



SONORA ELEMENTARY SCHOOL DISTRICT

STRATEGIC PLAN

ADOPTED JUNE 14, 2023

Sonora Elementary School District Board of Trustees

Cody Ritts, Board President

Reed Schoedl, Board Clerk

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Sonora Elementary School District Strategic Plan

Vision Statement:

Educating and inspiring every student to achieve personal excellence.

Mission Statement:

In a positive and safe environment, alongside families and community, honoring tradition, and fostering innovation, Sonora Elementary School District will:

- Promote successful, well-rounded students
- Cultivate perseverance and academic preparedness
- Attract, support and retain dynamic teachers and staff
- Create Accountable, Respectful, and Engaged members of society

Fiscal Integrity for Sonora Elementary School District

The Strategic Plan is designed to ensure that the human, financial, and capital resources are efficiently and effectively allocated based upon the priorities approved by the Board of Trustees at Sonora Elementary School District, with the fiscal integrity of the District as the cornerstone foundational requirement of the Strategic Plan. The prioritization of the Twenty (20) Objectives below presumes that the Core Program fiscal and human resource “needs” will be addressed within the approved budget. The fiscal and human resource “wants” for each of the Twenty (20) Objectives shall be addressed in the priority order established by the Board.

Sonora Elementary School District’s determination of fiscal integrity requires that sufficient funds are in reserve that would address the challenges that may come, both short-term and long-term. Accordingly, the Board committed to establishing reserve levels, as well as their fund balances, to meet State and local priorities. Additionally, the Board commits to saving for potential future expected and unexpected expenditures and for eventual economic downturns. The Board of Trustees (“Board”) of Sonora Elementary School District recognizes the need for adequate financial reserves to offset the effects of any downsizing in the economic cycle or to cope with the consequences of unforeseen events in the world or region that would have serious implications for District schools. Adequate reserves also help to meet day-to-day cash flow needs and to cover the several months in the financial year when expenditures exceed revenues. Adequate reserves also protect against unforeseen revenue shortfalls, unexpected costs, provide savings for large purchases, and reduce the cost of borrowing money. With the goal of maintaining overall fiscal stability, the Board commits to preserve the following **Operational Reserves**.

Operational Reserves (The percentage is established at the adoption of the annual budget, with each percent calculated based on the annual general fund revenue.)

Recognizing the economic downturns that may confront **Sonora Elementary School District**, the District shall maintain the following Operational reserves:

- Four percent (4%) as the state required minimum reserve (Fund 01).
- Six percent (6%), with a goal (three months’ payroll) for a cash flow reserve to make payroll. This recognizes the state of California makes distribution payments to District Schools in uneven intervals in the best of times and in the worst of times, which are compounded further by payment deferrals. (Fund 01)
- Deferred Maintenance of \$171,000 /2.6% (Fund 14)
- Special Reserve Other than Capital Expenditures of \$695,000/10.7% (Fund 17) – Distributed as follows.
 - Two percent (2%) Instructional Replacement.
 - Two percent (2%) to prepare for escalating special education costs.
 - Two percent (2%) Equipment Replacement Reserve for unforeseen equipment failures.

- Four percent (4%). These onetime dollars have been set aside to support programs and to complete projects identified in the Master Facility Plan to increase student safety and equitable access to athletic facilities **Note, this portion of the reserve will be depleted as the projects are completed.

Capital Facility/Building Reserves in addition to what is set aside in Fund 17:

- Capital Facilities of \$619,000 (Fund 25) – This fund fluctuates with developer fees.
- Building Fund by restricted by State Statute of \$6,000,000 (Fund 40) – Note, these are one-time dollars, and this fund will be depleted as projects are built.

*1% is equal to \$64,740, based upon Second Interim of 2022/2023

STRATEGIC PLAN OVERVIEW

The **Sonora Elementary School District Strategic Plan**, adopted by the Board of Trustees, is the management plan for the District. The Plan was originally developed in collaboration with representatives from Constituent groups within the District. The following is a description of the purpose, components, definitions, process, and timelines related to the plan.

The Strategic Plan is a **political, accountability, compliance, and inspirational document** that serves three main purposes. First, the plan engages Constituents and provides the Board's **political** direction and **accountability** in addressing the District's vision, mission, ranked objectives, annual outcomes, metrics, and actions. Second, the Strategic Plan provides the source document used for preparing the Local Control Accountability Plan (LCAP), which provides for **compliance** with the requirements established by the State. Lastly, the Strategic Plan, with action taken by the Board in the ranking of the objectives, provides clarity and **inspiration** to the Superintendent and staff in addressing the priorities of the Board and community. The components of the Strategic Plan are defined below:

- **VISION**
What an District ultimately wants to become.
- **MISSION**
What the District does today to achieve its Vision.
- **RANKED OBJECTIVES**
The Objectives present the definition and priority of the services to be accomplished, in which progress is evaluated on an annual basis.
- **ANNUAL OUTCOMES**
The ongoing designing, development, implementation, and evaluation of the Outcomes are to ensure a continuous improvement process in place.
- **METRICS**
The data or standards of measurement used to evaluate the District Ranked Outcomes and the progress expected.

