

**SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**CALIFORNIA STATE DEPARTMENT OF EDUCATION**

**FOR**

**SONORA HIGH SCHOOL**

**401 South Palm Street**

**La Habra, California 90631**

**Fullerton Joint Unified High School District**

**February 26, 2017 – March 1, 2017**

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## Chapter I: Student/Community Profile

Sonora High School (SOHS), part of the Fullerton Joint Union High School District, serves approximately 1,886 students, and enjoys a warm, welcoming atmosphere. Parents and students attribute the extremely positive school culture to principal, Dr. Adam Bailey, and all of the certificated and classified staff. Parents and students describe SOHS as a family, where every student is encouraged to be their absolute best, while providing each student with the ability to access necessary support.

Due to the success of SOHS's unique offerings, including: Medical Careers Academy, the International Baccalaureate Program, the award-winning Agricultural Program, the Army Junior Reserve Officer Training Corps, iPaTH program (Individual Pathways for Academic Thinkers) and various other programs, its enrollment has stayed firmly around 1900 despite feeder schools experiencing declining enrollment. In speaking with parents, we learned that many families choose SOHS despite living in a different part of the Fullerton Joint Union High School District, and includes those living outside of the district. Further, adding to its positive culture and climate, SOHS has become one of two schools designated in the district to provide Community Based Instruction (CBI) services. Staff, parents, and students alike believe the addition of CBI services has worked to increase empathy and compassion within SOHS. Lastly, the certificated and classified staff, under the leadership of Principal Dr. Adam Bailey, proves itself to be committed to educational renewal, as demonstrated through the pursuit of advanced degrees and participation in voluntary staff development workshops and in-service programs. Together, both certificated and classified staff work towards creating a collegial community that focuses on ensuring successful and productive learning in young people.

The following represents the students served, as demonstrated through the following charts, provided by SOHS to show the many successes, as well as the major challenges to be addressed by their Action Plan.

### **Enrollment by Academic Grade and Total**

Year	Grade 9 # of Students	Grade 10 # of Students	Grade 11 # of Students	Grade 12 # of Students	Total
2011-2012	616	389	579	426	2010
2012-2013	537	433	472	502	1944
2013-2014	587	368	481	428	1864
2014-2015	557	481	425	461	1924
2015-2016	474	532	464	412	1882
2016-2017	475	447	525	438	1886

Enrollment has remained stable around approximately 1900, despite decreasing enrollment at the feeder schools.

**Enrollment by Ethnicity**

Ethnicity	Total	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Total		2010	1980	1864	1924	1882	1886
African American	# %	26 1%	22 1%	22 1%	22	21	20
					1%	1%	1%
American Indian or Alaskan Native	# %	8 <1%	7 <1%	3 <1%	0	2	2
					0%	<1%	<1%
Asian	# %	204 10%	194 10%	176 9%	171	191	166
					9	10%	9%
Hispanic/Latino	# %	1209 60%	1192 61%	1189 64%	1,258	1271	1298
					65%	68%	69%
Not Reported	# %	10 <1%	3 <1%	2 <1%	0	0	3
					0%	0%	<1%
Pacific Islander	# %	3 <1%	6 <1%	5 <1%	3	3	5
					<1%	<1%	<1%
Two or More Races (not hispanic)	# %	20 1%	19 1%	21 1%	29	42	48
					2%	2%	3%
White	# %	491 24%	470 24%	422 23%	413	352	343
					21%	19%	18%

Enrollment by ethnicity has not changed much over the years, except for a noticeable steady increase in Hispanic/Latino and fluctuations in Asian enrollments.

**Students in Reimbursable Meals Program**

Year	#	%
2011-2012	880	44%
2012-2013	868	44%
2013-2014	959	51%
2014-2015	969	50%
2015-2016	873	48%
2016-2017	805	43%

The data shows the number of students enrolled in the reimbursable meals program has declined over the years. SOHS believes this decline is a result of two things: The new electronic sign up process and the start of the Sonora Supper Program provided the last two years, where over 400 students eat dinner before going home.

**English Learners**

Year	Total Population	EL	FEP	RFEP	Total
2012	1882	226	148	462	836
Percent of total population		12%	7.9%	24.5%	44.4%
2013	1819	219	146	464	829
		12%	8%	25.5%	45.6%
2014	1877	140	151	542	833
		7.5%	8%	30%	44.4%
2015	1857	120	143	560	823
		6.5%	7.7%	30.2%	44.3%
2016	1882 (1 student pending)	149	143	560	852
		7.9%	7.6%	29.8%	45.3%

The number of English Learners at SOHS has remained relatively the same, with a varying fluctuation between English Learners and Reclassified Fluent English Proficient students. SOHS is home to English Learners scoring at 4 and above on the CELDT exams.

**Parent Education Level**

Year	Total	Not a High School Graduate		High School Graduate		Some College		College Graduate		Graduate School		Decline to State	
		#	%	#	%	#	%	#	%	#	%	#	%
2011-12	1932	212	11%	319	17%	338	17%	358	19%	241	12%	464	24%
2012-13	1883	286	15%	393	21%	408	22%	388	21%	238	13%	170	9%
2013-14	1819	314	17%	398	22%	400	22%	415	23%	238	13%	54	3%
2014-15	1877	285	15%	408	22%	409	22%	457	24%	257	14%	61	3%
2015-16	1851	276	15%	399	22%	401	22%	447	24%	255	14%	73	4%
2016-17	1882	286	15%	420	22%	411	22%	448	24%	248	13%	69	4%

Parent Education levels have not fluctuated very much over the years.

### Student Achievement Data

SOHS provided a wide and in depth analysis of student achievement data, as shown by the following charts:

#### English Learners' Proficiency Status

Year	Total	English Only		English Learner		Fluent English Proficient		Redesignated Fluent English Proficient	
		#	%	#	%	#	%	#	%
2011-12	1932	1052	54.5%	271	14%	129	6.7%	480	24.8%
2012-13	1882	1047	55.6%	226	12%	148	7.9%	462	24.5%
2013-14	1819	990	54.4%	219	12%	146	8%	464	25.5%
2014-15	1877	1044	55.6%	140	7.4%	151	8%	542	28.9%
2015-16	1851	1028	55.5%	120	6.5%	143	7.7%	560	30.3%
2016-17	1882 (1 student pending)	1040	55.3%	149	7.9%	101	5.4%	591	31.4%

The number of students being redesignated fluent English proficient consistently grows over the years.

#### CELDT Overall Scores

	Total	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
		#	%	#	%	#	%	#	%	#	%
2011-12	336	27	8%	37	11%	108	32%	132	39%	32	10%
2012-13	338	34	10%	34	10%	89	26%	136	40%	45	13%
2013-14	270	26	10%	23	9%	92	34%	92	34%	37	14%
2014-15	224	6	3%	17	8%	78	35%	94	42%	29	13%
2015-16	190	11	6%	14	7%	64	34%	74	39%	27	14%
2016-17	147	6	4%	10	7%	56	38%	66	45%	11	7%

CELDT scores have fluctuated over the years, but have moved towards increasing proficiency towards early advanced and advanced.

**Overall English CAASPP Results**

Student Group	Year	Total Enrollment	Number Tested	Percent Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students	2014-15	415	395	95.1%	33%	37%	21%	8%
	2015-16	439	432	98%	34%	36%	25%	5%
Male	2014-15	198	198	100%	28%	39%	24%	10%
	2015-16	212	206	97.1%	33%	34%	27%	6%
Female	2014-15	197	197	100%	39%	36%	19%	7%
	2015-16	227	226	99.5%	35%	37%	23%	5%
Asian	2014-15	38	38	100%	68%	24%	5%	3%
	2015-16	42	41	97.6%	61%	32%	7%	0%
Hispanic or Latino	2014-15	255	255	100%	24%	40%	25%	10%
	2015-16	293	291	99.3%	26%	37%	30%	8%
White	2014-15	92	92	100%	47%	33%	17%	3%
	2015-16	82	78	95.1%	49%	32%	18%	1%
Socioeconomically Disadvantaged	2014-15	202	202	100%	18%	41%	28%	13%
	2015-16	102	102	100%	21%	36%	34%	9%
English Learners	2014-15	35	35	100%	0%	20%	43%	37%
	2015-16	35	34	97.1%	3%	6%	65%	26%
Students with Disabilities	2014-15	33	33	100%	6%	18%	36%	39%
	2015-16	33	28	84.8%	0%	32%	39%	29%
African American	2014-15	4	4	No data	Report by	subgroup		
African American	2015-16	5	5	No data	Report by	subgroup		

**Overall Math CAASPP Results**

Student Group	Year	Total Enrollment	Number Tested	Percent Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students	2014-15	415	395	95.1%	16%	29%	27%	28%
	2015-16	438	430	98.1%	16%	27%	27%	31%
Male	2014-15	198	198	100%	21%	24%	26%	30%
	2015-16	212	205	96.6%	17%	26%	28%	29%
Female	2014-15	197	197	100%	11%	34%	29%	26%
	2015-16	226	225	99.5%	15%	27%	25%	33%
Asian	2014-15	38	38	100%	58%	24%	11%	8%
	2015-16	42	41	97.6%	56%	27%	12%	5%
Hispanic or Latino	2014-15	255	255	100%	7%	28%	29%	36%
	2015-16	292	289	98.8%	7%	25%	30%	39%
White	2014-15	92	92	100%	22%	35%	30%	13%
	2015-16	82	78	95.1%	24%	28%	27%	21%
Socioeconomically Disadvantaged	2014-15	202	202	100%	6%	25%	30%	38%
	2015-16	101	101	100%	7%	19%	34%	41%
English Learners	2014-15	35	35	100%	3%	0%	17%	80%
	2015-16	34	33	97.0%	3%	6%	15%	76%
Students with Disabilities	2014-15	33	33	100%	3%	6%	15%	76%
	2015-16	33	28	84.8%	0%	4%	14%	82%
African American	2014-15	4	4	No data	Report by	subgroup		
African American	2015-16	5	5	No data	Report by	subgroup		

**Advanced Placement Exam Results**

Year	Total Enrollment	Exam Takers	Tests Taken	Exam Scr=1	Exam Scr=2	Exam Scr=3	Exam Scr=4	Exam Scr=5	Percentage of Exams with a 3 or Higher
2011-12	2010	469	737	81	154	208	148	146	68%
2012-13	1944	489	731	67	128	260	173	103	73%
2013-14	1864	506	822	127	153	279	175	88	66%
2014-15	1924	557	864	133	179	249	196	107	64%
2015-16	1851	537	815	153	217	217	151	77	55%

While giving 130 more exams in 2014-15 than 2011-12, Sonora only had a drop in pass rate of 4%. Sonora has done a remarkable job in getting more students to take AP Courses and the Exam by opening up access and increasing the number of AP Classes that are available. Looking back to 2008, Sonora only gave 249 total exams and had a pass rate of 65%. In 2015, Sonora gave 615 more exams while sustaining the same (64%) pass rate.

