

**SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION  
FOR**

**Sonora High School**

**430 North Washington Street  
Sonora, CA 95370**

**Sonora Union H.S. District**

**March 11 - 13, 2019**

**Visiting Committee Members**

Charles D Gary Jr., Chairperson  
Retired Principal

Laura McGeachy  
Teacher, Santa Clara Unified

Erica Oswald  
Teacher, Encina Prep HS

Dr. Jeannie Dubitsky  
Education Director Retired

Rita Strange  
Lead Learning Director, Central Valley HS

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## Preface

- **Include a copy of the school's schoolwide learner outcomes.**
  - Sonora High School Schoolwide Learner Outcomes
  - 1. **Meet or exceed California State Standards for all academic areas**
  - 2. **Develop a viable post-high school plan**
  - 3. **Respect Diversity**
  - 4. **Demonstrate civic and personal responsibility**
  - 5. **Communicate effectively in a variety of media**
  - 6. **Value education, healthy lifestyle, and lifelong learning**
- **Comment on the school's self-study process with respect to the expected outcomes of the self-study.**

The self-study process at Sonora High School began in October 2017 in preparation for the March 2019 visit of the WASC visiting committee in the accreditation process. The school principal and assistant principal attended the WASC workshop in October 2017 and two teachers were selected to coordinate the school self-study effort. The School Leadership Team established a process where home groups and focus groups would be inclusive of all stakeholders. A calendar was established for all meetings leading to the completion of the self-study by the target date in January 2019.

Each member on the Sonora High School Staff participated in a home group which gathered and analyzed data in their departments and as well in collaborative groups as a whole staff. These efforts also included classified staff and district office staff members. Thus, the focus group membership was diverse and inclusive. The School Leadership Team consists of veteran and new staff members. They looked to the School Plan for Student Achievement, the district's Local Control Accountability Plan and the Critical Student Learner Needs that were identified through the self-study process for convergence and continuity between the documents objectives.

The schoolwide student learner outcomes were last reviewed the Spring of 2012 and it was determined by the staff the outcomes were still appropriate and the focus of all departments.

Data was gathered from many sources that included:

- California School Dashboard performance indicators
- Student grades
- Stakeholder surveys
- Student work
- California Healthy Kids Survey
- Master schedule
- Local control and Accountability Plan
- School Accountability Report Card

The data from these sources were reviewed and analyzed by the Sonora High

School Staff and used to determine student needs during the self-study process. As a result of this effort the school was able to address current students need in the development of their Action Plan and address schoolwide learner outcomes, academic standards an the ACS WASC/CDE criteria.

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**
  2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)**
  3. **The gathering and analyzing of data about students and student achievement**
  4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria.**
  5. **The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.**
- **Include a copy of the school's schoolwide learner outcomes.**

## **Chapter I: Progress Report (2 pages)**

Since the last self-study:

- **Comments on the school's major changes and follow-up process.**
- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**

Significant changes have occurred since the last full committee visit in 2013 and have impacted the continuity of leadership and progress. The most significant impactful changes are as follows:

- Three different principals in the past six years
- Three different superintendents in the past six years
- School site administrators contracted days reduced in 2016-17 school year
- Nineteen new teacher hires since 2013 with eight being in the Math department and nearly half of total teaching staff new to school in the past six years
- Turn over of classified office staff and reduction of classified hours and institution of furlough days creating acrimony among the staff
- Three of the five board members of the Board of Education were elected in 2018. Board meetings were changed from two to once per month and rotate attending school department meetings.
- Budget shortfalls have impacted course offerings. Intervention classes were eliminated for English, Social Studies and Science. Most career and technical education courses eliminated and a agriculture mechanics course added in 2018.
- The four year program "Get Focused, Stay focused" is in its second year with implementation of the second modules with Sophomores.
- Second year of partnership with Columbia College offering courses in Fire Science, Child Development and Emergency Medical Response.

- Completion of Measure J Bond renovations that included: football field, track and stadium lighting; renovations of cafeteria building, humanities building; library and administration building roofs and a new aquatics center; some acrimony among stakeholders over bond expenditures.
- All classrooms now equipped with Chromebooks and checkout availability in library for students
- 70% of staff using google classroom

### **2013 Visiting Committee Critical Areas For Follow-up**

**Administration, leadership team, and staff develop a formal system in which all staff is trained and involved in accessing, disaggregation, and analyzing an array of appropriate data that directly influence the decision-making processes that design and implement school change.**

This area has not been addressed.

**The administration, leadership team and faculty identify and implement a series of common instructional strategies that perpetuate consistent improvement and support effective and positive student achievement across the curriculum. Administration and staff also research and implement effective instructional technology strategies as new technology becomes available.**

This area has not been accomplished. There are some common strategies in department areas such as warm-up exercises in all math classes.

**Administration and leadership team develop and implement a multi-year written professional development plan that is founded in Sonora High School Critical Areas of Needs and Action Plan and tied to the standards, ESLRs and school-wide vision /mission. Student learning results and the components of Common Core should drive the identification priority areas for professional development.**

There have been various whole staff and department training since 2015 to address Common Core Standards implementation, increase student engagement, support math instruction, AP instruction, and Positive Behavior Supports and interventions. The staff perception is no articulated plan has been shared and funds limited or unavailable to some departments.

**The district, administration and leadership team develop a plan and processes for building support systems toward retaining all students at Sonora High School for all four years.**

More options have been created to increase the number of students earning their diplomas. These include: Alternative settings with return to SHS, concurrent enrollment opportunities, summer school and online courses through APEX after school. Co-curricular programs continue to be offered to address social and school connectedness, such as. Link Crew, career paths and counselor early identification of at-risk students.

**The administration and staff substantially reduce the percentage of D and F grades in all classes; with an emphasis on core academic courses in 9th and 10th grades.**

The interventions of paraprofessionals in general education classes has had minimal impact on reducing D's and F's in these courses. Percentages remain high.

**The Leadership Team develops and implements a system for identifying and supporting at-risk students which match the appropriate supports to individual need and provides a sequence of interventions that begin with classroom instruction and increases in the level of focus and frequency towards effective remediation; this includes aligning grading practices and policies.**

SHS identifies students as at-risk in two categories; poor self-discipline and those with academic challenge. Interventions have been cut and some need to be improved. Areas identified for improvement include: better communication regarding areas of need and student behavior. There is no common grading policy in most departments. Reactionary versus proactive practices for student behavior.

Social Studies and English Intervention classes have been cut.

**The school Leadership Team needs to involve classified staff, prarents, community members, and students directly in the major decision-making processes of the school that result in improved student learning and positive school culture.**

The community is kept informed through the following avenues; "Coffee with the Principal", Aeries Communicator, and the Superintendent's published weekly report. In addition the school board has initiated "office hours" to be accessible to staff and community members. All of the school stakeholders are encouraged to participate on the School Site Council. Most recently staff member have presented regarding discipline programs and possible new course offerings.

**District Administration, Leadership Team and Staff implement methods that expand and open communication between the board, the district office, school administration, the faculty, and staff. Decision making should be more transparent, making clear who is responsible for decisions and on what basis decisions are made.**

Issues and concerns, school planning and implementation are discussed in the principal's cabinet meetings which consist of the school leadership team, counseling department and the special education department. This group meets regularly with the department leaders to initiatives that are undertaken.

**The school community (staff, students, parents, and community members) translate the ESLRs into identifiable student outcomes, incorporate these across the curriculum and throughout the grades, gather data in regard in student achievement, and apply the resulting information to enhance student learning.**

The student outcomes are mostly written in terms that are measurable. Indicators regathered through Aeries, compiled grades, demographics, test scores, and information in common assessment and the CAASP training modules and exam data are used to indicate student achievement growth.

#### **2015 Visiting Committee Reported Critical Areas for Follow-up**

**Examine the use of student data in a variety of methods both formal and informal.**

Although discussed there is no formalized process that has been put to adoption by the school. Some instructional strategies such as checking for understanding is used.

**Continue to focus on reducing the number of D's and F's especially in the freshman and sophomore years.**

Although there is still no systemic approach as yet some initiatives have come and gone, such as, the Math Review Course for remediation. New textbook adoption in Social Studies created inputs that addressed the different learning modalities and use of technology.

**Continue to improve support for students in math.**

A number of efforts have been made to support students in math courses. These include: making students aware of tutoring opportunities; addition of paraprofessional support in classes; and addition of special education math courses.

**Review student access in advanced curriculum classes**

Many advanced courses have open enrollment, unless a prerequisite is necessary or concurrent enrollment in another class or an audition in a performing arts advanced courses.

**Continue to develop policies, procedures and /or training/education in Anti=Bullying programs.**

The school addresses anti-bullying through a number of implemented endeavors that include: autism training, Link Crew, Student Leadership Culture Training, The Challenge assembly, Anti-bullying school assembly, and HealthSmart curriculum in Life Skills course.

