

School Year: **2022-23**



School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sonora High School	55723895536503	May 16, 2023	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Sonora High School has implemented the Sonora Union High School District's Local Control and Accountability Plan (LCAP) goals as the goals for our School Plan for Student Achievement (SPSA). By aligning the LCAP and SPSA goals this allows us to really focus on how to allocate funds to support students success on our site. This plan will delineate action steps and allocate funds to help Sonora High School meet the ESSA requirements and accomplish the site and district goals.

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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).

Sonora High School uses the "Thought Exchange" survey program. Thought Exchange allows for not only finite answer to questions that are posed, but also allows for open ended questions. The program then uses an artificial intelligence algorithm to synthesize usable data from open ended questions giving us a much truer view of our communities thoughts. Thought Exchange was used most recently to gather information and input from our parents, students and staff about the LCAP goals and progress. In addition, Thought Exchange was used to survey staff in regards to a recent school safety issue and ways we can improve our response.

Each school year in March, freshmen and junior students from all district sites were administered the California Healthy Kids Survey (CAHKS). Students at Sonora High School were provided these surveys through their district-issued email address and through their English classes. In addition, the parent portion of the CAHKS was sent out to parents as part of the weekly communication in the Wildcat Weekly. Staff were sent the CAHKS via email. The results are typically provided in late April from all three stakeholder groups.

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 teachers 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 district's established observation timeline. After teachers have obtained tenure with the district and have demonstrated proficiency on all of the identified evaluation criteria, they may opt to complete a professional learning project in lieu 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 regularly. Site administration's goal continues to be to visit each teacher's classroom a minimum of once every two weeks.

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

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

Meeting performance goals:

CAASPP Testing was administered for the second consecutive year during the 2021/2022 school year after not being done for a year due to COVID-19. As seen across both our county and the state, scores decreased since the 2018/2019 testing year. Despite the decrease in scores, Sonora High School scores in English continue to be significantly higher when compared the state and county in comparison. Math scores which had previously been above the state and county, dipped below the state scores while maintaining above the local county scores.

Although the Math scores are the highest of any high school in Tuolumne, they still need to be increased. The Sonora High WASC Visiting Committee Report for Sonora High School, completed in the 2018/2019 school year noted that many students continue to struggle with mathematics and that more needs to be done to support them in this subject area. At the WASC mid cycle review, which occurred in March of 2022, this was reiterated, with the need to focus on common assessments in content areas and collecting/utilizing data. The District implemented new textbooks seven years ago and changed the Basic Math Review Support Class to a Math 1 Readiness Course to better prepare struggling students for Math 1. Results of these changes will not be seen until these students take the Smarter Balanced Test in their Junior year. Traditional courses like Trigonometry and Calculus are still offered and the use of 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. A variety of teaching and checking for understanding strategies are used in all courses to ensure that students are mastering the subjects content.

The English Department has made significant progress adjusting the department's courses of study to match the Common Core Standards and the previously 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. The analysis of the results will indicate areas where re-teaching is necessary for students and professional development for staff is needed.

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 entire department across the courses. Instruction driving assessments in these departments are not normed but do occur in individual classrooms.

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

Meeting performance goals.

As all Standardized testing has returned we will continue to use the testing data in order to make decisions.

In the fall of 2021 and again in the fall of 2022, all students were given the STAR assessment in math and reading. Students who were identified as significantly below grade level were assigned to an intervention program to address their learning needs.

The English Department also administers a common grade-level writing assignment at each grade-level one time per year and administer a quarterly common assessment. The department will be working on developing common assessment rubrics and working together to calibrate those rubrics.

Common summative assessments are in place in the English and Math Departments, and 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 then 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

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 credentialing in a program that will qualify them to be highly qualified once complete.

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 College Board Approved AP Summer Institutes.

All first and second year teachers are enrolled in New Teacher Induction and Support Programs coordinated through the Tuolumne County Superintendent of Schools and the Stanislaus County Office of Education.

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

Meeting performance goals.

In April of 2022, some of the staff was involved in the creation of a strategic plan for the Sonora Union High School District. Through the creation of this plan, there were specific objectives and metrics created. In the Winter and spring of this year, departments have met, primarily on Wednesday morning during department time, to evaluate and address the goals of the strategic plan.

Departments were asked to create professional development plans to help teachers stay current and grow.

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.

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 the Associate Principal as well as the site Principal. The Associate Principal along with the Principal and the District Instructional Technology staff facilitate professional development sessions on Wednesdays and on individual as needed basis. Department Chairs also help support this process through their 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 both a formal and informal basis throughout the year. The Tuolumne Superintendent of Schools Office also provides professional development and technical support to assist our teachers.

This past school year, the administration established monthly new teacher support meetings, where the new teachers met with administrative staff to review upcoming school events and procedures as well as provide support in specific teacher driven areas.

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 and department meetings. Each department meets regularly 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

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

Meeting performance goals.

English and Math have aligned their curriculum with the new Common Core Standards. The Science, Social Science, 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.

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

This section is not applicable to High School.

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

Meeting performance goals.

Incoming 9th grade students whose mathematics placement test scores are below grade level and who are recommended by their previous math teacher are enrolled in a Math 1 Readiness course that reviews concepts that prepare them to take Math 1 the next year. Students who are not successful in Math 1 are often placed in the 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. The class follows a common scope and sequence of the Math 1 class but progresses at a slower pace.

English Language Arts students who are deficient by two or more grade levels 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. Over the course of the past two years, the general English class has been phased out. Students in 9th and 10th grade are all enrolled in a College Prep English course. Additional support is provided on an as needed basis to students who are behind. Typically this support would be offered during the FLEX period.

At the beginning of this school year, all students were assessed in reading using the Renaissance assessment. Students who were reading below grade level were selected to attend an intervention FLEX period twice a week to remediate their reading skills.

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. Each student has been issued a chromebook.

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. Some of our text books were not adopted in the most recent adoption cycle (English and Science). These departments have worked through a textbook adoption process and standard aligned textbooks have been selected and are under review of the Sonora High School Site Council and School Board.

Opportunity and Equal Educational Access

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

Meeting performance goals.

In addition to in-class support, teachers are able to schedule students into their FLEX Period or students can self schedule into a teachers FLEX in order to be available to meet with students to provide additional instruction, tutorials and remediation based on individual needs.

Evidence-based educational practices to raise student achievement

Meeting performance goals.

Departments share and promote current best practice instructions as a part of their department meetings.

Parental Engagement

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

Meeting performance goals.

At the beginning of the 2021/2022 school year, a new schedule was implemented that included a 44 minute flex period every day but Wednesday. During this time, all teachers have a flex period in which they offer instructional support or enrichment. Students are either selected by a teacher or self select what class/teacher's flex period they attend. This has opened up support for all students, without them having to miss their lunch, or maneuver the challenge of staying after school. We have continued this during the 2022/2023 school year. In addition, students are able to access on demand 24 hours per day tutoring through FEV tutor.

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, two 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. The school annually reviews and updates our Parent Engagement Policy.

Funding

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 Math 1 Readiness class is designed for freshmen who are under performing and not yet ready for Math 1. We have removed the previously implemented intervention courses, but have retained a section specific to math for students under performing in math and other technical subjects.

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.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Sonora High School Site Council (SSC) meets on the third Tuesday of most months to discuss site issues, the School Plan for Student Achievement, the District Local Control Accountability Plan, the adoption of textbooks, the introduction of new courses of study, the WASC Self-Study documentation, and various other school initiatives and projects. Staff members, parents, students, and other members of the public who are not a part of the SSC are welcome and invited to attend. The SSC meetings are posted on the school calendar, and the SSC meetings along with the agenda are advertised in the weekly publication of the "Wildcat Weekly" to encourage other interested parties to attend the SSC meetings.

The Sonora High School Site Council will meet on the following dates to discuss school improvement and the Single Plan for Student Achievement:

- Tuesday, October 18, 2022

- Tuesday, November 15, 2022
- Tuesday, December 20, 2022
- Tuesday, January 17, 2023
- Tuesday, February 21, 2023
- Tuesday, March 21, 2023
- Tuesday, April 18, 2023
- Tuesday, May 16, 2023
- Tuesday, June 20, 2023

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

None currently identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1.14%	1.0%	0.76%	11	9	7
African American	0.31%	0.2%	0.22%	3	2	2
Asian	1.66%	1.2%	0.98%	16	11	9
Filipino	1.25%	1.9%	0.87%	12	17	8
Hispanic/Latino	18.94%	20.2%	21.89%	182	182	202
Pacific Islander	0.21%	0.4%	0.54%	2	4	5
White	71.8%	69.9%	68.36%	690	631	631
Multiple/No Response	0.52%	4.7%	5.74%	40	42	53
Total Enrollment				961	903	923

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	280	289	273
Grade 10	246	233	278
Grade 11	235	194	204
Grade 12	200	187	168
Total Enrollment	961	903	923

Conclusions based on this data:

1. According to this data, where we had previously identified that the trend of declining enrollment has stabilized and we are growing slightly each year, since the COVID-19 pandemic, our enrollment dropped in the 2021/2022 school year. Most of the decline can be attributed to the necessity of offering an independent study option to any student who requests it. Where our district normally has an enrollment of approximately 50-60 independent study students, this year the enrollment is 120 students and growing each week, which has effected our total enrollment. In the 2021/2022 school year, our attendance increased slightly from the 2020/2021 year, however because the districts independent study high school, Theodore Bird High School, continues to offer a larger enrollment then previously, more students are taking the option of independent study versus attending the comprehensive high school.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	21	31	27	2.2%	3.4%	2.9%
Fluent English Proficient (FEP)	50	42	44	5.2%	4.7%	4.8%
Reclassified Fluent English Proficient (RFEP)	3	0		13.0%	0.0%	

Conclusions based on this data:

1. While there has been a dramatic increase in the number of identified EL students in the past 5 years, we saw fewer English Learners in the 21/22 school year than we did in the 20/21 school year.
2. With the overall increase of students over the past few years, it is concerning that our number of FEP and RFEP has not increased. The number of students who are considered LTEL's is an additional concern.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	191	172	169	186	155	168	186	155	168	97.4	90.1	99.4
All Grades	191	172	169	186	155	168	186	155	168	97.4	90.1	99.4

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2648.	2624.	2617.	43.55	29.68	24.40	31.72	39.35	42.26	14.52	21.29	20.83	10.22	9.68	12.50
All Grades	N/A	N/A	N/A	43.55	29.68	24.40	31.72	39.35	42.26	14.52	21.29	20.83	10.22	9.68	12.50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	48.92	34.42	33.33	34.95	53.90	54.76	16.13	11.69	11.90
All Grades	48.92	34.42	33.33	34.95	53.90	54.76	16.13	11.69	11.90

