School Year: 2021-22

School Plan for Student Achievement (SPSA) Template

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	3066514- 3037090		

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.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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). 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.

The SPSA ensures that Sonora High School has a cycle of constant improvement. First, we will gather input from all of our stakeholders. We will hold meetings and send out surveys to ensure everyone's voices are heard. Then we will see how that data along with assessment data aligns with our WASC Goals. Then these data points will be aligned in our SPSA with the Local Control and Accountability Plan. This will ensure that we are able to align resources with our goals which

we will constantly monitor for progress throughout the year by gathering data for the upcoming school year.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The common themes that arose from the surveys of stakeholders, consultation meetings, WASC Report, and the LCAP in several key areas:

1. A recent increase in D's and F's (probably due to COVID) therefore there is a concerted effort to identify and support struggling students through interventions (after school and during instructional time), tailored to their needs.

2. Professional development for staff members to learn and collaborate in ways that will integrate best research-based instructional practices.

3. Increase communication across all stakeholders. Also, Increasing parental involvement by providing written and verbal communication in students' home language.

4. Integrate the most effective use of instructional strategies to address student's learning loss caused by COVID-19 emergency closures.

5. Increase student's post-secondary opportunities by encouraging them to take concurrent enrollment courses and increasing their "a – g" completion rate.

6. Focus on critical thinking, college and career level writing, communication, and practical skills students will need after high school.

7. Improve school climate through safety training and creating a climate of customer service to students, parents, and staff members.

8. Increase awareness of social-emotional supports on campus and within the community.

Sonora students engaged in surveys annually regarding teacher instruction. Graduating senior students took a Google Form exit survey which included questions regarding college acceptance data, career choice data, scholarship data, and guidance data. Staff members were informally surveyed to determine educational technology usage and readiness and to determine professional development needs. Parents gave input through meetings regarding educational opportunities, campus safety, and facility needs.

After analysis of the survey results and informal parental input, the school will continue to provide guidance to students to assist them to identify and achieve post-secondary academic and career goals. Sonora High School will also increase the opportunities for students to take at least six concurrent college courses prior to their graduation in specific CTE areas. The school will integrate the most effective use of technology to meet the instructional needs of the classroom.

Classroom Observations

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

During the 2020-21 school year, both formal and informal observations took place. The formal observation process abided by the guidelines as set forth in the contractual agreement between Fullerton Secondary Teacher's Organization and administration. Prior to classroom observations, Sonora High School Administration met with faculty members individually to discuss goals, both professional and school-wide, and opportunities for professional growth. There were a total of 41 certified teachers who were formally observed. Out of the 41, there were four who were probationary and required two formal observations. Following this formula, the Sonora High School Administration had a total of 45 formal observations.

There were approximately 900 documented informal observations done by Sonora High School Administration. These observations in our 70 active classrooms were documented with a Google Form. The data gathered were measures of high-quality instruction in the areas of curriculum, instruction, assessment, school climate, technology, and Depth of

Knowledge. Based on the data gathered from this informal process provided administrators with the data needed to drive staff development for the 2021-22 school year.

Our principal offered campus tours for parents, potential students, and community members, whenever requests were made. Staff members appreciated the visibility in the classroom and felt this was an excellent method to demonstrate the excellent academics, athletics, and activities available at Sonora for students.

The Fullerton Joint Union High School District has Special Education, Mental Health, English Language Learners, Science, English, and Mathematics Teacher on Special Assignment (TOSA). These professionals will work in conjunction with the site teachers to ensure staff members receive the assistance they require to implement appropriate levels of support and enable all learners access to the Common Core standards-based curriculum. This work includes our TOSAs observing teacher classrooms, our teachers observing their classrooms, and their active participation in our Professional Learning Communities. Our District TOSAs also met with site administration to ensure that the efforts at the District level support site-level professional growth.

All data gathered from all four forms of observations resulted in the formulation of staff development for the 2021-22 school year. We learned that our teachers need additional support to navigate new learning platforms that were introduced during the COVID 19 emergency school conditions. Therefore, we made a concerted effort to reach all students during the emergency school closures with educational technology tools, tutoring services, and distance learning. School-wide we will continue to build upon all relationships to support all students. In addition, we will development of common formative assessments, instructional strategies focus, and better-structured communication within the classroom. Sonora High School Administration and leadership team will focus on these aspects during all professional development for the school year.

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)

In preparation for the 2021-22 school year, Sonora High School staff used qualitative and quantitative data to drive the appropriate placement of students and instruction within classrooms.

Our incoming ninth-grade students were assessed in math using the Math Diagnostic Placement Test (MDPT). The Math TOSA, counselors, and math teachers worked to ensure that every student was placed in the appropriate math class ranging from Algebra I to Foundations 1/2 or Math Essentials based on their results from the assessment. Each of these levels of math determines the rigor and pacing of concepts necessary to master in Algebra I.

To mitigate learning loss due to the COVID-19 emergency school conditions, Sonora High School has tracked attendance, student engagement, and D/F data to respond individually to students that are lacking engagement. As a Tier one intervention, all students are given access and encouraged to participate in 30 minutes daily of student support time.

Departments and curriculum teams will begin to work on WASC Goal #2; which states: With a need to focus on developing common formative and summative assessments that address common core standards, collected data will be analyzed in department and PLC team meetings. Teachers spent the past school years making progress towards developing common formative assessments and data protocols to analyze the data from their assessments. During the 2021-22 school year, the teachers will work more in their PLC teams to discuss this data and how they can give more effective instructional strategies to engage and meet their students' needs They will discuss ways to give more targeted instruction to their students.

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

Classroom teachers use teacher generated exams and common formative assessments to yield data regarding student achievement in their classrooms. From these data, teacher teams meet in Professional Learning Communities to review instruction and modify instructional plans for the students in their classrooms. Certificated staff members used data from Illuminate, including demographic data, to differentiate learning. Practice CAASPP tests, reflecting Common Core State Standards, were given to provide initial data to staff regarding the new testing model.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The vast majority of our teachers are highly qualified. We provide collaborative classrooms to support students in special education services within the general education setting.

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

All teachers have professional development opportunities provided by the District in their specific content areas as well as staff development provided by the site Leadership Team in areas such as Google/Google Classroom, and department/PLC meetings to consider educational literature and best practices. Teachers new to instruction in an AP/IB course, or when AP/IB course syllabi have been updated, attend training specific to the content area. Teachers' professional development opportunities for 2020-21 included the following: CUE Conference, AVID training, Co-teaching training, NGSS, LTEL training, Mental Health training, Restorative Practices training, and California Mathematics Council of Southern California to list a few. New teachers also benefited greatly and were supported by district-wide training through the Elevated Achievement Group (EAG).