**Improve communication and participation by all stakeholders, including classified staff, parents, and students in the WASC process.**

Although a weakness in the past the preparation of the current self-study included participation by stakeholders in focus groups and involvement of parents and students in meetings

**2017 Visiting Committee Reported Critical Areas for Follow-up**

**Increase performance and participation of at-risk students. The Visiting Committee.supports the emphasis of developing a common framework for instruction which includes school-wide commitment to deliver agreed upon research based strategies that improve and increase student engagement and production.**

SHS has adopted the PBIS strategies to implement school wide to create positive relationships and address student behavior. Individual departments have initiated strategies specific to their subject area, such as, TCI curriculum adoption for Social Studies, and real world applications in Math.

**Develop the school's learning environments to provide equitable access to contemporary strategies, tools, and technologies. The Visiting Committee supports the commitment of increasing access to devices and the need for the effectiveness of technology in instructional delivery and student production.**

There has been a significant increase in the use of technology with the addition of chromebooks for each classroom. This has allowed broad and varied use of the various software and web programs across departments. In addition, there is an increasing use of programs made available in google classroom.

**Develop a positive and safe culture, where students, staff, and parent feel safe, heard and respected. The Visiting committee supports the ongoing effort to promote a welcoming and positive learning environment. Improving attendance continues to be a district concern.**

Although still a growth area Sonora has aligned school and classroom expectations. The principal has coffee klatches regularly to hear from parents. School wide initiatives include assemblies that address character such as, Rachel's Challenge, Kindness Counts, etc. The required Life Skills class has team-building exercises and Character Counts curriculum.

**Stakeholders expressed an increasing sense of anxiety among students in their ability to achieve the expectations associated with the Math Standards.**

The Math department has adopted a new textbook, implemented on-line supports, and created a new class to increase readiness for the required Math I course.

## **Chapter II: Student/Community Profile (2 pages)**

**Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:**

- **Brief .of the students and community served by the school**
- **School's analysis of student achievement data (e.g., SBAC, AP, college SAT, and graduation rates)**
- **Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students)**
- **Appropriateness of identified critical student learning needs and their linkage to schoolwide learner outcomes**

**Note: Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.**

- **Comment on significant findings revealed by the profile and/or pertinent items that were not included in the profile**

Sonora High School is located in Sonora, California, a town of 54,000 residents.It is the



only incorporated city in the County of Tuolumne County and the county seat. Sonora is the chief economic hub of the county.

The county population is 248 more than the city of Sonora. The demographics is as follows: Caucasian 80.5%, Native American 2.3%, Hispanic 12.5%, African American 2%. The population is in a downward trend at about 2% a year. Current unemployment rates hover near 5%. Median income is currently \$54,325 while 13.1% of the population is considered to be below the poverty line. The major industries are education, Healthcare, social assistance, arts, recreation, food service retail and construction. They employ 64.8% of employment in the county. 70% of the housing is owner occupied and rentals are expensive making it difficult for underserved populations which may be contributing to the declining enrollment in the schools.

Sonora Union High School District is the largest school district in Tuolumne County with 956 students. The other schools are an independent study high school, a continuation high school and an adult school. SHS draws from 4 elementary school districts, three private schools and 3 charter schools. Five-hundred students are bussed from outlying areas with one way rides as much as 45 minutes.

Major renovations have been completed since the last visit as a result of their Measure J Bond voted in 2012. The renovations were:

- Complete renovation of the Humanities Building
- Complete renovation of the cafeteria building
- Complete renovation of athletic fields
- A new aquatics facility
- Infrastructure renovation of campus
- New fire alarm system
- New campus surveillance system
- Older classrooms untouched by bond monies and in need of modernization

The most significant at-risk student population are students with special needs and students from low level socio-economic backgrounds. The Title One program gives assistance in Math and Reading to students who need it. The Read 180 program is used for reading. The math program is a prep class for Math I.

Leadership has changed in the district with a new superintendent hired in August 2018. The principal was hired July 2016. The number of changes over the last six years have had an impact on the implementations of changes desired.

Sonora High School has a very small English Learner population. The program serves 24 English Learners, 48 Fluent English Proficient and 8-10 Foreign Exchange students who are served by the program.

Sonora HS, being a comprehensive high school serves high achieving and special need students. Advanced Placement courses are offered in English, Social Studies, Foreign Language, Math, and Psychology. Special Need students are served in Special Day Class, Resource Specialist Program and a Certificate of Completion program. In addition, a number of students participate in Career Technical Education programs; agriculture, culinary arts, digital photography, cosmetology, banking, computer design, game design and welding.

Besides the 17 clubs on campus students also have access to band, choir, drama, yearbook, leadership, etc.

**Salient Performance Data**

**CA Assessment of Student Performance and Program Data**

<b>ELA</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Number of Students Enrolled	181	266	205	227
Percent of Enrolled Students Tested	98.3%	98.1%	99.5%	98.7%
Number of Students Tested	178	261	204	224
Number of Students With Scores	178	260	204	224
Standard Exceeded	31%	29%	43%	38%
Standard Met	41%	34%	34%	37%
Standard Nearly Met	18%	23%	12%	16%
Standard Not Met	10%	15%	10%	9%

These scores in ELA are comparable to county and state averages.

<b>Math</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Number of Students Enrolled	181	266	204	226
Percent of Enrolled Students Tested	96.7%	97.7%	98.5%	98.7%
Number of Students Tested	175	260	201	223
Number of Students With Scores	175	257	201	223
Standard Exceeded	6%	11%	14%	12%
Standard Met	19%	20%	31%	25%
Standard Nearly Met	31%	22%	22%	28%
Standard Not Met	44%	47%	33%	35%

### **Failure Rates**

Grade	Course	Percentage
English		
9	English 1	10%
10	English 2	35%
10	English 2CP	22%
Math		
9-10	Math I	8%
9	Math I Readiness	19%
10-12	Intervention Math I	34%
Social Science		
10	World History	15%
10	AP European History	8%
Science		
10	General Biology	18%
10	AG Biology	22%
9	Earth Science CP	23%
Electives		
9-12	AG Welding	13%

The average failure rate at SHS is 6% and the courses listed above exceed the school average. Most of these courses are at the Freshman and Sophomore level.

### **Suspension and Expulsion Rates**

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Suspension % Rate	14.0	14.0	15.5	23.1	19.8	8.7	7.1	6.1	7.4
Total Suspension			336	819	641	120	107	75	126
Unduplicated			191	271	216	91	71	63	78
White (Undup)		152	196	159	68	49	49	53	
Hispanic Latino			23	51	41	14	14	22	16
African American			4	*	2	1	*	*	2
Expulsion Rate %	0.6	0.8	0.8	1.2	1.2	0.6	0.3	0.6	0.2
Total Expulsions			10	16	13	6	3	6	2

Sonora High School has maintained a low number of suspensions compared to county and state averages over the past six year with spikes in 2013 and 2014. The school adopted ways to keep students in school and currently, staff members have expressed an increased sense of inequity and inconsistency in the application of discipline.

### Absentee Rates ¶

Absenteeism Rates	2017	2018
School Total	16.1%	16.8%
Hispanic/Latino	18.5%	11.7%
White	15.5%	18.3%
District	21.8%	21.1%
County	15.4%	12.8%
State	10.8%	11.1%

The school has consistently exceeded the state and county averages in the percentage of absences the past two years.

### UC/CSU A-G Completion Rates

	2010	2011	2012	2013	2014	2015	2016	2017	2018
A-G %	26.4	30.3	35.2	30.5	32.3	27.4	40.2	53.5	48.7

SHS has nearly doubled the number of students who have completed the A-G coursework required for the UC/CSU admissions. In addition, there has been a concerted effort to increase the number of courses offered. The number has increased to 56 courses with the effort of two courses submitted each year.

In summary, the school is experiencing a downward trend in overall school population and small shifts in demographic populations. Attendance rates are still in need of improvement despite past efforts. CAASPP scores are within state averages except math scores which remain below state averages. Although suspensions and expulsions have significantly been reduced there is a feeling among staff members of inconsistency and inequity in the application of discipline policy or procedures.

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

Based on the school's self-study and visiting committee findings, for each criterion in the following categories:

**A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**

**B. Standards-Based Student Learning: Curriculum**

**C. Standards-Based Student Learning: Instruction**

**D. Standards-based Student Learning: Assessment and Accountability**

**E. School Culture and Support for Student Personal and Academic Growth**

- Summarize an analysis of what currently exists and its impact on student learning
- Highlight the areas of strength (if any)
- Highlight the key issues (if any)
- List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

**Note:** When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the ACS WASC/CDE Accreditation Status Determination Worksheet).

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

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

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

**Online Programs: iNACOL Standard A: Mission Statement:** The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Vision – Mission – Schoolwide Learner Outcomes – Profile:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready, and aligned with district goals for students.

The current mission statement was created in the year 2000 and was reviewed recently by the staff and it was determined that it did not reflect current student needs nor does it reflect current data or the LCAP. There is a desire to update the statement.