**International Baccalaureate Exam Results**

Year	Number of Diploma Candidates	Number Receiving IB Diplomas	Percent Receiving IB Diplomas	Number of Exams Given	Percentage of Exams Passed
2012	21	13	62%	212	82%
2013	15	13	87%	193	90%
2014	22	14	64%	192	76%
2015	6	5	83%	157	89%
2016	17	14	82%	301	81%

Sonora offers the International Baccalaureate (IB) program to all interested students and in the last year, has dramatically improved their recruitment process, adding additional classes and pathways for students. In 2016, Sonora nearly doubled the amount of IB Exams given to students due to these efforts, with a respectable 81% overall pass rate.

**Graduates that Met the A-G Requirements**

Year	Number of Grads	Number of Grads Meeting A-G	Percentage of Grads Meeting A-G
2010-2011	486	182	37%
2011-2012	434	201	46%
2012-2013	493	258	52%
2013-2014	412	205	50%
2014-2015	443	226	51%
2015-2016	403	190	47%



In response to the last WASC visit, SOHS was tasked with increasing A through G completion. While the percentage of graduates meeting A through G did not necessarily increase over the years, SOHS has increased “open access” and support for all students to take courses to not only meet A through G, but those which are the most challenging such as AP and IB. In fact, in 2015, Sonora was one of five schools in the nation to earn a competitive grant from the Dell Foundation to find ways to increase the number of Limited Income students to earn an International Baccalaureate Diploma. Demographic sub-group reports support greater diversity in these programs.

### **Interventions and Specialized Programs**

Support programs, like iPaTh, have been started to provide tutoring assistance within the school day, as well as after school. iPaTh initially began to help typically at-risk students transition into high school, and has evolved into a classroom where students are supported to be successful in all of their classes. As SOHS evaluated the program and analyzed the data, they determined the need to continue iPaTh throughout the four years and with the support of the Board of Trustees, the iPaTh program is currently serving students at each grade level. While supporting students academically, SOHS states suspensions have decreased as a result of iPaTh and other intervention/specialized programs.

#### **Number of Suspensions and Expulsions**

	2011 -12	2012-13	2013-14	2014-15	2015-16	2016-17
Suspensions	70	67	32	42	32	23
Expulsions	3	0	2	2	2	2

Raider Revolution is a tutorial program developed over the course of many years, after much research, collaboration, and honest, courageous discussions. This intervention requires tutorial time by students whose grades are below what they should be; the Raider Revolution team and staff have been pleased to see the marked improvements in all grade categories when comparing 1<sup>st</sup> and 2<sup>nd</sup> semester, and through their willingness to discuss, collaborate, and adjust, they feel it is a very supportive and helpful program. SOHS appears committed to continually evaluating and adjusting Raider Revolution to best serve the needs of all students.

### **Critical Academic Needs of Sonora High School**

Based on all the data gathered during the self study process, SOHS will:

1. Improve academic achievement of all students in all content areas as measured by the CAASPP, student grades and local and district benchmarks and by providing all teachers with the training, tools, and materials to conduct effective instruction and assessment, and by providing students with the necessary supports and courses to promote their academic success.

2. Support our English Learners and Special Education subgroups to close the achievement gaps with *during the school day supports* such as iPaTh, intervention classes in English and Math and free, after school tutoring.
3. Develop and implement a system to support students to learn and achieve grade-level standards in English Language Arts, Mathematics, Science, and Social Science.

## Chapter II: Progress Report

Listed below are some of the major changes that have occurred at SOHS since the last WASC self-study in 2011.

- ❑ In 2013, a new principal was hired and has spent the last four school years here at Sonora.
- ❑ In 2012-13 the iPaTh Program was introduced to help our SPED, EL and identified at-risk population of students achieve. Our first graduating class of iPaTh students was in 2016.
- ❑ In 2014-15 SOHS staff began to focus on instruction by training staff on the components of High Quality Instruction Program.
- ❑ In 2015-16, Sonora discontinued SSR and implemented Raider Revolution..
- ❑ In 2015, the district provided two district TOSA's.
- ❑ In 2015, Sonora began to use District funded Math and English Coaches. These individuals provide direct support to teachers in their departments in instructional techniques and strategies and serve as a conduit for information regarding curriculum and assessment.
- ❑ Over the years, technology on campus has increased with the addition of Chromebook bases, Chromebooks, iPads, and computer labs.
- ❑ In 2017-18 each Sonora student will be provided with an individual Chromebook.
- ❑ In 2015, all students and staff were given google accounts. The school is beginning to focus on the use of Google Doc and Google Classroom to increase academic achievement.
- ❑ In 2015 Sonora earned a Dell Foundation grant and began to open access, increase pathways to the IB Diploma and recruit more students to earn the IB Diploma.
- ❑ In 2015 and 2016 IB teachers and other staff receive training specific to their content areas. Social Science, Biology and English all received focused trainings on how to best improve and deliver curriculum in their content areas.
- ❑ In 2015 Science Department members began to receive training on the implementation of NGSS standards in their classrooms.
- ❑ In 2015 Social Science Department members went to two days of extensive DBQ training at Buena Park High School. After these trainings, our staff received a binder for World History and U.S. History full of primary source documents and DBQs on multiple different topics. All of the U.S. and World History teachers have incorporated these into their units. This has led to more cooperative learning among students, more hands on work with primary source documents and a higher frequency of writing assignments.
- ❑ In 2015 SOHS eliminated the need for in-district students to test into IB so we could open up access to a wider group of students.
- ❑ In the 2016-17 School Year the Administrative and Leadership Team was trained in the

further development of our High Quality Instruction Program with the Elevated Achievement Group.

- ❑ In 2016-17 Certificated staff began to conduct peer observations in classrooms and were trained on a rubric that provided data for future professional development in January of 2017
- ❑ In 2016, all Certificated staff were given Chromebooks.
- ❑ In 2016, monthly, voluntary, paid technological training sessions were provided to all staff with sessions available to all teachers before and after school (2 days per month).
- ❑ In 2016, three English classes tested online curriculum for English II and English III.
- ❑ In August of 2017 all students will be provided with Chromebooks as part of the 1:1 technology program initiated by our Superintendent, Dr. Scambray.

### **Ongoing School Improvement**

SOHS underwent a full self-study in 2011 and had a mid-cycle visit in 2014. The following is the list of critical areas for follow-up by the 2011 and 2014 committees, and SOHS progress towards accomplishing these areas to date:

1. Use systematic data analysis to evaluate, revise, refine, and determine the effectiveness of instructional decisions and programs/practices to ensure that all students are performing at high levels (2011).
  - SOHS engages in evaluating their SSR program and replaced it with Raider Revolution to create a stronger intervention program for all students
  - SOHS engages in systematic data analysis to evaluate, revise, refine and determine the effectiveness of iPaTh to ensure all students are performing at higher levels.
  - Ongoing use of systematic data analysis to evaluate, revise, refine, and determine the effectiveness of all instructional decisions and program/practices is needed to ensure all students are performing at higher levels.
2. Continue to develop, implement, review, and revise instructional practices to close the achievement gaps as identified in the subpopulations (2011).
  - SOHS has begun the process of utilizing the High Quality Instruction program (aka Elevate) to review and improve instructional practices. This continues to be an ongoing need as SOHS fully implements peer review/classroom study for the purpose of ensuring high quality, rigorous instruction in all classes to raise student achievement and close the gaps as identified in the subpopulations.
3. Provide the most rigorous course of study and timely academic interventions and/or support services for all students for master of core curriculum standards and increase the number of students completing the UC/CSU a-g admission requirements (2011).
  - SOHS has increased access to IB and AP classes.
  - SOHS has provided Raider Revolution as a timely academic intervention/support service for all students.
  - SOHS has created and provided iPaTh as a timely academic intervention model/support service for students identified through detailed and thoughtful analysis of multiple measures.

- SOHS needs to continue emphasizing the need to consistently provide high expectations and rigor in all classrooms and increase the number of students completing the UC/CSU a-g admission requirements.
4. Develop specific evaluation criteria for monitoring the implementation of all program/practices, determining needed professional development, planning refinement, and/or revision and evaluating effectiveness (2011).
- SOHS has engaged in monitoring the implementation of some programs/practices, determining needed professional development, revising/refining programs, and evaluating effectiveness, as demonstrated by the following:
    - The SSR program was evaluated and replaced by the Raider Revolution program, which is evaluated, refined and improved each year of implementation.
    - The iPaTh program is evaluated, refined, and improved continuously.
  - SOHS will need to continue engaging in this ongoing cycle of developing, monitoring, evaluating, refining, and revising for the coming years, especially with regards to the following:
    - 1:1 distribution and use of Chromebooks
    - Peer use of High Quality Instruction (Elevate) model of observing, evaluating and refining instructional practices.
    - Creating and identifying common formative assessments to guide instruction.
    - All curricular changes and the full implementation of the California State Standards, the NGSS standards, and any other shifts in education.

## Chapter III: Self-Study Process

### Student Learner Outcomes

A Sonora Graduate:

- Communicates Skillfully Through:
  - Reading
  - Speaking
  - Listening
  - Writing
  - Computation
  - Using Technology
  - Creative Expression
  - Visual Interpretation
- Behaves Responsibly Through:
  - Active Citizenship
  - Community Involvement
  - Moral and Ethical Behavior
  - Cultural Awareness
  - Self-Discipline
  - Conflict Resolution
- Thinks Critically, as Demonstrated Through:
  - Application
  - Analysis
  - Synthesis
  - Evaluation
- Applies Learning Through:
  - Accessing, Interpreting, and Using Resources
  - Planning for the Future by Setting Priorities
  - Using Decision Making Strategies
  - Collaborating with Others
  - Showing Initiative
  - Developing a Healthy Self-Concept

There was large staff involvement and collaboration in the FOL self-study process. Over 30 members of the staff participated in authoring portions of the Self-Study Report. The Schoolwide Learner Outcomes are inclusive of 21st Century Skills - Collaboration, Critical Thinking, Creativity, Communication and Civility. Data available to staff, such as CST's, CAHSEE, CAASPP, CELDT, was gathered, provided, and analyzed, and the implications of the profile data is shared by SOHS as follows as points requiring on-going discussion:

1. Better analysis of CAASPP data: The first two years of the CAASPP provides incomparable data due to the varied testing environments. After much discussion, the school will have a testing schedule that mirrors the first year. SOHS hopes by narrowing the focus to student performance and eliminating external factors, the data will be better analyzed for future consideration.
2. Increasing CAASPP scores: In reviewing Sonora's CAASPP scores from 2015 to 2016, the ELA scores stayed the same when looking at students in the advanced and met categories of the CAASPP, while scores in Math went down by 2% in the same categories.