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	54.30	26.62	26.19	37.10	58.44	60.12	8.60	14.94	13.69
All Grades	54.30	26.62	26.19	37.10	58.44	60.12	8.60	14.94	13.69

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	31.18	18.18	16.67	59.68	72.08	75.60	9.14	9.74	7.74
All Grades	31.18	18.18	16.67	59.68	72.08	75.60	9.14	9.74	7.74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	44.62	27.92	22.62	42.47	67.53	69.64	12.90	4.55	7.74
All Grades	44.62	27.92	22.62	42.47	67.53	69.64	12.90	4.55	7.74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Prior to COVID-19, our English scores were steadily increasing. We experienced a decrease in the number of students tested in the 20/21 year as well as a decrease in the success of meeting or exceeding the standards in the 20/21 school year. This trend continued in the 21/22 school year. The number of overall students meeting or exceeding the standard has dropped to 66% in the 21/22 year compared to 74% meeting or exceeding in the 18/19 year.
2. Due to the COVID-19 Pandemic and distance/hybrid learning, the decrease in scores was not surprising, however still concerning. In addition, distance learning also effected the percentage of students who were tested. While typically 97 to 98 percent of our students complete the testing, in the 2019/2020 testing cycle, significantly less students completed the testing. With the 21/22 school year, we were able to test students more inline with our typical percentages, testing 99.4% of our students.
3. While our students are continuing to be above both the state and county in comparison, developing interventions earlier for our students in the standard not met and standard nearly met category will be essential to continue our students growth.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	192	172	169	187	156	168	187	156	168	97.4	90.7	99.4
All Grades	192	172	169	187	156	168	187	156	168	97.4	90.7	99.4

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2587.	2568.	2557.	14.97	10.26	8.33	25.67	17.31	22.02	24.06	31.41	19.64	35.29	41.03	50.00
All Grades	N/A	N/A	N/A	14.97	10.26	8.33	25.67	17.31	22.02	24.06	31.41	19.64	35.29	41.03	50.00

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	27.81	15.38	13.69	28.34	44.23	41.07	43.85	40.38	45.24
All Grades	27.81	15.38	13.69	28.34	44.23	41.07	43.85	40.38	45.24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	21.39	12.82	13.69	51.87	67.31	57.14	26.74	19.87	29.17
All Grades	21.39	12.82	13.69	51.87	67.31	57.14	26.74	19.87	29.17

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	24.06	14.74	9.52	48.13	69.87	67.86	27.81	15.38	22.62
All Grades	24.06	14.74	9.52	48.13	69.87	67.86	27.81	15.38	22.62

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the COVID-19 Pandemic and distance/hybrid learning, the decrease in scores was not surprising, however still concerning. In the 21/22 school year, we returned to testing nearly all eligible students (99.4%) Over all prior to COVID-19 in the 18/19 school year, 39% of our students met or exceeded the overall standard. we saw a significant decrease in the 20/21 school year, dropping to 27%, but saw a slight increase in the 21/22 school year with 30% of our students meeting or exceeding the standard.
2. The interventions put into place will help the 11th grade level.
3. We continue to have a significant number of students who score in the standard not met or the standard nearly met category. This number has been increase and is concerning. There needs to be a concerted focus of our intervention moving forward.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	8	9	4
10	*	*	*	*	*	*	*	*	*	10	4	6
11	*	*	*	*	*	*	*	*	*	*	4	4
12	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										22	21	16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	54.55	23.81	25.00	13.64	28.57	31.25	22.73	23.81	25.00	9.09	23.81	18.75	22	21	16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	59.09	47.62	50.00	22.73	14.29	18.75	4.55	23.81	12.50	13.64	14.29	18.75	22	21	16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.73	14.29	12.50	36.36	28.57	25.00	31.82	23.81	31.25	9.09	33.33	31.25	22	21	16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.91	4.76	18.75	54.55	76.19	62.50	4.55	19.05	18.75	22	21	16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	68.18	61.90	62.50	18.18	28.57	12.50	13.64	9.52	25.00	22	21	16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.91	23.81	18.75	45.45	33.33	56.25	13.64	42.86	25.00	22	21	16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.64	4.76	18.75	72.73	66.67	62.50	13.64	28.57	18.75	22	21	16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. It is concerning the percentage of students who are still performing at the beginning level.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
923	37.8	2.9	0.8
Total Number of Students enrolled in Sonora High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	2.9
Foster Youth	7	0.8
Homeless	5	0.5
Socioeconomically Disadvantaged	349	37.8
Students with Disabilities	136	14.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.2
American Indian	7	0.8
Asian	9	1.0
Filipino	8	0.9
Hispanic	202	21.9
Two or More Races	53	5.7
Pacific Islander	5	0.5
White	631	68.4

Conclusions based on this data:

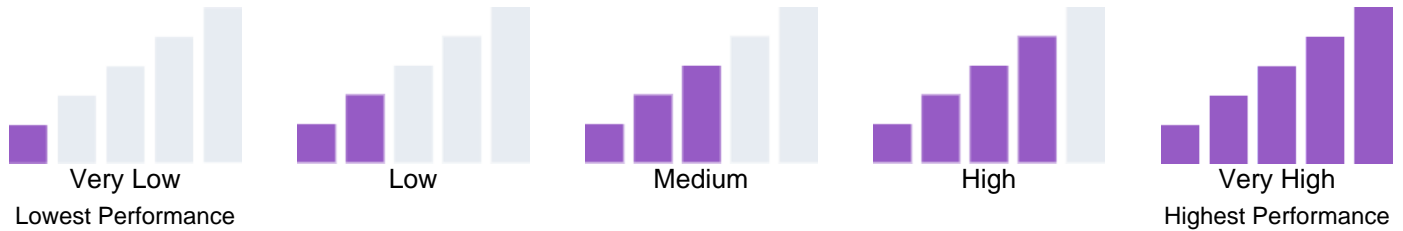
1. Our Hispanic and Socioeconomically Disadvantaged populations continue to grow.
2. Our percentage of Students with Disabilities is higher than average.
3. Our English Language Learner though slightly lower than the previous year, continues to be significantly higher than 4 years ago.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	Graduation Rate Very High	Suspension Rate Very High
Mathematics Low		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

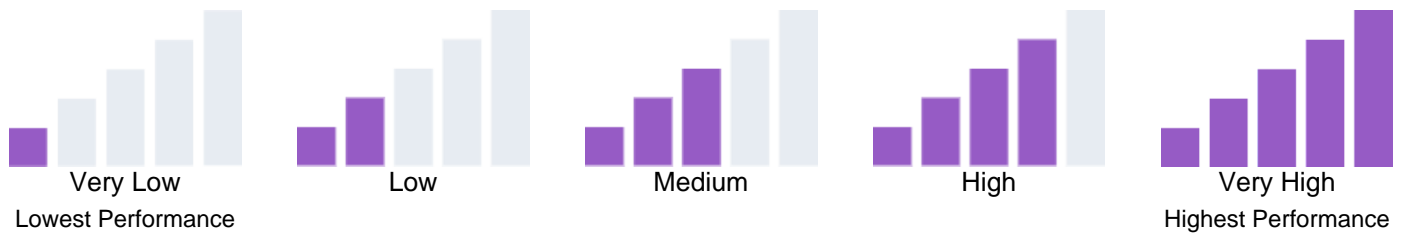
1. The graduation rate has been historically high. Data shows that this trend continues and that Sonora High School maintains a high graduation rate.
2. Suspension rate is very high.
3. We will examine all aspects of College and Career readiness to find the best possible way to assist more of our students meeting this goal.

School and Student Performance Data

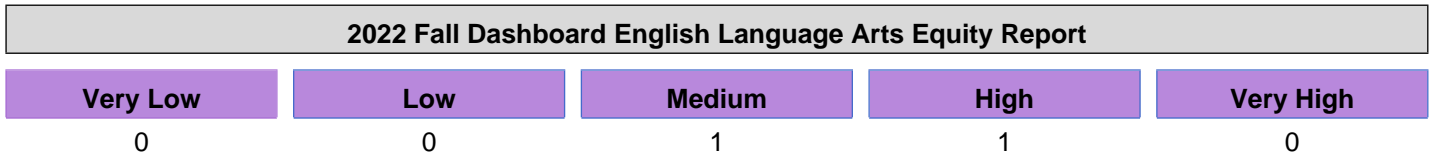
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

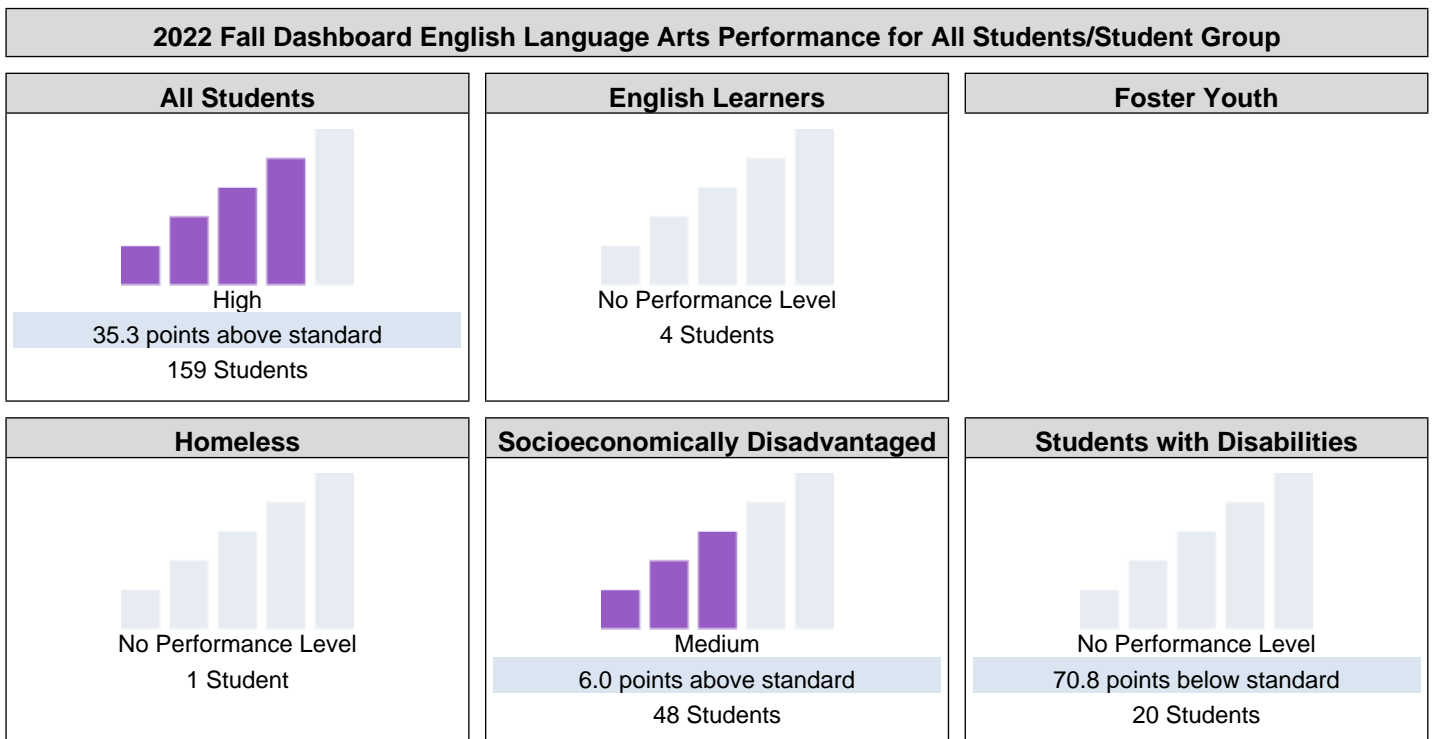
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



