



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sonora Union High School District	Ed Pelfrey Superintendent	epelfrey@sonorahigh.org 209-533-8510

Goal 1

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
The College/Career Indicator (CCI)	The CCI percentage prepared for 2019-20 were:	The CDE did not calculate the CCI rate for the 2020-21 school year.	The CDE did not calculate the CCI rate for the 2021-22 school year.	The CCI percentage prepared for 2022-23 were:	50% of all students and subgroups will be prepared according to the the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	All Students: 46% Socio-economic Disadvantaged: 30% Students with Disabilities: 12% Homeless Students: 35%			All Students: 35% Hispanic Students: 21% Socio-economic Disadvantaged: 19% Students with Disabilities: 9% Homeless Students: below minimum size for reporting	College/Career Indicator criteria.
Smarter Balanced Achievement level in English Language Arts/Literacy	The 2019 Smarter Balanced Achievement level for all students in ELA is as follows: (4)Standard Exceeded = 35% (3)Standard Met = 29% (2)Standard Nearly Met = 18% (1)Standard Not Met = 18% The 2019 Smarter Balanced Achievement level for Economically Disadvantaged students in ELA is as follows: (4)Standard Exceeded = 24% (3)Standard Met = 31% (2)Standard Nearly Met = 22% (1)Standard Not Met = 24%	The 2020-21 Smarter Balanced Achievement level for all students in ELA is as follows: (4)Standard Exceeded = 23% (3)Standard Met = 36% (2)Standard Nearly Met = 27% (1)Standard Not Met = 13% The 2020-21 Smarter Balanced Achievement level for Economically Disadvantaged students in ELA is as follows: (4)Standard Exceeded = 15% (3)Standard Met = 31% (2)Standard Nearly Met = 40% (1)Standard Not Met = 14%	The 2021-22 Smarter Balanced Achievement level for all students in ELA is as follows: (4)Standard Exceeded = 18% (3)Standard Met = 34% (2)Standard Nearly Met = 20% (1)Standard Not Met = 28% The 2021-22 Smarter Balanced Achievement level for Economically Disadvantaged students in ELA is as follows: (4)Standard Exceeded = 10% (3)Standard Met = 35% (2)Standard Nearly Met = 22% (1)Standard Not Met = 34%	The 2022-23 Smarter Balanced Achievement level for all students in ELA is as follows: (4)Standard Exceeded = 19% (3)Standard Met = 27% (2)Standard Nearly Met = 19% (1)Standard Not Met = 35% The 2022-23 Smarter Balanced Achievement level for Economically Disadvantaged students in ELA is as follows: (4)Standard Exceeded = 11% (3)Standard Met = 25% (2)Standard Nearly Met = 23% (1)Standard Not Met = 41%	Smarter Balanced Achievement level 3 and 4 for ELA for all students will be 70% and 61% for subgroups.
UC/CSU A-G completion rate	In the 2019-20 school year, 22% of the graduates of Sonora UHSD completed the requirements for A-G.	In 2020-21 school year, 25% of the graduates of Sonora UHSD completed the requirements for A-G.	In the 2021-22 school year, 21% of the graduates of Sonora UHSD completed the requirements for A-G.	In the 2022-23 school year, 18% of the graduates of Sonora UHSD completed the requirements for A-G.	28% of the graduates of Sonora UHSD will complete the requirements for A-G