3. Need for common formative and summative benchmarks: There is a clear desire to have common formative and summative assessments to more effectively drive instruction. The belief is these benchmarks will also provide staff with additional sets of data to assess the progress of our at-risk students.
4. Continued assessment of Raider Revolution program: SOHS staff agrees there is a need for continued assessment of the program to gauge effectiveness. Frequent and relevant measures of student academic progress need to be implemented to help staff effectively intervene and place students who struggle academically in a more timely manner.

### **Critical Areas for Follow Up**

#### **Sonora High School identifies the following critical areas of follow up:**

1. Develop ways to accurately collect data in order to address the needs of all students by providing curriculum, training, and time to the staff.
2. Improve academic achievement and engagement of all students on the CAASPP by utilizing more technology in the classroom. This will include improving access to and the use of technology within the classroom.
3. Evaluate intervention programs in order to effectively assess their ability to meet the needs of all students.

#### **SOHS articulated these questions to guide next steps:**

1. What are the roles for all staff as Sonora implements 1:1 electronic devices to help students achieve? How can the use of technology translate into higher student achievement?
2. What are the factors creating the achievement gaps? Are these factors being used as excuses? Is SOHS proactive in attempting to shrink the achievement gap?
3. Are the SOHS interventions helping students achieve through deliberate interventions, or are the interventions simply providing time for students to complete work? Is the loss of instructional minutes worth the gains derived from the intervention?
4. What data is drawn throughout the year in order to actually drive instruction? What type of data is available to help accurately guide instruction?

The SOHS questions noted above through their self-study process shows an honest understanding of the need for a strong and detailed long-range action plan to address the Critical Academic Needs, as well as the need for an accountability system for monitoring the accomplishment of the plan.

## **Chapter IV: Quality of the School's Program**

### **CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

#### **A1. Vision and Purpose Criterion**

Sonora High School has a clearly stated Mission and Vision Statement which reads:

#### **MISSION STATEMENT**

1. SOHS promotes the success of all students in an atmosphere of mutual respect and caring by the following means:
  - Educating students to their individual learning potential;
  - Fostering in each student an acceptance of ethnic and cultural diversity;
  - Promoting school spirit and school loyalty; and,
  - Instilling within each student a commitment to the values of community and the American democratic society.
2. SOHS strives for excellence in academics, activities, athletics, and service by:
  - Providing academically challenging programs for students with different interests and abilities;
  - Providing a challenging array of curricular, extra-curricular, aesthetic, and athletic programs;
  - Providing the tools to access, evaluate and use information from a variety of technological sources.
  - Equipping students with the skills necessary for a successful transition to college and/or work.

#### **VISION STATEMENT**

“SOHS is a diverse community dedicated to the academic, personal, and social growth of all student learners within a student-centered environment. SOHS encourages students to become life-long learners and contributing members of a democracy in an ever-changing world.”

#### **Schoolwide Learner Outcomes**

A Sonora Graduate:

☐ Communicates Skillfully Through:

- Reading
- Speaking
- Listening
- Writing
- Computation
- Using Technology
- Creative Expression

--Visual Interpretation

☐ Applies Learning Through:

- Accessing, Interpreting and Using Resources
- Planning for the Future by Setting Priorities
- Using Decision Making Strategies

--Collaborating with Others  
 --Showing Initiative  
 --Developing a Healthy Self-Concept

☐ Behaves Responsibly Through:  
 --Active Citizenship  
 --Community Involvement  
 --Moral and Ethical Behavior  
 --Cultural Awareness

--Self-Discipline  
 --Conflict Resolution

☐ Thinks Critically, as Demonstrated Through:  
 --Application  
 --Analysis  
 --Synthesis  
 --Evaluation

The Mission and Vision statements were developed from the findings of the prior WASC report in 2011; however, it is not clear as to exactly what process was used to approve the final drafts. The Governing Board does not review the specific Mission and Vision statements, nor the School-wide Learning Objectives; however, when they review the SPSA, they assume that the school has taken the Mission and Vision Statements, and Student Learner Outcomes into account. The Mission and Vision statements and School-wide Learning Objectives are disseminated to the stakeholders through the school's website and the student handbook. The School-wide Learning Objectives are posted in the classrooms.

The Governing Board clearly supports the Mission and Vision of SOHS by providing adequate LCAP funding for the variety of academic programs such as iPath, Raider Revolution, International Baccalaureate, Advanced Placement, JROTC, as well as the CTE programs which include: Agri-Science and Medical Careers.

The staff at SOHS are clearly dedicated to their Vision as evidenced by implementation and maintenance of the programs (both academic and intervention) currently in place. The Vision, Mission, and Schoolwide Learner Outcomes which were established based upon the recommendations of prior WASC visits, but while reviewed each year for accuracy, they do not appear to be utilized to drive instructional practices.

## **A2. Governance Criterion**

The FJUHSD School Board meets bi-monthly to discuss the governance of the schools within the district. There are five elected board members, and one non-voting student representative. The Board meetings and minutes are kept in archive on the District website for all stakeholders to review. Email is used to disseminate the Board agendas, minutes, and other memorandum to employees. Edulink is used to inform parents about participation in school governance.

Because Educational transparency to all stakeholders is of the utmost importance, the District website was reviewed to determine if all pertinent information was available, the following concerns were noted:

- The Board of Education has not updated their Goals and Priorities since 2014.



- The Moral and Civic Values of the Board have not been reviewed since 1994.
- The EL Master Plan has not been updated since 2010.
- The LEA Plan has not been updated since 2009, and the LEA budget has not been updated since the 2015/16 school year.
- The McKinney-Vento Homeless Assistance Act information has not been updated to the current 2016 ESSA Standards.
- Program Improvement transfer information has not been updated for the 16/17 school year.
- The M&O DSC Organization Chart has not been updated for the 16/17 school year.
- The District Technology Plan has not been updated since 2013; It's goals were due to be met by June 2016.
- The Technology Department's instructions for the CAASPP have not been updated since 2015.
- There is no direct access to the various school sites through main district website.

It is unclear how any updated information, which may be available, is accessible by the stakeholders if the website is out of date.

Upon review of the Board Policy, to determine the Board's connection with the School's vision, mission, and schoolwide learner outcomes, the following concerns were noted:

- Board Policy (BP)0100 – Philosophy and Goals – has not been updated since 1999.
- BP6173 – Education for Homeless Children – has not been updated since 2009, and does not reflect new legislation from the ESSA 2016.
- BP6575 – California High School Exit Exam – has not been updated since 2009, and does not reflect the current legislation no longer requiring the exam.
- There does not appear to be any BP or AR regarding the implementation of the CAASPP testing.
- BP6163 – Acceptable Use of Technology – has not been updated since 2005 (AR6163 et seq. were updated in 2015)
- There does not appear to be any BP or AR regarding online education, iNACOL standards, or approved use of APEX as a learning device in the schools.

The LCAP was previewed and approved in May 2016; and the Board regularly reviews and rules upon activities that take place at SOHS as evidenced by the archived Board minutes available on the District website. All conflict of interest, and complaint procedures are up to date, and available for the public's review and use on the District website.

The dissemination of Governing Board policies and expectations begins with the Principal meeting with the Superintendent and District Cabinet members, which is held on a weekly basis to facilitate clear and open communication. Assistant Principals also meet monthly with District counterparts in a meeting that is facilitated by the coordinating District Assistant Superintendent

to provide operational updates related to their position. The Principal then meets with Leadership staff each month to disseminate information from the district which is then shared with the certificated staff in department and staff meetings. The classified staff attends meetings at the district office to update skills and attends staff meetings when necessary.

The Principal attends the School Site Council, PTSA, LCAP, DLAC, and other group meetings to share pertinent information with those groups to facilitate their ability to make decisions necessary.

### **A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion**

All SOHS stakeholders are invited and participate in the development of the Single School Plan for Student Achievement (SPSA) and LCAP budget through communication from the district and site. Data from district-led surveys, master scheduling, site needs, and WASC goals are used to build the LCAP and SPSA each year. The process might be more inclusive if there was a concerted focus on the Mission and Vision statements and School-wide Learner Outcomes.

Development of the Master Schedule each year is a whole staff project. The priority in scheduling courses is student request or need. All teachers are also asked to submit their teaching and prep period preferences. Once the basic schedule is in place, it is open for input and suggestions by all staff members, especially department and program leaders.

Evaluation of data is a large part of the process of the intervention programs currently in implementation at SOHS (R2 and iPaTH). The staff is becoming more adept with mining and understanding data which helps drive those programs. In addition, these programs are focused upon a specific group of students, but does not focus on all students achieving the School-wide Learner Outcomes. Other subgroups and programs are not being addressed in the same manner.

### **A4. Staff: Qualified and Professional Development Criterion**

Employment policies and practices are established by the FJUHSD Board of Trustees and meet federal and state laws regarding hiring practices. Board Policy clarifies qualification/statutory requirements of current and potential staff for all programs and specialized programs such as college/career preparation; however, there do not appear to be any Board Policies or Administrative Regulations regarding online learning or the use of APEX. All credentialed and certificated staff are “highly qualified” and assigned to their specialized areas. The Common Core State Standards for the Teaching Profession are the basis of evaluation measures, and the Code of Ethics are established by the board and enforced by the site.

All teachers are also CLAD/SDAIE/SB2042 certified. The Principal and Assistant Principal (APIO) meet with new teachers on a consistent basis. Academic coaches in Math and English

visit classrooms and collaborate with their colleagues regarding teaching methodologies, organization, technology developments, and classroom management techniques.

All department and program leaders meet with the APIO in the spring and summer to provide input on staffing and the Master Schedule to ensure teacher assignments build upon teachers' strengths and their credential. Teachers are also asked to provide their input on preferred teaching assignments, allowing them to request assignment in their areas of expertise.

The Administrative Team leads an orientation at the beginning of each school year to help new teachers begin their school year prepared and with the knowledge of the most important locations and people at the school site that provide them with help and assistance to be successful in the classroom. The Administration follows-up with the probationary teachers by doing frequent walk-throughs and providing feedback to improve instruction along with the required evaluation process.

Teachers are encouraged to collaborate; they have the allotted 24-minute Raider Revolution period each Friday to meet with their departments and PLCs. Some teachers have expressed a desire meet less but for longer durations, as they feel that the meetings are too short to fully address the Action Plan Goals and student discussions that they feel are important for student success. The administration team has addressed this by explaining the options to the teachers, but no consensus has yet been reached.

In 2016, site coaches and district level Teachers on Special Assignments (TOSAs) began to be used in the English, Math, Social Science, and Science departments. TOSAs co-teach, co-plan, model, observe, and assist teachers within their departments; however, the role of the site coaches remains unclear. While some staff seem to feel they understand that goals and priorities of the TOSA/Coach program, others seem less clear on what their roles and responsibilities are within their departments.