**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

The current student outcomes were developed in 2012 by the faculty.

The staff and community were surveyed in preparation of the current self-study with a low participation rate by the community. The effort was to determine the effectiveness of the student learner outcomes.

**Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

The mission statement and Student Learner Outcomes are made visible through being posted in every classroom. However, there is a need to promote and increase their understanding. Although there is a senior project section that addresses student learner

outcomes there is no evidence of student understanding or commitment to them.

## A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

**Online Programs: iNACOL Standard B: Governance Statement:** Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Governing Board and District Administration:** The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

The Sonora Union High School District board understands its role in providing vision and direction to the Superintendent and site staff through its policies. They also have procedures for accountability for adherence to these policies. In addition, they understand the requirements for LCAP and SPSA.

The board is kept aware of district business and concerns through reports by various stakeholders including union representatives of classified and certificated staff, as well as, school department heads.

There is some mistrust between the board and some school staff and community members, as a result of the handling of the construction bond, fiscal recovery, and surplus of real property. In addition, there is a belief that there have been Brown Act Violations and mismanagement. Three new board members were seated in December of 2018.

**Governing Board and Stakeholder Involvement:** Parents, community members, staff, and students are engaged in the governance of the school.

Parents participate on district committees. At the school students, staff and parents are on the school site council. However, participation was inconsistent and meetings irregular in their scheduling until the current school year. The principal hosts a monthly morning meeting for interested parents and community members where they can address their concerns and hear school updates.

The school CTE staff have an annual meeting with industry leaders to stay abreast of current trends in their areas. As well, there are parent booster organizations for Athletics, Band and Agriculture.

**Uniform Complaint Procedures:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

The Uniform Complaint Procedures are displayed prominently in salient sections of the website, classrooms, and other public places.

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

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

**Online Programs: iNACOL Standard C: Leadership:** The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

**Online Programs: iNACOL Standard D: Planning:** A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

**Online Programs: iNACOL Standard F: Commitment:** In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

**Online Programs: iNACOL Standard I: Integrity and Accountability:** In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Broad-Based and Collaborative:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

In place are regular meetings of department teachers who are currently working on implementing shared assessments. The Lead team consisting of administration and

department leads have regular meeting and are a communication link to department teachers. There is no meetings established for classified staff who feel left out of the loop. The shared assessment data that is currently being collected is not available to the staff. In addition, entrance assessments for Freshman in Reading and Math is not readily available for staff use. Also discipline data is available to staff on an individual student basis but no compiled data exist showing a total school perspective. In general, there is a need to make data more available to staff and time to analyze it.

**Single School Plan for Student Achievement Correlated to Student Learning:** The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A process exists for development of the SPSA and alignment to the LCAP that starts with the principal who based upon student achievement data creates the school plan. It is submitted to the School Site Council for discussion and approval. Stakeholders are informed and invited to the SSC meeting for their input.

**Staff Actions/Accountability to Support Learning:** The school leadership and staff demonstrate shared decision-making responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

There is a belief by some staff members that they lack the opportunity to give input on decisions that impact them. Many believe that there is a lack of adherence to policies or accountability to them. There is a need to develop program implementation evaluation strategies.

**Internal Communication and Planning:** The school has effective existing structures for internal communication, planning, and resolving differences.

There are all-school staff meetings on Wednesday which all classified staff cannot attend. This time affords discussion of programs, student achievement, etc. In addition, some staff members choose not to attend and questions exist as to them being held accountable.

The Student Study Teams have a process in place inclusive of students, parents, counselors, and faculty who have input into meeting individual student need. However, the lack of staff participation hinders the process. After school meetings are blamed for this need.

The Cabinet, Lead Team and Management meetings allow for communications across the various levels of school personnel for disseminating and gathering information. However, there is some lack of representation in this process and communication is not always clear.



Written communications to various stakeholders is accomplished with the 'Weekly Parent Communicator, the daily bulletin, The Week Ahead, The Weekly Staff Bulletin and the Superintendent's Weekly Update. There is a need for the Superintendent to also send a community communication update.

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

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

**Online Programs: iNACOL Standard E: Organizational Staffing:** A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Qualifications and Preparation of Staff:** The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

- The SHS teaching staff consists of members who are properly credentialed to teach in the subjects they are assigned and have either a CLAD or SDAIE authorization.
- In the hiring process department leaders are included when possible but there is a need for inclusion in the paper screening process, including hiring of classified staff.
- Although there is a supportive induction program for new teachers, there is a need for more support for experienced teachers new to Sonora High School.
- Administration Orientation program of new teachers has been reduced to a minimum and maybe correlated to an increased turnover of staff. In addition, mid-year hires do not have the same opportunities for initial support and have to gain knowledge about systems and supports on the fly.
- There is little information provided regarding outside workshops or training which may be the result of financial constraints
- The number of course preps for many teachers prevents appropriate preparation for each course taught

**Defining and Understanding Practices/Relationships:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

There is confusion regarding some policies and practices due to inconsistencies as a result of digital and hard copy sources being different or due to a lack of being updated.

This applies as well to the introduction of new policies via email and a lack of written hard copy updates.

There is anxiety in the relationship between some staff and the school leadership.

**Support of Professional Development/Learning and Measurable Effect on Student Learning:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

- Although Tuesdays are designated for tech professional development for staff and faculty, there has been little time applied the last few years
- Intensive training has occurred for English and Social Science teachers as well as counselors in the Get Focused, Stay Focused Curriculum, Get Math Curriculum for the Math Department, two teachers in the Science Department in NGSS training and Advanced Placement Teacher Trainings
- Due to reduction in classified staff and the absorption of duties it is difficult for classified staff to be released for trainings and/or time for planning for implementation of the new skills.
- Classified staff are often required to intervene in discipline incidents due to cuts in administration and do not feel qualified to do so.
- There is appreciation for Wednesday morning meetings but that it is not enough time to finish what is started at the meetings. There is a desire for half or full days to be considered for staff development and collaboration.

**Supervision and Evaluation:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Some certificated staff members report a lack of being evaluated. The evaluation requirements are usually met with classified staff. However, the reduction of administrative staff is partially to blame for the failure to always meet certificated evaluation requirements. In addition, administrative tasks requiring immediate attention interfere with evaluation tasks due to a reduction in site administration.

Evaluation forms for administration use were recently redone to allow specific feedback rather than an objective format. There is a desire to see similar forms for classified staff.

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

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

**Online Programs: iNACOL Standard G: Financial and Material Resources:** A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Allocation Decisions and Their Impact:** There is a relationship between the decisions about resource allocations, the district's LCAP, and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

- The vision and mission statements continue to meet the needs of the school though developed in 2001.
- The current Schoolwide Learner Outcomes were developed in 2012 and believed to still be pertinent to current students.
- The LCAP is driven by Sonora staff and administration to meet the critical learning need of students. The WASC process was inclusive of discussion in small groups of department members, and in meetings of focus groups and the entire staff together
- The School Plan for Student Achievement is aligned with the LCAP. The WASC process has pointed to some adjustments needed in the LCAP and SPSA. The staff perceive as a critical area the need for greater input with regard to better consistent communication and discipline. It is thought the PBIS system may alleviate some of the gaps with hope of better inclusion of each stakeholder group.

**Practices:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

The district CBO guided by the LCAP and input from site leadership submits the district budget to the County Office of Education for review. An audit is done annually of all district and site budgets by a 3rd party auditor.

**Facilities:** The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

An extensive upgrade to the campus has taken place thanks to the passage of a bond. As a result many buildings had infrastructure changes to meet current student needs. The athletic fields were redone and a new Aquatic Center added to the campus. However building C still needs to be upgraded with its HVAC system scheduled for update the summer of 2019. Other projects completed included the fire system, surveillance system and phone system. These changes have contributed to a more conducive learning environment.

**Instructional Materials and Equipment:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Since 2013 there has been a focus on acquiring technology and materials that would enhance student learning. Most rooms now have chromebook carts. Infrastructure was enhanced to handle the loan of these additions. Included was the addition of the appropriate protocols to ensure student safety. These changes have allowed for the expansion of learning time through the use of Google Classroom, Canvas, Turnitin.com and TCI. These opportunities assist in providing remediation for students who need as well as, supplementing teacher's lessons.

A lot of technology has been added to the campus, however some teachers still feel there is a need for equitable access to technology.

Teacher Training on Tech Tuesdays have allowed for teachers to learn and incorporate more digital tools in their instruction.

Aeries is the primary student system for grades, discipline and attendance. Teachers have been trained in its use. Parents have access to their student's records via the system which provides a great way for them to participate in their students education.

There is thought the library is out of date in regard to book options. However, many new titles have been added to the library collection. More titles are needed to meet the various levels of students' ability.

**Well-Qualified Staff:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

There is a process for procuring new staff. It involves posting of openings, receiving applications, paper screening, interview by appropriate staff, and approval of selection by the Board of Education. The new teachers hired participate in BTSA and receive support from veteran teachers and staff.