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

Sonora High School used measures of high-quality instruction (curriculum, instruction, assessment, and school climate). The curriculum encompasses the standards and the objectives that give teachers the direction within their lessons. Then teachers use the instruction as a form of imploying various strategies that come from common formative assessments that best fit the needs of their students. The teachers also look at the academic climate within the classroom. This comes from the collaboration and the ideal classroom view for the teachers. Based on data gathered in each of these areas the leadership team (administrative team and the department leadership) focuses all of the professional development for the school year. This team also reviews the application to make sure they are in alignment with content standards in each subject area and the goals listed in our SPSA. To ensure students are prepared to meet or exceed performance standards on any standardized form of assessment.

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

All of our teachers have engaged in basically two forms of ongoing instructional assistance and support. The first form that is ongoing is the implementation of common core standards. All teachers work within their PLCs and within District Curriculum Committee Teams to determine the impact of Common Core within their content areas. Math, English and currently Science has looked at instructional strategies and curriculum that would best support their instructional delivery of Common Core Curriculum. English has been involved with Action Learning Systems to create a deeper understanding of best instructional practices to create greater opportunity for student success. Social Science received training in Document Based Questions (DBQ) which is closely aligned to Common Core State Standards. Science has been involved in ongoing training with regards to Next Generation Science Standards.
The second form of ongoing instructional assistance is in regards to teachers support of literacy within their classrooms. The District provided training in literacy within Special Education for all teachers and case-carriers. Our Math, World Language, and Social Science Teachers are working in collaboration with our English Department on grading rubrics and using common-language when teaching literacy to our students. This is done on Fridays during our PLC time and during release days. This is important so that students develop repetition to mastery as they go from one teacher/team/curriculum team to another.

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

Curriculum teams meet monthly to discuss unit planning, pacing, student data and how to support those students who may need additional support. Site department and subject area team meet weekly in PLCs and department meetings to discuss unit planning, pacing, best practice, and student achievement data. Discussions also include instructional strategies to support academic achievement and provide academic interventions as required. Articulation among teachers at all the District school sites continues through the curriculum committees.

Teaching and Learning

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

All curriculum and instructional materials are aligned to content and performance standards as evidenced by pacing guides, syllabi, teacher collaboration, and District curriculum team meetings. Vertical articulation occurs on many levels including administration and content teachers (Leadership Team members). The principal also attends monthly articulation meetings with elementary feeder schools/districts to streamline expectations for instruction and student learning.

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

Not applicable

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

If students did not meet the performance goals on the READ 180 Inventory, the Sonora High School continued to offer support in an intervention class. Ninth and tenth-grade students were the focus of these two tests.

Our incoming ninth-grade students were assessed based upon recommendations due to the COVID-19 emergency school closures. The Math TOSA, counselors, and math teachers worked with our feeder schools to ensure that every student was placed in the appropriate math class ranging from Algebra I to Foundations 1/2 or Math Essentials based on their results from the assessment. Each of these levels of math determines the rigor and pacing of concepts necessary to master in Algebra I.

If students need overall support, then they were placed in an intervention course to meet their area of need. Students were chosen to participate in this program through collaboration between a high school team and the middle schools.

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

All students have access to standards-based instructional materials per the Williams Settlement Act. This includes materials to support the implementation of CCSS and technology upgrades necessary to provide high-quality instruction. All students have 1:1 Chromebooks. During the COVID-19 emergency school closures, the Chromebook and District provided hot spots. Chromebooks and hot spots (Wifi) were instrumental in keeping the fidelity of learning for our students.

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

All materials are standards-based and all core courses are standards-aligned. Interventions are embedded in the school day during student support time, after school and as class period (Read 180 / Academic Interventions, learning labs and special education services).

Opportunity and Equal Educational Access

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

Incoming 9th graders were given the opportunity to participate in AVID as a school program. AVID will assist students by closing the opportunity gap, creating more access to higher-level classes, and supporting students' paths towards college. Students who show deficits in English per their teacher recommendations, grades, and test scores can be assigned to an English support class, READ 180. Math students who do not show proficiency on their MDPT placement test for Algebra 1, given before the 9th-grade year, are assigned to either Math Essentials which runs ALEKS, which is a self-paced computer math program for basic Algebra skills, or Algebra Foundations Course which spreads Algebraic concepts over a two year period instead of the one year Algebra One. SOHS Raider Revolution intervention is assigned to underperforming students to gain tutoring and teacher-assisted studying opportunities embedded in the school day. Teacher-led tutoring is available after school every day. Assistant Principals and counselors monitor student engagement, attendance, and participation data to ensure that students are engaged in learning during emergency school conditions.

Evidence-based educational practices to raise student achievement

Current 9th graders have the opportunity to participate in AVID. Also, Sonora students have open access to enroll in AP/IB courses and are afforded the opportunity to take college-level courses through concurrent enrollment. Support classes such as READ 180/Math 180 and Math Essentials, are available for underperforming students. SOHS Raider Revolution intervention is assigned to underperforming students to gain tutoring and teacher assisted in studying opportunities embedded in the school day.

Parental Engagement

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

At Sonora High School, we serve our underachieving students by providing their supports through daily student support time (30 mins embedded within the school day). In addition, direct tutoring is available after school virtually. In addition, students with IEPs and 504s meet together as a team with parental engagement to develop and adopt individual plans to meet their unique needs. Students that are underperforming are recommended to our Student Intervention Team (SIT) by teachers or parents. The SIT process includes the student and the parent along with school professionals to discuss unique areas of concern and barriers to their learning. Together the SIT team creates a plan The team develops a plan and supports the student to achieve their learning goals. The Sonora PTSA, ELAC, and School Site Council are active in providing support for all students.

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)

At Sonora High School our parents and community members, teachers, other school personnel and students have many opportunities to be involved in the planning, implementation, and evaluation of ConApp programs to include: PTSA, School Site Council, ELAC, and DELAC. Our Sonora students become further involved in the planning, implementation, and evaluation of programs during weekly Student Council Meetings.

<u>Funding</u>

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

Categorical funds are used to provide Saturday School, after school tutoring, support classes, technology for classes, and classified support in meeting needs of under-performing students.

Fiscal support (EPC)

The District provides the school a budget to meet the needs of all students.

Stakeholder 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 school site consults with various stakeholders to create the SPSA that aligns with the LCAP and state priorities. In particular, the school consults with administration, leadership team, School Site Council, and the English Language Advisory Committee (ELAC). After the initial composition of the SPSA, the administrative team presents the plan to the leadership team for approval. After their approval, the SPSA is presented to the School Site Council and English Language Advisory Committee for review. At any point, if any of the stakeholders find a discrepancy, then it will be revised and updated for approval.