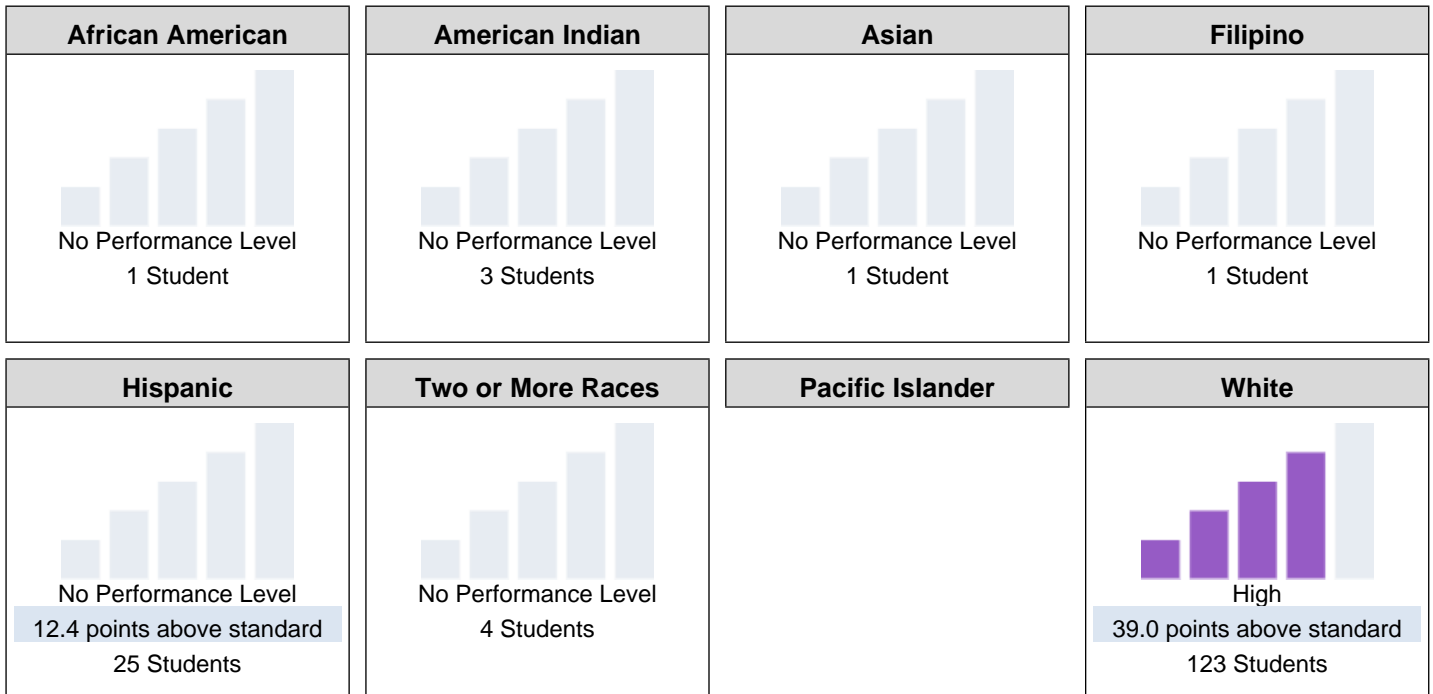
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
2 Students	2 Students	37.8 points above standard 149 Students

Conclusions based on this data:

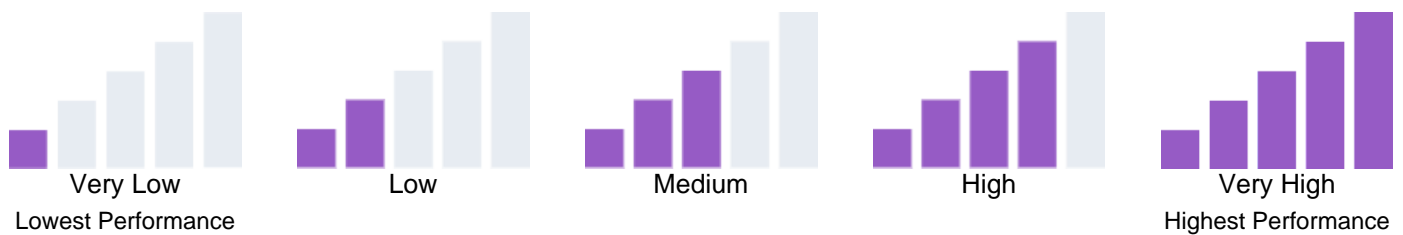
- Overall, students perform high on the English Language Arts testing. It is concerning that there is a discrepancy in our overall performance versus that of our socioeconomically disadvantaged students. Though they are still performing above the standard.
- Even though it is not a significant sub-group our Special Education Department is working, with assistance from the Tuolumne County Superintendent of Schools, to address our Students with Disabilities performance, which is consistently below other subgroups.

School and Student Performance Data

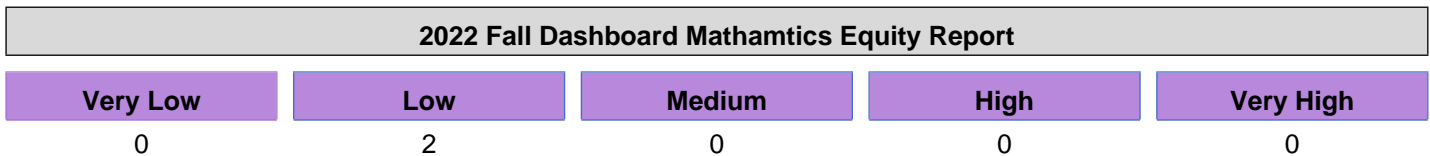
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

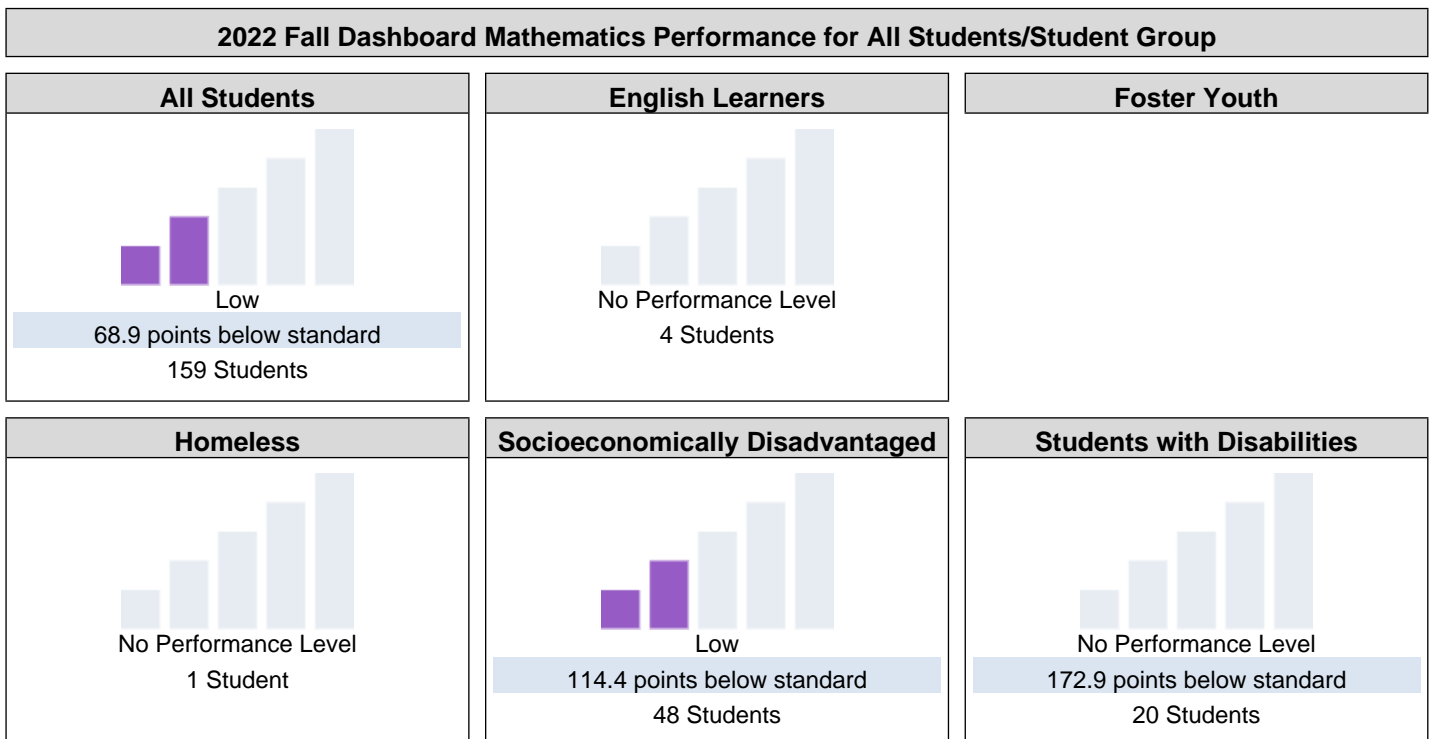
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



