprehensive system in place to educate the whole child. It was evident to this visiting committee that stakeholders have a voice in the WASC process and their input is of value to the school community.

B. Recommendations:
- Comment on any critical areas for follow-up/action plan sections that have not yet been completely addressed, if applicable.
- Identify any new areas of concerns, if applicable.

This visiting committee concurs with the identified focus areas from the Mid-Year progress report that need strengthening. The school should continue to refine and address the critical learner needs, as well as the five areas identified by the initial visiting committee. This visiting committee believes that the SVHS is progressing in the correct direction and recommend that SVHS continue to build sustainable systems to address and bridge the divide in student achievement. In addition, this visiting committee found evidence that students who were in in AVID, Advance Placements, Athletics, Leadership, etc. found a sense of belonging and for the school to be mindful of meeting the needs of students who don’t belong to any particular group. While there has been progress made to be inclusive of the Latino community at SVHS, it is the hope of this visiting committee that SVHS will regularly continue to engage and encourage the Latino community to actively participate in the school community.