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
The percentage of students in CTE courses	In the 2019-20 school year, 44% of Sonora UHSD students were enrolled in at least one CTE course.	In the 2020-21 school year, 59% of Sonora UHSD students were enrolled in at least one CTE course.	In the 2021-22 school year, 54% of Sonora UHSD students were enrolled in at least one CTE course.	In the 2022-23 school year, 48% of Sonora UHSD students were enrolled in at least one CTE course. (522/1087)	50% of Sonora UHSD students will be enrolled in at least one CTE course.
The percentage of students in AP courses	In the 2019-20 school year, 15.8% of Sonora UHSD students were enrolled in at least one AP course. (157 of 997 students)	In the 2020-21 school year, 17% of Sonora UHSD students were enrolled in at least one AP course. (163 of 947 students)	In the 2021-22 school year, 15.6% of Sonora UHSD students were enrolled in at least one AP course. (156/1005)	In the 2022-23 school year, 12.5% of Sonora UHSD students were enrolled in at least one AP course. (136/1087)	21% of Sonora UHSD students will be enrolled in at least one AP course.
The percentage of EL students making one or more levels of progress towards English proficiency	In the 2019-20 school year, English Language Learner Progress showed growth with the following achievement percentages: 4 - Well Developed = 55% 3 - Moderately Developed = 14% 2 - Somewhat Developed = 23% 1 - Beginning Stage = 9%	In 2020-21 school year, English Language Learner Progress showed the following achievement percentages: 4 - Well Developed = 21% 3 - Moderately Developed = 29% 2 - Somewhat Developed = 25% 1 - Beginning Stage = 25%	In 2021-22 school year, English Language Learner Progress showed the following achievement percentages: 4 - Well Developed = 16% 3 - Moderately Developed = 35% 2 - Somewhat Developed = 31% 1 - Beginning Stage = 18%	In 2022-23 school year, English Language Learner Progress showed the following achievement percentages: 4 - Well Developed = 24% 3 - Moderately Developed = 33% 2 - Somewhat Developed = 33% 1 - Beginning Stage = 10%	25% of classified EL students will make progress of one level or more toward English proficiency each year.
Average Daily Attendance rate	In 2019-20 school year, the Sonora UHSD Average Daily Attendance rate was 89%.	In the 2020-21 school year, the Average Daily Attendance rate was not calculated.	In 2021-22 school year, the Sonora UHSD Average Daily Attendance rate was 84%.	In 2022-23 school year, the Sonora UHSD Average Daily Attendance rate was 88%	Average daily attendance will increase to 90%.
Percentage of students with college level credit upon graduation.	In 2019-20 school year, 50% of Sonora UHSD graduates graduated with college credit.	In the 2020-21 school year, 108 or 42% of Sonora UHSD graduates graduated with college credit.	In the 2021-22 school year, 71 or 30% of Sonora UHSD graduates graduated with college credit.	In the 2022-23 school year, 73 or 28% of Sonora UHSD graduates graduated with college credit.	56% of Sonora UHSD graduates will graduate with college credit.
Smarter Balanced Achievement level in Mathematics	The the 2019 Smarter Balanced Achievement level for all students in Mathematics is as follows: Standard Exceeded = 12%	The 2020-21 Smarter Balanced Achievement level for all students in Mathematics is as follows: Standard Exceeded = 8%	The 2021-22 Smarter Balanced Achievement level for all students in Mathematics is as follows: Standard Exceeded = 6%	The 2022-23 Smarter Balanced Achievement level for all students in Mathematics is as follows: Standard Exceeded = 7%	Smarter Balanced Achievement level 3 and 4 for Math for all students will be 39% and 24% for subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Standard Met = 21% Standard Nearly Met = 21% Standard Not Met = 46%</p> <p>The 2019 Smarter Balanced Achievement level of Economically Disadvantaged students in Mathematics is as follows: Standard Exceeded = 4% Standard Met = 14% Standard Nearly Met = 21% Standard Not Met = 60%</p>	<p>Standard Met = 14% Standard Nearly Met = 28% Standard Not Met = 51%</p> <p>The 2020-21 Smarter Balanced Achievement level of Economically Disadvantaged students in Mathematics is as follows: Standard Exceeded = 5% Standard Met = 13% Standard Nearly Met = 23% Standard Not Met = 59%</p>	<p>Standard Met = 16% Standard Nearly Met = 18% Standard Not Met = 61%</p> <p>The 2021-22 Smarter Balanced Achievement level of Economically Disadvantaged students in Mathematics is as follows: Standard Exceeded = 4% Standard Met = 10% Standard Nearly Met = 13% Standard Not Met = 74%</p>	<p>Standard Met = 10% Standard Nearly Met = 25% Standard Not Met = 59%</p> <p>The 2022-23 Smarter Balanced Achievement level of Economically Disadvantaged students in Mathematics is as follows: Standard Exceeded = 4% Standard Met = 9% Standard Nearly Met = 20% Standard Not Met = 68%</p>	
AP Pass Rate	In the 2019-20 school year, 85 students took 129 AP exams passing 59% of the exams with a score of 3 or better.	In 2020-21 school year, 89 students took 128 AP exams passing 46% of the exams with a score of 3 or better.	In 2021-22 school year, 67 students took 109 AP exams passing 61% of the exams with a score of 3 or better.	In 2022-23 school year, 69 students took 121 AP exams passing 54% of the exams with a score of 3 or better.	90 students will take 140 AP exams passing 65% of the exams with a score of 3 or better.
CTE Pathway Completion	In the 2019-20 school year, 14% completed a CTE Pathway.	In the 2020-21 school year, 14% completed a CTE Pathway.	In the 2021-22 school year, 15% completed a CTE Pathway.	In the 2022-23 school year, 16% completed a CTE Pathway.	30% will complete a CTE Pathway.
Fully Credentialed Teachers	In the 2019-20 school year, there were 8 misassignments on census day.	In the 2020-21 school year, there were 9 misassignments on census day.	In the 2021-22 school year, there were 3 misassignments on census day.	In the 2022-23 school year, there were 15 misassignments on census day.	100% of teachers are fully credentialed and appropriately assigned.
Percentage of English Learners reclassified.	In the 2019-20 school year, 13% of English Learners were reclassified as RFEP.	In the 20-21 school year, 6% of English Learners were reclassified as RFEP.	In the 22-23 school year, 13% of English Learners were reclassified as RFEP.	Not yet available for 2023-24 school year.	25% of English Learners are reclassified as RFEP each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students that completed A-G Requirements and at least one CTE Pathway.	In the 2019-20 school year this data was not yet available.	In the 20-21 school year, 0.4% of students that completed A-G Requirements and at least one CTE Pathway.	In the 21-22 school year, 3.6% of students that completed A-G Requirements and at least one CTE Pathway.	In the 22-23 school year, 2.3% of students that completed A-G Requirements and at least one CTE Pathway.	Increase the percentage of students that completed A-G Requirements and at least one CTE Pathway year over year.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Intervention and Support Classes Continue to implement and revise created intervention and support classes that provide access to curriculum for special education students, EL students, low income students, or other students identified as struggling with the regular course curriculum.	Yes	Fully Implemented	On track to implement as planned.		\$81,299.00	\$27,412.00
1.2	Increased Paraprofessional Support Maintain the expanded number of paraprofessionals added during the 2015-2016 (7) school year. Paraprofessionals were added to support struggling and under-performing learners and to support classroom instruction in intervention courses. There were 8 paraprofessionals supporting students in 21-22.	Yes	Partially Implemented	Have not been able to hire as many as predicted.		\$131,756.00	\$49,345.17

