

The Single Plan for Student Achievement

School: Sonora High School
CDS Code: 55723895536503
District: Sonora Union High School District
Principal: Ben Howell
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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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School Vision and Mission

Sonora High School's Vision and Mission Statements

The District, school, and school community adopted the current mission statement and beliefs during the strategic planning process completed in 2000. They are time-honored and have served the school well.

“Sonora High School is 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 can define success for themselves.”

We believe:

- o That personal accountability and integrity are fundamental
- o That a strong work ethic benefits the individual and society
- o That successful relationships are based on honesty and respect
- o That every individual has the potential to make a positive contribution
- o That families share the responsibility for a successful society
- o That community service benefits all
- o That learning is a continuous process

The school has adopted four different sets of School-wide Learner Outcomes over the past eighteen years. The entire faculty met in the Spring of 2012 to rewrite the School-wide Learner Outcomes which are still in place and in practice at the school today.

Sonora High School expects its students to be accountable to and responsible for the following:

1. Meet or exceed California State Standards for all academic areas.
2. Develop a viable post high school plan.
3. Tolerate and respect diversity.
4. Demonstrate civic and personal responsibility.
5. Communicate effectively in a variety of media.
6. Value education, healthy lifestyle, and life-long learning.

School Profile

Sonora High School is in the Sonora Union High School District. As the only comprehensive high school in the district, it has a population of 950 students and serves the majority of the District's 1050 students. Sonora Union High School District serves students grades 9 through 12 and adult students. Other schools in the district include Cassina Continuation High School (grades 10-12), Ted Bird High School (grades 9-12) and the Sonora Adult School. It is significant to note that all of the District's 9th-grade students begin at Sonora High School. Those with alternative educational needs move into the other district schools in their sophomore, junior, or senior year. Sonora High School also acts as the main site for the Tuolumne County Office of Education's Independent Living Skills program (ILS) and Severely Emotionally Disabled (SED or Nexus) for grades 9-12.

Sonora High School serves students from six independent, elementary, K-8 districts including Jamestown Elementary School, Columbia Union School District, Sonora Elementary School District, Curtis Creek Union School District, Bellevue Elementary School, and Soulsbyville Union School District. Working with six different foundation districts, each with its own curricula and programs, make articulation among schools a challenge. The Sonora Union High School transportation department buses over 500 students daily from the outlying communities, including all of the special needs transportation for all county districts. Many Sonora High students have a 45-minute one-way ride to school each day.

The students, parents, and staff consider Sonora High School to be a safe school. All teachers have their own classroom. The school's maintenance staff is committed to maintaining a quality facility. The staff continues to work diligently to make improvements throughout the school. This past summer, a renovation and remodel was completed on the cafeteria and kitchen facility as well as the athletic stadium. Work completed during these two projects also included major renovation to campus utility infrastructure. This renovation was funded by the Measure J general obligation bond which was passed by county voters in November of 2012. The final phase of the campus renovation projects began in July of 2016 and included a new aquatics center, an upgraded fire alarm system,

accessibility and access points, and landscaping at various locations across the site.

Sonora High School serves a student population that is mostly Caucasian with a growing number of Hispanic and Native American students. The most significant at-risk populations are students with special needs and students from low socio-economic backgrounds. Over the past four years the school, working in conjunction with the school district, has been working to develop new and varied programs to meet the needs of all of its students. A Title 1 Program provides targeted assistance in Reading and Math for incoming Freshmen performing significantly below grade-level. Students who qualify are placed in a Title 1 reading (Read 180) and/or math (Math 1 Readiness). Over 200 students were served this past year with the highest number being served in math.