Resource Inequities

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

None.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.22%	0.23%	0.2%	4	4	4
African American	0.99%	1.48%	1.7%	18	26	30
Asian	6.62%	6.93%	7.6%	120	122	133
Filipino	1.05%	0.91%	0.9%	19	16	16
Hispanic/Latino	70.99%	71.04%	70.7%	1,287	1,251	1,230
Pacific Islander	0.22%	0.34%	0.2%	4	6	3
White	17.21%	17.09%	16.4%	312	301	286
Multiple/No Response	2.7%	1.93%	2.2%	49	34	39
Total Enrollment				1,813	1,761	1,741

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	466	448	438
Grade 10	496	424	446
Grade 11	441	479	402
Grade 12	410	410	455
Total Enrollment	1,813	1,761	1,741

Student Enrollment by Grade Level

Conclusions based on this data:

1. School/District has experienced declining enrollment over the last three years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	160	157	165	8.8%	8.9%	9.5%
Fluent English Proficient (FEP)	676	630	595	37.3%	35.8%	34.2%
Reclassified Fluent English Proficient (RFEP)	30	5	20	19.6%	3.1%	12.7%

Conclusions based on this data:

1. As a school site, we need to support our English Learners towards reclassification.

2. The reclassification data may have recently increased due to a concerted effort by our site.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	421	396	361	418	395	361	418	395	357	99.3	99.7	100.0
All Grades	421	396	361	418	395	361	418	395	357	99.3	99.7	100.0

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2645.	2645.	2617.	39.71	40.00	31.65	35.89	34.43	30.53	15.07	17.72	22.69	9.33	7.85	15.13
All Grades	N/A	N/A	N/A	39.71	40.00	31.65	35.89	34.43	30.53	15.07	17.72	22.69	9.33	7.85	15.13

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	43.54	41.52	32.77	41.87	43.04	54.34	14.59	15.44	12.89
All Grades	43.54	41.52	32.77	41.87	43.04	54.34	14.59	15.44	12.89

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	54.31	60.25	33.90	38.28	34.94	46.33	7.42	4.81	19.77
All Grades	54.31	60.25	33.90	38.28	34.94	46.33	7.42	4.81	19.77

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	30.14	29.37	14.85	61.96	62.03	76.47	7.89	8.61	8.68
All Grades	30.14	29.37	14.85	61.96	62.03	76.47	7.89	8.61	8.68

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	49.76	42.03	31.65	40.19	49.37	56.58	10.05	8.61	11.76
All Grades	49.76	42.03	31.65	40.19	49.37	56.58	10.05	8.61	11.76

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. The English Department will utilize PLC time to develop common formative assessments to measure students progress towards the state standards.

2. The English, World Language and Social Science Department will infuse literacy in their assessments and within their units of study.

3. Content literacy standards will be monitored by pacing guides, scope and sequences.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	421	396	362	419	394	361	419	394	361	99.5	99.5	99.7
All Grades	421	396	362	419	394	361	419	394	361	99.5	99.5	99.7

* 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2596.	2588.	2598.	16.71	13.96	14.96	25.30	24.11	27.98	25.06	25.89	27.70	32.94	36.04	29.36
All Grades	N/A	N/A	N/A	16.71	13.96	14.96	25.30	24.11	27.98	25.06	25.89	27.70	32.94	36.04	29.36

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	30.55	25.38	24.10	30.79	30.20	49.31	38.66	44.42	26.59
All Grades	30.55	25.38	24.10	30.79	30.20	49.31	38.66	44.42	26.59

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	18.14	16.24	16.07	47.26	53.81	59.00	34.61	29.95	24.93
All Grades	18.14	16.24	16.07	47.26	53.81	59.00	34.61	29.95	24.93

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	20.76	19.04	16.07	55.61	54.57	65.93	23.63	26.40	18.01
All Grades	20.76	19.04	16.07	55.61	54.57	65.93	23.63	26.40	18.01

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. There was a major increase in students who scored "Below Standard" in the the target area of Problem Solving and Modeling. We need to analyze this more to determine the best way decrease in this area next year.

2. Math teachers will target the students in each band by offering incentives for them to move from one band to the next.

3. Based on the data math teachers will offer after-school tutoring/support to targeted groups of students.

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	1534.6	1562.9	1562.2	1525.8	1568.1	1564.1	1542.8	1557.3	1559.8	33	76	45
10	1547.8	1533.8	1565.9	1538.4	1531.5	1564.5	1556.5	1535.5	1566.7	32	26	41
11	1581.2	1543.5	1563.8	1582.8	1522.2	1563.2	1579.1	1564.3	1563.9	26	22	45
12	1484.1	1599.3	1501.2	1491.9	1579.2	1502.6	1475.6	1619.0	1499.3	17	21	22
All Grades										108	145	153

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	*	19.74	22.22	*	47.37	46.67	33.33	26.32	17.78	*	6.58	13.33	33	76	45
10	*	19.23	21.95	43.75	38.46	39.02	*	26.92	36.59	*	15.38	2.44	32	26	41
11	*	13.64	15.56	57.69	36.36	40.00	*	36.36	37.78		13.64	6.67	26	22	45
12	*	28.57	4.55	*	47.62	40.91	*	23.81	36.36	*	0.00	18.18	17	21	22
All Grades	27.78	20.00	17.65	41.67	44.14	41.83	21.30	27.59	31.37	*	8.28	9.15	108	145	153

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	45.45	42.11	35.56	*	36.84	40.00	*	17.11	15.56	*	3.95	8.89	33	76	45
10	43.75	30.77	43.90	34.38	50.00	34.15	*	3.85	19.51	*	15.38	2.44	32	26	41
11	69.23	13.64	28.89	*	54.55	51.11		18.18	15.56		13.64	4.44	26	22	45
12	*	28.57	27.27	*	61.90	40.91	*	9.52	18.18	*	0.00	13.64	17	21	22
All Grades	51.85	33.79	34.64	25.00	45.52	41.83	16.67	13.79	16.99	*	6.90	6.54	108	145	153

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	5.26	17.78	*	27.63	15.56	33.33	50.00	40.00	*	17.11	26.67	33	76	45
10	*	3.85	9.76	*	34.62	29.27	*	26.92	46.34	*	34.62	14.63	32	26	41
11	*	13.64	4.44	42.31	22.73	22.22	42.31	45.45	57.78	*	18.18	15.56	26	22	45
12		28.57	4.55	*	42.86	9.09	*	28.57	40.91	*	0.00	45.45	17	21	22
All Grades	11.11	9.66	9.80	28.70	30.34	20.26	37.96	42.07	47.06	22.22	17.93	22.88	108	145	153

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	48.48	6.58	13.33	36.36	81.58	64.44	*	11.84	22.22	33	76	45
10	34.38	3.85	12.20	46.88	80.77	73.17	*	15.38	14.63	32	26	41
11	53.85	4.55	6.67	46.15	68.18	77.78	13.89	27.27	15.56	26	22	45
12	*	9.52	0.00	*	80.95	63.64	*	9.52	36.36	17	21	22
All Grades	42.59	6.21	9.15	43.52	79.31	70.59	13.89	14.48	20.26	108	145	153