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>Targeted Interventions Provide students performing below grade level in English and Math with targeted interventions designed to support current class instruction and help bring students to grade level proficiency.</p> <p>Support struggling and under-performing math students with Math 1 Readiness and Math 1 Intervention classes.</p>	Yes	Fully Implemented	We will spend more than planned due to adding a section.		\$63,078.00	\$41,464.79
1.4	<p>Expansion of Course Offerings Maintain the expansion of course offerings at all district sites and revise offerings as appropriate to continue to support student progress to be college and career ready as well as remediation efforts to keep students eligible for graduation.</p> <p>Maintain funding for remediation opportunities for students by continuing to support the summer school utilizing Apex Learning Virtual School.</p> <p>Increase A-G course offerings at Ted Bird High School.</p> <p>Increase the number of classes offered at district continuation programs (Cassina High School and Ted Bird High School) by utilizing physical and virtual class</p>	Yes	Fully Implemented	On track to implement as planned.		\$265,702.00	\$158,923.40

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	offerings including Apex and UC Scout.						
1.5	Maintain Outside of Classroom Experiences Continue to provide opportunities for outside of the classroom experiences for students including field trips and trips to college campuses.	No	Partially Implemented	Most planned for the Spring semester.		\$9,500.00	\$500
1.6	Maintain English Learner Support 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 redesignated fluent English proficient students in current classes in order to reinforce learning and language progress.	Yes	Fully Implemented	Will spend over this amount by year's end.		\$60,749.00	\$33,390.37

