The Single Plan for Student Achievement

School: Sonora High School

CDS Code: 55723895536503

District: Sonora Union High School District

Principal: Ben Howell

Revision Date: June 29, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on August 2, 2016.

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School Vision and Mission

Sonora High School's Vision and Mission Statements

Sonora High School, a place where students feel a sense of ownership and recognition, is committed to providing a personal educational program that engages students in a challenging, broad-based curriculum where they recognize the value of their education and define success for themselves.

School Profile

Sonora High School, along with Cassina Continuation High School, Theodore Bird Independent Study High School, and Adult Education, is part of the Sonora Union High School District. Sonora High is a comprehensive high school that offers a broad variety of programs designed to suit the varied needs of the students who attend.

Sonora High serves students from many K-8 feeder elementary districts in the county, including Jamestown, Columbia, Sonora, Curtis Creek, Belleview, and Soulsbyville Elementary School. The enrollment on the first Wednesday in October, 2015, was 974. Over the past seven years, Sonora High School has experienced a steady decline in enrollment. Like counties across the state, Tuolumne County has felt the impact of the recession that impacted that state five years ago and has not seen a recovery in student numbers. Many of those who now move into the county and can afford housing are beyond child-rearing age.

Sonora High structures its programs to satisfy the needs of all students. To those students with special needs, a number of programs are offered. Students who qualify may be placed in Title I Read 180 program for English Language Arts and/or a Title I funded Basic Math Review support section for Math I. Students are targeted for Title I services by placement tests administered in the spring of the 8th grade year, by writing sample, and by 8th grade teacher recommendation. Progress in Title I Reading classes is measured by pre and post-test administration of the SRI (Scholastic Reading Inventory) Reading Comprehension Test, frequent formative classroom assessments from the Read 180 program, CAASPP results, and by grades. Progress in the math support sections is measured by formative assessments, pre and post-test administration of the SMI (Scholastic Mathematics Inventory) test, and grades.

The parents of all Title I students are invited to a Parent Information meeting during the first month of the school year. At that meeting, they are introduced to the program, offer input on parent involvement activities, evaluate parent involvement activities, and are given the chance to ask questions of the teachers and Title I administrator. They are asked to either participate in a Title I parent advisory committee or vote to assign that duty to the standing School Site Council.

Although the school has a relatively small number of English Language Learners (7 for the 2015-2016 school year), services are offered to them through a targeted EL class and additional paraprofessional support in other core content classes. When all students register for admission to Sonora High, they complete a Home Language Survey. Those who indicate a primary language other than English are assessed for fluency. If cumulative records indicate they have been designated fluent before entering Sonora High, they enter the regular program but are monitored for progress. Otherwise, the California English Language Development Test (CELDT) is administered, and the results dictate placement. Students who are designated English Learners are placed in core subjects with instructors who hold either CLAD, CTEL, SB 395, or AB 2913 SDAIE authorization and are also offered a period of English Language Development from an authorized teacher. A Spanish-speaking bi-lingual instructional aide offers support in all core subject areas. When an ELL student meets reclassification criteria, he or she then becomes reclassified fluent (RFEP) and continues to be monitored.

Sonora High has established an Honors Program. The monies are used to provide enrichment activities for high achieving students in English, Social Studies, Foreign Language, Math, and Science classes based either upon requests of teachers or the recommendations of the Honors Program coordinator. Most often the money has been used to provide supplemental materials, provide educational field trips, and to send teachers to workshops related to Advanced Placement classes.

A number of honors classes recognized as such by the University of California are offered. The honors classes include:
Biology-H 1,2
Advanced Biology
Chemistry-H
Economics-H
Math 1-H

Advanced Placement classes are offered when demand dictates. Board approved courses of study exist for the following classes:

AP Am. Literature/Composition *
AP Psychology *
AP World Literature *
AP Calculus * (both AB & BC)
AP U.S. History *
AP Spanish 4 *
AP U.S. Gov't. & Politics *
AP Physics 1 *
*5.0 weighted grade

Special Education classes at Sonora High are administered by the district and are coordinated through the Tuolumne County Special Education Unit, (TCSEU). Learning Handicapped and Resource teachers are employees with the district for whom they work. At Sonora High there are currently 3.8 FTE Special Education teachers. Although students in the Basic Program may spend half of the school day in special education classes, most are mainstreamed into at least some regular education classes in an attempt to offer them the least restrictive environment. Students in the Intervention Program spend their day in regular education classes but are given support from the teachers and aides.   The directives in the I.E.P.'s of all Special Education students are followed.