Opportunities to attend conferences and district professional development training are offered to teachers, who are then encouraged to share information regarding training.

Since 2015 the IB E2 Grant has provided teachers with subject area specific training in English, Math and Science. A Leadership training was provided to all staff from multiple subject areas.

In 2014, all certificated staff received training in High Quality Instructional techniques (HQI), and Administrators received specialized training to allow them to help teachers improve their skill through classroom visitation and evaluation. Implementation began in earnest during the 2016 school year when the Sonora Leadership Team began professional development with The Elevated Achievement Group, and leadership began trained on how to collect systematic data in the classroom to guide meaningful and effective professional development. Thus far, this year, more than 700 walkthroughs have been completed and documented; the data collected reveals Sonora HS needs support in providing clear objectives for the students that will guide them to understand how each student can achieve mastery. To support this need, all teachers are now required to post objectives on their board, and walk-through evaluations are focused on helping

teachers understand the importance of this step in the instructional process.

As part of the collective bargaining agreement between FJUHSD and FSTO, evaluation procedures and timelines have been clearly established. All teachers develop and submit Plans for Professional Growth to their assigned evaluator in August. New teachers are evaluated each year for two consecutive years. The evaluation consists of two formal observations and a summative evaluation. Tenured teachers are evaluated at least once every other year and receive at least one formal observation during his/her evaluation year with the option to hold a pre-observation meeting to discuss goals. A recent change in the contract between the FSTO and FJUHSD indicates that if a teacher has taught for 10 years in the district with all positive evaluations, he or she will only be evaluated every 3 years. The formal observation is followed by a post-observation meeting to discuss the observation.

#### **A5. Resources Criterion**

SOHS allocates all resources based on criteria in the SPSA which is aligned with the district LCAP, critical learner needs, and school mission, vision, and schoolwide learner outcomes. It is unclear how much emphasis is placed upon the Mission and Vision statements and School-wide Learner Outcomes, because the current SPSA and LCAP do not identify any specific references to the Mission or Vision Statement or School-wide Learner Outcomes.

LCAP funding appears to be adequate for teaching needs; funds are being allocated for new furniture, curriculum, and technology; however, the counseling and classified staff are underfunded for the needs of the school. Currently there are 3 full-time counselors at the site serving a population of approximately 1900 students. Because of the large caseload, counselors are meeting with seniors to complete their transcript evaluations on a 1:1 basis; however, the college/career discussions are mostly held via group session. Purposeful focus on completing the 4-year plan and all college and career services should occur. Classified and custodial staff have also received budgetary cuts which affects the safety and well-being of students at the site.

SOHS consists of a well-maintained school plant that was built in the 1960s. Major physical updates and infrastructure improvements have been made over the years to keep the buildings up to current standards. All improvements, whether physical or pedagogical are developed with an eye towards the schoolwide learner outcomes, the needs of critical learners, our Action Plan Goals and the SPSA which includes the school-wide installation and upgrade of the Wi-Fi system, which has had a positive impact on student learning.

SOHS continues to modernize classrooms and general student access areas, with future plans to continue upgrades with funding from the passage of the Measure I Bond in 2014, which in the Spring of 2017 will include a new state of the art gymnasium and dance studio. Input from all stakeholders including teachers, students, staff members, parents, and community members was solicited to determine where funding from the bond should be allocated.

The district has set policies and procedures for textbook adoption. All students are issued textbooks, whether hard copy or electronic, which are compliant with California State Standards. Within available budget allocations, every effort is made to fully equip science laboratories and to provide students with manipulatives, including classroom sets of calculators. The English Department's curriculum is approximately 15 years old, but will be updated in 2017-18, and at the same time the Math department will begin the pilot process for adoption in 2018-19. Science and Social Science will follow after the math adoption; based upon this current plan, by the time Social Science is due for adoption their textbooks will approximately 18 years old.

Technology needs have been one of the most pressing concerns to meet the needs of 21st century students. The district has supported SOHS by upgrading the campus-wide Wi-Fi, which allows staff and students to proceed instructing with an increased focus on technology. The district has allotted funds and support to assist the school with the implementation of the 1:1 Chromebook program; however, the district needs to provide a detailed roll-out plan to the stakeholders integral to the process.

The District supports high quality professional development practices and training. Recently several teachers have received special assignment opportunities to act as teacher/leaders in their curricula. AP teachers are encouraged to attend AP conferences to facilitate student success at the top levels. Science teachers attend numerous workshops related to Next Generation Science Standards, and Math and Language Arts teachers attend Common Core trainings. The IB program utilized the E2 funding to provide professional development to increase student success and to encourage typically underrepresented students to take IB classes and to reach the IB diploma. Counselors regularly attend workshops to acquaint them with the most up-to-date information on college/trade school/military admission requirements and expectations. ROP teachers attend PLC meetings once a month, working together to create common formative assessments and integrate Common Core into the curriculum.

## **CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

### **Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

- Sonora High School has, with district support, received technology upgrades and are in the process of implementation.
- Sonora High School has made communication a priority within the school, utilizing various avenues of access so that all staff, teachers, parents, and students can access pertinent information.
- Sonora High School has received ongoing and focused Professional development; teachers are also encouraged to continue their instructional growth through district-sponsored and independent sources.

**Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

- Sonora High School, in order to maintain a student-centered focus, should use the Mission and Vision statements, and Schoolwide Learning Outcomes as the foundation for all instructional decisions.
- Sonora High School should prioritize some LCAP funding to address student needs in relation to counseling services.
- Sonora High School needs to get clarification on the goals and priorities of the TOSA and site coaches.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

**Support for strengths:**

Technology needs have been one of the most pressing concerns to meet the needs of 21st century students. The district has supported SOHS by upgrading the campus-wide Wi-Fi, which allows staff and students to proceed instructing with an increased focus on technology. The district has allotted funds and support to assist the school with the implementation of the 1:1 Chromebook program; however, the district needs to provide a detailed roll-out plan to the stakeholders integral to the process.

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diploma. Counselors regularly attend workshops to acquaint them with the most up-to-date information on college/trade school/military admission requirements and expectations. ROP teachers attend PLC meetings once a month, working together to create common formative assessments and integrate Common Core into the curriculum.

### **Support for Key Issues:**

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## **CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

#### **Current Educational Research and Thinking:**

SOHS uses Math English Curriculum Specialists and site based curriculum coaches to assist the staff in implementing effective instruction. Specialists, TOSA's and site coaches work together to create, implement, and deliver professional development. Staff has undergone technology training across subject areas and has a road map for future trainings as the school goes 1:1 next year. SOHS used consultants to implement Direct Interactive Instruction (DII), High Quality Instruction (HQI) and other programs to include the creation classroom walkthroughs were used by admin to see these instructional practices in the classroom.

**Academic and College- and Career-Readiness Standards for Each Area:**

SOHS offers AP, IB, CTE, and courses that meet UC “a-g” courses. Students meet with counselors to create a four-year plan. Most of the counseling sessions with student take place in large groups and communication of programs offered at SOHS are handled through these group settings. The Community Based Instruction (CBI) program is for non-diploma bound students. SOHS has not had an appreciative increase of students completing “a-g” coursework.

**Congruence:**

Most of school-wide learner outcomes are reflected in the concepts and skills taught to various degrees. Evidence of this could be found in the writing workshops, HQI matrix, and iPaTh classes. Student groups reported that their classes are helping them to acquire skills and/or prepare them for college, career, and post high school life.

**Student Work- Engagement in Learning**

There is a uniqueness to SOHS being an indoor campus which allows the opportunity for student work to be displayed outside classrooms. Student work was seen during classroom walkthroughs as well as students and teachers showing digital work using various platforms. Some student centered learning environments were seen during iPaTh and tutorial time. Student collaboration and engagement also took place after school when students were working on projects.

**Integration among Disciplines:**

Collaboration is evident between intervention programs and general education courses.

The school lists as an area of growth that the need to “improve interdisciplinary curricula throughout the core subjects in order to enhance student understanding of important concepts .” Subject area groups have systems in place for collaboration within their subject matter and some disciplines integrate with other areas.

**Curricular Development, Evaluation, and Revisions :**

Department heads are a part of curriculum committees; teachers take part in specialized committees to review graduation requirements; a variety of methods are used to review best practices including the use of PLC’s; and specific content areas take advantage of relevant training. Recent textbook and curricular pilots have taken place and teacher feedback is gathered during these pilots. SOHS has developed, evaluate and revised components of key programs such as Raider Revolution and iPaTh. Some curricular revisions have taken place to address CCSS, NGSS, the needs of IB and AP programs, and the needs of the Special Education Programs at the school. Evidence through classroom visits show that the textbook adoption cycle and curriculum review has stalled in anticipation of CCSS, NGSS, and the integration of technology in the curriculum.

**Policies — Rigorous, Relevant, Coherent Curriculum**

SOHS has representation on the district’s curriculum committees to provide input and curricula design. The Friday Collaboration time is used for team members work on curriculum. The school



is moving to 1:1 with Chromebooks and are exploring ways to integrate technology in a relevant way. Teacher coaches and leads solicit input from teachers and gather input for the design of curriculum. Students reported that they feel challenged to succeed and that the curriculum is relevant to help them post high school.

### **Articulation and Follow-up Studies**

SOHS is part of a high school district with students coming from feeder districts. The school offers summer bridge and transition meetings for students. Staff meets with the feeder districts to coordinate class selection, supports that might be needed, and created transition plans. The school also works with the local colleges and encourages students to take Counseling 50 with Fullerton College. Student Services holds transition meetings for incoming students that have special needs.

## **B2. Access to Curriculum Criterion**

### **Variety of Programs — Full Range of Choices:**

Some of the career based programs include Digital Media, Agriculture, Auto Shop, Construction, Culinary Arts, Sports Medicine, and Medical Careers. Students can take course to explore careers. The school has “open access” to AP and IB classes. The iPath program encourages students to create short-term and college/career goals. SOHS encourages students to use resources outside of school to include local college resources.

### **Accessibility of All Students to Curriculum, including Real World Experiences:**

SOHS offers courses such as Medical Pathways, Agriculture, IB, AP, and CTE. Special Education students can enroll in courses that are high interest to themselves can take some collaborative classes. The Agriculture Science Program allows for real world experience to include leadership, job interviews, public speaking, and some construction skills. Medical Careers allows for externships at medical offices.

### **Student-Parent-Staff Collaboration:**

Communication with parents take the traditional route to include Back-to-School Night, parents signing of the course syllabus, access to grades online, Open House, use of the school Website, and other meetings. Parents can monitor student learning through Aeries, structured Back-to-School Night, Special Education Meetings, and feedback from Raider Revolution program coordinators.

### **Monitoring/Changing Student Plans:**

Raider Revolution provides struggling students with access to teachers for 24 minutes, 4 times per week. The school uses SST's and 504 to assist in changing plans for students. Master Schedule has shifted to add or create sections/courses that meet student needs and interests. Counselors meet with groups of students to evaluate transcripts, monitor progress, and create plans for the upcoming year.