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	39.39	73.68	80.00	51.52	21.05	8.89	*	5.26	11.11	33	76	45
10	62.50	69.23	80.00	34.38	15.38	20.00	*	15.38	0.00	32	26	40
11	80.77	59.09	69.77	*	31.82	25.58		9.09	4.65	26	22	43
12	*	71.43	68.18	*	28.57	18.18	*	0.00	13.64	17	21	22
All Grades	59.26	70.34	75.33	34.26	22.76	18.00	*	6.90	6.67	108	145	150

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	11.84	22.22	33.33	67.11	48.89	48.48	21.05	28.89	33	76	45
10	*	23.08	21.95	34.38	50.00	53.66	40.63	26.92	24.39	32	26	41
11	*	18.18	11.11	57.69	50.00	60.00	*	31.82	28.89	26	22	45
12	14.81	33.33	0.00	*	47.62	54.55	*	19.05	45.45	17	21	22
All Grades	14.81	17.93	15.69	40.74	58.62	54.25	44.44	23.45	30.07	108	145	153

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	6.58	0.00	78.79	82.89	84.44	*	10.53	15.56	33	76	45
10	*	7.69	0.00	62.50	76.92	97.56	*	15.38	2.44	32	26	41
11	46.15	9.09	11.11	53.85	86.36	84.44	*	4.55	4.44	26	22	45
12	*	9.52	9.09	*	90.48	68.18	*	0.00	22.73	17	21	22
All Grades	25.93	7.59	4.58	64.81	83.45	85.62	*	8.97	9.80	108	145	153

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.

School and Student Performance Data
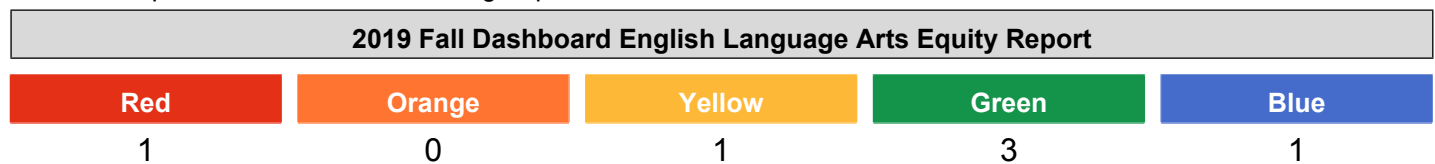
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1741	**44.9**	**9.5**	**0.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	165	9.5
Foster Youth	2	0.1
Homeless	15	0.9
Socioeconomically Disadvantaged	782	44.9
Students with Disabilities	180	10.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	30	1.7
American Indian or Alaska Native	4	0.2
Asian	133	7.6
Filipino	16	0.9
Hispanic	1230	70.6
Two or More Races	39	2.2
Native Hawaiian or Pacific Islander	3	0.2
White	286	16.4

Conclusions based on this data:

1. We will use student demographics to make sure that ALL students are receiving an excellent education.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Blue	**Suspension Rate** Orange
Mathematics Yellow		
College/Career Green		

Conclusions based on this data:

1. We will offer more opportunities for our students to become more college and career ready.

2. We will utilize targeted interventions and strategies to have a proactive and restorative lens to reduce our suspension rates.

3. We will target more interventions within the math department to support our student achievement.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	1	3	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
61.4 points above standard	20.7 points below standard	0 Students
Maintained -0.4 points	Increased Significantly ++17.8 points	
405	40	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Red
Less than 11 Students - Data Not Displayed for Privacy	38.2 points above standard	62.3 points below standard
	Increased ++6.1 points	Declined Significantly -16.2 points
5	202	47

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	107.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
		Maintained -2.7 points	
2	1	31	4

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
49.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	89.2 points above standard
Increased ++4.1 points			Declined -3.6 points
287	6	3	71

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
43.5 points below standard	4.5 points above standard	73.7 points above standard
Increased Significantly ++33.8 points	Increased ++4.3 points	Declined -9.8 points
21	19	220

Conclusions based on this data:

1. We will structure the time during our English PLC time so teachers will be able to focus on best instructional practices.

2. We will analyze our data quarterly to increase meaningful collaboration.

School and Student Performance Data
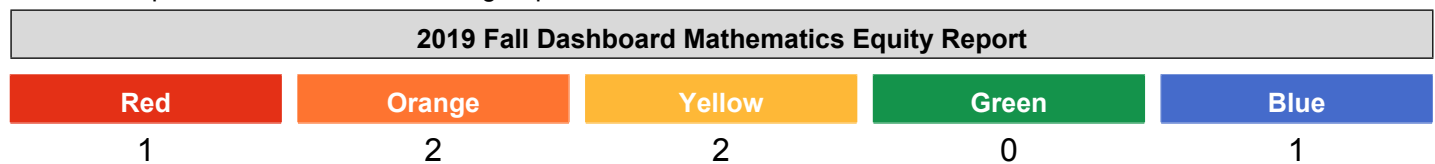
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	2	2	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	
37.1 points below standard	122.1 points below standard	
Declined -6.3 points	Maintained -2.6 points	
404	40	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	72.1 points below standard	113.3 points below standard
	Declined -8.8 points	Increased Significantly ++18.1 points
5	202	47

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	56.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2	1	Increased ++5.6 points	4
		31	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
60.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	1 points below standard
Declined -7.9 points	6	3	Maintained -1.1 points
286			71

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
127.3 points below standard	116.4 points below standard	14.5 points below standard
Increased Significantly ++21.6 points	Declined Significantly -25 points	Maintained -2.7 points
21	19	219

Conclusions based on this data:

1. We will structure the time during our Math PLC time so teachers will be able to focus on best instructional practices.

2. We will hold targeted math tutorials to help students meet grade level standards.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46.9 making progress towards English language proficiency
Number of EL Students: 130
Performance Level: Medium
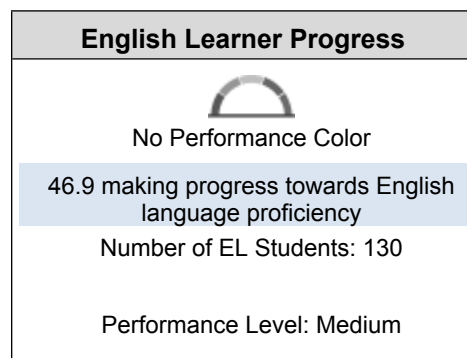
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
20.7	32.3	5.3	41.5

Conclusions based on this data:

1. All teachers will infuse SDAIE instructional strategies.

2. We will have ELD classes to support our ELL Students.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	444	100
African American	7	1.6
American Indian or Alaska Native	1	0.2
Asian	33	7.4
Filipino	5	1.1
Hispanic	294	66.2
Native Hawaiian or Pacific Islander	1	0.2
White	91	20.5
Two or More Races	12	2.7
English Learners	38	8.6
Socioeconomically Disadvantaged	244	55
Students with Disabilities	40	9
Foster Youth	1	0.2
Homeless	7	1.6