This year Sonora High School was able to hire 5 new teachers who replaced retiring teachers and teachers transitioning out of the district. Of these five new hires, one works in the Social Studies Department, one works in the Math Department, and one works in the Career Technical Education Department, one works in the Physical Education Department, and one works in the Fine and Performing Arts Department. One of the newly hired teachers is a veteran with over 10 years of teaching experience. One of the new teachers is new to education, teaching for the first time. Three of the newly hired teachers are teaching as District Interns. A new Superintendent was hired in June of 2015, and a new Principal was hired during July of 2015. Both of these positions were filled by current employees of the district. The previous year, the school was able to hire six new teachers and added to the counseling staff a Learning Director for additional support for Title 1 and at-risk students. Consistent over the past decade, the average age of teachers at SHS is 48, and the average number of years of service in our district is 13.5.

Sonora High School has a very small number of English Language Learners (ELL), approximately 12 students (0.8%). The school also has approximately 50 students (5%) who have been Reclassified Fluent English Proficient or are English Proficient, approximately 90% of which were identified or reclassified prior to coming to Sonora High School. This school year the English Language Development Class was offered for the second consecutive year with an average of four students. The school has continued to employ two Title 1 Paraprofessional Aides to provide services to our students identified as "At Risk" which includes students with 504 plans, EL students, and students who have been identified using other District Measures. The school no longer provides sheltered classes in core subjects as the majority of core instructors hold either the CLAD or SDAIE authorization.

The school provides College Board Advanced Placement testing for high achieving students in English, Social Studies, Foreign Language, Math, and Science. In 2016/17, 118 students took 13 different AP tests (195 total tests attempted), and 57% of the students scored a 3 or better.

The school's Special Education Program is administered by the District and coordinated in conjunction with the Tuolumne County Superintendent of Schools SELPA. There are currently 4 Special Day Class (SDC) teachers. The majority of the student's day consists of a blend of Full Inclusion classes where the teacher works alongside other teachers, individually with students, or with an IEP team to direct the educational services for students. The District this year began to offer again Resource Specialist Program (RSP), though students are still encouraged to enroll in mainstream classes when possible as a part of their transition plan created through the IEP process. Eleven basic level classes are offered for students who are on a certificate of completion track or who are not ready to meet the demands of the college preparatory class work.

As a Comprehensive High School, Sonora High offers a broad array of outstanding programs for its students. In addition to a rich academic program, the school excels in student activities, athletics, visual and performing arts, and maintains a strong Career Technical Education Program. The extensive CTE Program includes courses in agriculture, auto shop, culinary arts, health careers, emergency first responder, digital photography, wildland fire science, cosmetology, and welding. Three years ago the school introduced the CTE Culinary Arts Program which has excelled to be one of the most popular CTE courses offered. The school offers outstanding co-curricular activities, including Band, Choir, Drama, Future Farmers of America, Junior Statesman of America, Leadership, Art, Law, an array of Computer Science Classes and Yearbook. Over the past five years, an average of over 650 students per year have participated in one or more co-curricular activities. The school also has 17 active clubs involving over 350 active student members.

Following in the spirit of the Schoolwide Learner Outcomes and the school's mission statement, rigor and relevance play a key role in the development of curriculum and instruction at Sonora High School. The school has made an ambitious effort to ensure that all curricula are standards-based and consistent with the California Common Core State Standards. Each teacher ensures that students are taught according to and assessed by these standards. To that end, each core academic department is working to utilize assessments from and related to the California Assessment of Students Performance and Progress. Preliminary exploration has also begun with the CAASPP's accompanying Interim Assessment Blocks (IABs) and the Interim Comprehensive Assessments (ICAs).

In 1998, Sonora High introduced the Senior Exit Project Program which is housed in senior English classes. All seniors must complete the project in order to pass their senior English class. The project has been a considerable nexus of community involvement. Over 250 community members participate each year as project mentors and judges. Each year the school hosts a Senior Project Presentation

Event where community members hear students give speeches about their projects. The school also hosts a showcase event at the SHS Gymnasium where students display their projects.