**Post High School Transitions:**

The iPath program has college visitations, utilizes tutors, and has students create a career plan with short-term goals. The school has a career technician in the on site career center and holds workshops for financial aid college planning. CTE courses that have career embedded coursework and a job skills . A small number of IB students take part in College Application Summer Boot Camp.

**B3. Curriculum Criterion****Real World Applications — Curriculum:**

Students stated that SOHS prepares them for college, careers and post high school life and the the curriculum is relevant. The school has some project based learning and performance tasks with real world relevance. SOHS has been gearing up to go 1:1 and teachers have been embedding student use of technology into their courses.

**Areas of strength for Standards-Based Student Learning: Curriculum**

- At Sonora High School, teachers across disciplines are working to embed technology into curriculum and lesson design and many disciplines are using common lesson design/curriculum and are calibrating student outcomes.
- Sonora High School's intervention programs have been designed, implemented, and revised to meet the needs of at-risk students.
- Sonora High School has opened access and removed barriers to IB and AP courses.
- Sonora High School staff expresses a strong desire to increase PLC and collaboration time to evaluate, revise and implement many of the curricular changes SOHS will undergo due to new textbook adoption, CCSS, NGSS, and the use of technology.
- Sonora High School has the capacity, instructional expertise, the respect of their students, and the desire to engage in serious professional development and collaboration to move forward in utilizing technology as a tool to enhance and improve student engagement and achievement.

**Key issues for Standards-Based Student Learning: Curriculum**

- Need to create a stronger culture of college and career readiness through high expectations and rigorous curriculum for all students, including Special Education and English Learners, by providing strong instructional delivery and support to increase student achievement and completion of UC/CSU A through G coursework.
- In anticipation of CCSS, NGSS, and the integration of technology, curriculum review, revision and textbook adoption cycle and has stalled.

- Curriculum and lesson design does not contribute to active learning/student centered classrooms.
- There is a need to develop, implement, and revise challenging and rigorous curriculum that can result in students deeper understanding.
- There is not sufficient PLC and collaboration time for staff to evaluate, revise, and implement many of the curricular changes that Sonora High School will undergo due to new textbook adoption, CCSS, NGSS, and the use of technology.

### **Category C: Standards-based Student Learning: Instruction**

**C1. Challenging and Relevant Learning Experiences Criterion:** To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

#### **Selected statements from the school application:**

SOHS has implemented ways to increase access to higher-level courses for students of different socioeconomic backgrounds. Open access to classes has been created by adjusting some of the IB course offerings and utilizing grant money to help Title 1 students who need financial support. Teachers have also attended Professional Development trainings for IB. Over the past couple of years, Instructional Coaches haven brought in to work with teachers. The SOHS teaching staff prides itself on utilizing a variety of teaching strategies to differentiate instruction for students.

#### **Results of Student Observations and Examination of Work**

The school's observations of students working and the examining of student work has provided information on the degree to which all students are engaged in learning to assist them in achieving the academic standards and the school-wide learner outcomes. Some departments have created common assessments and have analyzed student results from this data to drive instruction. The school has evaluated to some degree the results of students with diverse backgrounds and abilities and modified approaches based on findings.

Based on the course offerings and elimination of barriers, the staff at SOHS has opened access to higher-level courses for students. The staff saw the need to make adjustments to when certain IB courses were offered and they made the changes necessary to help students. The math department also saw the need to add an IB Math Studies class so students did not turn away from going for the IB diploma because of how they did in math. Some staff members have worked with students to challenge themselves and to get them college and career ready, however evidence suggests there is not a schoolwide focus on getting all students college and career ready.

#### **Student Understanding of Learning Expectations**

Based on classroom observations, students are made aware of what is expected of them at school and in the classroom environment. Classroom expectations and objectives are posted in most classrooms. Students know what their learning goals are for the day and they have been given the syllabi for each of their courses; which outlines course expectations. Students are also made

aware of the content they must learn from study guides and practice tests. While there are some examples of teachers teaching the skills students need to be successful, evidence suggests there is not a schoolwide focus in this area.

The SOHS staff recognizes there are diverse needs of their students. Some teachers across disciplines use a variety of teaching methods to ensure student comprehension and understanding of the material being presented to them. The staff at SOHS also communicates with students and families by IEP reviews during annual and tri-annual IEP meetings.

### **Differentiation of Instruction**

The school's instructional staff members differentiate instruction to a degree, including integrating multimedia and technology in some classes, and evaluate its impact on student learning. The primary goal of Sonora High School's staff is to engage students in the learning process by making all curriculum relatable, adaptive, and accessible to all of the students, while maintaining an atmosphere that allows room for teacher innovation and individualized student preferences. The staff at Sonora is sensitive to the fact there is diversity amongst their students population and how this diversity necessitates the use of differentiated instruction on every level; it is the goal of each staff member to include a variety of learning strategies in each lesson to reach the entire student population. Differentiated instruction techniques include: technology, collaborative, kinesthetic, visual, auditory, etc. In Chemistry, for example, teachers assess where their students are at the beginning of the week then they differentiate their lessons based on student levels. During classroom observations, evidence suggests there is still a need to support English Learners, Special Education students, and students taking higher level courses within the classroom setting through differentiation and best first instructional strategies.

Sonora has instituted a tutoring program called Raider Revolution. This program gives staff members 24 minutes a day to work with struggling and failing students in specific subject areas. This program is designed to give students the help they need to be successful in their classes. Peer mentoring has been utilized to help students. Impact Mentoring and Best Buds help accentuate the vital importance of asking questions, supporting one another, and helping each student. There is mentoring during the iPath classes, as well.

Student work is displayed in many classes throughout the campus and common areas. The work exposes students to their peers' talents.

The staff at Sonora understands the importance of building relationships with students. Instructional strategies are not as successful if teachers do not have a rapport with their classes. This is evidenced by the comments made by parents and students. Students feel welcomed on campus and they feel like the teachers and staff members care. Teachers spend extra time leading different activities on campus; which further develops the relationships between staff and students at SOHS.

**C2. Student Engagement Criterion:** All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels for college, career, and life.

**Selected statements from the school application:**

The staff at Sonora has been attending technology training. Next school year the district is moving to a 1:1 ratio with technology for students, so Sonora's teachers are trying to get ahead of things with regards to training on Google and other tools for student learning. The Wi-Fi has also been upgraded to help with this transition. The staff at Sonora is using technology as an instructional aid and assessment tool. Sonora's teachers have also emphasized "real world" learning where they get student to apply their learning to situations outside of the classroom. Project based learning is one example of how staff members are connecting learning to the lives of students and getting them to work collaboratively to learn the material.

The teachers at Sonora are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

The staff at Sonora is attempting to become versed in advanced technological applications with Google Apps for Education and Chromebooks that are designed to enhance student learning and classroom engagement. There has been a focus on specific applications during their training. Next school year, the district will be implementing 1:1 for student access to a Chromebook. Some of the teaching staff has been participating in professional development to help in this transition and all teachers have been given a Chromebook. Three teachers on staff have led professional development seminars on various technology topics. Trainings have been offered before school, after school, and during conference periods. Based on interviews, teachers have found the trainings helpful.

**Implementation-Student**

Students are starting to use more technology in the classroom and to display what they learned. Students have been taught how to use Google Docs to collaborate, Google Slides for projects, peer edit, and conduct research. Google Classroom is also being used to interact, post questions and ideas, submit assignments, and stay in contact with their teachers. Evidence suggests this is in the beginning phases of implementation. Based on interviews, there is apprehension from some students as they transition to the 1:1 model. Students would benefit from training, as well.

**Implementation-Teacher**

Staff members are using technology as an instructional tool and aid. Online assessment tools, like Quizlet, are being used both formatively and summatively. During class, teachers are using educational sites, like Google Classroom, to aid in their instruction. Observations show this is

happening in some classrooms across the school. SOHS staff would like a digital citizenship policy that can be implemented and taught school wide.

### **Teachers as Coaches**

The staff at Sonora works with each other, educational professionals, and parents in order to give students the most effective and appropriate education possible. Teachers use Aeries and now Google Classroom to keep students updated with current assignments. Teachers have used weekly calendars, goal sheets, and student reflective feedback regarding their learning. SOHS staff also coaches or guides students through decisions that impact them outside of the classroom. Counselors coach students by providing them one on one guidance on college choices, depression, and other topics or issues that may arise.

### **Examination of Student Work**

Some samples of student work were seen around campus that demonstrated learning where students had to organize, access and apply knowledge. These student work samples demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation. Multiple teachers at Sonora use Project Based Learning, Socratic Seminars, Literature Circles, etc. Teachers look to extend learning beyond the classroom. Assignments are given to students so they can apply what they have learned outside the classroom. For example, debates, mock presentations, working at the polls during elections, etc. have been used by teachers to help students apply their knowledge and develop creative and analytical skills. For example in some IB courses, The Agriculture Program, and in art, student work clearly demonstrates the ability of students to apply what they are learning outside of the classroom.

Samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the school-wide learner outcomes. This was observed during the classroom visits. Students used their Chromebooks for quizlet, commercials, screencasts, etc. More Chrome Carts are available on campus.

Some student work demonstrates use of materials and resources beyond the textbook in some classes. A few teachers have chosen to focus less on the actual textbooks as a main source and rely more on digital resources available to them. Teachers have created a Google Classroom site or their own website for students to access. Teachers in multiple departments have integrated technology into their instruction along with some other teachers on campus.

All students have access to career awareness, exploration, and preparation. This may include job shadowing, internships, apprenticeship programs, ROP, on-the-job training programs, community projects, and other real world experiences.

Students at Sonora connect more to their learning when it is relevant to the outside world. Some teachers utilize learning opportunities to connect their instruction to the outside world. There are many CTE classes, job pathways, etc. for students to participate in.