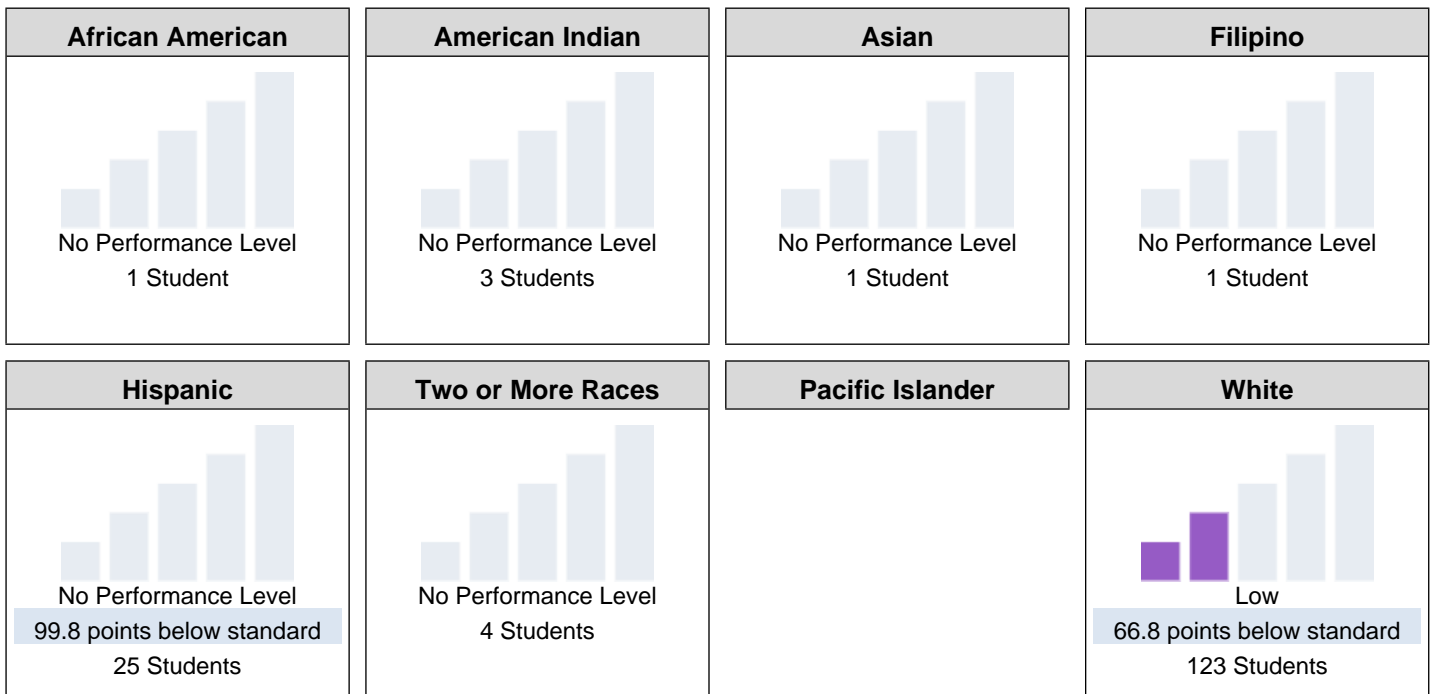
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
2 Students	2 Students	68.8 points below standard 149 Students

Conclusions based on this data:

1. It is concerning that the overall student performance is 68.9% below the standard. Even more concerning is that our socioeconomically disadvantaged students performed significantly worse than our overall performance, with that subgroup being 114.4% below the standard.
2. Even though it is not a significant sub-group our Special Education department is working with assistance from the TCSOS to address our Students with Disabilities performance.

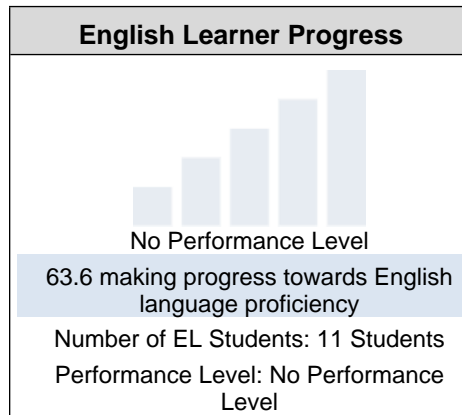
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	36.4%	0.0%	63.6%

Conclusions based on this data:

- It is concerning that only 63% of English Language students increase 1 ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. This baseline data will be compared to future years in the next years School Plan for Student Achievement, because there is no data for we cannot yet compare.
2. We will examine all aspects of College and Career readiness to find the best possible way to assist more of our students in meeting this goal.
3. We hope to expand the number of students that take part in our Middle College Program, our CCAP programs and our dual enrollment programs.

School and Student Performance Data

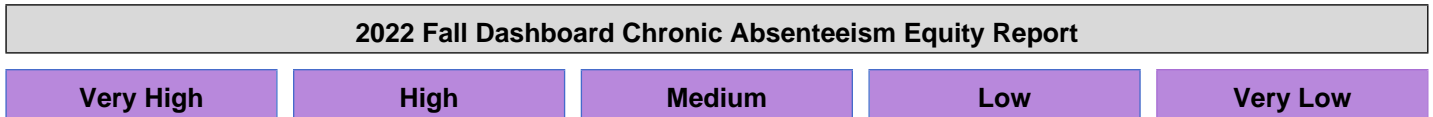
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

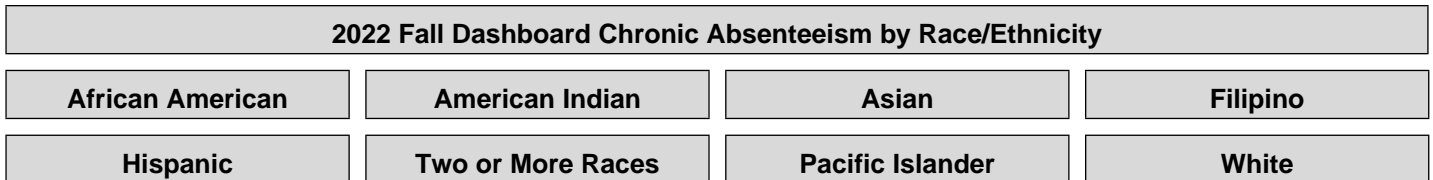
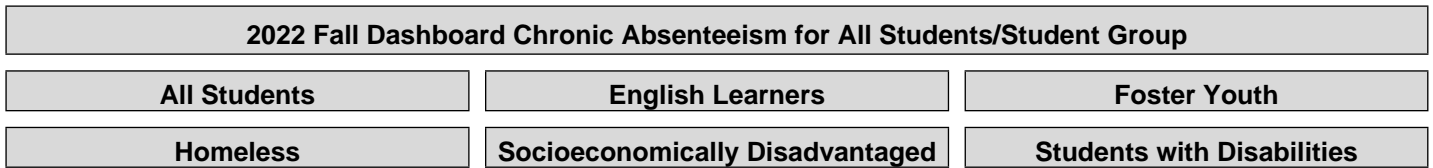
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
High
Medium
Low
Very Low
 Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



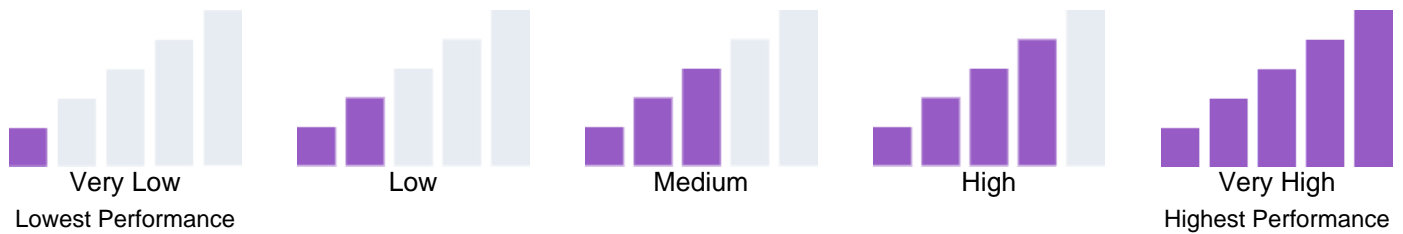
Conclusions based on this data:

- There is not currently data to draw conclusions based off of. That being said, we know through our own data, that Chronic absenteeism is an area of focus for us moving forward.