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.7	Work Experience Program Continue to implement a work experience program designed to help students develop ready-to-work attitude, interview skills, financial literacy, knowledge of workplace safety, knowledge of workplace rights, and to impact career decision making skills.	No	Fully Implemented	On track to implement as planned.		\$24,052.00	\$15,152.80
1.8	Administrative Support The district will also invest in an additional Associate Principal at Sonora High School to provide additional administrative supervision and support for academic improvement focused on improving achievement for Socioeconomically Disadvantaged students.	Yes	Fully Implemented	On track to implement as planned.		\$170,287.00	\$100,924.23

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of teachers using online presence for their classroom including	The percentage of teachers using online presence for their classroom including	The percentage of teachers using online presence for their classroom including	The percentage of teachers using online presence for their classroom including	The percentage of teachers using online presence for their classroom including	The percentage of teachers using online presence for their classroom including

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
google apps (or other LMS) and/or website	google apps (or other Learning Management Systems) and/or a website was 100%.	Google apps (or other Learning Management Systems) and/or a website was 100%.	Google apps (or other Learning Management Systems) and/or a website was 100%.	Google apps (or other Learning Management Systems) and/or a website was 100%.	google apps (or other Learning Management Systems) and/or a website will be 100%.
Ratio of students to computer/chromebooks	The ratio of Sonora UHSD students to computer/Chromebooks is 1:1.	The ratio of Sonora UHSD students to computers/Chromebooks is 1:1	The ratio of Sonora UHSD students to computers/Chromebooks is 1:1	The ratio of Sonora UHSD students to computers/Chromebooks is 1:1	The ratio of Sonora UHSD students to computer/Chromebooks will be 1:1.
Current Curriculum	The percentage of classes using state board adopted textbooks and curriculum adopted over 10 years ago was 30%.	The percentage of classes using state board adopted textbooks and curriculum adopted over 10 years ago was 30%.	The percentage of classes using state board adopted textbooks and curriculum adopted over 10 years ago was 30%.	All classes are using state board adopted textbooks and curriculum that was adopted within the last 10 years. All students will have access to standards based materials.	All classes will be using state board adopted textbooks and curriculum that was adopted within the last 10 years. All students will have access to standards based materials.
Facilities in Good Repair	According to the 2019-20 FIT report all facilities were in good repair.	According to the 2020-21 FIT report all facilities were in good repair.	According to the 2021-22 FIT report all facilities were in good repair.	According to the 2022-23 FIT report all facilities were in good repair.	According to the FIT report, all facilities are in good repair.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Online-Curriculum Options 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, Scout UC, etc.	No	Fully Implemented	Paid for a three year subscription to reduce overall costs. Subscription prices increased.		\$5,015.00	\$18,700

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Provide Current Curriculum for Low Income, Foster Youth, and English Learner Students Provide Low Income, Foster Youth, and English Learner Students with state board adopted textbooks and curriculum that was adopted within the last 10 years.</p>	Yes	Fully Implemented			\$178,000.00	\$171,069.08
2.3	<p>Ongoing Facilities Maintenance The district will continue to provide ongoing and continual maintenance to its facilities in order to provide all students with appropriate and equitable learning environments.</p>	No	Fully Implemented			\$615,529.00	\$675,552.89
2.4	<p>Increase Technical Instructional Support Maintain the level of technical support for students and staff in the IT department to include instructional and technological support.</p> <p>Improve quality of wireless connections for staff and students throughout the campus.</p> <p>Support student access to online learning, contemporary learning tools, and collaborative communication skills through 1:1 digital devices for all district students.</p>	Yes	Fully Implemented	On track to implement as planned.		\$80,087.00	\$45,007.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Continue to upgrade teacher digital devices.						
2.5	CTE Technology and Curricular Supports Purchase technology, devices, and curricular supports in order to expand and diversify the curriculum and instructional support of the CTE programs.	No	Fully Implemented			\$3,000.00	\$3,000.00