**Areas of strength for Standards-Based Student Learning: Instruction:**

- Sonora High School has opened access to higher level courses, removing previously existing barriers.
- In some classes, Sonora High School staff is differentiating instruction. Some examples are Literature circles, DBQ's, the flipped classroom model, and socratic seminars.
- Sonora High School Staff expresses a strong desire to increase PLC and collaboration time to evaluate, revise, and implement many of the curricular and instructional changes SOHS will undergo due to new textbook adoption, CCSS, NGSS, and the use of technology
- Sonora High School has the capacity, instructional expertise, the respect of their students, and the desire to engage in serious professional development and collaboration to move forward in utilizing technology as a tool to enhance and improve student engagement and achievement.
- The Sonora High School Staff has created a positive learning culture in the classroom; which helps student learning and outcomes
- Some academic departments at Sonora High School have developed and are implementing common formative assessments in order to analyze data to inform instruction

**Key issues for Standards-Based Student Learning: Instruction:**

- Create a stronger culture of college and career readiness through high expectations and rigorous curriculum and instruction for all students, including Special Education and English Learners, by providing strong instructional delivery and support to increase student achievement and completion of UC/CSU A through G coursework.
- Work purposefully and collaboratively in order to create and utilize common formative and summative assessments that will generate timely data that can be analyzed and used to drive instruction by using technology to facilitate data collection.
- Student engagement in the classroom. Creating classroom learning environments where students are the center of instruction and where they take ownership of learning. More facilitation of learning is needed.
- The integration of 1:1 use of chromebooks will necessitate focused professional development and a shift from traditional teacher centered instruction to student centered classrooms where students are actively engaged in rigorous, relevant, and meaningful instructional learning experiences designed to encourage and support 21st Century Skills, communication, critical thinking, collaboration, creativity, and civility.
- As Sonora High School engages in the High Quality Instruction/EAG model, staff will need to identify school wide instructional areas of focus to improve and strengthen rigorous instructional delivery and create common academic language and high expectations across the school for all students.

## **CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

### **D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion**

#### **Professionally Acceptable Assessment Process**

The SOHS staff uses professionally acceptable assessment tools to collect, disaggregate, analyze, and report student performance data to parents and other shareholders of the community. They do so by utilizing Illuminate, Department assessments, District benchmarks exams and reading/math placement exams to measure student progress and appropriately place students. The student assessment data is then disseminated and analyzed to determine necessary changes in instruction and curriculum. This process has allowed SOHS to focus on individualized instruction, as well as to maintain best practices throughout their departments.

SOHS evaluates various types of assessment data to guide student intervention and placement within their programs. Being that Raider Revolution is rather new to SOHS, the data collection and disaggregation process is in its infancy stage.

SOHS shares assessment data with parents and other shareholders through a variety of methods such as Aeries/ABI, letters home, and parent meetings. An example of this systematic process is when SOHS sends letters and UPRs (Unsatisfactory Progress Reports) to the families. Parents and students also have access to student performance data through their personal Aeries accounts.

SOHS uses parent conferences, Student Intervention Team meetings, IEP meetings, 504 meetings, and student's ABI accounts to communicate Individual Test scores. School-wide assessment data is also included in the Single Plan for Student Achievement (SPSA), which are shared with stakeholders at school site council and district board meetings. CAASPP, EAP, AP, and IB results are reported to individual students and the staff.

The district Student Services team hosts an "Information Share Day" each year to communicate and review assessment results and student achievement of special education students with general education teachers. During this time General Education teachers are informed as to which assessment tools, accommodations, and modifications are most beneficial and effective for special education students in their classes.

SOHS acknowledges that they need to improve their process of looking at CAASPP data to evaluate the academic needs of students. Instead of using the Interim CAASPP assessments, SOHS and district has decided to create their own assessments that are aligned with CAASPP. They also shared that they are looking forward to enhancing the process of collecting and analyzing data to evaluate the effectiveness of SOHS intervention programs.



### **Monitoring and Reporting Student Progress:**

SOHS informs their community, district, board, staff, students and parents, of student achievement through a variety of reports. Parents and students are encouraged to create an Aeries/ABI accounts so they can monitor attendance, grades, and state mandated test scores. Individual Test scores are also communicated during parent conferences, SIT, IEP, and/or 504 meetings, along with being posted on each student's ABI accounts. To ensure technological access for all, SOHS provides computers on campus for parents and students.

Teachers review and evaluate student achievement data through data aggregation software such as Illuminate. The data is then shared within their departments via PLC meetings on Fridays.

Students are also provided rubrics reflecting the common core standards in many classes. In each classroom teachers have the schoolwide learner outcomes posted and can provide objectives on their board and/or Google classroom.

The Career Center and Guidance Department provides some information on the Sonora website for college-career readiness.

Achievement results of SOHS students are shared at the freshmen achievement luncheon, student achievement night, and Senior achievement night. The Rotary Student of the Month results are shared with the community and reported in the local newspaper. SOHS has various programs that are also using Twitter, Instagram, and Facebook to share student and program success.

The World Language department and the Agriculture program demonstrates student progress and success through productions like the Extravaganza and events like the La Habra Citrus Fair. These activities enable students to demonstrate mastery of the target language through skits and showcases their progress and success to community partners.

### **Parent/Community and Student Achievement:**

SOHS uses many different strategies to ensure the school and community understands the academic standards, learner outcomes, and student achievements by utilizing Aeries, the school website, Google classroom, and social media accounts. Doing so enables SOHS to inform parents and the community in a timely manner.

Staff development has been focused on training the faculty to improve upon clearly delineating academic objectives to students. Teachers have also posted schoolwide learner outcomes in their classroom.

Achievement data is also reported to parents and other shareholders at Back to School night, IB parent night, booster club meetings, program information meetings such as for Agriculture, MCA, and iPaTh, Open House, PTA meetings, and School Site Council. SOHS also hosts Academic Achievement Awards for students. After results of various tests and other assessments are collected by the school, letters and UPRs (Unsatisfactory Progress Reports) are sent to the families. This information is also shared through ABI. Co-curricular programs successes are also shared through such mediums as phone blasts, the school website, and the local newspaper.

Individual achievement is communicated through AP/IB Test results, parent conferences, IEP and/or 504 meetings. The Guidance Department also holds individual senior meetings by request with all seniors and/or their parents to share academic requirements and to make sure that they are on track to graduate.

### **Monitoring of Student Growth:**

SOHS has implemented an intervention program to monitor student progress toward meeting the academic standards and schoolwide learner outcomes. Due to the results of their last WASC evaluation, a committee was put in place to evaluate various intervention programs in the state and SSR was eliminated. Raider Revolution was put into place during the 2015-2016 school year to provide an intervention program to better monitor student progress toward meeting academic standards, college-career standards, and schoolwide learner outcomes.

Students are placed in Raider Revolution Tutorials for the following categories: 9th grade academic support, peer training, expanded learning through tutorials, study halls for students struggling academically, opportunities for community service through mentoring and tutoring. The staff and leadership team all agree that more data needs to be collected, evaluated, and shared with the staff to evaluate the effectiveness of the program. Seventy five percent or more of the SOHS staff did vote to continue implementing the program for the 2016-2017 school year.

The iPaTh program was created to monitor at-risk students. Students are placed in the iPaTh program based on 8th grade grades and teacher evaluations. The iPaTh class plans weekly grade analysis days in which students analyze a weekly grade printout, reflect on their progress, and set both academic and personal goals for the week. Based on their academic progress and goals, students work with teachers and tutors to ensure student progress. Students who academically progress are placed in other school programs. Students who remain in the program receive continued support but also have access to other programs.

Parents and students have the opportunity to monitor their achievement through the Aeries Program. Coordinators and coaches further monitor the progress of students within their own programs. Counselors also monitor the students on their caseloads and intervene when a student begins to fall behind in units. Opportunity for students to earn credits through Saturday school is provided and Upperclassmen who are significantly deficient in units are referred by their counselors to La Vista High School.

### **Basis for Determination of Performance Levels:**

SOHS determines the student's grades and their growth through an assortment of assessments to support and bolster the achievement of all students. This information is used to determine, among other items: students' placement, acquisition of standards, bases for reteaching/spiraling instruction, progress toward graduation, test retakes, and tutoring. Based upon grades and assessment results, students are provided intervention classes, placed in Raider Revolution, and after school tutoring in an attempt to address the achievement gap.

The iPaTh Program was also created to help At-Risk students improve upon their academic performance. Students with multiple areas of concern meet with counselors to determine which intervention(s) and/or support classes are most beneficial. Counselors meet with all students to develop a 4-year plan to ensure progress toward completion of graduation requirements and post-secondary goals.

Teachers use the data that is disaggregated on Illuminate to develop goals to move students toward proficiency and mastery of the standards. Teachers make sure that the data correlates with subject matter success. The English department uses common performance tasks at each grade level, along with administering district grade level benchmarks.

In addition, all 9th and 10th grade students take the Gates MacGinitie reading level test to help identify if a reading support class is needed. All incoming 9th graders also test for appropriate placement in math courses. Math teachers also use common district math finals to evaluate students. All departments meet to discuss assessment data and administer internal benchmarks. However, the SOHS staff acknowledged that more time is needed to evaluate test results and share best practices.

Placement exams for both reading and math, CELDT and CAASPP and site administered assessments are used to place students in appropriate classes.

To increase access in their IB Diploma Program all feeder school students no longer take an entrance exam to get into the IB Program. The feeder school students turn in report cards, standardized test scores, and teacher recommendations in order to take IB/Pre-IB courses. Private school and out of district students still need to take the exam.

**Additional Online Instruction:**

Online courses are offered through APEX learning for SOHS students. APEX supports credit recovery for graduation and offers A-G and NCAA approved coursework. Students taking these courses are supervised by credentialed teachers through La Sierra High School. Testing and results in these classes fall under the supervision of La Sierra High School.

**D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion****Appropriate Assessment Strategies:**

SOHS Teachers employ a wide range of assessment strategies to evaluate student learning towards course objectives. Teachers use both summative and formative assessments both with the use of technology and without to ensure students' grades reflect achievement. The English and Math departments have spent over two years aligning curriculum to the Common Core State Standards. The English department also utilizes teacher generated writing performance tasks to measure student progress. IB and AP teachers also utilize essays, projects, and summative tests to prepare students for their IB and AP tests.

The Science department is currently working on implementing more writing in their subject area to help meet Common Core Literacy Standards. The World Language department utilizes a variety of both digital and nondigital assessments, including an Extravaganza to measure student progress. The Fine Arts Department also uses portfolios and performance task to measure student progress.

SOHS Agriculture students complete supervised agriculture experience projects according to industry standards. Ag students create technological and non technological tutorials and lead them. Ag students also complete projects and compete against other students around the state and county for awards and grades.

The SOHS Guidance department supports the AP/IB testing process. They create the testing schedule, select proctors for AP/IB testing and make sure that Affidavits are signed. They also make sure that all tests are secured and sealed until the students sign for the test. No electronics are allowed in the testing area and signs are posted. Students also sign and agree to follow the guidelines. The integrity of the CAASPP testing is maintain through the state mandates.

**Demonstration of Student Achievement:**

SOHS uses student work and assessment results to gauge student achievement with academic standards, college-career readiness standards, and schoolwide learner outcomes. Student work was posted on the walls of their classrooms. Student achievements were shared on TV monitors throughout the school. Student artwork is displayed around the campus and departments also highlights a Student of the Month.

Staff development has been focused on helping teachers to not only delineate clear objectives, but also how to delineate the steps needed to meet the objectives. This is evident by the objectives for learning being posted on teacher whiteboards and teacher discussions. Teachers have also provided rubrics aligned with various assessments to evaluate student work. Students not meeting objectives attend tutorials during Raider Revolution and tutorial to improve upon their work.