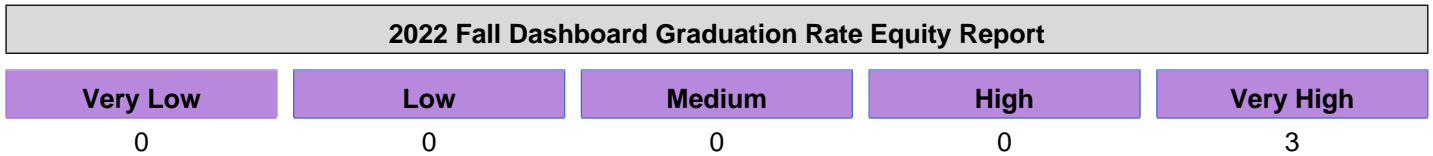
School and Student Performance Data

Academic Engagement Graduation Rate

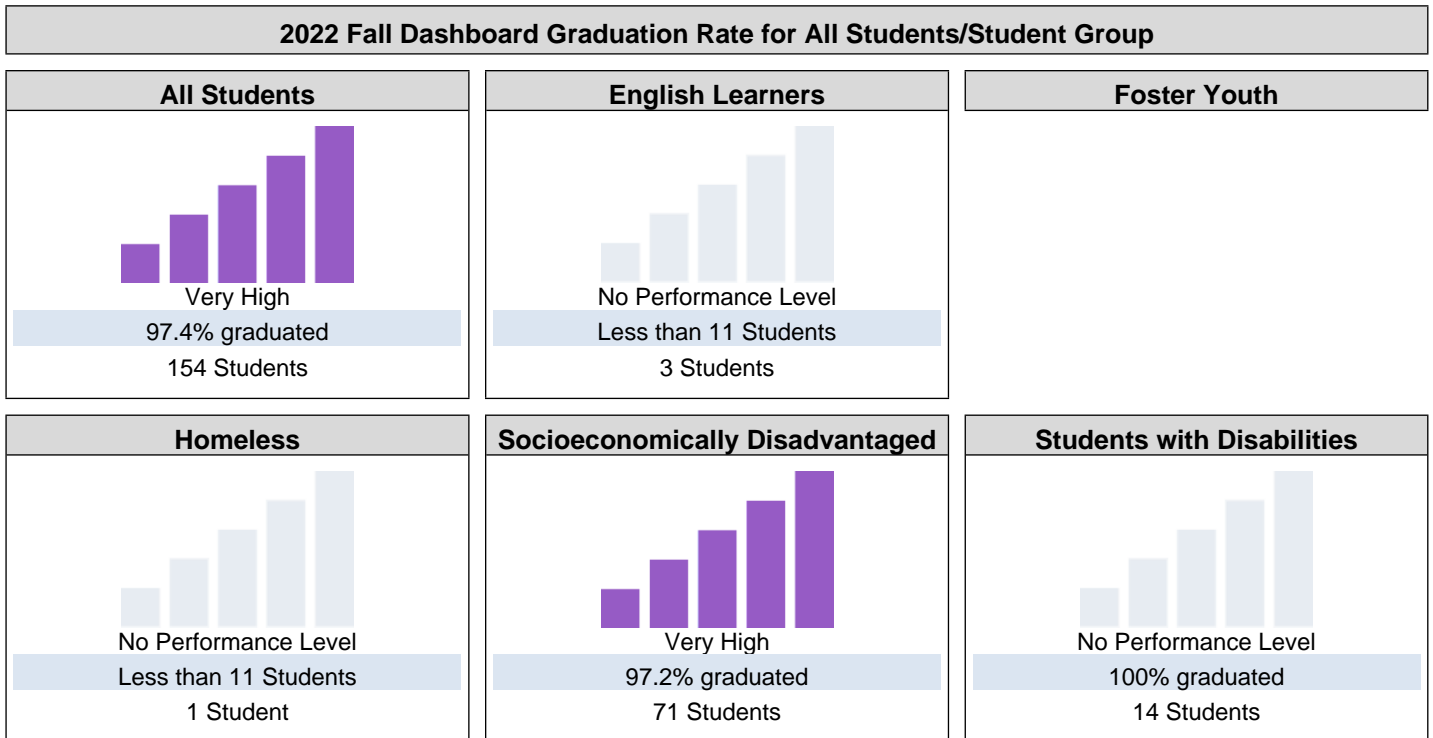
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



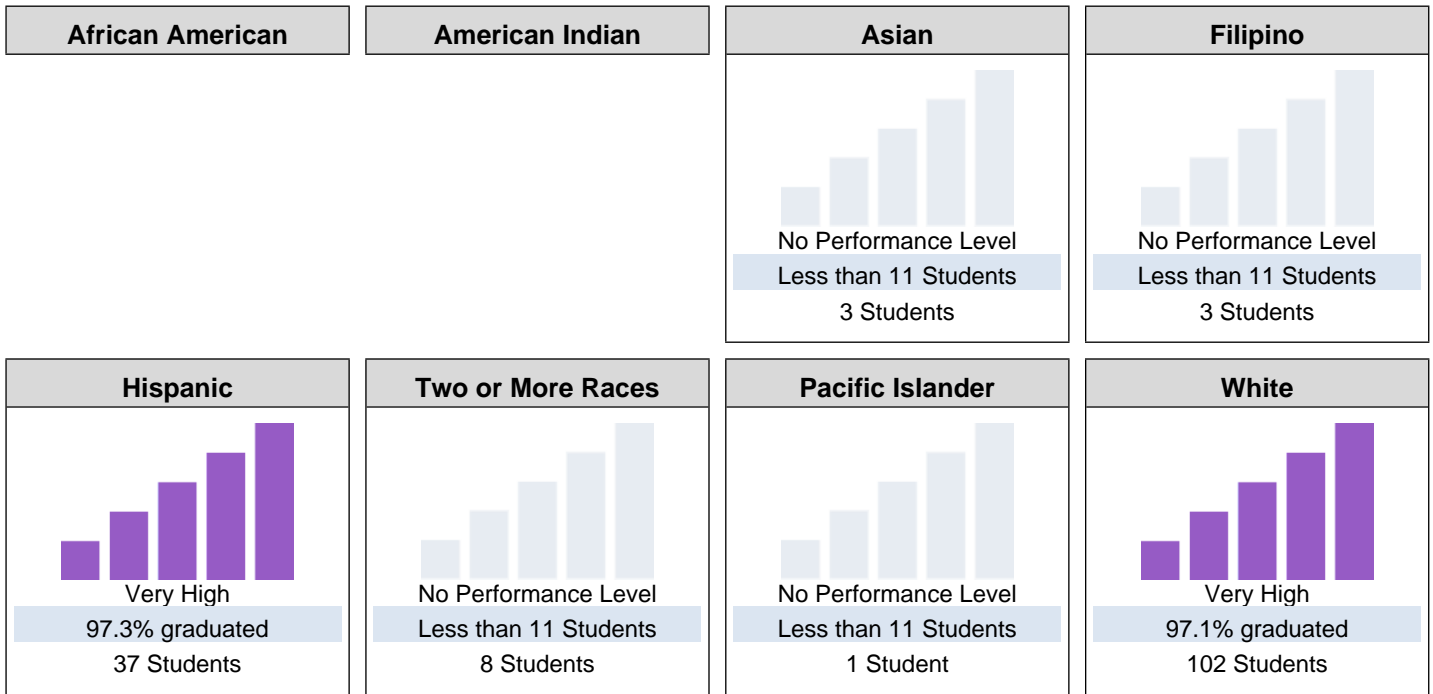
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

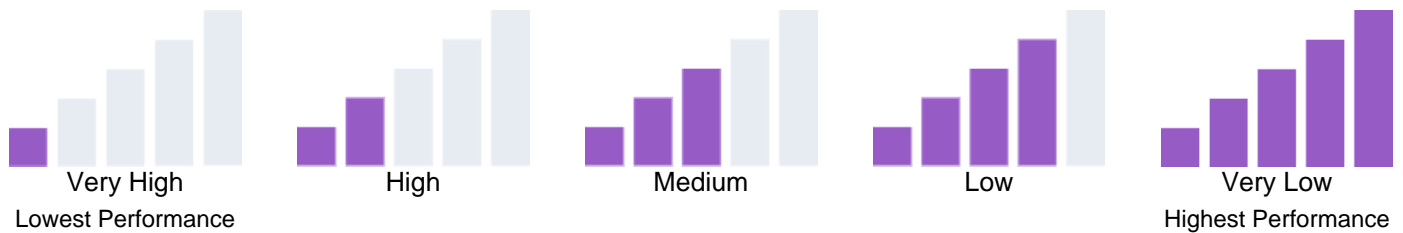
- Our graduation rate continues to be very high. We will look at ways to increase it.

School and Student Performance Data

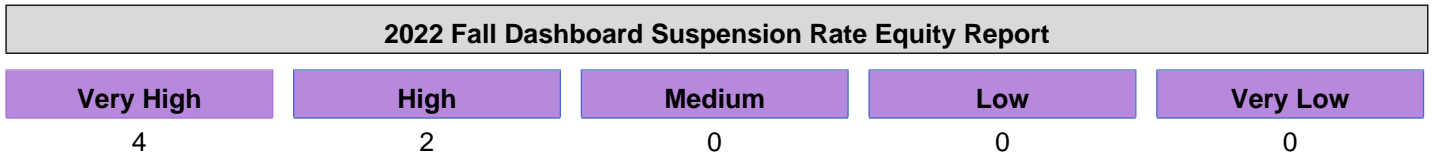
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

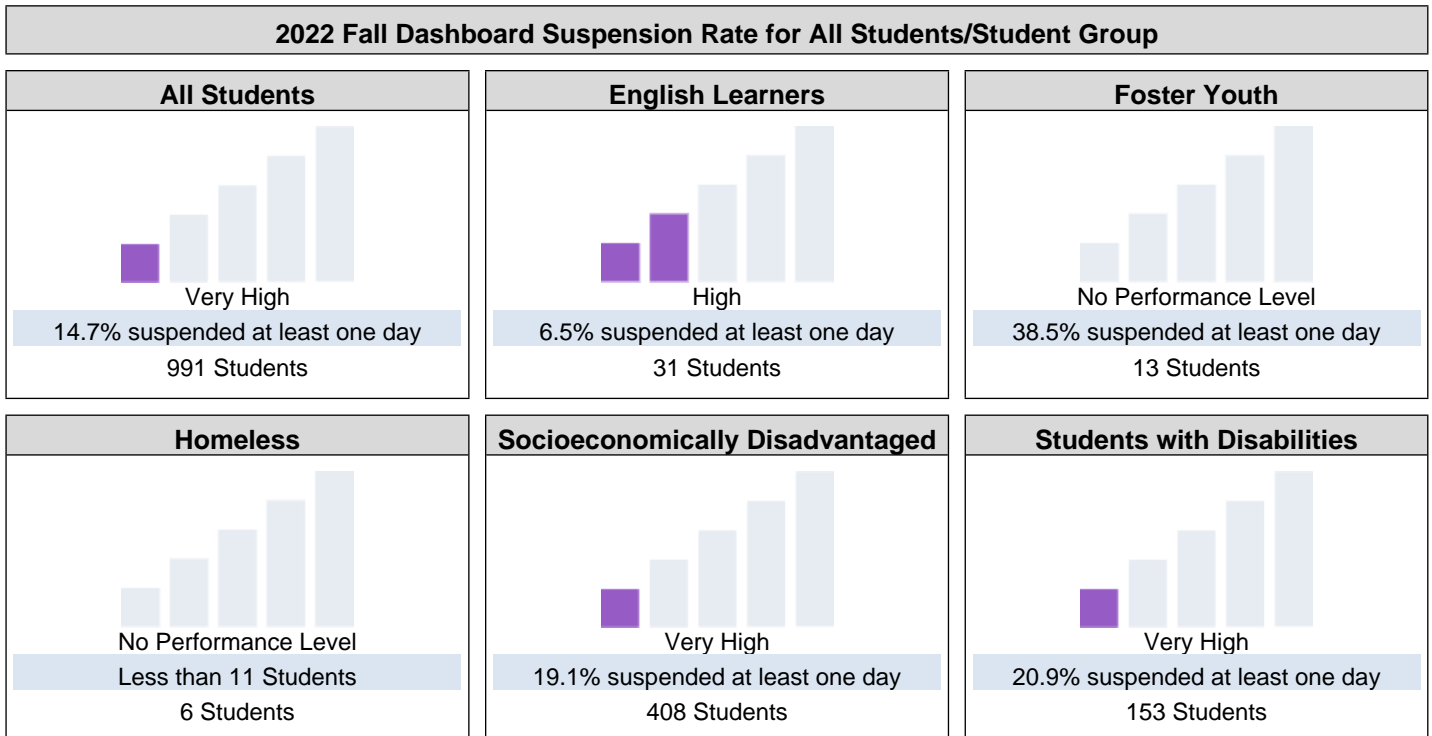
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