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	100	22.5
African American		
American Indian or Alaska Native		
Asian	19	57.6
Filipino		
Hispanic	47	16
Native Hawaiian or Pacific Islander		
White	25	27.5
Two or More Races	5	41.7
English Learners	2	5.3
Socioeconomically Disadvantaged	40	16.4
Students with Disabilities	1	2.5
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	74	16.7
African American		
American Indian or Alaska Native		
Asian	13	39.4
Filipino		
Hispanic	45	15.3
Native Hawaiian or Pacific Islander		
White	10	11
Two or More Races	2	16.7
English Learners	2	5.3
Socioeconomically Disadvantaged	37	15.2
Students with Disabilities	1	2.5
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	75	16.9
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	57	19.4
Native Hawaiian or Pacific Islander		
White	15	16.5
Two or More Races	0	0
English Learners	10	26.3
Socioeconomically Disadvantaged	52	21.3
Students with Disabilities	3	7.5
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	256	57.7
African American		
American Indian or Alaska Native		
Asian	25	75.8
Filipino		
Hispanic	152	51.7
Native Hawaiian or Pacific Islander		
White	57	62.6
Two or More Races	10	83.3
English Learners	8	21.1
Socioeconomically Disadvantaged	122	50
Students with Disabilities	4	10
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	41	9.2
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	30	10.2
Native Hawaiian or Pacific Islander		
White	8	8.8
Two or More Races	0	0
English Learners	2	5.3
Socioeconomically Disadvantaged	27	11.1
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	135	30.4
African American		
American Indian or Alaska Native		
Asian	18	54.5
Filipino		
Hispanic	81	27.6
Native Hawaiian or Pacific Islander		
White	24	26.4
Two or More Races	5	41.7
English Learners	6	15.8
Socioeconomically Disadvantaged	71	29.1
Students with Disabilities	1	2.5
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Within our CTE pathways, students will have opportunities to participate in dual or co-enrollment college classes with local colleges to prepare them for college or careers.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
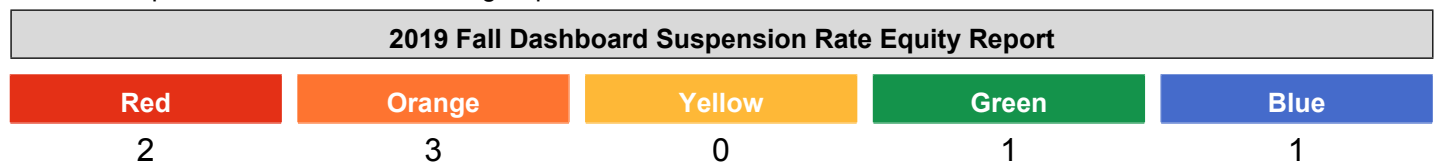## Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	444	421	0	94.8
English Learners	38	32	0	84.2
Foster Youth	1		0	
Homeless	7		0	
Socioeconomically Disadvantaged	244	228	0	93.4
Students with Disabilities	40	24	0	60
African American	7		0	
American Indian or Alaska Native	1		0	
Asian	33	32	0	97
Filipino	5		0	
Hispanic	294	275	0	93.5
Native Hawaiian or Pacific Islander	1		0	
White	91	90	0	98.9
Two or More Races	12	11	0	91.7

Conclusions based on this data:

1. The school site will continue to monitor graduation rates of each grade level / cohort.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	0	1	1

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
5.5	16.9	Less than 11 Students - Data Not Displayed for Privacy
		3
Increased +1.5	Increased Significantly +11	
1896	177	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
5.9	7.8	12.8
Declined -8.4	Increased +2.5	Increased +0.6
17	1037	203

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
5	Less than 11 Students - Data Not Displayed for Privacy 4	2.4	0
Increased +5		Declined -1.1	Maintained 0
20		126	20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Orange
6.6	0	Less than 11 Students - Data Not Displayed for Privacy 4	3.4
Increased +2	Declined -5.8		Increased +1.5
1350	50		322

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4	5.5

Conclusions based on this data:

1. School site will train and implement more restorative practice philosophies to reduce suspensions across all subgroups.

2. School site will implement PBIS strategies as a proactive approach for student behaviors.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and the other twenty-first-century skills (District LCAP Goal #1, State Priority 4 and 8).

Goal 1

All Sonora High School students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and the other twenty-first-century skills.

This goal aligns with SOHS WASC Goals 1, 2, & 3.

This goal relates to Board and District Priorities: Goal 1 (High quality programs with sufficient breadth and depth will be provided so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive occupation), Goal 2 (Students will meet District standards in attendance and personal behavior), Goal 3 (Adequate and secure physical facilities, grounds and equipment will be provided and satisfactorily maintained), Goal 4 (Sound management of District resources will be provided), Goal 5 (There will be effective internal and external communications), Goal 6 (Students, staff members, parents, and other community members will be properly recognized for their outstanding accomplishments and contributions to the District), Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district).

Identified Need

Additional training for our teachers on most effective instructional strategies, additional collaboration time for our teachers to calibrate their lessons on the most effective instructional strategies needed to reach our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
* Introduction of instructional strategies to meet the needs of our students. * Introduction of additional concurrent enrollment courses within our CTE pathways. *Sonora High School students will continue to have access to honors, Advanced Placement (AP), and International Baccalaureate (IB) courses. *AVID will be offered and will seek to serve students striving to be college and career ready.	* Current "D" and "F" rates * Analyze the effectiveness of intervention classes and after-school programs. * Concurrent/ Dual enrollment data * Student enrollment in honors classes. * Year 1 and Year 2 of AVID programs for SOHS.	* At least four additional instructional strategies are needed to reach our students. * Increase of students participating in concurrent courses or dual enrollment courses by the end of the 2021-2022 school year.

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)

All students, especially our at-risk students and English Language Learners

Strategy/Activity

* Alignment of instruction with content standards. Sonora High School will review its standards-based curriculum and instruction.

* Alignment of placement criteria with student needs for placement in Math and Reading Intervention classes.

* Assistant Principal of Student Services to support the academic achievement of Title I and EL students. There will be Round Table meetings with all teachers on ELPAC Levels and EL Teaching Strategies.

* The community liaison will work with families and students

* Collaborating on curriculum alignment and instructional materials with other FJUHSD teachers.

* Ongoing teacher and department PLC to articulate the most effective instructional strategies needed to reach our at-risk and EL students.

* Collaboration between intervention classes (Academic Intervention and Math Essentials) and core curricular areas to support standards-based instruction.

* Collaboration between the English Department and other content areas to incorporate ways to increase literacy across the curriculum school-wide.

*Analyze student access, retention, and outcome of higher-level honors classes.