Sonora High School is rich in tradition. Many students' parents and grandparents attended school at SHS. Several of the teachers and administrators also graduated from SHS. Sonora High School facilities are used year-round by the community, especially the gym, auditorium, football field, and track. The school is the center of activity for the city of Sonora and Tuolumne County. The annual Homecoming Parade through downtown draws a host of parents and community members, filling downtown each year. The annual event embodies the pride and tradition associated with attending the school.

Three major community foundations support the school: the Sonora Area Foundation, the Irving Symons Memorial Foundation, and the Sonora High Foundation. The Sonora Area Foundation annually provides significant funds for a variety of projects both large and small. In the Spring of 2005, the Sonora Area Foundation and Symons Foundation combined with the Holder Family Foundation provided 30% of the funds necessary to install an artificial surface on the school's football/soccer field. The second phase of the Measure J Construction provided the renovation and upgrade of this key facility that has become a major community component since its installation in 2005. Annually, the Sonora High Foundation funds many different micro and mini-grants for classroom projects, field trips, and other student activities. Teachers and program leaders are encouraged to apply for grants up to \$1000 each Spring. Many programs in the school have continued to grow and thrive because of this annual and consistent contribution to the school. Through the school's local scholarship program, community members annually contribute over \$200,000 toward scholarships for graduating seniors. The school enjoys support from several booster groups the most prominent of which support our marching band and our agricultural program. Although there are no formal business partnerships, a large number of local businesses consistently support the school's programs and activities.

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).

Over the past three years, the Brightbytes survey of students, faculty, and parents has shown 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. An increased effort has been made in this area of professional development this year.

The site also administered the Administrator Effectiveness survey to all core, site staff. Data from the survey show that communication from the leadership team needs to be further developed and that new state, discipline norms and trends need better classroom, teacher, and staff communication.

The site also administered the district developed Staff Professional Development Survey, Data from the survey show that the Rigorous Curriculum Design professional development initiative was not effective in its reception at the site

The Healthy Kids survey was administered to all Freshmen and Junior students during the Spring of 2015. The Healthy Kids survey will be administered to all Freshmen and Junior students again during the 2017-2018 school year.

Classroom Observations

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

Formal classroom observations are completed for all new teacher to the district during their first and second year. If teachers require more support additional formal observations may be completed after the first and second year. Tenured staff are formally evaluated according to the districts established observation timeline. After teachers have reached 10 years with the district they may opt to complete a professional learning project include of the formal observation. The professional learning projects are individual in nature and are developed by the staff member with their evaluator. The professional development project is designed to help impact the

curriculum of a subject, grade level, or department, or to help the staff member complete a project that will impact students at the site beyond their classroom.

Informal classroom walk-throughs are completed by site administration daily. Site administration's goal is to visit each teachers' classroom a minimum of once a week.

Analysis of Current Instructional Program

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.

Standards, Assessment, and Accountability

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

Meeting performance goals.

The math department has been developing and refining a Pacing Guide and common formative and summative assessments for Math 1, Math 2, and Math 3. The integrated mathematics curriculum adopted by the county adoption as a part of the new common core state standards has been fully implemented. Traditional courses like Trigonometry and Calculus are still offered and the use Houghton Mifflin test bank generated formative assessments are still in place. 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 ensure that students are mastering the subject material.

The English Department has made significant progress adjusting the department's courses of study to match the Common Core Standards and the past developed curriculum framework at the site. While the scope and sequence of the English courses have changed, adjustment in the other core courses where there are English standards embedded in those courses have been slow to adopt these changes. Common formative and summative assessments across these curricula are under development currently as a part of this year professional development. 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 a 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 the 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)

Meeting performance goals.

The English department administers a pre and post reading assessment using SRI or the Scholastic Reading Inventory. All incoming 9th-grade students take this assessment prior to enrolling at Sonora High School. All 9th and 10th-grade students complete this test during the Spring Semester providing the department with at least two different reading assessment markers for each student. The English Department also administers a common grade-level writing assignment at each grade-level on-time per year. also, administer a quarterly common assessment.