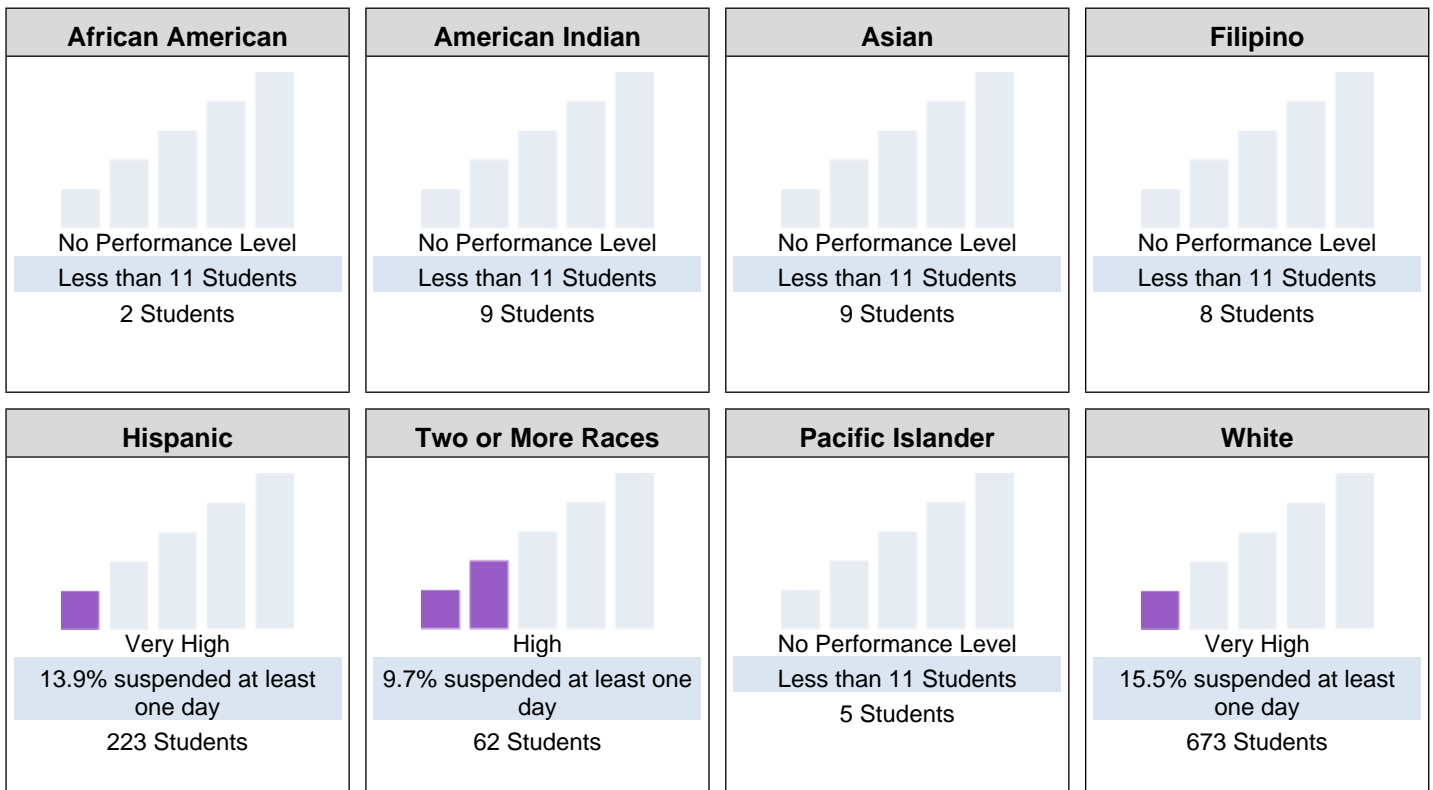
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Elevated numbers for the subgroups need investigation. Overall our suspension rate is high, though substantially higher for students with disabilities.
- Intervention programs need to be developed and put in place as alternatives to suspension.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Engagement and Achievement

LEA/LCAP Goal

Improve academic achievement and college/career readiness fore all student groups.

Goal 1

Improve academic achievement and college/career readiness for all student groups.

Identified Need

- For the 2022/2023 school year, Sonora Union High School District has hired ten new teachers. Several of these teachers are veteran teachers who will be provided with a support teacher. There are 2 who are in an induction period, and one who is in a intern program.
- 2021/2022 school year the Smarter Balance assessment data for English Language Arts indicated that 66.6% of the Juniors tested, performed at the Standard Met or Standard Exceeded level. 12.5 % of students tested were classified as Standard Not Met.
- 2021/2022 Smarter Balance assessment data for Math indicated that 30.35% of the Juniors tested were performing at the Standard level, 50% were classified as Standard Not Met.
- Students identified as "at risk" or as below grade level in one or more core subjects that had received remediation in order to transition to mainstream classes performed in bottom 20% of their mainstream classes based on grade reports.
- This fall we tested all students using the STAR test in reading and math to identify what students needed intervention to bring them to grade level and to be able to gauge students growth as the year and their high school career progresses. The results of the STAR Renaissance test allows us to identify what students needed intervention to bring them to grade level and to be able to gauge students growth as the year and their high school career progresses.
- The 2022 passage rate on AP tests with a 3 or greater increase from 45% to 60%, which can be attributed to the return to in person learning.
- Teachers need ongoing Professional Development to support skill development necessary to implement the California State Standards and address needs of all students.
- Teachers need ongoing Professional Development to support the implementation of department benchmark assessments and department norms.
- The 2017-2018 District chronic absenteeism rate was 21%. Because this data is no longer reported on the dashboard, we looked at site level data which indicates that this rate moderately increased during the 2021/2022 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of common assessments and benchmarks.	<p>In the 2016/17 School Year the following departments conducted common assessments and benchmarks:</p> <ul style="list-style-type: none"> • Mathematics (Math 1, Math 2, Math 3) • English 	The number of common assessments and benchmarks will increase by 10% with continued focus in the Science department and the NGSS.
Smarter Balanced Achievement level in English Language Arts/Literacy	<p>The 2016 Smarter Balanced Achievement level for all students in ELA is as follows: (4)Standard Exceeded = 29% (3)Standard Met = 34% (2)Standard Nearly Met = 23% (1)Standard Not Met = 15%</p> <p>The 2021 results are as follows: (4)Standard Exceeded = 30% (3)Standard Met = 40% (2)Standard Nearly Met = 21% (1)Standard Not Met = 9%</p> <p>The 2022 results are as follows: (4)Standard Exceeded = 24% (3)Standard Met = 42% (2)Standard Nearly Met = 21% (1)Standard Not Met = 12%</p> <p>The 2016 Smarter Balanced Achievement level for Economically Disadvantaged students in ELA is as follows: (4)Standard Exceeded = 20% (3)Standard Met = 31% (2)Standard Nearly Met = 26% (1)Standard Not Met = 22%</p> <p>The 2021 results are as follows: (4)Standard Exceeded = 23% (3)Standard Met = 39% (2)Standard Nearly Met = 29% (1)Standard Not Met = 9%</p> <p>The 2022 results were not broken down in the same way</p>	Smarter Balanced Achievement level 3 and 4 for ELA for all students and subgroups will increase by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>as previously, so no comparison data is available for the Economically Disadvantaged students.</p>	
<p>Smarter Balanced Achievement level in Mathematics</p>	<p>The 2016 Smarter Balanced Achievement level for all students in Mathematics is as follows: Standard Exceeded = 11% Standard Met = 20% Standard Nearly Met = 22% Standard Not Met = 47%</p> <p>The 2021 results are as follows: (4)Standard Exceeded = 10% (3)Standard Met = 17% (2)Standard Nearly Met = 32% (1)Standard Not Met = 41%</p> <p>The 2022 results are as follows: (4)Standard Exceeded = 8% (3)Standard Met = 22% (2)Standard Nearly Met = 20% (1)Standard Not Met = 50%</p> <p>The 2016 Smarter Balanced Achievement level or Economically Disadvantaged students in Mathematics is as follows: Standard Exceeded = 7% Standard Met = 14% Standard Nearly Met = 15% Standard Not Met = 64%</p> <p>The 2021 results are as follows: (4)Standard Exceeded = 7% (3)Standard Met = 18% (2)Standard Nearly Met = 26% (1)Standard Not Met = 49%</p> <p>The 2022 results were not broken down in the same way as previously, so no</p>	<p>Smarter Balanced Achievement level 3 and 4 or Math for all students and subgroups will increase by 2%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>comparison data is available for the Economically Disadvantaged students.</p>	
<p>UC/CSU A-G completion rate</p>	<p>In 2016, 30% of the graduates at Sonora High School completed the requirements for A-G.</p> <p>In 2021, 17% of the graduates at Sonora High School completed the requirements for A-G.</p> <p>In the 2022 reporting year, 31.2% of the graduates completed the requirements for A-G.</p>	<p>UC/CSU A-G completion rate will increase by 2%.</p>
<p>The percentage of EL students making one or more levels of progress towards English proficiency</p>	<p>In the 2017/18 school year, three of the nine EL students were Reclassified Fluent English Proficient</p> <p>In the 2021/2022 school year, 66% of English Learners made progress towards being reclassified.</p>	<p>25% of classified EL students will make progress of one level or more toward English proficiency.</p>
<p>Average Daily Attendance rate</p>	<p>In the 2016/17 school year, the Average Daily Attendance rate was 90.64%</p> <p>The Dashboard reporting of attendance rate was not reported for the 2021/2022 school year.</p>	<p>Average daily attendance will increase by 1%.</p>
<p>Percentage of students with college level credit upon graduation.</p>	<p>In the 2017/18 school year the percentage of students with college level credit upon graduation was 27%</p> <p>In the 2020/2021 school year the percentage of students with college level credit upon graduation was 32%</p>	<p>The percentage of students graduating from high school with college level course credit will increase by 2%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	In the 2021/2022 school year the percentage of students with college level credit upon graduation significantly increased with 43.3% of students having college level credit upon graduation.	
The percentage of students in CTE courses	<p>In the 2016/17 school year 55% of students at Sonora High were enrolled in at least one CTE course.</p> <p>In the 2020/2021 school year 62% of students at Sonora High were enrolled in at least one CTE course.</p> <p>During the 2021/2022 school year this percentage remained nearly the same with 62.4% of students enrolled in a CTE Course.</p>	Percentage of students enrolled in CTE courses will increase by 2%.
The percentage of students in AP courses	<p>In the 2016/17 school year 15.8% of students at Sonora High were enrolled in at least one AP course.</p> <p>In the 2020/2021 school year 10% of students at Sonora High were enrolled and took at least one AP course.</p> <p>in the 2021/2022 school year 17% of students at Sonora High were enrolled in at least one AP Course.</p>	Percentage of students enrolled in AP courses will increase by 2%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education students, students who are Foster Youth, students who are English Language Learners, students whose family are classified as low socioeconomic and students identified as "At Risk"