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)
52,238	LCFF - Base
55,044	Local Categorical
	District Funded

10,000	Title III Immigrant Education Program

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Students

Strategy/Activity

Improvement of instructional strategies and materials:

- Financially supporting our AVID program that supports our socio-economic Disadvantaged, EL Students in the core content classes.

- Use of SDAIE, Scaffolding, and Differentiated Instructional strategies to support SES and EL.

- Round Table in EL Strategies training by Assistant Principal of Student Services

- Differentiated instruction to support our students with disabilities in accommodations and modifications by the Assistant Principal of Pupil Services.

- Use of Professional Learning Communities for teacher collaboration and identification of instructional best practices

- Increase the collaboration of our teachers who teach our at-risk students and our other teachers.

- Support requirements of the student intervention programs.

- Provide staff development for teachers on instructional strategies that we would be best to reach our EL students.

- Provide substitutes for staff to develop lessons and collaborate about instructional strategies that have been most effective for our students

- Provide substitutes for our staff to work administration to develop demonstrate lessons of instructional strategies that are targeted to be most effective for our EL students.

- Provide substitutes for staff to attend the debrief session of these instructional strategies with our assistant principal

- ELA TOSA

- Mathematics TOSA

- Science TOSA

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)
107,000.00	Title I
7,877	LCFF - Base
1,500	Title I
5,000	General Fund
4,444	LCFF - Base
15,000	Title I
	District Funded
	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

At-Risk Students

Strategy/Activity

Extended learning time:

- Provide peer and staff tutoring after school.

- Provide after school tutorials and/or interventions for re-engagement and learning loss mitigation efforts to serve students that are not engaging in distance learning due to the COVID-19 emergency school closures.

- Saturday School for Academic Improvement

- Restorative Intervention professional development.

- At least four college trips a school year to give our students exposure

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)
37,492	Title I
48,000	Title I
50,000	Title I

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Risk Students
EL Students

Strategy/Activity

Increased educational opportunity:

- Provide access to AVID, tutors, supplies, and field trips.

- Provide Math intervention program (ALEKS/Math Essentials/MATH 180) to support our At-Risk students

- Provide ELA intervention program (READ 180) to support our At-Risk students

- Instructional Aide for at-risk general education support classes

- Provide tutors

- Provide Instructional Aides for Special Education Program

- Utilize teacher and department PLCs for course-alike teachers to review student data, identify best instructional practices, and collaborate to improve student achievement

- AP/IB teachers to review student data and collaborate to improve student achievement.

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)
80,000	District Funded
50,000	Title I
135,971	LCFF - Supplemental
	District Funded
	District Funded
	District Funded

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-risk students, EL students and Students with Disabilities

Strategy/Activity

Staff development and professional collaboration:

- Professional development on instructional strategies to support at-risk students, EL students and Students with Disabilities, such as our AVID program.

- Professional Learning Community (PLC) for teachers and departments

- Program presentations to staff regarding on campus programs

- EL and Special Education Round-Table Meetings to meet with staff to let them know of the needs of students more on a personal level.

Staff Development and professional collaboration:
- Professional Learning Communities

- Smaller Learning Community – Medical Careers Academy

- Smaller Learning Community – Agriculture Department

- Vertical and Horizontal Collaboration and Curricular Alignment during PLC time.

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)

	District Funded

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

Monitoring program implementation and results:

- Common Assessment Results via Illuminate

- AERIES Grade Reports and attendance reports

- CAASP Results

- California Post-Secondary Education Commission Reports

- College admissions reports

- Standardized test scores

- AP and IB Results

- SAT/ACT Results

- Progress Report on IEP Goals

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)
	District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students will have access to educational technology to support student engagement.

Strategy/Activity

Purchase software programs and site licenses for programs to assist with research and writing:

- Subscription for library research software

- Site license for on-line plagiarism prevention program called Turnitin

- NoRedInk allows teachers to give students extra practice with commas, capitalization, and run-on sentences, while also being able to track whether students have completed assignments and whether they have mastered the topic. Teachers will likely want to start by issuing students a diagnostic exam, making sure to customize it to students' specific areas of need. After that, teachers could assign students to practice for homework, focusing either on the whole class or adjusting assignments to students' specific needs based on the diagnostic results.

- Site license for on-line grammar development program called Memebeam. Membean provides guided, engaging, multimodal vocabulary instruction while our Adaptive Reinforcement Engine helps students retain what they learn.

- Educational Technology licenses to augment learning opportunities such as (Quizzes, Delta Math, planbook, and more)

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)
500	District Funded
6,000	District Funded
15,000	Title I
10,000	Title I

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Risk

Strategy/Activity

Ensure proper course placement of incoming freshmen students:

- Utilize Nelson-Denny and READ 180 Inventory assessments to determine if the students need a reading intervention course. This will also provide substitute teachers to implement this plan.

- Utilize Mathematics Diagnostic Testing Project (MDPT) assessment for all incoming 9th graders to ensure proper mathematics placement. This will also provide substitute teachers to implement this plan.

- Middle school articulation to create better understanding of student learning experiences and expectations to determine appropriate levels of 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)
20,000	Title I
	District Funded

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

El and At-Risk Students

Strategy/Activity

Promote support for a more rigorous curriculum for all students by:

- Provide ELA and Mathematics support classes

- Provide substitutes for Professional Development Days that focus on instructional strategies that target academic improvement for our EL and At-Risk students.

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)
75,000	District Funded
15,000	Title I

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Conferences: CUE(Computer Using Educators) annual conference in Palm Springs. This conference addresses teacher instructional goals and strategies for Title 1 students to support use of technology. Teachers and administrators learned specific techniques and strategies to reach at risk students regardless of their technological experience.

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)
49,000.00	Title I

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

* Counselors to provide opportunities for all students to have access to Honors/AP/IB courses.

* Provide additional concurrent enrollment courses for our 10/11/12th students.

* Provide additional Counseling 140 courses.

* Provide opportunities for students to learn about college and careers (fiars/ workshops).

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)
	District Funded

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Risk Students and EL Students

Strategy/Activity

MDPT (Mathematics Diagnostics Placement Tests) assessment for all incoming 9th-grade students to ensure proper math placement.

Nelson-Denny reading assessment for all 9th graders to determine if placement in READ 180 is an appropriate intervention.

Reading Inventory to students who have been assessed to determine placement in READ 180.

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)
14,000	Title I

Strategy/Activity 13
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.

Amount(s)	Source(s)
	District Funded

Annual Review

SPSA Year Reviewed: 2020-21

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.

Using relevant data, incoming students were more appropriately placed in intervention classes to improve literacy skills and/or essential math skills. Ongoing data collection during the school year led us to remove or add students to intervention classes as needed.

Due to the emergency conditions of COVID-19, many strategies/activities did not reach their full potential due to school closures. Sonora will continue to work on meeting previous goals that were delayed due to the COVD-19 emergency conditions.

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

None

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.