Sonora Elementary School District Strategic Plan LCAP Process and Timeline

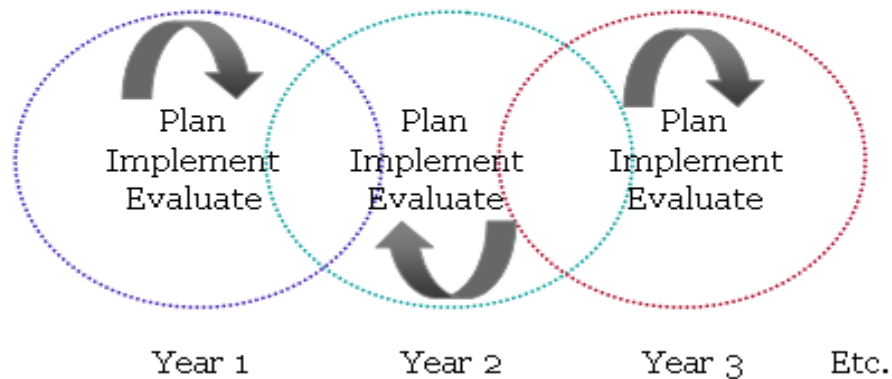
The District is committed to addressing the requirements of LCAP, within the context of the Board approved Strategic Plan, by working with interested Constituents to prioritize available funds and staff; providing each District child with a quality education. As specified in the requirements of the LCAP, we will focus additional supports to students who are English Learners, from low-income households, and who are Foster Youth.

The community based Strategic Plan for the District shall drive the creation of the LCAP Goals for the District. The Local Control Accountability Plan includes both an annual update of how well the District has progressed in the prior year, and also what the District intends to address in the coming school year. The LCAP goals shall be addressed, **where appropriate**, within each Strategic Plan Ranked Objective. To be in compliance, the annual LCAP is approved by action of the Board.

The implementation of the Strategic Plan follows a yearly updated cycle to ensure that the Plan reflects the priorities defined by the Board of Trustees. Implementation of the Plan continues throughout the year and is evaluated, analyzed, and revised annually.

Timeline

Continuous process



TIMELINE: a continuous process . . .



The District’s Strategic Plan and LCAP shall be closely aligned. Annually, the Board will approve the Strategic Plan in June for the subsequent year. The approved Strategic Plan shall guide the development of the following year’s LCAP.

Strategic Plan and LCAP Timeline 2023 - 2025

Target Dates	Strategic Plan (SP)	LCAP
May 2023	Strategic Plan Developed by Board	
June 2023	Final Approval of Strategic Plan and Metrics	LCAP and Budget Public Hearing
June 2023		LCAP and Budget approved by Board
July 2023 – June 2024	Implement Approved 2023-2024 Strategic Plan	Implement Approved LCAP

Strategic Plan and LCAP Evaluation Timeline 2023 - 2024

Target Dates	Strategic Plan (SP)	LCAP
February 2024	Final Approval of 2024-2025 Strategic Plan and Metrics	LCAP and Budget Public Hearing
June 2024		LCAP and Budget approved by Board
July 2024 – June 2025	Implement Approved 2024 - 2025 Strategic Plan	Implement Approved LCAP
September-October 2024	Collect data on Metrics for 2023-2024 Plan	Collect data on Metrics
October 2024	Report to Constituents and Board Progress on Metrics on 2023 -2024 Strategic Plan	Report to Constituents and Board Progress on Metrics
November 2024	Acceptance of 2023 – 2024 Annual Strategic Plan Report	
February 2025	Approval 2025 – 2026 Strategic Plan and Metrics	LCAP - 1st Draft presented to Board
May 2025		LCAP and Budget Public Hearing
June 2026		LCAP and Budget approved by Board

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task
1	English	Objective	Knowledge of, and appreciation for literature and the language; skills of reading, writing, speaking and listening.
1.1	English	Outcome	Students will meet or exceed state standards at every grade level.
1.1.1	English	Metric	By October, The Principal will certify to the Superintendent that 75+% of all students, including subgroups, will have progressed 5% or more toward meeting or exceeding state grade-level standards or increasing one grade level. [Source Document: iReady, TK/K Diagnostic TBD, CAASPP data]
1.2	English	Outcome	Students will have access to Multi-Tiered Systems of Support (MTSS).
1.2.1	English	Metric	Each trimester, the Principal will certify to the Superintendent that all Students have access to Multi-Tiered Systems of Support (MTSS). [Source Document: iReady group reports, WIN Time TBD]
1.3	English	Outcome	Teachers and appropriate staff will complete professional development to address implementation, with fidelity, of ELA standards.