Some areas of staff concern:

- Classified hiring pools have continued to dwindle making it difficult to fill open positions.
- More opportunity for staff tech professional development
- Staff consensus on curriculum

Professional development has consisted of individual choice, department training and whole school training. Examples of each are Advanced Placement, Get More Math and

PBIS. Classified staff needs more opportunity to experience more training.

**Long-Range Planning:** The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

The LCAP and the SPSA are aligned each year through a process that is initiated at site department meetings with regard to the LCAP. These recommendations are reviewed by the School Site Council for approval. Next, the district management team reviews the recommendation and its impact on budget and program change. If approved, the LCAP and SPSA adjustments are made to reflect the recommendation, a precursor to implementation.

#### **A6. Resources Criterion [Charter Schools only]**

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

To what extent is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Long-range Financial (and Other Resources) Plan and Stakeholder Involvement:** The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

**Regular Accounting and External Audit Procedures:** The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

**Processes for Implementation of Financial Practices:** The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

**Budgeting Process — Transparency:** The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

**Adequate Compensation, Staffing, Reserves:** The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

**Marketing Strategies:** The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

**Informing the Public and Appropriate Authorities:** The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

**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):**

1. Increases in internal communication with consistency being a priority
2. Improvements in interviews and hiring processes
3. Dedication to increases in technology through Google products
4. Increase in Admin staff with a focus on discipline and attendance
5. Increases in acknowledgement of the need for department-level collaboration and assessment with a goal of data-driven improvement

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

1. In order to provide more consistent and fair disciplinary policies, the school must shift to properly incorporating PBIS.
2. Improvements in transparency of communication from district and board still need to foster trust.
3. Transparency, scheduling, and methodology in evaluations can continue to be improved.
4. Increase timely and accessible distribution of data to staff members to inform decision at all levels and foster greater participation in the development of comprehensive plans. Adopting appropriate data collection protocols needs to improve.
5. There is a desire for staff to work in conjunction with district staff to develop, communicate and properly fund plans to provide long-term maintenance of facilities and technology.

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

- Teacher interviews
- Parent and community member interviews
- School mission and statement documents

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

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

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

**Online Programs: iNACOL Standard J: Curriculum and Course Design:** A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Current Educational Research and Thinking:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Staff meets Wednesdays morning for Professional Development. Teachers report that time is needed for implementation of several indicators, however the use of Wednesday mornings is not discussed in the report. In discussion with staff members, current staff meetings have been dedicated to WASC information, however they do report they would like more structured meeting time during Wednesday morning for curriculum collaboration. Most staff agreed they felt it would happen.

Many departments have received new curriculum resources and opportunities. During meetings with staff, some voiced concerns of needing professional development. In small groups, some say they have not had opportunities, however others voiced that they have never been denied the opportunities that they seek out. The science department has not adapted to the Next Generation Science Standards that have been adopted statewide.

The "Get Focused, Stay Focused" Curriculum, taught during the second semester of the Life Skills class, provides Freshman with an opportunity to create a 10-year plan for their lives after thinking through various factors such as preferred future life-style and needed income, high-demand jobs and personal passions that match up with those career fields and input from community members. Several interviewed students stated that creating the resumes and cover letters prior to being interviewed by community members--aka the "Freshman interviews"--was one of the most valuable pieces of their high school learning experience thus far. While the implementation is only in its second year, the sophomores who receive the second module within their World History class raved about the program. So many said they are revising their 10-year plan and really appreciate the real-world preparation the curriculum and activities have provided. The gradual implementation of "Get Focused, Stay Focused" could serve as a model for future staff-led implementation of various programs.

Get Focused Stay Focused program, while new, seems to have teacher and student buy in for potential future success, specifically as it prepares students for their future, at minimum help them self discover themselves. The roll out of the program has had positive connotations with teachers as well as students. While new, some teachers are not fully aware of the program, as it is not rolled out within their departments yet. The purpose of the program is to build real world options for students as they prepare for post secondary careers.

Teachers working on Common Practices/Assessments to increase equality for students is reported and observed in classroom observations in Math and Social Science classes.

The site has had the FOCUS- Focusing on Children Under Stress, program ran by the Tuolumne County Sheriff's Office to support students who have experienced or been involved with a traumatic event with law enforcement and or emergency responders. Due to a traumatic experience, the Sheriff's office will contact the site to inform them as soon as hours after the incident in the student's life.

**Academic and College- and Career-Readiness Standards for Each Area:** The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Sonora High School has addressed bringing courses and assessments into alignment as a priority, however staff have self-reported in conversations with the visiting team that they have work to be accomplished in order to be appropriately aligned.

Advanced placement courses are approved through the UC System/College board system and students are able to self select to enter more challenging coursework.

Graduation requirements as well as college entrance requirements listed on their website, in their course catalog, as well as reviewed with all students at the beginning of the school year. Counselors meet with students and parents as needed when credit recovery needs are necessary.

**Congruence:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Get Focused Stay Focused while new, shows promising engagement from teachers as well as students, as reported in groups.

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



following:

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

- SLO #1 is in alignment with the content outlined in the academic standards that help students to develop practical, problem solving, and communication skills necessary to be successful and adaptable in college, career, and adult life with intellectual curiosity, high expectations, and an understanding of the interrelation of all disciplines.

- SLO #2 is in alignment with our CTE and Middle College course offerings and our Get Focused, Stay Focused curriculum. Students are encouraged to explore many different career paths and postsecondary options while they focus on who they are as individuals. A key component of Get Focused, Stay Focused is writing an individualized ten-year plan. They have a wide variety of choices and they can get practical experience while they are still in high school.

- SLO #3 is important to developing good citizens, and in Social Studies they occasionally teach lessons from Teaching Tolerance in order to get students to be more thoughtful regarding the impacts of their words.

- SLO #4 is to assist students develop personal, professional, and global responsibility through their American Government class and in all projects where they can show their school pride to the community. Ag Science, Leadership, and the CSF club all encourage our students to volunteer their time and energy to projects that help the community. In addition, the JSA club encourages debate and discussion in a non-partisan environment.

- SLO #5 is important for our future entrepreneurs, and those who will work in positions of leadership. To that end, students all use Google Slides for presentations, communicate formally and informally in Socratic Seminars and group projects, and cultivate a positive online presence in life skills and through the GFSF curriculum.

- SLO #6 is addressed during the Get Focused portion of the Life Skills curriculum. Students think about what they can learn in each decade of their lives and are encouraged to share their ideas with their peers. They create a personal 10-year plan that helps them think ahead and allows them to change their plan as they grow. The HealthSmart curriculum of the second semester of Life Skills focuses on physical, mental, and emotional health-all of which will continue to be important in their

post-secondary lives.”

Core subjects English, Math, Science and Social Studies work on multiple levels of research, writing and collaboration. Several teachers have expressed these collaborations have been done mostly informally, but they look forward to utilizing Wednesdays professional development time to collaborate. Specific focus has been on having students address learning outcomes and their relationship to their SLO's.

The site works on establishing “School World” and “Self World” with events such as a Career Fair, on campus PSAT and ASVAB testing, utilization of their “Get Focused Stay Focused” curriculum, as well as meeting with their counselors for 4 year high school plans and course selection for the upcoming school year. Their new curriculum Get Focused Stay Focused should support these events.

**Integration among Disciplines:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Sonora High is rich in elective opportunities for students. The coordination between SHS and the local junior College, Columbia Junior College have created the “Middle College Program”. The intention of the program is for students to earn certificates and coursework that will assist them in their post secondary careers. Students are able to earn certificates and learn hands on skills through several CTE programs including Culinary Arts, Home Improvement, etc.

**Articulation and Follow-up Studies:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Articulation between feeder elementary K-8 schools occurs in Math and English placement courses, however is not present in Science, Social Studies, Foreign Language, Physical Education. Visual and performing arts seems to have a large amount of communication with feeder programs, however this is not seen in most core subject areas. Counselors meet with every incoming Freshman and their family, followed up by creating a four year plan freshman year. Students meet with their counselor, who stays with them for four years, at minimum one time a year for their plans. Teacher feedback on placement based on Math and English placement tests tells that there is no cohesive evidence that the placement tests are appropriate. Site should consider evaluating placement assessments and exam data to support their reasoning for implementation.

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

To what extent do all students have equal access to the school's entire program and are provided

assistance with a personal learning plan and prepared for the pursuit of their academic, personal, and career goals?

**Online Programs: INACOL Standard H: Equity and Access:** A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [INACOL Standard H, 2009]

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Variety of Programs — Full Range of Choices:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Currently students have many choices, however once they pick a plan, they are limiting other post secondary plans. Some examples:

Science- Career path vs. College prep path. Students may take a science class freshman year that is not on track to meet A-G requirements. Staff has encouraged all incoming freshman to take a Science class their freshman year.