Strategy/Activity

Continue to implement and revise created intervention and support classes, designed around the RTI model, that provides access to curriculum for Special Education students, English Language Learner students, low socioeconomic students, or other students identified as struggling with the regular course curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

29701

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Intervention Class Teacher Salaries

10112

LCFF - Supplemental
3000-3999: Employee Benefits
Intervention Class Teacher Salary Benefit

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education students, students who are Foster Youth, English Language Learner students, students whose families are classified as low socioeconomic and students identified as "at risk"

Strategy/Activity

Maintain the expanded amount of Paraprofessionals added during the 2015-2016 school year. Paraprofessionals were added to support struggling and under-performing learners and to support classroom instruction in intervention courses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

71954

Source(s)

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Sonora High School Paraprofessional Salaries

48087

LCFF - Supplemental
3000-3999: Employee Benefits
Sonora High School Paraprofessional Benefits

0

Title I
2000-2999: Classified Personnel Salaries

	Sonora High School Paraprofessional Salaries
0	Title I 3000-3999: Employee Benefits Sonora High School Aide Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education students, students who are Foster Youth, English Language Learner students, students whose families are classified as low socioeconomic and students identified as "At Risk"

Strategy/Activity

Continue to provide students performing below grade level in English and Math with targeted courses designed to support current class instruction and help bring students to grade level proficiency. Support students as identified as reading significantly below grade level with strategic and targeted intervention with the Read 180 program. Expand to all grade levels. Support struggling and under-performing math students with Math 1 readiness class.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
38788	Title I 1000-1999: Certificated Personnel Salaries Read 180 & Math I Readiness Classes
13878	Title I 3000-3999: Employee Benefits Read 180 & Math I Readiness Classes
4287	Title I 5800: Professional/Consulting Services And Operating Expenditures Upgrade to Read 180 Online Reading Support Platform

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified as "At Risk" due to being deficient credits towards graduation

Strategy/Activity

Maintain the expansion of course offerings and revise offerings as appropriate to continue to support students progress towards being college and career ready as well as remediation efforts to keep students eligible for graduation. Maintain funding for remediation opportunities for students by continuing to support the Summer School utilizing Apex Learning Virtual School.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
119387	Title I 1000-1999: Certificated Personnel Salaries Summer School Teacher Salaries
26730	Title I 3000-3999: Employee Benefits Summer School Teacher Benefits
11302	Title I 5800: Professional/Consulting Services And Operating Expenditures Apex Online Learning Platform

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Maintain an English Learner teacher and a daily class for EL students in order to support language development and instruction in other classes. Utilize designated EL teacher to support re-designated Fluent English proficient students in current classes in order to reinforce learning and language progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries English Learner Class Teacher Salary
0	LCFF - Supplemental 3000-3999: Employee Benefits English Learner Class Teacher Benefit

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to implement a Work Experience Program designed to help students develop ready-to-work abilities, interview skills, financial literacy, knowledge of workplace safety, knowledge of workplace rights, and to impact career decision making skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18266	LCFF - Base 1000-1999: Certificated Personnel Salaries Work Experience Course
5821	LCFF - Base 3000-3999: Employee Benefits Work Experience Course

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Fund .81 FTE English Learner Paraprofessional to assist EL students in their general education classrooms and also act as a liaison with our EL parents to assist them in navigating our education system.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16363	LCFF - Base 2000-2999: Classified Personnel Salaries
14944	LCFF - Base 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The use of classroom paraprofessionals and the offering of Intervention and Math 1 Readiness classes, provides additional support for students the district has identified as at risk, students who are struggling, or students who were identified as under-performing in general. All of the services listed in this goal were funded, implemented and tracked during the 2021/2022 school year.

The ELA Smarter Balanced Achievement level 3 and 4 increase in overall percentage from 63% (in 2016) to 66 % in 2022. In Mathematics the Smarter Balanced Achievement level 3 and 4 decreased from 31% (in 2016) to 30% in 2022. These percentage changes were not what we had expected, however we also didn't anticipate COVID-19. Expectations were that we would see more gains in these areas, as they had been done in the past. It is assumed that more time and more professional development for staff may be needed to continue the upward trend in these categories.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budgeted Expenditures and Estimated Actual Expenditures in each action were only minor adjustments based on personnel salary schedule adjustments made during the 2021/2022 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The District did not make significant changes to the actions under Goal 1 during the 2021/2022 school year. All proposed actions were implemented as planned. We did however for the 2021/2022 school year, modify the goal to represent this: Improve academic achievement and college/career readiness fore all student groups instead of the broader increase student performance by accessing curricular support in core content areas.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Support

LEA/LCAP Goal

Ensure equitable access for all students to current technology, tools, and instructional strategies to improve educational outcomes.

Goal 2

Ensure equitable access for all students to current technology, tools, and instructional strategies to improve educational outcomes.

Identified Need

- 100% of teachers on campus maintain an online presence while 75% of parents and students have created an account on our School Information System, Aeries, that allows them to access and monitor grades.
- Google Apps for Education indicated that 99% of active accounts are regularly used.
- Wireless coverage on campus covers 100% of the current learning environments.
- Network and Internet speed tests indicate great switching and routing speeds on the South end of Sonora High School campus.
- 25% of classes utilize digital and hybrid supplemental texts for instruction.
- Many departments and sites are using textbooks adopted 10 years ago or more.
- Student and parent surveys indicated that students identified as at-risk (based on income, language designation, and achievement levels) feel less proficient with contemporary learning tools.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of teachers using online presence for their classroom including google apps (or other LMS) and/or website	The percentage of teachers using online presence for their classroom including google apps (or other Learning Management Systems) and/or a website was 80%.	<ul style="list-style-type: none"> • Teacher online presence will increase by 10%. • Regular use of the Google Apps for Education accounts will increase by 10%.
Ratio of students to computer/chromebooks	The ratio of students to computer/chromebooks at the SHS campus was 2:1.	The ratio of students to computers/chromebooks will increase at Sonora High School and maintain at 1:1 at

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	As of the 2020/2021 school year, students all were issued a chromebook that they used both at school and home.	district alternative education sites.
Percentage of classes using textbooks/curriculum adopted over 10 years ago	The percentage of classes using textbooks/curriculum adopted over 10 years ago was 30%.	The percentage of classes using textbooks/curriculum adopted over 10 years ago will decrease by 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, students who are Foster Youth, students whose families are classified as low socioeconomic, and "At Risk" students

Strategy/Activity

Continue to provide online curriculum options in order to increase class offerings across the District as well as offer additional options to help students make up credits through Apex Learning, UC Scout, Google Classroom, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures
Same as Goal #1 Above

0

Lottery: Instructional Materials
5800: Professional/Consulting Services And Operating Expenditures
UC Scout Online Learning Program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support student access to online learning, contemporary learning tools, and collaborative communication skills through the adoption purchase of devices for student access at school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

90000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Chromebooks

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The District will continue to provide on-going and continual maintenance to it's facilities in order to provide all students with appropriate and equitable learning environments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

798497

Source(s)

LCFF - Base
5000-5999: Services And Other Operating
Expenditures
Maintenance

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase the level of technical support for students and staff by restructuring the IT department to include instructional and technological support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

19702	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Technology Support
9033	LCFF - Supplemental 3000-3999: Employee Benefits Instructional Technology Support

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are considered "At Risk" students

Strategy/Activity

Fund three (3) certificated stipend positions of Technology Coach. These Tech Coaches will work with individual teachers and small groups to assist the teachers to become more proficient with online instruction and online teaching tools. During the 2021/2022 school year, these positions were not renewed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Other 1000-1999: Certificated Personnel Salaries Stipend

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase technology, devices, and curricular supports in order to expand and diversify the curriculum and instructional support of the CTE construction program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
235212	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Equipment and other hardware purchases

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The actions/services described in this goal were a continuation of services planned for the past 5 years. Outcomes of this goal were consistent with the plan described last year with the exception of the purchase of Chromebooks and the expansion/expense of online learning options.

Students continued to have more access to more technology throughout the school day. Access was expanded to meet the needs of all students and staff users within the entire district. The District saw gains in the overall number of users, and the amount of users consistently connecting and the variety of ways that teachers are communicating with the students and parents.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Minor material differences are expressed in the above goal review.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The District made no substantive changes to the actions under Goal 2 during the 2021/2022 school year. All proposed actions were implemented as planned.

During the 2021/2022 school year, the LCAP and subsequently the SPSA goals were revised from the following: Develop the District's learning environments to provide equitable access to contemporary strategies, tools, and technologies. To a more inclusive: Ensure equitable access for all students to current technology, tools, and instructional strategies to improve educational outcomes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Safe, Positive, and Productive School

LEA/LCAP Goal

Develop a safe, positive culture where all stakeholders receive social emotional support; are engaged; and feel safe, heard, and respected.

Goal 3

Develop a safe, positive culture where all stakeholders receive social emotional support; are engaged; and feel safe, heard, and respected.