None

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will enjoy equity in access to courses, qualified teachers, and curriculum and instruction that is based on state standards, including English learners, foster youth, students with disabilities and low income students (LCAP GOAL #2)

Goal 2

Sonora High School will support the overall student learning environment and increase student opportunities by encouraging and guiding them to take a broad course of study including fine arts, CTE, AVID, and courses meeting students in "a-g" requirements, AP and/or IB courses and by training teachers to better support struggling students in advanced courses.

This goal aligns with SOHS WASC goals 1, 2, & 3.

This goal relates to Board and District Priorities: Goal 1 (High quality programs with sufficient breadth and depth will be provided so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive occupation), District Goal 2 (Students will meet District standards in attendance and personal behavior), District Goal 3 (Adequate and secure physical facilities, grounds and equipment will be provided and satisfactorily maintained), District Goal 4 (Sound management of District resources will be provided), District Goal 5 (There will be effective internal and external communications), District Goal 6 (Students, staff members, parents, and other community members will be properly recognized for their outstanding accomplishments and contributions to the District), District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district).

Identified Need

Student Involvement and Retention within broad courses of study among our CTE Programs, AVID, AP and/or IB programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment and retention	Students that are currently enrolled in our CTE Programs, AVID, and AP and/or IB programs.	Additional student involvement at a higher rate of retention

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

*Collaborative classes with special education support to access the general education curriculum in the least restrictive environment.

*Provide AP/IB training for teachers new to AP/IB due to increasing program enrollment.

* Provide AVID Training to new and current AVID Teachers

*Increase access to post-secondary classes (concurrent and/or dual enrollment) for all students.

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)
8,000.00	Title I

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

To improve student performance in mathematics and increase access to higher-level math courses:

- Respond to learning loss due to COVID-19 emergency procedures by offering learning loss mitigation services (partnering with local agencies and after school tutoring).

* Restructure of Algebra 1 placement examinations to offer intervention classes based on this placement data.

- Offer collaborative classes (special education and general education teachers) to differentiate learning for all students.

- Special Education instructional aides help individualize instruction

- Purchase technology for mathematics class support

- Provide after school tutoring in Mathematics

- Curriculum team meetings that utilize assessment data to inform instruction

- Discussion of instructional practices among the math department

* Offer AVID classes and tutorials

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)
14,000.00	Title I
6,144.00	Title I

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

To support student interest in CTE:

- Evaluate current offerings and determine if student needs are fulfilled. Make the CTE Programs more attractive for students' desire to want to take the courses.

* Provide access to state of the art technologies within the CTE pathways to prepare students for industry careers and/or college readiness.

- Communication with colleges and universities to create more opportunities for concurrent enrollment for our students.

- Evaluate current trends in the job market to ensure that the CTE Offerings are appropriate for the students.

- Gaming Pathway: Increase enrollment and students who want to be a part of the program and advertise the program to the community.

- Culinary Pathway work to re-write the course so that we have additional students enrolled and we have concurrent enrollment opportunities set up with area colleges and universities.

- Medical Careers Pathway work to re-write the course so that we have additional students enrolled and we have concurrent enrollment opportunities set up with area colleges and universities. We should be able to make this pathway more relevant to our students.

* Modify the Agricultural Pathway so that there is more of a concentrated focus of the 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)
15,000	California Partnership Academies
5,000	California Partnership Academies
30,000	California Partnership Academies
50,000	Agriculture Vocational Incentive
17,000	Perkins
40,000	CTEIG

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

To improve student performance in ELA and increase access to higher-level ELA courses:

- Continue to offer ERWC for all students

- Train our teachers on the newest ERWC modules

- Placement/monitor of students who enrolled in academic intervention.

- Provide after school tutoring in ELA

- Curriculum team meetings that utilize assessment data to inform instruction

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)
15,000	Title I

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

To improve student performance and increase equitable access to AP/IB courses among all subgroups and to utilize AVID to propel student into higher level classes.

* PLC - Analyze and respond to data to inform instruction and close the achievement gap.

* Purchase supplemental instructional materials for AP/IB classes to support students enrolled in advanced classes

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)
30,000	Title I

Annual Review

SPSA Year Reviewed: 2020-21

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 overall implementation of the strategies and activities was making progress towards mastery, however progress was stunted due to COVID 19 emergency school closures and conditions. Therefore, articulated goals are being continued to the 2020-21 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.

None

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.

None.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will enjoy equity in access to courses, qualified teachers, and curriculum and instruction that is based on state standards, including English learners, foster youth, students with disabilities and low income students (LCAP GOAL #2)

Goal 3

Sonora High School will hire and retain high-quality teachers through the provision of professional learning and collaboration opportunities for staff to continue implementing state standards, integrate best instructional practices, and use technology as both a learning and teaching tool.
This goal aligns with SOHS WASC goals 2 & 3.

This goal relates to Board and District Priorities: Goal 1 (High-quality programs with sufficient breadth and depth will be provided so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive occupation), District Goal 3 (Adequate and secure physical facilities, grounds and equipment will be provided and satisfactorily maintained), District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district).

Identified Need

Sonora High School experienced a need to use technology to engage all learners in the classroom curriculum. Additional training for all teachers on effectively utilizing educational technology to engage and monitor all learner.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
* Professional Development opportunities for educational technology tools and instructional strategies. *Introduction of monitoring and documenting student engagement with meaningful participation. * Students will continue to have access to all textbooks and materials.	* Professional Development opportunities. * Student portal data documenting student engagement.	* Effective teaching strategies when using technology as a learning tool. * Increased student engagement and participation in their learning.

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

Purchase standards-based textbooks and materials as needed to maintain Williams Settlement

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)
50,000	General Fund

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

Conduct needs assessment with Leadership to identify the next area of technology expenditures.
* Headphones for all students
* Hot spots provided to students that need internet access at home for distance learning.
* Additional supplementary internet licenses to support all students.
* Educational Technology devices for classroom supports (SMART boards, screens, monitors, speakers, and various ed-tech tools)

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)
55,000	Title I
5,000	District Funded

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

Teachers will collaborate during curriculum team meetings to align instruction with common core state standards to ensure compliance with standards-based instruction.

Teachers will use their PLC time to collaborate on the most effective instructional strategies to meet the needs of the students.

The administration will work with teachers through the evaluation process to maintain District standards excellence.

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)
	District Funded

Annual Review

SPSA Year Reviewed: 2020-21

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.

Sonora purchased standards-based textbooks and materials as required by the Williams Settlement.

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

The intended implementation was met.

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.

Due to COVID-19 and emergency school closures last year, there was a greater need for teacher and student access and engagement in technology. Throughout the year, teachers and students found benefits from engaging with technology for an increased access to education for all learners. The changes to this goal, provide a greater focus on technology as a means of accessing education.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The District engages students and their families as partners to create a climate of support and success.