Counselors spend in depth meetings with students creating four-year plans, as well as annually balloting students. Counselors keep students for four years, as well as adding blended families on caseloads regardless of alpha split.

Students participate in a Senior Project as a part of graduation requirements. The added curriculum from Get Focused Stay Focused is believed to improve students pursuit of post secondary choices.

**Accessibility of All Students to Curriculum, including Real World Experiences:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

As a WASC visiting team, some members have expressed concerns with courses not qualifying as A-G eligible, and students choosing their pathways early on in their high school careers.

Senior Project is a large focus of the staff that has a rich tradition of over 18 years. Students has voiced that they would like to begin work on their project earlier in their high school career. With the implementation of the Get Focused, Stay Focused Curriculum, they will be working on pieces of their senior project prior to senior year.

**Student-Parent-Staff Collaboration:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Counselors are engaging with students and parents before they are enrolled, reaching out to feeder K-8 Elementary schools. Counselors give in classroom presentations regarding graduation requirements.

Teachers utilize their Student information system AERIES and its tool "Communicator" to reach out to students and parents with necessary information to increase home to school contacts.

**Post High School Transitions:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

At this time the site reports the need for data collection from former students who have moved on to College and Career, however have not initiated a plan or way to measure effectiveness of current curriculum and its ability to prepare students for the next level.

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

### **Areas of strength for Standards-Based Student Learning: Curriculum (if any):**

- New Get Focused, Stay Focused curriculum - creating a 10-year plan
- Several departments plan to use professional development time for collaboration, common formative assessments and to develop effective curriculum that is aligned with SLOs.
- Senior Project- reflective activities to encourage students, new Get Focused Stay Focused Curriculum.
- Aeries Communicator

### **Key issues for Standards-Based Student Learning: Curriculum (if any):**

- Not enough data to support conclusions of effectually exposing students to educational researched based curriculum. With new programs being implemented, data collection should be a priority in order to make data driven decisions.
- Students in Math and science must pick pathways between college/career early on. College prep coursework in all content areas should be considered for Freshman.

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

- Teacher interviews
- Parent and community member interviews
- School mission and statement documents

## **CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

## **C1. Challenging and Relevant Learning Experiences Criterion**

To what extent are all students are involved in challenging and relevant learning experiences to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Results of Student Observations and Examining Work:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Eighty percent of students surveyed reported that they find their classwork challenging, but not defeating--they believe the level of challenge is within their "zone of proximal development." During student interviews, students agreed that their classwork can sometimes be rigorous--often unnecessarily--though others said they are often bored. AP courses and Biology were called out as being especially challenging. Only 60% of SHS students took the survey; according to teachers, this was because some English teachers chose to not administer the survey.

In Social Science, teachers reinforce knowledge by encouraging students to make connections between research based projects on historical issues and the current political and social situations. During interviews, students agreed that they are encouraged to make connections between current political and social situations and the past. Several other departments introduce rigor through projects, performances and fitness logs. The TCI curriculum utilized in Social Science provides students with relevant, challenging activities and group projects; evidence was provided within specific teacher binders and classroom observations.

The Get Focused, Stay Focused Curriculum provides relevant, real-world exposure and planning.

Within many CTE classes, students are prepared to take state, local, or discipline-specific certification tests, allowing for entry-level job opportunities and reducing the training time for employers; this would demonstrate achievement of some career-readiness standards.

In many classes, teachers were working incredibly hard to provide direct instruction to the students; most students in those classes were passively taking notes. Most students appeared compliant, but without formal and informal assessments to check for understanding within the class period, it is unclear as to whether or not students were engaged and learning or were simply being attentive. A suggestion would be for teachers to put some of the heavy lifting on the students' plates rather than work hard at presenting to passive students; learning may increase if students are asked to problem solve, collaborate, read and teach more often.

In PE the major goal is to encourage students to pursue a healthy lifestyle through

exercise and diet. Fitness Logs are a personal journal the students use to track their progress in 6 fitness areas. Evidence of Fitness Logs was observed.

**Student Understanding of Learning Expectations:** The students understand the standards/expected performance levels for each area of study.

Approximately eighty percent of the students taking the school-wide survey communicated that they know why they are studying the particular material in each class at least fifty percent of the time, which demonstrates the level to which teachers are communicating daily objectives with students. Through classroom observations, it appeared that most teachers do not share daily performance expectations or objectives with students. Most teachers do post their agenda, but students were unaware (even when specifically asked) of the daily learning target/expectation. The objective for the day was only written on the board in a few classrooms visited.

Though many teachers express standards/expected performance levels within syllabi handed out at the start of the year, it's hard to determine how often those expectations are reviewed or the progress toward them assessed by students.

Teachers generally hand-out rubrics for assignments and feedback is generally given, according to the self-study. While looking at individual teacher binders during the visit, many point tally sheets were found. However, rubrics were found within several Social Science, English and Foreign Language courses.

**Differentiation of Instruction:** The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Various Special Ed processes exist (push-in, Read 180, and IEP differentiation) give students with and IEP differentiation in the classroom.

There is a robust AP program for advanced students, including two levels of English, five of Social Studies (including Psychology), and at least one of Math, currently Calculus. No AP courses are offered this year in the Science department. While most AP enrollment happens through students opting in, a few AP courses do require essays prior to being admitted into the class, only for the purpose of assessing current level (according to the principal).

Students are tracked into regular, college prep, and AP courses in Science and English in order to differentiate within those departments. Several interviewed students lamented the recent loss of Honors classes. According to the self study, "For freshmen, most classes are heterogeneously grouped, with the exception of English, where an honors level and a basic level are offered in 9th grade. As students progress through

the grades, students begin to track into different ability levels in the various departments.” Various staff indicated that if a student can’t handle a college prep class, for instance, within the first three to four weeks of class, they are moved to a lower-level course. This may track students into a non-A-G path, eliminating their option of attending a CSUS or a UC straight out of HS.

Teachers may consider eliminating the “General” versions of courses such as Earth Science, Biology, and English and differentiate for diverse learner needs within the College Prep courses. It may be feasible to offer an honors sections of the college prep courses if the general versions of the courses are eliminated.

Most classrooms have Chromebook carts, allowing for ease of use. The science department only has three sets of chromebooks, though there are four teachers within the department; the science members believe it would be equitable for them to have a fourth Chromebook cart since most other teachers have one in their classroom. In various classes, students use Chromebooks to access Google Classroom to keep a journal, to complete group projects, to produce newsreels in history, to complete “Get Focused, Stay Focused” curriculum, and to take notes. In many classrooms, Mobis and student phones (for Kahoot and Quizlet responses) are also used. Ipads are used for visually-impaired and non-verbal students. While several students appreciated learning about how to use programs or apps on the computer, a few expressed sadness that they no longer have the to write things down on paper.

There was no specific mention within the self-study of how multimedia learning occurs in the classroom. During observations, one math teachers used the Mobi to project a math problem onto the board from a mounted LCD projector; another teacher used his tablet. Most teachers have mounted LCD projectors. Students shared that they have used 3D Printing, XYZ plane-3D graphing in Trigonometry, textbooks on computer. One student mentioned that a World History teacher uses technology to bring people together through group projects on Google Classroom.

## **C2. Student Engagement Criterion**

To what extent do 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?

**Online Programs: iNACOL Standard K: Instruction:** A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Current Knowledge:** Teachers are current in the instructional content taught and research-based

instructional methodology, including the integrated use of multimedia and technology.

The self-study claimed that professional development in subject areas is being supported at the school in the following ways:

- AP conferences
- ESL conferences
- Math conferences
- Paraprofessional conferences
- BTSA paid for by the district

Math teachers attend the California Mathematics Council Conference in Asilomar, CA each year and several Science teachers attended the CSTA-NSTA Conference in Sacramento in both 2015 and 2017. Most English and Social Science teachers and school counselors have attended the “Get Focused, Stay Focused” curriculum trainings in the last three years. In the Instruction Focus Group’s collective memory, there have never been whole-staff trainings around instruction and no agreed upon instructional strategies have been implemented campus-wide.

The Business Official states that there is significant funding available through grants and that if teachers can make the link to specific grant terms, additional funding may be available. In addition, there is some Title I funding which can be spent on professional development. In approving conference or other PD requests, the Business Officer does look into each request-- the cost, location, benefit for students--so as to be responsible with funds; however, she has rarely denied a request for professional development.

While the school lists several professional development opportunities utilized by staff, the report indicates that a lack of fiscal resources in the past has stifled learning opportunities off-site. Some staff shared that they have attended discipline-specific conferences, especially within the math department; the sentiment was that if you were “brave” enough to ask to go, you were permitted.

Some staff are unaware as to whether or not money is available for conferences, though the Business Official shared in the District staff meeting that money is indeed available. Focus Team C suggests creating a transparent application process that would encourage teachers to seek continuing education, though they haven’t brought forth specific ideas. One teacher suggested allowing teachers to attend conferences on a rotating schedule, say every three years.