Sonora High currently has 2.8 FTE guidance counselors, and increase from last year's 1.6 FTE. A full-time technician provides career guidance in a Career Center where the NAVIANCE Career Educational System software program enables students to conduct career and college information searches.

An Alternative Education Placement Committee, comprised of Sonora High School administrators, counselors, and the alternative education principal, meets regularly to discuss Sonora High students who may benefit from an alternative placement. The teachers, parents, and advocates of students who have disabilities, that may affect a major life activity, meet as a Section 504 Committee. The group develops a 504 Plan that will evaluate the situation and then identify services and accommodations for those students to ensure they do not suffer discrimination due to their disabilities.

The California Healthy Kids Survey is administered to 9th and 11th graders every two years to assess progress in meeting specific goals. Key Findings from the survey are on file at the school and are reviewed by the Site Council and Board of Trustees.

Sonora High School offers many different Career Technical Education courses at Sonora High. Fire Science, Photography, Health Careers, Welding, Computer Programming, Emergency First Responder, Auto, and Cosmetology. All programs offer high school credit, and one CTE course leads to state certification (Cosmetology). Most CTE courses are articulated with Columbia Community College, allowing students to earn credit for introductory college courses while attending high school. All course outlines have been aligned with the state CTE standards.

The Senior Exit Project housed within senior English classes remains a strong capstone component to our educational programs. Recent evaluation of the project has led to the new name "Students in Action." This is a title that calls seniors into action to pursue their interest and to stretch themselves in new and exceptional ways. During the year, students identify a project, keep a portfolio of their work, and write a research paper. Seniors complete the projects during the spring semester, and in May they make oral presentations before a panel of staff and community members. All projects are displayed to the public at a Senior Showcase in late May.

Support through Title I and EIA allows teachers to take advantage of staff development opportunities.   Sonora High School has formed a PLC for all core subjects, 9th grade, and two based on the WASC action plan entitled Respect and Tolerance and Increase of 9th Grade Students Graduating in Four Years from Sonora High.

The Sonora High School Academic Performance Index (Growth API) is forthcoming for the 2015-2016 school year with new metrics from the state. The number will be reported with comparison in future Single Plans.

All members of the Class of 2016 were administered the California High School Exit Exam in March of 2014. In July of 2015, the State of California waived the requirement for students to pass the California High School Exit Examination, therefore no administration of the test was give during the 2015-2016 school year.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Brightbytes survey of students and faculty show a need to increase connectivity in all classrooms and a need to increase teacher professional development in new technology, specifically chromebooks and google docs, and google classroom.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal and assistant principals spend time in classrooms across the campus daily informally observing teachers and classrooms and interacting with the instructional environment of the school. Weekly the administrative team meets and discusses the information classroom observation time in order to plan for future professional development and provide teacher support as needed with appropriate and relevant tools. In addition, the district has implemented an evaluation cycle for all certificated employees where all new teachers are formally evaluated annually, all tenured teachers with less than 5 years of service are evaluated bi-annually, and all tenured teachers with more than 5 years of service are formally evaluated every five years. Tenured teachers with more than 10 years of service may opt to complete a professional learning project during their evaluation year in order to continue to grow as professional and as an educator.

<center>**Analysis of Current Instructional Program**</center>

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

<u>Standards, Assessment, and Accountability</u>

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

    The math department has been developing a Pacing Guide and common formative and summative assessments for Math 1, the first phase of the integrated mathematics curriculum adopted by the county. Next year the math department will implement Honors Math 1, and Math 2. Algebra 2, Trigonometry, and Calculus use Houghton Mifflin test bank generated formative assessments. Algebra 2 students are given two opportunities to show mastery. Trigonometry and Calculus are taught in a more traditional college like format in order to prepare college bound students for the realities of college classes. Re-teaching strategies are used in all courses to insure that students are mastering the subject material.