Goal 3

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
District subgroup graduation rate	In the 2019-20 school year, the district graduation rate for all students was 89%. The graduation rate for Socioeconomically Disadvantaged students was 86%.	In the 2020-21 school year, the district graduation rate for all students was 83%. The graduation rate for Socioeconomically Disadvantaged students was 74%.	In the 2021-22 school year, the district graduation rate for all students was 93%. The graduation rate for Socioeconomically Disadvantaged students was 89%.	In the 2022-23 school year, the district graduation rate for all students was 91%. The graduation rate for Socioeconomically Disadvantaged students was 86%.	The district graduation rate for all students will be at least 95%. The graduation rate for Socioeconomically Disadvantaged students will be at least 90%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
District suspension rate	In the 2019-20 school year, 12.5% of district students were suspended at least once.	In the 2020-21 school year, 4.2% of district students were suspended at least once.	In the 2021-22 school year, 15.3% of district students were suspended at least once.	In the 2022-23 school year, 13.9% of district students were suspended at least once.	Less than 9.5% of district students will be suspended at least once.
District expulsion rate	In the 2019-20 school year, the District expulsion rate was 0.5%	In the 2020-21 school year, the District expulsion rate was 0.0%	In the 2020-21 school year, the District expulsion rate was 0.4%	In the 2022-23 school year, the District expulsion rate was 0.4%	The District expulsion rate will not exceed 0.35%.
Extra-curricular participation rate	In the 2019-20 school year, 30% of district students participated in an extracurricular sports. There was not an accurate count kept of students participating in extracurricular activities outside of sports and cocurricular activities.	In the 2020-21 school year, 35% of district students participated in extracurricular sports. There was not an accurate count kept of students participating in extracurricular activities outside of sports and cocurricular activities.	In the 2021-22 school year, 32% of district students participated in extracurricular sports. There was not an accurate count kept of students participating in extracurricular activities outside of sports and co curricular activities.	In the 2022-23 school year, 31% of district students participated in extracurricular sports. There was not an accurate count kept of students participating in extracurricular activities outside of sports and co curricular activities. (338/1087)	36% of district students participated in an extracurricular activity.
Perception of safety from surveys	In the 2020-21 school year, 50% of 9th graders, 53% of 11th graders and 73% of non-traditional students feel safe or very safe at school.	In the 2021-22 school year, 42% of 9th graders, 52% of 11th graders and 50% of non-traditional students feel safe or very safe at school.	In the 2022-23 school year, 65% of 9th graders, 61% of 11th graders and 50% of non-traditional students feel safe or very safe at school.	Not yet available for 2023-24 school year	56% of 9th graders, 59% of 11th graders and 76% of non-traditional students will feel safe or very safe at school.
Parent Survey Participation	6% of parents and guardians responded to the ThoughtExchange LCAP input survey sent in April of 2021.	2.5% of parents and guardians responded to the ThoughtExchange LCAP input survey sent in May of 2022.	3.2% of parents and guardians responded to the ThoughtExchange LCAP input survey sent in May of 2023.	Not yet available for 2023-24 school year	12% of parents and guardians will respond to the district surveys.
Drop Out Rate	The drop out rate for the 2019-20 school year was 7.3% for all students and 9.8% for	The drop out rate for the 2020-21 school year was 13.6% for all students and 23.3% for	The drop out rate for the 2021-22 school year was 6.1% for all students and 8.1% for	The drop out rate for the 2022-23 school year was 8.4% for all students and 12.5% for	The drop out rate for will be less than 4.3% for all students and 6.8% for The drop out rate for the 2019-20 school year was 7.3%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Socioeconomically Disadvantaged students.	Socioeconomically Disadvantaged students.	Socioeconomically Disadvantaged students.	Socioeconomically Disadvantaged students.	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Academic Counseling Provide academic counseling services for student support.	No	Fully Implemented			\$174,732.00	\$177,557.36
3.2	“At Risk” Counseling Provide specialized academic counseling services for students identified as "at risk" , including foster youth, English learners, and low-income students at Sonora High School campus through a campus Learning Director.	Yes	Fully Implemented	Salary lower than expected.		\$107,668.00	\$41,152.78
3.3	Promote a Safe and Productive Learning Environment Fund supervision on all district campuses to help promote a safe and productive learning environment. Support student behavior intervention, and facilitate effective behavior interventions of the Student Support Center. Fund campus supervisors on the Sonora High School and Alternative Education Campus.	No	Fully Implemented	On track to implement as planned.		\$331,528.00	\$131,840.27