Common, summative assessments are in place in the English and Math department, departments where multiple teachers teach at each grade-level. Other departments are working to create the common assessment that can be used to establish department instructional norms and them used to drive instruction, though this has proven to be more difficult where individual teachers solely teach a particular subject or class.

All other departments use teacher or textbook derived assessments that are not commonly given by the 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)

Meeting performance goals.

All teachers are assigned with the appropriate credential. All classes are taught by a highly qualified teacher or are seeking credential in a program that will qualify them to be highly qualified once complete.

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

Meeting performance goals.

All AP teachers are invited to attend the Collegeboard Approved AP Summer Institutes.

All first and second year teachers are enrolled in New Teacher Induction and Support Programs coordinated through through the Tuolumne County Superintendent of School and the Stanislaus County Office of Education. All new Special Education teachers who have not completed the credentialing process for Special Education oare 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)

Meeting performance goals.

We have structured professional development for the 2017-2018 year on technology using Chromebooks in the classroom, Aeries Analytics, and Google technologies designed to increase collaboration and produce more opportunities for feedback. In the Spring of 2018, Sonora High School will begin its next WASC Self-Study, to be completed by March 2019. Much of the professional development time on Wednesday mornings will be dedicated to the WASC Self-Study process.

Each Spring, the school conducts a survey of staff regarding the professional development needs. The identified needs are combined with administration's assessment of staff development needs. The identified needs this year will be used to help analyze the WASC Goals and Action plan that will be included in the next Self-Study report.

Current expressed professional development needs for the site include Instructional Practices to support student engagement, Instructional Practices to support English Language Learners, and further technological support to increase participation and collaboration in the classroom.

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

Meeting performance goals.

Instructional assistance and support are supervised by Assistant Principal as well as the site Principal. The District provides lots of hands-on support throughout the year to promote the growth and development of all teachers at the site. The Assistant Principal along with the Principal facilitate professional development sessions on Wednesday mornings during the dedicated Staff Professional Development time each week. Department Chairs also help support this process through their bi-monthly department meetings. In addition to the department and all-staff meetings, the school has developed a network of teacher communities within the school where sharing of strategies and resources are completed on formal and informal bases throughout the year.

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

Meeting performance goals.

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 two staff development or PLC (Professional Learning Communities) meetings. During culture PLC time, staff meets 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)

Meeting performance goals.

English and Math are working 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)

Meeting performance goals.

Students who are not successful in Math 1 are placed in newly created Intervention Math 1 course which is designed to reinforce key learning skills in math 1 in a hands on and richly supported math learning environment. 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, 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 have 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)

Meeting performance goals.

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)

Meeting performance goals.

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.

Opportunity and Equal Educational Access

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

Meeting performance goals.

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.

14. Research-based educational practices to raise student achievement

Meeting performance goals.

Department share and promote current best practice instructions as a part of their bi-monthly topic of focus.

Parental Involvement

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

Meeting performance goals.

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 two 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)

Meeting performance goals.

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.

Funding

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

Meeting performance goals.

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 Math 1 readiness class is designed for freshmen who are underperforming and not yet ready for Math 1. This year we have removed the previously implemented Intervention courses, but have retained a section specific to math for student underperforming math and other technical subjects.

18. Fiscal support (EPC)

Meeting performance goals.

Funds are used from Title 1 and EIA to provide professional development for staff, materials for classes, and support classes for underperforming students. Allocation 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 demographics of the school changes and as the percentage of lower Social Economic Disadvantaged students increases, 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.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	187	215	205	178	214	204	178	214	204	95.2	99.5	99.5
All Grades	187	215	205	178	214	204	178	214	204	95.2	99.5	99.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2632.9	2631.4	2648.0	31	34	43.14	41	38	34.31	18	19	12.25	10	9	10.29
All Grades	N/A	N/A	N/A	31	34	43.14	41	38	34.31	18	19	12.25	10	9	10.29