    The English Department will not need to change courses completely. They do however have significant work ahead of them to adjust the courses that they presently teach to meet the new Common Core Standards. The work of creating new pacing guides for English courses is being housed in the English PLC (Professional Learning Communities) which is comprised of English, Social Studies, Science, and World Language teachers. While the scope and sequence of the English courses will change, there will also be changes in the other core classes as there are English standards embedded in those courses. Common formative and summative assessments across these curricula will be developed as the project progresses. The results of these assessments are maintained in Aeries Analytics which will allow fluid analysis of the results and will indicate areas where re-teaching for students or professional development for staff is needed.

    The English department administers a pre and post SRI (Scholastic Reading Inventory)   assessment to all students at the beginning and the end of the year. They also administer a quarterly common assessment. The first quarter is a Holt derived grammar assessment, the second is a school generated Word of the Week assessment, and the third is writing assessment.

    While the assessments are in place the department is working on using this data to drive instruction. Teachers meet together to read the writing samples to norm their expectations. Students rewrite the assignment after teacher feedback.

    All other departments use teacher or textbook derived assessments that are not commonly given by department. Instruction driving assessments in these departments are not normed but do occur in individual classrooms.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

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All other departments use teacher or textbook derived assessments that are not commonly given by department. Instruction driving assessments in these departments are not normed but do occur in individual classrooms.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers are assigned within their appropriate credential. All classes are taught by a highly qualified teacher.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All AP teachers are invited to attend the Collegeboard AP Summer Institute. All first and second year teachers are enrolled in the BTSA (to be called the NewTeacher Induction Program in future years), to clear their credential. All new Special Education teachers are enrolled in the Impact program at Teacher's College of San Joaquin.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

We have structured professional development for the 2015-2016 year on technology using Chromebooks in the classroom, Canvans Learning Management System, and Rigorous Curriculum Design. Many of the Wednesday morning training have been dedicated to teacher collaboration, department collaboration, and individual technology initiatives.

Each fall, we conduct a survey of staff professional development needs. Those needs are combined with administrations assessment of staff development needs. The three areas of Staff Development that have already been identified for next year are:
• Rigorous Curriculum Design for all teachers in all departments.
• More in depth Common Core training for English and Math as they write the Curriculum, Pacing Guides, formative and summative assessments.
• Technology training with Chromebooks and technology tools in the classroom.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional assistance and support is supervised by our Associate Principal for instruction and curriculum. The AP, along with the principal, facilitates best practice seminars on Wednesday morning staff development times. Cohorts of teachers are working on instructional strategies pull out sessions. They are then sharing these strategies with their peers during staff meetings.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Sonora High School has a late start every Wednesday. School begins at 9:15 a.m. instead of 8:05 a.m. This time is spent on staff meetings, monthly department meeting, and staff development/cultural collaboration meetings, and technology breakouts. During culture collaboration time, staff members meet to review programs and plans to improve school culture and retention of students. Each department meets regularly in their curriculum PLC to review and plan curriculum, lessons, assignments, and formative and summative assessments, discuss best practices, and work on vertical and horizontal planning.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

English and Math continue to work to align their curriculum with the new Common Core Standards. Science, Social Studies, and World Language departments are working to link their curriculum to support the Common Core Math and English standards. All new textbooks and other materials are recommended by departments or teachers, presented and approved by the School Site Council, approved by the Principal, and approved by the School Board before purchasing.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

This section is not applicable to High School.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Students who are not successful in Math 1 are placed in a shadow Math 1 class called Basic Math Review (BMR). This class is geared towards pre-teaching what will be taught in the core class and re-teaching what was taught in the core class. The class follows a common scope and sequence of the Math 1 class.

English Language Arts students who are deficient in reading are placed in our reading recovery class. Next year that class will use the Read 180 curriculum. Students who are two grade levels below or less are enrolled in a general English class. This class uses the same curriculum as our college prep class. The classes employ differentiated instructional strategies to meet the needs of all students in the class.

This year we continued to offer the added Intervention courses for students who are struggling, but underperforming in English, math, social studies, and science.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All courses have sufficient adopted materials that are aligned to their respective content standards.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All courses have sufficient adopted materials that are aligned to their respective content standards, including intervention materials where needed. All students have access to and are enrolled in standards-aligned courses consistent with their individual needs.