Identified Need

- Academic counseling services were staffed at 2 full time counseling positions (plus the Learning Director position) at Sonora High School as well as a school site therapist to address the increase in students social emotional health needs.
- An at risk counselor, titled as the Learning Director, was maintained at Sonora High School, expanding counseling services during the 2016/2017 school year. During the 2021/2022 school year approximately 120 students were served as a result of the Learning Director.
- The Sonora High School graduation returned to the normal expected range after a significant dip in the 2020/2021 school year where it was 89%. In the 2021/2022 school year it climbed to 97.4%.
- Approximately 50% of twelfth grade students filled out a scholarship application through the Sonora High School Counseling Department.
- Sonora High School identified approximately 20% of students enrolled as "at-risk" based on test scores, discipline data, attendance data, and program enrollment.
- School safety was rated as a "High" priority by a majority of stakeholders in the District based on feedback from stakeholder meetings.
- Character education that promotes personal wellness, contribution to society, and a sense of school pride continued to be rated as "important" by staff and students.
- Student participation in extracurricular activities remained consistent during the 2021/2022 school year when compared to the 2016/2017 school year.
- Approximately 34% of Sonora High School students participated in extra-curricular activities.
- 98% of parent and staff respondents indicated they appreciated greater electronic school communication.
- On the Sonora High Campus, the video surveillance camera system was upgraded for \$175,000.
- Stakeholder input indicated that students and parents needed a greater voice and a place to contribute to the school culture.
- Participation at monthly stakeholder meetings were represented by less than 3% of the stakeholder population. Stakeholder input and surveys indicated desire for more parent involvement.
- The Sonora High School Counseling Staff met with the Elementary Schools in our Districts to work with incoming parents and students and to discuss current articulations with the

goal of improving the transition between the 8th grade year and freshmen year in high school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site subgroup graduation rate	<p>During the 2017/18 school year, the site graduation rate was 96.7%, (an increase of 3.8%) Students with Disabilities graduation rate was 74.1% (an increase of 7.4%)</p> <p>At the end of the 2020/2021 school year the graduation rate was 89%, which is a significant decrease from the 2017/2018 school year. It is believed that COVID-19 is the cause of this decline. We anticipate that the graduation rate will return to what we typically expect.</p> <p>During the 2021/2022 school year the graduation rate rebounded to 97.4%</p>	District student graduation rate for each subgroup will continue to increase.
Site retention rate	<p>During the 2017/18 school year the Site retention of students dropped from 1070 to 969, a decrease of 9.6%</p> <p>During the 2020/2021 school year the cbeds numbers were 901, which is a drop from the 2017/2018 year. Because independent study is required to be provided for any students that request, we have seen an increase in the number of students opting to go to the districts independent high school, Ted Bird Independent High School.</p> <p>During the 2021/2022 school year, the expanded independent study options were still offered despite no longer being required. The</p>	Site and Site retention rate will increase by 3%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	enrollment on CBEDs day was 923.	
Site suspension rate	<p>During the 2017/18 school year the site suspension rate was 8.1% (a decline of 10.8%)</p> <p>Because of distance/hybrid learning for a significant portion of the 2020/2021 school year, there is not comparable data for this metrics.</p> <p>In the 2021/2022 school year, suspension rates climbed to 14.7%.</p>	The student suspension rate will decrease by 3%.
Site expulsion rate	<p>During the 2016/17 school year the site expulsion rate was 0.5%</p> <p>Because of distance/hybrid learning for a significant portion of the 2020/2021 school year, there is not comparable data for this metrics.</p> <p>The expulsion rate for the 2021/2022 school year was 0.4%.</p>	The student expulsion rate will decrease by 3%
Extra-curricular/Co-curricular participation rate	<p>During the 2017/18 school year the extracurricular participation rate was 35% of the student population.</p> <p>Extra curricular participation for the 2020/2021 school year was impacted due to COVID and a modified season/schedule that was offered. We have seen this year (2021/2022) we have seen a return to the normal number of students participating.</p> <p>The extracurricular participation rate for the</p>	The percentage of students participating in extra curricular activities will increase by 2%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021/2022 school year has returned to normal post COVID with approximately 35% of students participating in extra curricular activities.	
Perception of Safety	<p>In the 2016/17 school year the perception of safety from students, staff and parents was consistent with previous years sampling. 82% reported feeling safe or very safe at school.</p> <p>The 2021 California Healthy Kids Survey results indicated that 63% of 9th graders and 66% of 11th graders perceived school as very safe or safe.</p> <p>The 2022 California Healthy Kids Survey results indicated that 41% of 9th graders and 50% of 11th graders perceived school as very safe or safe.</p>	The perception of safety in the District will increase by 5% on student, staff, and parent surveys.
Parent participation at meetings	<p>In the 2016/17 school year the parents participation on at site meetings was consistent with previous years at 1.2%</p> <p>Because of COVID-19 there was not as many opportunities to have in person on site meetings with parents.</p> <p>Parent participation has rebounded to approximately the pre COVID percentages.</p>	Parent participation on surveys will increase by 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide academic counseling services for student support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
183346	LCFF - Base 1000-1999: Certificated Personnel Salaries Sonora High School Counseling Staff Salaries
58361	LCFF - Base 3000-3999: Employee Benefits Sonora High School Counseling Staff Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students meeting the criteria for Title I services, students identified as "at-risk"

Strategy/Activity

Provide specialized academic counseling services for students identified as "at-risk" at the Sonora High School campus through the position of Learning Director.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
76468	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sonora High School Learning Director Salary
25776	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sonora High School Learning Director Benefit

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Fund supervision on all District campuses to help promote a safe and productive learning environment.

- Continue to fund 2.2 Campus Supervisors on the Sonora High School campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
73078	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus Supervision Salaries
41558	LCFF - Supplemental 3000-3999: Employee Benefits Campus Supervision Benefit

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to fund the KIDDS program (Drug Dogs) on all District campuses, in order to help maintain safe and drug free campuses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures KIDDS - Drug Dogs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Improve avenues for Character Education on the Sonora High campus such that they continue to promote learning and growth for each individual and the culture of the school.
- Continue to support the Sonora Friends Program designed to support and connect incoming freshmen with the culture of the school.

- Continue the development of Anti-Bullying Program in order to provide students with support and to decrease the reported number of reported instances of bullying on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15631	LCFF - Base 1000-1999: Certificated Personnel Salaries Staff salaries
3500	LCFF - Base 3000-3999: Employee Benefits Staff benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to fund extra-curricular athletic programs to promote student health and wellness, and to increase student participation on the Sonora High School campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23000	LCFF - Base 1000-1999: Certificated Personnel Salaries Certificated Coaching stipends
5150	LCFF - Base 3000-3999: Employee Benefits Certificated Coaching benefits
153478	LCFF - Base 2000-2999: Classified Personnel Salaries Classified Coaching stipends
14563	LCFF - Base 3000-3999: Employee Benefits Classified Coaching benefits
38948	LCFF - Base 1000-1999: Certificated Personnel Salaries Athletic Director

12183

LCFF - Base
3000-3999: Employee Benefits
Athletic Director

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Continue to fund a school communication tool to provide phone, email, text, and other mass forms of information to students and parents regarding student and school events.
- Continue to utilize the school communication tool to receive feedback from parents and students regarding school communication and district events. Using the feedback from previous years, refine the communication channel and programs promoted using the communication tool.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

37000

LCFF - Base
5900: Communications
Phones and internet

2000

LCFF - Base
5800: Professional/Consulting Services And
Operating Expenditures
Web Host BGA

13875

LCFF - Base
5800: Professional/Consulting Services And
Operating Expenditures
Aeries Portal and School Messenger

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to fund a concussion coordinator position to help perform baseline testing on injured athletes and students injured while at school, at the direction of Athletic Trainers and/or Doctor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1070	LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures IMPACT Software
1500	LCFF - Base 2000-2999: Classified Personnel Salaries Concussion stipend
337	LCFF - Base 3000-3999: Employee Benefits Concussion stipend

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The actions described above were implemented to address the student, staff and school community culture of all schools within the District. Significant progress was made at all District sites as indicated on parent, staff, and stakeholder surveys. All actions were implemented in a

similar fashion to the previous year's LCAP actions. All services were funded, implemented and tracked during the 2021/2022 school year.

Through the implementation of the actions described above, the District recorded sustained movement in the development of the District culture as outlined in Goal 3. Students, staff, and parents continue to report that, on the whole, they feel Sonora Union High School District is a safe place where all stakeholders feel they can be heard and are respected. The continued offering of Counseling Services at all District sites as well as the continued implementation of the District Learning Director helped the District to continue to attend to the learning needs and social emotional needs of all District students. Communication with stakeholders improved and parent access and interactions were maintained and/or improved during the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Minor material differences are expressed in the above goal review.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The District made no substantive changes to the actions under Goal 3 during the 2021/2022 school year. All proposed actions were implemented as planned.

During the 2021/2022 school year the LCAP goals changed from the previous goal of: Develop a positive and safe culture at District sites where all stakeholders feel safe as well as heard and respected. To the revised goal of: Develop a safe, positive culture where all stakeholders receive social emotional support; are engaged; and feel safe, heard, and respected.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$113934
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,365,386.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$235,212.00
Title I	\$214,372.00

Subtotal of additional federal funds included for this school: \$449,584.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF - Base	\$1,420,333.00
LCFF - Supplemental	\$495,469.00
Lottery: Instructional Materials	\$0.00
Other	\$0.00

Subtotal of state or local funds included for this school: \$1,915,802.00

Total of federal, state, and/or local funds for this school: \$2,365,386.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	235,212.00
LCFF - Base	1,420,333.00
LCFF - Supplemental	495,469.00
Lottery: Instructional Materials	0.00
Other	0.00
Title I	214,372.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	569,311.00
2000-2999: Classified Personnel Salaries	336,075.00
3000-3999: Employee Benefits	264,257.00
4000-4999: Books And Supplies	325,212.00
5000-5999: Services And Other Operating Expenditures	798,497.00
5800: Professional/Consulting Services And Operating Expenditures	35,034.00
5900: Communications	37,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	235,212.00

1000-1999: Certificated Personnel Salaries	LCFF - Base	279,191.00
2000-2999: Classified Personnel Salaries	LCFF - Base	171,341.00
3000-3999: Employee Benefits	LCFF - Base	114,859.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	798,497.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	19,445.00
5900: Communications	LCFF - Base	37,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	131,945.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	164,734.00
3000-3999: Employee Benefits	LCFF - Supplemental	108,790.00
4000-4999: Books And Supplies	LCFF - Supplemental	90,000.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery: Instructional Materials	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00
1000-1999: Certificated Personnel Salaries	Title I	158,175.00
2000-2999: Classified Personnel Salaries	Title I	0.00
3000-3999: Employee Benefits	Title I	40,608.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	15,589.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	429,620.00
Goal 2	1,152,444.00
Goal 3	783,322.00

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:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Karen Sells	Principal
Denise Savage	Other School Staff
Karen Aldridge	Classroom Teacher
Gretchen Birtwhistle	Classroom Teacher
Carrie Schmidt	Parent or Community Member
Lori Powell	Parent or Community Member
Maria Corral	Parent or Community Member
Issac Corral	Secondary Student
Gracie Bearden	Secondary Student

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 expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on May 16, 2023.

Attested:

Principal, Karen Sells on May 16, 2023

SSC Chairperson, Gretchen Birtwhistle on May 16, 2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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