The SOHS Community Based Instruction (CBI) program is a special education program where students are assessed on mastery of life skills and applied academics. Instruction in the CBI program is differentiated and relevant. It is aligned to the CAPA Standards.

Medical Careers Academy and the Agriculture Department utilize alternative assessments to demonstrate student achievement of academic standards, college-career readiness standards, and the schoolwide learner outcomes. They both provide real-world and project based assessments. The Agriculture Science Department offers a unique opportunity and first hand exposure to specific careers and career exploration areas. Students are provided the ability to intern in a variety of fields where they will gain valuable knowledge and experience in their field of interest. SOHS is in the process of trying to certify many areas of career readiness, such as welding, woodworking, and floral.

**Curriculum-Embedded Assessments:**

SOHS utilizes standards-based curriculum-embedded assessments in English and math. In the English department, common performance tasks aligned with the Common Core State Standards have been created and implemented. The English department has also evaluated and deconstructed standards to align with 9th/10th grade units of study. The student results on formative and summative assessments are used to drive instruction for the next unit and to guide discussions and planning at department meetings.

Math assessments were created through collaborative input from all math teachers and the math TOSA across the FJUHSD. The common assessment and placement exam results are used to guide instruction and to recognize when remediation is needed.

SOHS articulated that they are concerned that their new bell schedule only allows for 24 minutes on Friday's to evaluate student assessments. They feel that more time is needed to do so in an effective fashion.

**Student Feedback:**

Student feedback is gathered through students representatives who attend PTA, School Board, School Site Council, and LCAP meetings. During instruction, teachers are checking for understanding and adjusting the pacing of their lesson based on student feedback. In addition, student feedback is solicited through the FJUHS teacher evaluation forms that are distributed in each class to all students at the end of each semester.

SOHS also articulated that all teachers communicate student progress through Aeries but student feedback has challenged to them update the information more frequently.

**Modification of the Teaching/Learning Process:**

During the first week of school, the SOHS English department administers the Gates MacGinitie reading level test at the 9th and 10th grade. The test provides all stakeholders an accurate measurement of student's ability to comprehend text. This information guides student placement in an intervention reading class and/or the amount of scaffolding a student needs.

The SOHS English and Math departments administered CAASPP Interim Assessments in the spring semester of 2016. Results were shared with the English department. The data was evaluated, but was found to be limited to truly guide instruction. The English Department will be giving FJUHS created district benchmark tests for grades 9-11 aligned with common core state standards and the appropriate pacing guides.

Math common summative and formative assessments were created through collaborative input from all math teachers across the FJUHS. These assessment results are used to guide instruction and to recognize when remediation is needed.

Common semester finals are also given in various departments. A concern among the staff is the need for more time to analyze the data so that curriculum and instructional changes can be discussed and implemented.

### **D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion**

#### **Assessment and Monitoring Process:**

Fullerton Joint Union High School District, the Board, and parents are actively involved in monitoring student progress through reports, online data, Aeries/ABI, and presentations. FJUHSD, with School Board support, actively plans and allocates resources for school-wide state testing. With the implementation of the Common Core Standards, many of the resources have been devoted to the development of new assessments aligned with the standards. The SOHS staff is most directly involved with assessing and monitoring student achievement with both Aeries/ABI and through focused discussion during PLC meetings.

Internal monitoring at SOHS includes the Raider Revolution program which monitors student GPA's, D's and F's, attendance, and discipline. In addition, SOHS's iPaTh program monitors students' progress and offers a support system through tutoring summer bridge classes and support classes. The SOHS SARC report allows the community to evaluate the school's performance.

The SOHS Medical Career Academy, Agriculture, and ROP programs all partner with the business and industry community through internships and advisory boards. They share student achievement data and work together to assess and monitor student progress towards meeting college-and career-readiness standards.

CAASPP, EAP, AP, and IB test data are shared annually with staff and stakeholders.

#### **Schoolwide Modifications Based on Assessment Results:**

SOHS uses a variety of formative and summative assessments to evaluate, monitor, and determine the needs of our students. Examples of this are the Gates MacGinitie reading level test and math assessments. Doing so, helps them to determine students' needs and to make changes to the school program. These test provides all stakeholders an accurate measure of student's ability. This information guides student placement in an intervention reading class and placement in appropriate math courses.

English teachers within the FJUHSD also realigned the English curriculum program for the 9-11th grade years to align with both the CAASPP and the CAASPP Interim assessment. The CAASPP results also drove professional development and resource allocations because SOHS was not prepared for the demands of technology the test requires. More resource allocations went towards upgrading technology and providing professional development for improving teachers' familiarity with technology. For example, all teachers received new laptops and students will receive their own Chromebook by the spring of 2018. Assessment results also sparked the creation of the Raider Revolution and the iPaTh program.

**CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

**Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):**

1. The SOHS staff use of Aeries/ABI and Google Classroom at SOHS has improved in regard to communicating formative and summative assessment results to all stakeholders.
2. The SOHS staff looks at data to drive their decision making process.
3. SOHS has also created and implemented two strategic intervention programs, iPaTh and Raider Revolution which have been proven to increase achievement for at risk students. There is a willingness to continuously review and analyze data to improve each program.
4. SOHS staff expresses a strong desire to to increase PLC and collaboration time to evaluate, revise and implement many of the their curricular changes they will undergo due to new textbooks, CCSS, NGSS, and the use of technology.
5. SOHS has the capacity, instructional expertise, the respect of students, and the desire to engage in serious professional development and collaboration to move forward in utilizing technology as a tool enhance their data driven decision making process.

**Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):**

1. SOHS needs to establish more time for staff to work purposefully and collaboratively to analyze and use data to drive instruction.
2. SOHS needs to work purposely and collaboratively to create and utilize Common and summative assessments to drive instruction.
3. SOHS needs to continue to evaluate the success of SOHS's intervention programs through data.
4. More professional development in technology would help staff to more efficiently evaluate student academic needs.
5. SOHS staff needs training to disaggregate the data from CAASPP to enhance their data driven decision making process for instruction.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

At SOHS a variety of formative and summative assessments to evaluate, monitor, and determine student progress but common formative and summative assessments would improve their PLC process and focus . Data is disaggregated and analyzed and then shared with all stakeholders. Technology is utilized to ensure that students, parents, and community members are kept apprised of achievements.

SOHS teachers have worked to employ formative and summative assessments based on common core state standards. Formative assessments are used to determine students' progress toward achievement of objectives. Summative goals are created to attain mastery and to reveal mastery



of demonstration of proficiency in the unit of study. Curriculum is designed to assist students in achieving these goals. A student's performance is transparent through the use of Aeries/ ABI .

SOHS has implemented both the iPaTh and RAIDER REVOLUTION in response to their students academic, social and attendance needs. These programs are being utilized as methods to increase achievement for at-risk students.

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **E1. Parent and Community Engagement Criterion**

SOHS employs various avenues of keeping the lines of communication open with their stakeholders. Annual events like Back to School Night and Open House open the doors of the campus to parents and future prospective Raiders. There is a high percentage of parents who log into the Aeries program to monitor student progress, and parents who do not have access to computers are welcomed to use the Parent Resource Center. SOHS parents are confident that the staff makes every effort to ensure that students and parents have access to Aeries.

School to home communications are available in both English and Spanish; this would also include online messages, phone calls, and translators available for special meetings and events.

School clubs and the JROTC program work directly with community organizations to help families in need through the Annual Food Drive and academic support programs like iPaTh, MCA, and the Agriculture department invite community members as guest speakers in their classrooms.

Students involved in MCA perform 100 hours of community service, and students in World Languages also participate in a community service project called "Cadena de favores", a pay it forward program that charges students to engage in their community like they never have before.

Several clubs and departments take local educational field trips. For instance, the MCA department will send students to the Cadaver Lab at the Southern California School of Chiropractic, and iPaTh students visit local colleges.

Community members in specialized fields are also invited to participate in interview panels and to serve as judges in academic competitions.

The Agriculture department provides elementary students the opportunity to tour their campus farm, and AG students attend local fairs to sell their livestock over the summer. The Digital Art

in Animation class creates learning cartoons for young children and they present their final products to children at a local elementary school.

The community of La Habra plays a vital role in the day-to-day operation of SOHS. Organizations like the Rotary and Lions Clubs provide grants and financial assistance to school organizations and individual students who are in financial need.

Community members and district personnel also provided funds to open The Garage – a distinctly different classroom environment where students can receive after school homework assistance from teachers or have an opportunity to work quietly on their own and/or to use one of the provided computers.

## **E2. School Environment Criterion**

The staff at SOHS commit themselves to creating and maintaining a safe, clean, and orderly campus environment that fosters student success. This requires enforcing all school rules and district policies; informing students and parents of the school behavioral expectations, and keeping the staff and students equipped (emergency kits in every classroom) and prepared for any dangerous situation. The school SRO is on campus and along with the two campus supervisors, they work to ensure that all school procedures are followed; including the check-in visitor policy. They are also there to intervene in school conflicts.

The school participates in periodic fire, earthquake, and lockdown drills. All school safety policies and procedures can be found on the school web site, the student handbook, posted in classrooms, and it is included in the registration packets. Students and staff point to the enclosed campus as a reason for an increased sense of security.

In addition, SOHS staff members claim that student success is supported through the school atmosphere of mutual trust, respect, and professionalism that guide all student-teacher interactions. They contend that the main purpose of all staff members is to help their students attain the greatest academic feats possible. Students at SOHS overwhelmingly believe that they have someone on campus that they could count on if they ever needed help in academic/emotional/social matters.

Many clubs available at SOHS serve the varied interests of students. Programs like IMPACT promote the commitment to making good choices throughout student activities including Red Ribbon Week. The Step Up Grade Challenge encourages students to improve current grades, and the Best Buds Club mentors the CBI (Community Based Instruction) students.

The school also offers specialized academic programs that focus on specific career pathways including the MCA for students interested in the medical field and the Agriculture department for those interested in pursuing study in that field. Students take pride in their ability to be a part of specialty programs like Agriculture. They realize that many schools do not offer or

accommodate these interests and the students find it to be an honor to be able to do all the hands-on work of rearing farm animals.

The staff at SOHS strives for inclusion and support for all students as they support the Gay Straight Alliance, the Gender Connection Club, as well as M.E.Ch.A. for students who want to celebrate their chicano heritage. Special Needs students are also actively engaged in school activities and clubs including the Best Buds Club. Most students at SOHS believe that there is something for every student on campus, and many are on campus long after the last bell.

The academic departments at SOHS collaborate in PLC (professional learning communities) every Friday to work on aligning curriculum, common assessments, and they participate in outside activities like the Annual Food Drive. Most teachers play several roles as leaders on campus; whether as coaches, club advisors, and mentors - students at SOHS feel supported by the staff.