<u>Opportunity and Equal Educational Access</u>

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

In addition to in-class support, teachers meet with students before and/or after school to provide additional instruction, tutorials and remediation based on individual needs.

Students who are not successful in Math 1 are placed in a shadow Math 1 class called Basic Math Review (BMR). This class is geared towards pre-teaching what will be taught in the core class tomorrow and re-teaching what was taught in the core class today.   The class follows a common scope and sequence of the Math1 class.

English Language Arts students who are deficient in reading are placed in our reading recovery class. Next year that class will use the read 180 curriculum. Students who are two grade levels below or less are enrolled in a general English class. This class uses the same curriculum as our college prep class. The classes employ differentiated instructional strategies to meet the needs of all students in the class.

14. Research-based educational practices to raise student achievement

A cohort of 8 teachers from across the district received training from a representative of Leadership in Learning regarding Rigorous Curriculum Design (RCD). 16 full days of professional development training were provided throughout the year. The teachers involved in the process reported what they have learned and the created curriculum to their corresponding department during department collaboration time throughout the year. The curriculum created will be used to align department course work to the new state standards, foster greater department/grade-level collaboration, and begin creating department common assessments.

<u>Parental Involvement</u>

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In addition to the Read 180, BMR and intervention courses in the master schedule, Sonora High school offers tutorial support in mathematics in the library after school three days per week.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Sonora High School Site Council is comprised of two students, three parents, three classroom teachers, a classified representative, and the Principal. This body reviews student achievement data and presents information from their respective groups for consideration in creating the school action plan goals. Budget allocations for the programs are made by the site council within the action plan.

<u>Funding</u>

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Paraprofessional Aides are in many core classes to assist students who are under-performing or struggling with the curriculum. The Read 180 class is designed for freshman students who struggle with reading, the BMR class is designed for freshmen who are underperforming in Math 1. This year we have added Intervention courses for students who are struggling, but underperforming in English, math, social studies, and science.

18. Fiscal support (EPC)

Funds are used from Title 1 and EIA to provide professional development for staff, materials for classes, and support classes for underperforming students. Allocations of fiscal resources are aligned with the Single Plan for Student Achievement.

Description of Barriers and Related School Goals

The core academic program at Sonora High School is solid. As the population changes from white middle class to lower Social Economic Disadvantaged the academic and support programs must also change. Specific effort needs to be placed on rewriting curriculum, pacing guides, and common formative and summative assessments for all core classes that align with the newly adopted Common Core Standards. Emphasis needs to be placed on common formative and summative assessments embedded in the course structure. Stronger curriculum with more frequent assessment driving the instruction needs to be a focus.

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School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	187	178	95.2	178	**2632.9**	31	41	18	10
All Grades	187	178	95.2	178		31	41	18	10

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	40	47	13	43	47	10	26	61	13	41	50	9
All Grades	40	47	13	43	47	10	26	61	13	41	50	9

Conclusions based on this data:

1. Student are performing well in English Language Arts classes and are receiving adequate instruction to help them achieve grade-level proficiency and beyond. ELA classes are adequately preparing students to perform at or above the state standards. To continue these advancements, work needs to continue in the Reading and Listening standard strands.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	**# of Students Enrolled**	**# of Students Tested**	**% of Enrolled Students Tested**	**# of Students With Scores**	**Mean Scale Score**	**Standard Exceeded**	**Standard Met**	**Standard Nearly Met**	**Standard Not Met**
Grade 11	187	177	94.7	175	**2554.4**	6	19	31	44
All Grades	187	177	94.7	175		6	19	31	44

	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
Grade Level	**Applying mathematical concepts and procedures**			**Using appropriate tools and strategies to solve real world and mathematical problems**			**Demonstrating ability to support mathematical conclusions**		
	Above Standard	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**
Grade 11	12	37	51	11	59	29	13	50	37
All Grades	12	37	51	11	59	29	13	50	37

Conclusions based on this data:

1. More work remains to be completed in the Math department in order to see gains comparable to the ELA standards assessed. More students completing a third year of Math could help future summative scores. As well, as a department seeks to adopt a new textbook for instruction, curriculum alignment and department common assessment will help to refine and address the formative needs of students throughout the learning process.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	2014-15 CELDT (Annual Assessment) Results										
	#	%	#	%	#	%	#	%	#	%	#
9											
10											
11	2	29%	4	57	2	29%					8
12											
Total	2	14	4	57	2	29					8

Conclusions based on this data:

1. Sonora High School has very few EL students, but they need to be serviced by offering an ELL class and the potential assistance of a paraprofessional/instructional support throughout their school day.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	2014-15 CELDT (All Assessment) Results										
	#	%	#	%	#	%	#	%	#	%	#
9											3
10			1	25			2	50	1	25	4
11	2	25	5	63					1	13	8
12	2	40	1	20	2	40					5
Total	5	25	9	45	2	10	2	10	2	10	20

Conclusions based on this data:

1. Though Sonora High School has few students who complete the CELDT test, and though even fewer need the assistance of an EL class, gains are still being experienced by the identified students. Data suggest that students who are assessed during their younger years appear to be progressing and making progress toward language fluency during their time in high school. More investigation needs to be completed regarding how students are making these gains and what factors are influencing these gains such that they may be targeted and enhanced to further promote student achievement.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA GOAL:
1. Students and teachers are held to a high standard of academic achievement with increased completion of the entrance standards of the UC and CSU system. 2. Staff development and training programs are relevant, of high interest and support new academic assessment and technology initiatives and innovations. 4. The District compiles, reviews and uses assessment data to evaluate the effectiveness of programs, personnel and student achievement. 8. The District supports alternative academic programs including adult education, Middle College, independent study and continuing education.
SCHOOL GOAL #1:
Increase student performance in all academic areas
Data Used to Form this Goal:
Standardized and local test data over the past few years.
Findings from the Analysis of this Data:
Test scores have remained flat over the past few years despite efforts to increase them
How the School will Evaluate the Progress of this Goal:
Monitor all Standardized and local test scores including CST, SBAC, CaHSEE,SAT, CLEDT, and formative and summative

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for teachers	July2014 through June 2015	Principal	AP summer Institute for AP Teachers	5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000
			National Science Teachers Conference in San Diego for Science Teachers	5800: Professional/Consulting Services And Operating Expenditures	Title I	3710
			World Language conference for World Language Teachers	5800: Professional/Consulting Services And Operating Expenditures	Title I	1200
			Summer Google Bootcamp for teachers	1000-1999: Certificated Personnel Salaries	Title I	3500
			Wednesday Morning Professional Development	1000-1999: Certificated Personnel Salaries	None Specified	0
			Tech Tuesdays	1000-1999: Certificated Personnel Salaries	None Specified	0
			PLC Home Groups - Wed Mornings	1000-1999: Certificated Personnel Salaries	None Specified	0
			AP Summer Institute for AP Teachers	1000-1999: Certificated Personnel Salaries	Title I	1500
			Summer Google Bootcamp	5800: Professional/Consulting Services And Operating Expenditures	Title I	4400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Professional Development on a variety of instructional strategies for all teachers.	On late start Wednesdays throughout school year	Professional Development Committee	Describe and model a variety of instructional strategies during Wednesday morning meetings	None Specified	None Specified	0
Implement Intervention courses in core subject department for struggling students	August 2014-June 2015	Principal	Intervention Math 1 - 3 Periods	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	60,000
			Intervention English 1, English 2, English 3, and English 4	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	80,000
			Intervention Life Science, and Physical Science	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	40,000
			Intervention World History, and US History	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	40,000
Hire two new additional Paraprofessional Aides to bring total up to 6.5 FTE	August 2014-2015	Principal	Two additional aides to assist in Math 1 and other classes where there is a number of struggling students, existing aides support SPED, 504, and EL students	2000-2999: Classified Personnel Salaries	Title I	63000
Add ESL class for English Language Learners	2014/15 school year and on	Principal	Add ESL class	1000-1999: Certificated Personnel Salaries	EIA Funds	20,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Support
LEA GOAL:
7. All members of our educational community engage in positive interpersonal relationships promoting a culture of cooperation, trust and respect.
SCHOOL GOAL #2:
Increase the support of all students, but especially at risk students at Sonora High School
Data Used to Form this Goal:
Attendance records, dropout rate, detentions, suspensions, and expulsion rates
Findings from the Analysis of this Data:
Because of cutbacks in funding and reductions in Counseling services, many of our students need additional support to be successful at school.
How the School will Evaluate the Progress of this Goal:
Attendance records, dropout rate, detentions, suspensions, and expulsion rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
New position of Learning Director	2014/15 school year and on	Principal	Hire new Learning Director to oversee and coordinate services for at-risk students, including: Liason with Columbia College for Middle College students, Conduct Girls Circle meetings Oversee 504 students with help from other counselors Coordinate Alternative Ed campus and provide services to those students one day per week Coordinate Boys Council meetings with ATCAA sponsor Conduct monthly At-Risk Student Meetings	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	72640
Returning .6 FTE counselor to full time	2014/15 school year and on	Principal	Return .6 FTE counselor to full time to provide the following additional services: NCAA Clearing House requirements AP and A-G course description submittals Full caseload of students Scholarship Night	1000-1999: Certificated Personnel Salaries	General Fund	36845