1.3.1	English	Metric	By June, Principals will certify to the Superintendent that all teachers and appropriate staff have completed appropriate professional development to address implementation, with fidelity, of ELA standards. [Sign in Sheets, Certifications]
1.3.2	English	Metric	In August, the Principal will certify to the Superintendent that all certificated and classified staff members needing training/retraining on State Standards and/or District initiatives have completed the training. [Sign in Sheets]
1.3.3	English	Metric	By June, The Principal will certify to the Superintendent that at least 90+% of Teachers and appropriate Staff have taught the standards with fidelity. [Observations, Lesson Plans, Pacing/Scope & Sequence]
1.4	English	Outcome	English Learners will reclassify within five years of enrolling in the District.
1.4.1	English	Metric	By June, the Principal will certify to the Superintendent that 80+% of English Learners will have improved by at least one level in English proficiency. [Source Document: ELPAC]
1.4.2	English	Metric	By June, the ELD Specialist will share with the principal the percentage of students that were reclassified. [Source Document: Reclassification sheet]

2	Math	Objective	Students will demonstrate their knowledge in the concepts, operational skills, and problem-solving skills in mathematics.
2.1	Math	Outcome	Students will meet or exceed state standards in grades 3 - 8.
2.1.1	Math	Metric	In August, the principal will certify to the superintendent the previous school years testing scores, that there will be an increase of 5% in grade level standards. [Source Document: California Illuminate, CA Dashboard.]
2.2	Math	Outcome	Students in grades 1 - 8 will demonstrate one year of growth in math.
2.2.1	Math	Metric	The teachers will certify to the principal, through documentation from the i-ready program, that 70+% or more of the students have progressed toward meeting a one year growth. [Source Document: i-Ready]
2.3	Math	Outcome	Students will receive tier I intervention through differentiated instruction in the adopted curriculum.
2.3.1	Math	Metric	By the end of October, all teachers will certify to the appropriate administration the strategies used to implement differentiated instruction in their classroom using the adopted curriculum. [Source Document:TBD]
2.4	Math	Outcome	Implement tier 2 and 3 intervention.

2.4.1	Math	Metric	By the end of the school year, the principal will certify to the superintendent a plan for implementing math intervention for the next school year. [Source Document:TBD]
2.5	Math	Outcome	Teachers and appropriate staff will complete professional development to address implementation, with fidelity, of standards.
2.5.1	Math	Metric	In June, the principal will certify to the superintendent that at least 90% of the teachers and appropriate staff attended professional development to address implementation, with fidelity, of standards. [Source Document: Sign-in sheet]
2.6	Math	Outcome	Provide Professional Learning to all appropriate staff on instructional strategies to support learners.
2.6.1	Math	Metric	In June, the principal will certify to the superintendent that all appropriate staff have opportunities provided for professional instruction and strategies [Source Document: Staff request in writing]
2.7	Math	Outcome	Kindergarten will take the i-Ready diagnostic for baseline data.
2.7.1	Math	Metric	By June 1st, The teachers will have given 100% of their students the i-Ready diagnostic for baseline data in math for future growth. [Source Document: i-Ready]

3	Science	Objective	Students will demonstrate their knowledge in Earth, physical, and life aspects, with emphasis on the processes of experimental inquiry.
3.1	Science	Outcome	Students will meet or exceed California Next Generation Science Standards (NGSS).
3.1.1	Science	Metric	In October, the Principal will report to the Superintendent the number of Students who met or exceeded the standard as measured by the California Science Test (CAST) and the California Alternative Assessment for Science (CAAS) for the previous year in grade 5 with an increase of 5%. [Source Document: CAST and CAAS}
3.1.2	Science	Metric	In October, the Principal will report to the Superintendent the number of Students who met or exceeded the standard as measured by the California Science Test (CAST) and the California Alternative Assessment for Science (CAAS) for the previous year in grade 8 with an increase of 5%. [Source Document: CAST and CAAS}
3.2	Science	Outcome	Teachers and appropriate Staff will complete professional development to address implementation, with fidelity, of standards.
3.2.1	Science	Metric	By May, Principals will certify to the Superintendent that at least 85+% of Teachers and appropriate Staff have taught the standards with fidelity. (Source Document: observation and pacing guides)
3.3	Science	Outcome	All Science, Text and Curriculum will be aligned with state standards in grades K-8.