Though the self-study reported that the current salary schedule doesn't reward professional development, there are indeed column movements available through unit accrual. Units do need to be preapproved in order to count toward column movement.

There doesn't appear to be any strategic focused professional development offered to the entire teaching staff. According to the teachers within the Focus Group C, many teachers on campus are "independent," and prefer to do their own thing. Classroom observations and teacher interviews support this assertion; while there are solid research-based teaching strategies utilized by individual teachers, there were no common school-wide instructional practices observed.

A suggestion would be to set a process by which teachers observe other teachers, potentially during their prep period. If teachers are able to see instructional strategies used by their peers, there may be additional buy-in and motivation to change and improve their own instructional practices.

Additionally, teachers new to the school often don't get a great deal of professional support other than BTSA. Focus Group C members believe that a more organized integration program would help.

The report indicates that teachers are using the following strategies which indicate current teaching methodologies; there was some data collected during classroom observations to substantiate the claim. Please note the parenthetical observation notes beside each bulleted strategy.

- Activity before content (many classes started with direct instruction in the form of a lecture, often with Cloze Notes)
- Assessment and reteaching (Did not observe formalized checks for understanding, though informal formative assessment strategies were utilized; most teachers took volunteers to answer questions. Three observed teachers used randomly selected popsicle sticks with student names in order to cold-call and check for understanding.)
- Low stakes quizzes using Google forms (Unable to observe any quizzes on visit)
- Hear it, see it, write it (Is this a formalized process or just using multiple modalities?)
- Learn it, do it, teach it (Did not encounter any students teaching others about

what they had learned, though there were several examples of the “do it” within classrooms.)

- Quizlets, Kahoot, Edupuzzle (Students mentioned that they enjoyed Kahoot in a few courses as it was a fun way to prepare for exams.)

**Teachers as Coaches:** Teachers facilitate learning as coaches to engage all students.

According to the self-study, class sizes of 35-40 make individual coaching and attention difficult to manage. This size class didn't appear to be the norm during visits. (The high volume of lowly-enrolled electives may contribute to the large class sizes seen in specific departments.) Students are encouraged to use Google Classroom which allows teachers to coach students in writing across contents.

Students expressed frustration with grade transparency in Aeries; many said their teachers rarely updated the gradebook or give feedback online so they are unaware of their progress towards meeting standards (or earning a specific grade). Several students said they have teachers who never post assignment grades and students are surprised when their grades come out.

Consider allowing students to set goals, self assess and track their progress within each course.

**Examination of Student Work:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

Research Projects in various curricular areas allow students to apply knowledge, synthesize sources and draw their own conclusions.

The Senior Projects requires application and extension of learning outside of the classroom with a community member as a mentor.

Further evidence collected during visit includes the Financial Literacy training which occurs in Technical Math, various CTI projects utilized in Social Sciences and the engineering projects in the Ag, Technical and Applied Physics and Engineering courses.

In PE the major goal is to encourage students to pursue a healthy lifestyle through exercise and diet--Fitness Logs are a personal journal the students use to track their

progress in 6 fitness areas.

**Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.**

The Life Skills Get Focused, Stay Focused curriculum incorporates a process wherein students must deepen their understanding of the prospective job market they hope to enter and then alter their plans as they grow. This plan is updated in a cross-curricular fashion with social sciences and English, with 8-week units in grades 10-12. The report mentions that the program, "Culminates during their senior year, allowing students to pursue their goals in an organized fashion," however, the members of the Focus Group C are unaware of what it culminates in; currently the program is in its second year of implementation so teachers are unsure of what 11th and 12th grades will entail. Before implementing a program, it may be helpful to train all invested teachers in its full-scope. There was a suggestion from a member of Focus Group B to ensure all staff are aware of the Get Focused, Stay Focused curriculum roll-out on campus. Others in the group stated that there will be an informative session happening at an upcoming Wednesday morning collaboration.

Students are encouraged to job shadow as a part of the Get Focused, Stay Focused Module 1 lessons for Sophomores. Additionally, students described experiencing trench warfare in class after reconfiguring the classroom and setting the scene in class.

Students visit the court house, through Government and Civics classes, to see civic action in motion.

**Students use technology to support their learning.**

All classrooms have access to Chromebooks and Wifi access is granted to students. Students noted that the Wifi access isn't consistent or reliable across the campus, though.

See previous comment in "Differentiation of Instruction" section regarding Chromebook use in the classroom.

The county's lack of consistent internet infrastructure makes incorporation of technology into homework problematic. Many students have no internet access at their homes. In overcoming this barrier, many teachers have stopped assigning homework which

requires online access; however, several students complained about not being able to complete homework without WiFi at home.

**Students use a variety of materials and resources beyond the textbook.**

Current event articles are discussed in both Science and Social Science classes. The self-study suggests that guest speakers provide alternate perspectives for students. According to students, most of the guest speakers are from the military. CTA classes offer students field trips and community activities such as Ag Field Day and the tri-county Occupational Olympics.

**Real World Experiences:** All students have access to and are engaged in career preparation activities.

Some strong examples of career preparation activities include:

- IEP students get workability instruction and counseling with a vocational technician
- Senior Project--students are encouraged to choose a project or research subject that relates in some way to their future goals; requirements for the Portfolio include a resume, application for a job or college, and business letters
- Life Skills curriculum--Get Focused, Stay Focused (see previous description)
- CTE program--779 students are enrolled in one or more CTE class, 442 are non-duplicated students
  - Breadth of the CTE curriculum (fire, cosmetology, construction, culinary, photo, ag, EMS, computer programming)
  - CTE program curriculum includes: Job skills, building resumes, mock interviews, job applications, etc.
- Career Center that provides services including resume building, a career fair, college application workshops, college visits.
- Middle College provides students with a way to get started on a college track and to get job training at our local junior college, while being concurrently enrolled at Sonora High.

### **CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

**Areas of strength for Standards-Based Student Learning: Instruction (if any):**

- Wide use of Media and Technology in instruction and to support independent learning by students.
- Professional Development is available to teachers in many curricular areas. While this is mostly true, many teachers are not taking advantage of opportunities and whole-school curriculum-based PD is not currently occurring.
- Students have access to teachers in out-of-class hours, after school and at lunch.

- The self-study claimed that students feel they are treated equally by teachers within classes and have equal opportunity to ask questions; however, at both student focus groups, a majority of the students felt this is not true. Many gave specific examples of perceived unequal treatment, by teachers, admin and classified staff.
- Students have a great deal of exposure to post-high school planning, in a variety of classes, especially do the the Get Focused, Stay Focused curriculum.
- About half of the students feel they are being challenged in their classes, but that they are able to succeed. Many others feel either bored or overly stressed due to lack of teacher support within more rigorous classes.
- Though the self-study claimed that most teachers communicate long-term goals and performance expectations clearly, little evidence was collected to support this claim.

**Key issues for Standards-Based Student Learning: Instruction (if any):**

- Teachers need to communicate both long-term and daily expectations and objectives with students. How can they reach a goal that hasn't been set for them? Completing an activity or assignment isn't a learning objective.
- The self-study identified that, "More collaboration time would allow specific departments be more consistent and to develop new ideas and methodologies. Staff feels that Wednesday morning meeting times aren't really sufficient for this task. More consistency between teachers who teach the same class would help students when they need to switch classes and when they advance to the next level of the academic subject." Pacing guides and/or curriculum maps need to be created. In order for teachers to have time to collaborate, Wednesday morning meetings need to be better planned out and effectively executed. Consider collaboratively creating agreed-upon norms which will be present on all agendas and reviewed at the start of all meetings.
- Though students reported a high level of understanding about objectives and class goals, a system for helping students connect to those goals on a daily basis would prove beneficial.
- A more systematic and equitable way of providing conference or other professional development opportunities might encourage more teachers to take advantage of them.
- New teachers should receive ongoing integration support, not just from their BTSA advisor. Teachers also need to be evaluated on a regular cycle. Many teachers claimed that observations and evaluations by administration have not occurred for many years.
- Many teachers need training in or a refresher of basic pedagogy and key research-based instructional strategies. Teachers need to collaborate with and observe each other in order to continue to hone skills and reach each ALL learners.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following: (see previous sections)**

**include the following: (see previous sections)**

- Teacher interviews
- Student interviews
- Community interviews

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

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

To what extent do the school leadership and instructional staff use effective assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Professionally Acceptable Assessment Process:** The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. As they brainstorm and refine their initial common assessments, the data collected is encouraging more collaborative strategies throughout the department as well as guiding instruction. Several departments have written grants that have enabled them to purchase assessment tools: Physical Education, Agriculture and Digital Photo. The consensus from other departments is that they would like to have training in grant writing and assistance with grant research.

**Basis for Determination of Performance Levels:** The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas. Their continual collaboration ensures that students educational experience is on par with the standards.

**Monitoring of Student Growth:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored. RCD (Rigorous Curriculum Design) allows the department teams to create and modify instruction.