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule Course Alike PLC	2014/15 school year and on	Principal	PLC allows teachers to plan, analyze data, and discuss best practices for courses.	1000-1999: Certificated Personnel Salaries	None Specified	0

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Safety
LEA GOAL:
3. The District supports the construction and modernization of district facilities and technology to better support staff and student learning, safety, and efficiency.
SCHOOL GOAL #3:
Increase School Safety
Data Used to Form this Goal:
Student discipline records
Findings from the Analysis of this Data:
Additional supervision is needed, and additional training of Campus Supervisors is needed
How the School will Evaluate the Progress of this Goal:
School climate and discipline records.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Add additional Campus Supervisor Positions	2014/15 School year and on	Principal	Add additional Campus supervisor for a total of 3 full time and 1 part time supervisors	2000-2999: Classified Personnel Salaries	Unrestricted	31779
			Provide training for all supervisors on campus safety, crosswalk safety, and ALICE	5000-5999: Services And Other Operating Expenditures	Unrestricted	105000
Provide ALICE training for all staff	2014/15 school year and on	Principal	Schedule Wednesday morning training from SPD, and TCSOS on ALICE	None Specified	None Specified	0

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
EIA Funds	20,000.00
General Fund	36,845.00
LCFF - Supplemental	292,640.00
None Specified	0.00
Title I	83,310.00
Unrestricted	136,779.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	354,485.00
2000-2999: Classified Personnel Salaries	94,779.00
5000-5999: Services And Other Operating Expenditures	105,000.00
5800: Professional/Consulting Services And Operating	15,310.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	EIA Funds	20,000.00
1000-1999: Certificated Personnel Salaries	General Fund	36,845.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	292,640.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	5,000.00
2000-2999: Classified Personnel Salaries	Title I	63,000.00
5800: Professional/Consulting Services And	Title I	15,310.00
2000-2999: Classified Personnel Salaries	Unrestricted	31,779.00
5000-5999: Services And Other Operating	Unrestricted	105,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	323,310.00
Goal 2	109,485.00
Goal 3	136,779.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ben Howell	X				
Liz Gaiser			X		
Richard Roe		X			
Jackson Bouchard					X
Danese Pimentel				X	
Mandi Wright				X	
Antonio Gonzalez					X
Keeley Benton					X
Cindy Zelinski		X			
Julie Koozer			X		
Numbers of members of each category:	1	2	2	2	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	
		Signature
	English Learner Advisory Committee	
		Signature
	Special Education Advisory Committee	
		Signature
X	Gifted and Talented Education Program Advisory Committee	
		Signature
X	District/School Liaison Team for schools in Program Improvement	
		Signature
	Compensatory Education Advisory Committee	
		Signature
X	Departmental Advisory Committee (secondary)	
		Signature
	Other committees established by the school or district (list):	
		Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Ben Howell
| Typed Name of School Principal | Signature of School Principal | Date |

| Typed Name of SSC Chairperson | Signature of SSC Chairperson | Date |