Goal 4

Sonora High School staff and administration will continue to improve internal and external communication and break down language and cultural barriers to families of EL students with increased personal contact and through building relationships.

This goal is in alignment with SOHS WASC Goals 1, 2, & 3.

This goal is in alignment with Board and District Priorities: Goal 5 (There will be effective internal and external communications) and District Goal 6 (Students, staff members, parents, and other community members will be properly recognized for their outstanding accomplishments and contributions to the District), District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district).

Identified Need

SOHS strives for continued growth and improvement and will endeavor to consistently provide timely and accurate information to all stakeholders.-

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
* Maintain copies of all site meeting agendas and minutes * Automated call system reports regarding frequency of communication	*Attendance * Aeries communication reports	* Consistent attendance and communication for all students and families

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

Involvement of parents, staff, and community:

- Community Advertisements and Social Media Support

- Newsletter and Brochures

- School Marquee

- School Website

- AERIES Communication

- PTSA Meetings

- School Site Council

- Back-To-School Night

- Open House

- College Night

- Aeries

- English Language Advisory Committee Meetings (ELAC)

- Title III and ELD Parent Night

- Articulation with Junior High Schools

- Various Athletic and Program Booster/Support Groups

- EL Community Liaison

- ELD TOSA

- Coffee with the principal for EL Parents/students

- Provide Individual Learning Plans (ILPs) with parents

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)
5,000	Title I
20,000	Title III
5,000	Title I

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

Auxiliary services for students and parents:

- Student Recognition Events

- Parent information nights

- Open House

- School Website

- Articulation with Middle Schools

- Marketing Campaign

- ELAC meetings/DELAC

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)
6,000	General Fund
10,000	Title III
10,000	General Fund
5,000	Title I
	District Funded

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Program Monitoring:
- Individual Learning Plans for EL students will be reviewed with parents

- RFEP Monitoring Plan shared/reviewed with parents via tutoring sheets

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)
5,000	Title III

Annual Review

SPSA Year Reviewed: 2020-21

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.

Sonora High School has benefited from an improved internal and external communication to all stakeholders, continuous improvement will be articulated in the 2021/22 goal.

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

None

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.

None

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The District engages students and their families as partners to create a climate of support and success.

Goal 5

Sonora High School will continue to build and refine educational programs and policies to support social-emotional learning, interpersonal relational skills training, and academics.

This goal is in alignment with SOHS WASC Goals 1, 2, & 3.   This goal relates to Board and District Priorities: Goal 1 (High quality programs with sufficient breadth and depth will be provided so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive occupation), District Goal 2 (Students will meet District standards in attendance and personal behavior), District Goal 3 (Adequate and secure physical facilities, grounds and equipment will be provided and satisfactorily maintained), District Goal 4 (Sound management of District resources will be provided), District Goal 5 (There will be effective internal and external communications), District Goal 6 (Students, staff members, parents, and other community members will be properly recognized for their outstanding accomplishments and contributions to the District), District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district).

Identified Need

Continuous reflection and refinement of current supports and programs to meet our students social and emotional learning needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Healthy Kids Survey Attendance Suspension Data Mental Health Data	Student discipline data and mental health referrals	We expect to see a decrease in student discipline data among all subgroups.

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

Increasing school connection with students, parents, staff, alumni, and community members:

- Break time pep rallies

- Recognition assemblies

- Branding

- Five Star - Positive Behavior Educational Technology Application

- AERIES Communication

- Student of the month recognitions

- Scholar athlete recognitions

- Program recognition ceremonies

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)
50,000	General Fund

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

Surveys for students, parents, and staff, to ascertain level of satisfaction with the quality, support, and characteristics of the school:

- Stakeholder survey

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Risk Students

Strategy/Activity

Academics:

- Individual annual counseling meetings

- After school tutoring

- Academic Saturday School

- The strategic registration process to identify underrepresented students that can benefit from enrollment into AP/IB and honors level courses

- Provide relevant and rigorous CTE courses that met "a – g" requirements and offer concurrent enrollment

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)
40,000	Title I

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

Extracurricular:

- Club rush to inform students of available clubs

- New clubs are created with ASB approval process

* Freshmen connection to Sonora (summer program and/or Link Crew)

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)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Risk Students

Strategy/Activity

Interventions:

- Truancy Saturday School

- SIT team meetings

- Truancy home visits

- Automated attendance calls and letter generation

- Restorative Intervention Practice Days: for students who need a full day of support because of attendance or behavioral issues. A way to build relationships between the APSS/administration and at-risk students. Discussion about actions and consequences, tutorials, and completion of missing work.

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)
20,000	Title I

Annual Review

SPSA Year Reviewed: 2020-21

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.

Sonora High School has trained approximately 25% of all staff member in restorative practices to create a proactive approach to managing conflicts and solving problems.

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

Sonora has made gains towards the goal by training staff in restorative practice and shifting the paradigm. Our needs shifted thus allocating more resources to embedding SEL curriculum throughout multiple educational programs.

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.

Changes include keeping a focus on SEL to benefit the whole child.

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,380,210.00

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 ($)
Perkins	$17,000.00
Title I	$635,136.00
Title III	$35,000.00
Title III Immigrant Education Program	$10,000.00

Subtotal of additional federal funds included for this school: $697,136.00

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 ($)
Agriculture Vocational Incentive	$50,000.00
California Partnership Academies	$50,000.00
CTEIG	$40,000.00
District Funded	$166,500.00
General Fund	$121,000.00
LCFF - Base	$64,559.00
LCFF - Supplemental	$135,971.00
Local Categorical	$55,044.00

Subtotal of state or local funds included for this school: $683,074.00

Total of federal, state, and/or local funds for this school: $1,380,210.00

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

1 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Marvins Akins	Principal
Cammy Weiss	Parent or Community Member
Ada Escobar	Parent or Community Member
Jessica Gallegos	Secondary Student
Tannya Gallegos	Secondary Student
Elena Navarro	Parent or Community Member
Shannon Appenrodt	Classroom Teacher

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 November 19, 2020.

Attested:

Principal, Marvin Akins on November 19, 2020

SSC Chairperson, on November 19, 2020

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.

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.

Stakeholder 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 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 Stakeholder 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 (Stakeholder 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/guidanceuseseinvestment.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 (Stakeholder 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/guidanceuseseinvestment.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/

Developed by the California Department of Education, January 2019

Sonora High School - Date: 9/8/21

PRINT NAME	SIGNATURE	POSITION
Ernesto J. Rivera		parent
Michael Yamaguchi	Michael Yamaguchi	student
Heather Bradley		teacher
Guadalupe Mendoza		mom
Caroline Llewellyn		Admin
Maria Elena Navarro	Maria Elena.	Padre.
Nashyeli Hernandez		mom
Araceli Sosa Rodriguez		parent
Martin Browne	M Browne	parent
Joshua Samanta		parent.
Marvin Atkins		principal/admin
Ana L. Guerrero		Parent