**Assessment of Program Areas:** The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. The IT leader is available to assist teachers with data retrieval through Aeries. There was a past data collection program, Aeries Analytic, where teachers had training. Some departments redesigned their testing format to accommodate this program--then it disappeared at the end of the year. Those departments that put the work in are wondering if this is still a viable data collection program on Aeries.

**Schoolwide Modifications Based on Assessment Results:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. It has been suggested by several department teams that more accountability, starting with the district office and site administration, would positively support data driven changes

within their curriculum.

## **D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion**

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

**Online Programs: iNACOL Standard L: Assessment of Student Performance:** A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Appropriate Assessment Strategies:** Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction. There was team discussion around the idea of smaller group collaboration opportunities. This would enable more efficient adjustments to RCD structures. There are grant opportunities that could fund additional assessment trainings, but teachers have voiced they need guidance through this new avenue.

**Demonstration of Student Achievement:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches. Opinions were shared around a need for more teacher resources as well as a consensus format for decision making.

**Student Feedback:** Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life. There was a desire shared by students that grades be entered into the Aeries system in a more timely manner.

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

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

Staff have had emerging training with RCD and Aeries Analytic.

Some departments have created common assessments for core curriculum and can collaborate on Wednesdays (Social Science, Math, English, Physical Ed. and Science)

Common grading and Rubrics are a positive improvement (Science and Agriculture)



CTE pathways with Columbia College have increased student career opportunities  
Teachers have begun to collaborate and design effective assessments based on standards.

The math program has online programs and assessments.

Aeries has created timely feedback to students and parents.

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

A systemic approach to monitoring student growth is not in place.

There has not been any longevity or continual support with either assessment program.

The staff is requesting that Wednesday collaboration become a standard not a second thought.

The school board may consider a directive towards common assessments that creates data driven instruction.

Data collection needs to become a norm that directs data driven instruction.

Performance based classes may consider systems that reinforce self-evaluation within the students.

Staff training in data analysis and common assessment design.

Students have been requesting more timely grade input into Aeries.

Commitment to internet infrastructure(total campus coverage).

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

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

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

**Online Programs: iNACOL Standard Q: Parents/Guardians:** In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Regular Parent Involvement:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning/teaching process, including parents of non-English speaking, special needs, and online students.

**Use of Community Resources:** The school uses community resources to support student learning.

**Regular Parent Involvement:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking parents, special needs, and online students.

Parents and Community view Sonora High School through a lens steeped in tradition. Many of the parents and community members are graduates and long-time members of the community. Parents and community members believe school engagement and participation is important.

Involvement includes many outreach venues reflected in communication. Administration reaches out to parents and community via updates, bulletins, and a weekly Parent Communicator. Board meetings, LCAP planning committee meetings and Coffee with the Principal are ways parents and community can be aware of administration thinking and add their voice to discussions.

Counselors and teachers schedule meetings with parents which include IEP, 504/SST, and informational evenings to present information about students, success in the classroom, college admission and financial aid. Some teachers provide websites as a communication tool for parents.

Counseling support is available for all students. Counselors are assigned students for the four year high school experience. Registration and credit conversations are typical counseling needs. It is typical for families to be assigned a common counselor. Special

need students and families receive follow up from counselors throughout the year as needed.

Communication and involvement with non-English speaking families has been challenging. A small population of English Language Learners are enrolled. Translated communication is available and electronic communication is translated through translation software. Most services are needed in Spanish and provided at this point. Outreach to non-English speaking families continues to be present to involve all families and stakeholders. Discussions from staff did not indicate a need for additional support for EL families. The survey given to students indicated a large percentage of the Latino students are not participating in extracurricular activities.

Parents with special needs students receive all communication that general education student families receive as well as specific communication for their student's needs and updated plan. Classroom support is provided by paraprofessionals and individual lessons. Counseling services are provided for class scheduling and parent/student support upon enrollment and registration. Counselors follow up with special needs students throughout the year.

Booster Club parents are very involved in activities and projects on campus. The Band Booster, Ag Booster and Athletic Booster are the most active and contributing to the overall financial support. Community pride in these programs is evident in attendance, scholarship support and overall success of the students and the school.

**Use of Community Resources:** The school uses community resources to support student learning.

Community support is described in many ways from attendance at school functions to guest speakers and scholarship support. Sonora in the Round is one example of parents and community members coming together to support students in the spring by viewing their projects and work over the course of the year. The event also provides an introduction to incoming freshman as to the variety of classes and curriculum provided. Homecoming Parade and Senior Projects are well attended by the community as well as athletic events. Generations of families are community members and have attended Sonora High School bringing a sense of responsibility and ownership to the learning and programs.

Extracurricular activities are supported by families and community members by providing fundraising events (i.e. Booster Clubs), volunteering their time at events, and

announcing at football, basketball and volleyball games. Extracurricular events and opportunities are seen as important venues for students to connect and remain connected to school.

A strong Career Technical Education program has been created at Sonora High. CTE provides additional avenues and interests for students. Career Technical Education Advisory meetings are scheduled with professionals in the community to ensure the most updated curriculum and techniques presented to the CTE students. The CTE program is seen as an exemplary program at Sonora High School and is viewed as an important facet to student choice and opportunity.

Guest speakers are utilized in curriculum support in most academic programs. Life skill curriculum, military recruiters, election registration and financial planning are examples of guest speakers from the community supporting students on campus. Students indicated military speakers were a bigger majority of guests scheduled.

Senior Projects and Senior Showcase events provide more opportunities for the community to support seniors by judging their projects and reviewing their portfolios and listening to presentations. The projects are open for community and parent viewing in which students are asked to about their projects and encouraged to speak about their endeavors and answer questions. Students shared that many were not aware of the Senior Project requirement until their senior year. Students in advanced placement classes shared the expectation of the project overwhelmed their already full caseload.

Generosity of the community in support, time and monetarily. Scholarship Programs are very much supported by the community. Each year \$250,000 is given to graduating seniors in the form of scholarships to support their needs with higher level learning endeavors. Community pride is evident throughout the events sponsored by the school.

Partnership with Columbia College (The Middle College Program) has provided opportunity for junior and senior students to enroll in community college classes while enrolled at Sonora High. Concurrent enrollment provides students with curriculum and academic opportunities not typically available in a high school setting. The Middle College Program is viewed as a model for community college partnerships with high schools. The partnership allows students to learn in a college setting and earning college credits for courses completed.

## **E2. School Environment Criterion**

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement?

**Online Programs: iNACOL Standard P: Organizational Support:** A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Safe, Clean, and Orderly Environment:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**High Expectations/Concern for Students:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**Atmosphere of Trust, Respect, and Professionalism:** The school has an atmosphere of trust, respect, and professionalism.

Despite budget cuts, Sonora High School is clean and well cared for. A recent Measure J bond provided updates to the campus. Additional areas (i.e. Centennial Hall, some classrooms and heating/air-conditioning updates) were not addressed due to choices and limited funds; more of the needs are being addressed in the summer 2019. Some of the Measure J choices were not well received by the community and led to questionable transparency issues and hard feelings.

Additional discussions during the WASC process revealed discontent among the staff members regarding school culture and discipline policy. Factors negatively impacting the success of the discipline policies according to the concerned voices were contributed to applying the policies inconsistently among students impacting poor behavior inside and outside the classroom. Data indicates more Latino and lower socio-economic students were suspended. Many staff members, students and parents attribute this to favoritism and ignoring negative behaviors in other cultural groups and social classes.

During discussions with variety of stakeholders, similar concerns were communicated about a need to address discipline issues on campus. Increased incidence of physical altercations on campus, drug use, vaping dress, bus behaviors, and tardies were mentioned specifically. Results from a student survey as well as group discussions indicated harassment was present on campus, property forcefully taken from individuals, weapons present, ease of acquiring alcohol and marijuana as well as cigarettes, vaping and inappropriate verbal exchanges. Increased presence of negative behaviors were contributed to ignoring incidents, favoritism, and policies not

consistently implemented. Overall, policies are present regarding discipline but systems are not in place for application and follow-through in a consistent and representative manner.

Data and discussion indicates a higher number of lower socio-economic disadvantaged students and Latino students are suspended at a disproportionate rate. A second finding revealed no systemic positive behavior strategies exist schoolwide. Presently, the program PBIS (Positive Behavior Interventions and Supports) is viewed as a system that can bring consistency and support to all students and is planned to be implemented next year. Classroom management includes the psychological motivation behind the negative behavior to align the environment to better equip students with acceptable behavior responses.

**High Expectations/Concern for Students:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

An overall perception of care and concern is present on campus. Programs exist to meet the needs of students in beginning connections. Link Crew, a student mentoring program for incoming freshmen and new students, supports the transition for new students and supports their school adjustment.

Counseling and program services are available to students in need. Student Assistance League provides financial assistance to those students in need. Assistance includes a variety of supports from snack and school supplies purchases to PG&E payment. Food Pantry in Culinary Arts to provide meal support for those in need. A variety of supports are available to demonstrate care and concern for all student need.