The enclosed campus provides students with a feeling a safety and togetherness that they feel may be missing on other open campuses.

### **E3. Personal and Academic Support Criterion**

SOHS strives to support all learning through a diversity of classes and programs offered on campus. The school continues to offer a wide variety of programs to assist all learners, including: IB, iPaTh, Agriculture, Medical Careers Academy, Performing, Visual and Digital Media Arts, JROTC, Special Education, and sports. Struggling students are provided with supplemental help through iPaTh, Raider Revolution, and summer programs, while advanced students are offered the chances to openly enroll in honors, AP, and IB courses.

In addition, all students are able to enroll in co-curricular activities, such as sports, academic clubs, or personal interest clubs – many of which align with the school's standards and help to support the rigorous curriculum of academic classes.

The SOHS staff includes Licensed Vocational Nurses who are available to help students who are injured and/or sick. Students in need of more specialized services can be referred to school psychiatrists, The Gary Center, student led peer counseling, or the IMPACT program geared towards students who are considered at-risk. The SIT team also participates in crisis counseling and intervention. Counseling support services address the social/emotional and mental well-being of SOHS students. Although carrying an above average caseload, counselors and the guidance clerk have an open door policy for students in need of assistance.

College bound students can receive extra support at ADVANCE! – a community college help resource, and career-minded students can participate in career academies like agriculture and military training is also available through the JROTC.

Depending on severity, services are available that directly relate to student achievement and performance. Teachers offer tutoring both formally and informally.

Although the Guidance Department attempts to meet with parents and students at least once a year, it is difficult due to the large caseloads considering there are only three and ½ counselors on staff. Counselors make efforts to help as many students as possible with their open door policy; however, teachers are considered to be the most influential in student guidance.

Students entering the 9<sup>th</sup> grade, and who are considered at-risk, participate in the Summer Bridge program. During the Bridge program, incoming 9th graders get an opportunity to spend a day in each career pathway and/or program. For example, they'll have an opportunity to spend a day on the farm with the Agriculture department; then they'll spend another day in culinary arts, and so on. The Bridge program is a total of four weeks to acclimate those students to the school and to their upper classmate mentors. The mentoring and support continue on throughout the school year through the Impact program. In addition, the Bridge students may transition to the iPaTh program. iPaTh offers structured tutorial time as a daily class period. Two days a week are spent on English/Language Arts skills and curriculum; while, two days are spent on Math and one day on other content as deemed necessary.

Students who transition back to Sonora from the continuation school are also included in the iPaTh program to assist them with their transition to the traditional school setting. The online APEX program is also available to students who need to make up credits, or who do not feel comfortable in the traditional school setting. These online courses are supervised by certificated La Sierra High School teachers. Students in the APEX online program are also invited to join any of the SOHS academic pathways. Academic Saturday School is also offered to students who need to gain back lost units for unit recovery.

Raider Revolution is another opportunity for students to catch-up on their school work. It is a 22 minute period that was worked into the school schedule during the 2015-2016 school year. All frosh students are required to participate in the program, as well as upperclassmen students who are receiving D's and F's, or who have attendance issues. Students are allowed to visit specific classrooms to receive help from certain teachers in the areas they feel they need the most help. Raider Revolution rosters are reevaluated every six weeks to determine needs.

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):**

1. Sonora High School provides a safe, clean, welcoming environment where students, parents and staff feel supported, respected and valued, and where communication is a priority.
2. Sonora continues to offer a wide variety of programs to meet the needs of all learners: including; IB, iPaTh, Raider Revolution, Impact, Agriculture, Medical Careers Academy, Performing, Visual, and Digital Media Arts, JROTC, Special Education, and sports.
3. Sonora High School staff expresses a strong desire to increase PLC and collaboration time to evaluate, revise and implement many of the changes due to new adoptions in curriculum and technology.

### **Key issues for School Culture and Support for Student Personal and Academic Growth (if any):**

1. Revisit the PLC model to maximize the benefits of collaborative time.
2. The Professional Development calendar should be developed with key stakeholder input.
3. Revisit the master schedule to consider the addition of IB/AP courses to zero period to allow more elective options for advanced students at SOHS.
4. Increase the utilization of business partnerships to create job fair and seminar/panels to discuss employer requirements and job opportunities.
5. Increase the opportunities for academic and/or personal guidance including access to the college/career center and Naviance software.
6. Create a culture of high expectation and rigor for courses outside the IB/AP/Honors classroom.

### **Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following**

#### **Meetings:**

Students	iPaTH
Classified	Agriculture Department's farm
Counselors	IMPACT
Focus Groups	JROTC
Classroom walkthroughs	The Garage
VT Observations:	IB
MCA	PIQE
	Raider Revolution

## **Part B: Schoolwide Strengths and Critical Areas for Follow-up**

### **Schoolwide Areas of Strength**

1. Sonora High School provides a safe, clean, welcoming environment where students, parents and staff feel supported, respected and valued, and where communication is a priority.
2. Sonora High School identified a need and created two strategic intervention programs, iPaTh and Raider Revolution, which have proven to be successful; there is a willingness of SOHS staff to continuously review and analyze data to adapt and strengthen each program.
3. Sonora High School has opened access to higher level courses, removing previously existing barriers.
4. Sonora High School staff expresses a strong desire to increase PLC and collaboration time to evaluate, revise and implement many of the curricular changes SOHS will undergo due to new textbook adoption, CCSS, NGSS, and the use of technology.
5. Sonora High School has the capacity, instructional expertise, the respect of their students, and the desire to engage in serious professional development and collaboration to move forward in utilizing technology as a tool to enhance and improve student engagement and achievement.

### **Schoolwide Critical Areas for Follow-Up**

**The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan, which are summarized below:**

1. Work purposefully and collaboratively in order to create/utilize common formative and summative assessments that will generate timely data that can be analyzed and used to drive instruction by using technology to facilitate data collection.
2. Close the achievement gap that exists between the SOHS limited income and English learner populations with the rest of its student population by decreasing the achievement gap as measured by the SBAC results.

**In addition, the Visiting Committee has identified areas that need to be strengthened:**

3. Create a culture of college and career readiness through high expectations and rigorous curriculum and instruction for all students, including Special Education and English Learners, by providing strong instructional delivery and support to increase student achievement and completion of UC/CSU A through G coursework.

4. The integration of 1:1 use of chromebooks will necessitate focused professional development and a shift from traditional teacher centered instruction to student centered classrooms where students are actively engaged in rigorous, relevant and meaningful instructional learning experiences designed to encourage and support 21st Century skills, communication, critical thinking, collaboration, creativity, and civility.
5. As Sonora High School engages in the High Quality Instruction/EAG model, staff will need to identify school wide instructional areas of focus to improve and strengthen rigorous instructional delivery and create common academic language and high expectations across the school for all students.

## **Chapter V: Ongoing School Improvement**

### **The schoolwide action plan addressed the following four goals:**

1. Technology Integration - Staff and students are preparing for a 1:1 device rollout in August 2017. The goal addresses successful incorporation of technology with a focus on increased “student participation, achievement, and learning” by supplying students and teachers with Chromebooks that are to be utilized in a 1:1 model. The timetable for completion of this goal is January 2018.
2. Collaborative Data Collection and Data Driven Instruction - 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. Through this collaborative practice, data driven instruction and best practice discussions will occur. Additionally, the students will receive timely feedback for improvement. Included in the goal is the use of technology to facilitate the collection of the aforementioned data.
3. Communication with Stakeholders - By increasing communication with parents, students, staff, and community members through technological applications (including auto dialers, social media, Aeries, email, websites, and Google Classroom) there will be improved accessibility, clarity of vision regarding long-term and short-term schoolwide goals, and improved academic performance and social development for students.
4. Closing the Achievement Gap - Focused academic growth for identified student subgroups: limited income and English Learner populations. The goal of decreasing the achievement gap as measured by the SBAC results”.

Understanding the importance of ongoing school improvement, the Sonora WASC team drafted their Schoolwide Action Plan (SAP). The process of creating the SAP was collaborative, with leadership team members reviewing common themes, deliberating on potential action goal topics, and ultimately drafting the various elements of the SAP. The leadership team members returned to the WASC focus groups for consensus on the SAP. The SAP currently focuses on applied technologies to increase student participation and engagement, facilitate data collection for common assessments, and communication with stakeholders. These goals aim to improve schoolwide practices and student outcomes. At present, there are some critical areas that could be more fully addressed and/or specifically articulated. Through these enhancements, staff will be better able to follow-up on identified critical growth areas for future schoolwide improvement. To better articulate the Schoolwide Action Plan (SAP), it is recommended that the current goals be re-evaluated to ensure that specific, attainable, measurable, and time based language is utilized. The inclusion of specific start and stop dates in the timeline category as opposed to the use of “ongoing” would be advisable. There are a number of actionable items that correctly identify a needed area of follow-up, and should include a more cohesive, detailed, and developed action plan. These suggested SAP areas for further development include:

Goal 1 actionable items addressing:

Instructional strategies and best practices involving educational technology integration; technical training and integration of selected educational technologies and applications; collaborative curricular design and implementation; college and career exploration; 1:1 device roll out plan; and digital citizenship.

Goal 2 actionable items addressing:

Teacher created common assessments; data collection and analysis for student improvement; and collaborative models.

Goal 3 actionable items addressing:

Communication of courses and pathway offerings to students ; communicating objectives and expectations for student learning; and enhancing various means of communication with students, parents, and stakeholders.

Goal 4 actionable items addressing:

Focusing on EL student learning and interventions.

It was noted that while “increases (in) student participation, achievement and learning” were desired outcomes from the Chromebook rollout in Action Goal #1, the Action Steps did not address instructional strategies and/or curriculum development by staff to meet the desired outcomes. Additionally, data driven instruction was included in Action Goal #2 and utilizing PLC time to “develop best teaching practices” was discussed in Action Goal #2 Rationale, however these goals were not specifically addressed in the Action Steps. There seems to be an apparent disconnect between stated goals, rationale, and action plan steps.



Through further collaborative refocus and refinement by a select cadre of site leadership, the School Action Plan (SAP) is feasible with existing resources. Implementation of the SAP seems possible with requisite elements of schoolwide commitment, district support, and collaborative site level coordinating teams in place. The human capital at Sonora High School is the greatest resource available. Committed and dedicated classified and certificated staff are willing to move forward for the good of students. Parents and community members are open and supportive of school wide action and improvement. The students themselves desire forward movement in the self identified growth opportunity areas addressed by the SAP goals.

Through taking a strategic and unified approach of enhancing, implementing, and monitoring every component, Sonora High School can meet and exceed their SAP goals. Moving forward together will bring about successful increase in student rigor, 1:1 technology integration, improved collaboration models, collaborative common assessment creation and data analysis, data driven instruction, increased communication with stakeholders, and closing of the achievement gap.