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	40	39	49.26	47	50	40.39	13	10	10.34
All Grades	40	39	49.26	47	50	40.39	13	10	10.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	43	39	54.46	47	48	33.17	10	14	12.38
All Grades	43	39	54.46	47	48	33.17	10	14	12.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	26	28	41.18	61	62	48.53	13	10	10.29
All Grades	26	28	41.18	61	62	48.53	13	10	10.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	41	46	47.78	50	47	43.35	9	7	8.87
All Grades	41	46	47.78	50	47	43.35	9	7	8.87

Conclusions based on this data:

1. Performance scores have steadily increased since the baseline test given in April of 2015.
2. From the previous year, specific gains have been made in the claim Research/Inquiry and the claim Reading.
3. Focus needs to be next turned to the claim Listening.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	187	215	204	177	213	201	175	212	201	94.7	99.1	98.5
All Grades	187	215	204	177	213	201	175	212	201	94.7	99.1	98.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2554.4	2581.2	2592.9	6	13	14.43	19	24	30.85	31	25	21.89	44	39	32.84
All Grades	N/A	N/A	N/A	6	13	14.43	19	24	30.85	31	25	21.89	44	39	32.84

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	12	21	29.85	37	33	25.37	51	46	44.78
All Grades	12	21	29.85	37	33	25.37	51	46	44.78

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	20	24.50	59	58	49.00	29	22	26.50
All Grades	11	20	24.50	59	58	49.00	29	22	26.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	13	21	21.89	50	51	56.22	37	27	21.89
All Grades	13	21	21.89	50	51	56.22	37	27	21.89

Conclusions based on this data:

1. Though scores remain below the state average, scores improved in all claims when compared to the previous year.
2. The interventions put into place before the test helped the 11th grade level make slight gains.
3. Focus needs to be next turned to the claim Communicating Reasoning.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	***			***	75	60			20		25	20			
10				***	***							***			
11				***				***			***				
12						***	***					***			
Total	14			57	57	50	29	14	13		29	38			

Conclusions based on this data:

1. Sonora High School have very few EL students, but they need to be serviced by offering an ESL class and a bi-lingual resource aid.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	***			***	83						17				
10				25	***			***		50			25		
11	25			63	***			***			***		13		
12	40			20			40								
Total	25			45	64		10	18		10	18		10		

Conclusions based on this data:

1. Sonora High has very few EL students, but trends from foundation schools shows growing numbers at lower levels.

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 student performance 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	July 2017 through June 2018	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
			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 the Math subject department for struggling students	August 2017 - June 2018	Principal	Intervention Math 1 - 1 Periods	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,000
Maintain the staffing of two additional Paraprofessional Aides to maintain the total at 4 FTE	August 2017 - 2018	Principal	Two additional aides to assist in 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 ELL class for English Language Learners	2017 - 2018 school year and on	Principal	Add ELL 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 student performance 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
Maintain position of Learning Director	2017 - 2018 school year and on	Principal	Utilize tje 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
Continue reinstatement of .6 FTE counselor to full time	2017 - 2018 school year and on	Principal	Continue reinstatement of .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 Department Meetings	2017 - 2018 school year and on	Principal	Department meetings allow 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 student performance 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
Maintain additional Campus Supervisor Positions	2017 - 2018 School year and on	Principal	Maintain additional Campus supervisor for a total of 2 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	2017 - 2018 school year and on	Principal	Schedule wednesday morning training from SPD, and TCSOS on ALICE	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #4

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 student performance 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:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

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 student performance 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:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in			
SCHOOL GOAL #1:			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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	92,640.00
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	154,485.00
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	92,640.00
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	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	123,310.00
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			
Cindy Zelinsky		X		X	
Kellee Leamy				X	
Eric Hovater				X	
Jackson Bouchard					X
Lucia Seedoo					X
Numbers of members of each category:	1	2	1	3	2

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) 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

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

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