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	<p>Social Emotional Education and Support Continue to support the Sonora Friends program designed to support and connect incoming freshmen and new students with a positive Sonora High School culture.</p> <p>Support the teaching, modeling, and affirmation of expected student behaviors through continued implementation of Positive Behavioral Intervention and Support practices supported by HERO.</p>	Yes	Fully Implemented	On track to implement as planned.		\$34,699.00	\$22,789.35
3.5	<p>Supporting Student Engagement Continue to fund extra-curricular programs to promote student health and wellness, and to increase student participation.</p>	No	Fully Implemented	On track to implement as planned.		\$190,749.00	\$89,554.13
3.6	<p>Emergency Preparedness The site Principals will provide school safety training for district staff and students to prepare campuses to respond in the event of an emergency, to equip district</p>	No	Fully Implemented			\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	stakeholders with the most current and relevant safety information, and to communicate safety concerns on and around district campuses.						
3.7	<p>Improved Stakeholder Communication 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.</p> <p>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.</p>	No	Fully Implemented			\$45,900.00	\$30,600.00
3.8	<p>Parent Engagement and ELL Support Increase parent interaction opportunities through site meetings, district programs, educational opportunities, the Parent Advisory Committee, boosters, college and career meetings, and community feedback meetings.</p>	No	Fully Implemented	On track to implement as planned.		\$775.00	\$300.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>The district will support development of an ELAC to increase engagement with the families of EL students.</p> <p>Provide supports to increase engagement of families whose home language is not English, including LanguageLine Solutions.</p> <p>Focused parent/guardian meetings with parents of children with disabilities, in foster care, or with low incomes will be held to help determine how to best meet the needs of students in these groups and encourage family engagement.</p>						
3.9	<p>Improve Elementary Transition and Articulation Work with foundation districts to support improved articulation and agreements between districts to help students transition to high school, to support the rigor of curriculum development, and to assist in the identification of at risk, EL, and RFEP students in order to best support student outcomes.</p>	No	Partially Implemented			\$0.00	\$0.0
3.10	<p>Concussion Protocol Continue to fund a concussion coordinator position to help perform baseline testing on injured athletes</p>	No	Fully Implemented	On track to implement as planned.		\$3,334.00	\$730.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and students injured while at school, at the direction of an athletic trainers and/or doctor.						
3.11	Alternative Education Counseling Provide alternative education counseling services to support students enrolled in district alternative education programs focusing on foster youth, English learners, and low-income students. Continue to fund a full time, alternative education counselor for Cassina High School and Ted Bird High School.	No	Fully Implemented	Funding will shift to therapist.		\$99,161.00	\$59,893.87
3.12	Addressing Student Substance Abuse Continue to fund the KIDDS program (Drug Dogs) on all district campuses, in order to help maintain a safe and drug free campus. Provide counseling/mentoring support for students struggling with substance abuse.	No	Fully Implemented	On track to implement as planned.		\$2,000.00	\$1,000.00
3.13	Increase Support for Students with Disabilities	No	Fully Implemented	On track to implement as planned.		\$20,000.00	\$15,092.77

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Increase administrative support to increase the effectiveness of special education support and promote parental participation in programs for students with exceptional needs.						
3.14	Increase Wellness and Behavior Support for EL, Economically Disadvantaged, Foster Students. Focused wellness and behavior support for EL, Economically Disadvantaged, Foster Students through increased clinician support.	Yes	Fully Implemented	On track to implement as planned.		\$85,002.00	\$46,604.54
3.15	Positive Behavioral Intervention Support Increase resources allocated to Positive Behavioral Intervention and Support to create interventions focused on improving the behavior, engagement, and achievement of Socioeconomically Disadvantaged students.	Yes	Fully Implemented	On track to implement as planned.		\$10,000.00	\$3,197.47