High expectations are present while honoring individual differences resulting in high level expectations. A wide variety of Honors, AP and Middle College courses are available. Interested students are able to enroll in classes at Columbia Community College while enrolled at Sonora High School. Students are given opportunities to participate in The California Scholarship Federation and Boys and Girls State when their academic endeavors match the requirements (i.e. community service and a wide variety of volunteer services).

Individual differences are honored through a variety of programs. One program, Teaching Tolerance, is available to students through Life Skills, History and English classes. Situations are presented to students within a variety of viewpoints to consider.

Students are given opportunity to think in terms of others' perspectives.

A second program, Get Focused, Stay Focused, encourages students to create goals unique to their needs and interests. Students share their goals with peers and research careers and lifestyles correlating with their interests. Get Focused, Stay Focused is supported by staff and students and is connected students to long range goals and looking to the future. References to the program are made across the curriculum.

Leadership and interests are supported through student run clubs and the leadership program. Clubs represent culture and beliefs, community service, academics and sports. A variety of interests are available for students to choose and participate. Band, agriculture and sports continue to be widespread and student supported.

**Atmosphere of Trust, Respect and Professionalism:** The school has an atmosphere of trust, respect, and professionalism.

The Leadership Team feels progress has been made in communication with all stakeholders, The Parent Communicator, staff bulletins and Friday updates from the Superintendent has increased information and communication lines. Administration is more available through Coffee with the Principal and collaboration invitations (i.e. Site Council Meetings).

Despite information and discussion efforts, there remains a perceived distrust and lack of respect between certificated staff and administration. A negative culture exists from past experiences with administration resulting in a faculty feeling marginalized. Limited information and reasons for decisions are not shared with staff plus a lack of venues and platforms for concerns and platforms to be voiced. Past lack of support from previous and present administration has led to a limited sense of community among the faculty and is noted with little volunteer support and attendance in after school events and meetings.

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

To what extent do all students receive appropriate academic support and multi-tiered intervention to help ensure school, college, and career success?

To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community?

<b>Online Programs: iNACOL Standard N: Organizational Support:</b> A quality online program has student support
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services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

**Online Programs: iNACOL Standard O: Guidance Services:** A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Adequate Personalized Support:** The school has available and adequate services to support student's personal needs.

**Support and Intervention Strategies Used for Student Growth/Development:** Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

**Support Services – Multi-Tiered Interventions and Student Learning:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

**Equitable Support to Enable All Students Access to a Rigorous Curriculum:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**Co-Curricular Activities:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the schoolwide, learner outcomes, academic standards, and college- and career-readiness standards.

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intervention to help ensure school, college, and career success?

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**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Adequate Personalized Support:** The school has available and adequate services to support student's academic and personal needs.

Sonora High is in the process of developing a systemic approach intent with reaching all learners' needs. Presently, a few supports are available and have been implemented. One such support is the partnership with Columbia College to provide college credits and courses to juniors and seniors having the interest in higher level learning experiences or work/technical training opportunities. The dual enrollment/ Middle College Programs offer options to students academically and personally.

Academic counselors are available throughout students' high school experiences to counsel with courses and students' well being. In addition, a Title I Counselor is available for at-risk students under the umbrella of a learning director position. All three counselors work together for the success of the families assigned to their caseloads and individual students.

Sonora High School has above average career and technical education opportunities. A wide variety of classes are available as well as professional mentoring to the instructors. Many of the classes offer certification upon completion. Advanced classes as well as classes for special projects are available for students who choose an AP route and/or want to explore course material beyond a typical classroom experience. Special Project classes are not always viable due to master schedule conflicts and limited staff availability. Most Special Project classes are voluntary/unpaid positions causing the program to not consistently being offered.

Failure rate is high in lower level core courses. Support is given in math and reading (i.e. Math I and Read 180). Special education students and English Language Learners are enrolled in mainstream classes. Presently, paraprofessionals are used to support student accommodations with assignments and learning in the classroom.. Supports for the curriculum is organized and supported by a matrix housed in the special education classroom for teacher and paraprofessional access. Updates to the matrix are made daily .A Resource Specialist Program is not available due to budget cuts in the district, however, a special education coordinator is part of the staff and oversees the program.

The self study noted at risk students who do not qualify for academic and emotional support through the IEP process need avenues of support. With that in mind, MTSS (Multiple-Tiered System of Support) has been deemed a program to be implemented next year to support students in need. MTSS is defined by the State as a comprehensive framework that focuses

on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

## **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. Community support and involvement
2. A variety of programs for students (Build Focus, Stay Focused; CTE; The Middle College Program; AP classes)
3. Extra Curricular options.

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

1. Budget Cuts influencing program deletions
2. Recent Leadership/Administrative changes
3. Transparency issues in communication
4. Lack of voice for staff in key discussions and decisions
5. Discipline issues not addressed and inconsistent handling
6. Class Size
7. Addressing the drug use and sales on campus

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

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

Community support is a strength for Sonora High School. Many generations of graduates live in the community and work at the school. Support is present inside and outside the classroom. Students benefit from community support monetarily (scholarships), in a volunteer capacity (announcing sporting events) and support with school activities (judging and interviewing student Senior Projects). The school is an extension of the community at large with a large presence of vested interest.

Overall, a need is present for systems to be created to support discipline policies, data collection and analysis and to assess the effectiveness of policy changes. Discipline is described by staff and students as inconsistently applied to all student groups with

limited accountability with follow through. Teachers and students shared that successful interventions are limited or non-existent. Data has not been collected consistently regarding behaviors. Suspension rate appears improved not because of interventions but because suspensions are limited in use. Future behavior improvements are dependent on the future implementation of PBIS (Positive Behavior Interventions and Supports). Presently, there is not a schoolwide school practice or system to deal with recurring negative behaviors (i.e. fights, vaping, drugs on campus).

Communication is a second issue interfering with feelings of support between staff and administration. Few venues are available for two-way conversations among staff and administration contributing to a lack of cohesiveness among staff and programs. Most staff members feel platforms are not available for consistent discussion and dissemination of information..

Discussions with staff indicated lack of accountability and expectations for some teachers attendance at meetings and adjunct duties are contributing to teachers not following expectations with little consequence. Few teachers have had consistent evaluations the last few years. Teachers and classified staff indicated a need to have consistent evaluations to improve their skills and have a better understanding of their strengths and needs.

## **Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up**

**Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.***

**Schoolwide Areas of Strength (list numerically)**

1. Invested community to the success of the the school and students.
2. The use of TCI curriculum in the Social Studies department.
3. Middle College program to offer students an early start to post secondary options.
4. CTE programs provide students hands-on experience in possible future careers as well as certificate programs.
5. A variety of elective options that encourage extra-curricular participation which leads to a sense of belong, school wide culture for students.
6. A beautiful campus setting that is well maintained by staff and students.
7. A staff committed to student success.
8. Great technology access and support.

**Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.***

- Ensure that all Critical Areas have a “who,” “what,” and a “why” in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

**Schoolwide Critical Areas for Follow-Up**

**(list numerically; Include who, what, why, and the impact on student learning)**

The visiting committee concurs with the school’s identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. There is a need for a reformative discipline system that is consistently implemented for all students and in all areas of the school
2. There is a need for time to collaborate , time to discuss and analyze student learning and time for professional development
3. There is a need for increased use of common assessments to ensure that all students are achieving
4. There is a need to create greater engagement so that all students feel connected to the educational environment
5. There is a need to increase the average daily attendance
6. There is a need for greater data collection, analysis , planning and implementation, as part of the annual goal setting for the school
7. There is a need to closely and consistently monitor and control class sizes.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

**(Note: Show the relationship to what the school has already identified, if possible.)**

1. A need for a plan and implementation to address the drug use/sales on campus to improve school climate and student achievement.
2. A need to increase campus supervision, before school, during break, lunch and after school to address school violence and student safety.
3. There is a need for a plan and implementation to address staff moral, perceptions of leadership/administration, inclusive decision making, and a culture of sharing why decisions are made.
4. There is a need for the staff to develop and implement as a staff school-wide instructional best practices. Components of Madeline Hunter's "Mastery Teaching" is an example of this.

## **Chapter V: Ongoing School Improvement (1–2 pages)**

- **Include a brief summary of the schoolwide action plan**
- **Comments on the following school improvement issues:**
  - **Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up**
    - **Do the action plan sections address the critical areas for follow-up?**
    - **Will the action plan steps enhance student learning?**
    - **Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., *II/USP*, *technology plan*, *staff development plan*)?**
    - **Is the action plan feasible within existing resources?**
    - **Is there sufficient commitment to the action plan, schoolwide and systemwide?**
    - **Is the schoolwide action plan aligned to the Local Control and Accountability Plan (LCAP)?**
  - **Existing factors that will support school improvement**
  - **Impediments to improvement that the school will need to overcome**
  - **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**