3.3.1	Science	Metric	In August, Superintendent will report to the Board that 100% of science text and curriculum are aligned with state adoptions.
3.4	Science	Outcome	Students will have access to science lab materials in K-8 grade.
3.4.1	Science	Metric	At the start of each academic year, the CBO will provide a budget to the superintendent to purchase science materials to K-8 grade levels for hands on learning as required by each grade level's adopted curriculum.
3.5	Science	Outcome	Provide Professional Learning to all appropriate staff on instructional strategies to support learners.
3.5.1	Science	Metric	In June, the principal will certify to the superintendent that at all appropriate staff have opportunities provided for professional instruction and strategies (Source Document: Sign in sheet)
3.6	Science	Outcome	Students will participate in school-wide and county-wide Science programs.
3.6.1	Science	Metric	Every year in June, teachers will certify to the Principal that all students have had the opportunity to participate in school-wide and county-wide Science programs. [Source Document: site and TCOE science fair)

4	History/Social Science	Objective	Drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the students. Foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.
4.1	History/Social Science	Outcome	Students will meet or exceed state standards at every grade level in social science.
4.1.1	History/Social Science	Metric	Annually in June, the Principal will certify to the Superintendent that 70% or more of students, including all subgroups, will meet or exceed grade level standards in social science as measured by student report cards and grades. [Source Document: Student report cards, Aeries]
4.2	History/Social Science	Outcome	Students will receive instruction aligned to the California History and Social Science Standards to develop the skills to be active, engaged, informed, and civically-minded citizens of our community.
4.2.1	History/Social Science	Metric	Annually in June, the Principal will certify to the Superintendent that all students received instruction aligned to the California History Social Science Standards. [Source Document: Curriculum pacing guides, scope and sequence documents, & observations.]
4.3	History/Social Science	Outcome	Students will participate in school-wide and county-wide History/Social Science programs.
4.3.1	History/Social Science	Metric	Every year in June, teachers will certify to the Principal that all students have had the opportunity to participate in school-wide and county-wide History/Social Science programs. [Source Document: TCOS's History Day Participation, 3rd Grade History Pageant participation, 5th Grade Wax Museum participation]

5	Human Resources	Objective	Staff are recruited, appropriately assigned based on credentials, certifications, training and requirements, and fully credentialed in the subject areas for which they are teaching.
5.1	Human Resources	Outcome	Teachers are fully credentialed and appropriately assigned.
5.1.1	Human Resources	Metric	In October, Human Resources/Payroll Specialist will certify to the Superintendent that 100% of Certificated Staff are fully credentialed and properly assigned. [Data Source: CTC, CALPADS, CalSAAS]
5.2	Human Resources	Outcome	Annually provide all staff appropriate orientation/on-boarding
5.2.1	Human Resources	Metric	By June, the Principal will certify to the Superintendent that 100% of staff have received orientation/on-boarding materials for the school year.
5.3	Human Resources	Outcome	All employees will be evaluated appropriately and timely.
5.3.1	Human Resources	Metric	Superintendent, at the close of each school year, will certify to the Board that all evaluations have been completed in a timely manner, with appropriate commendations and recommendations for improvement. [Source Document: Board Report]
5.4	Human Resources	Outcome	Provide competitive salaries and benefits for all employees compared with districts with similar size and/or demographics and /or region.

5.4.1	Human Resources	Metric	In February, the Superintendent will report to the Board, in Closed Session, comparable district salary and benefit data for each employee group (Classified, Certificated, and Management), and provide a recommendation to the Board on ensuring the competitiveness of the salaries for each employee group. [Source Document: Board Report]
5.5	Human Resources	Outcome	Recruit and retain highly qualified and competent staff to meet the needs of students and school community.
5.5.1	Human Resources	Metric	In July of each year, the Superintendent will provide the Board a list on the rationale for each employee that left the District. [Source Document: Board Report]
5.5.2	Human Resources	Metric	In July, the Superintendent will report to the Board, the hiring strategies and recruitment practices resulting in the hiring of new employees.
5.6	Human Resources	Outcome	Provide for a safe and healthy work environment for staff.
5.6.1	Human Resources	Metric	In June, the staff will be provided an annual Staff survey, identifying the views held on the healthy and safe work environment. [Source Document: Board Report]
5.6.2	Human Resources	Metric	In September, the Superintendent will report to the Board the results of the annual Staff survey, identifying the views held on the healthy and safe work environment. [Source Document: Board Report]

6	Physical Education	Objective	Emphasis on physical activities for students that may be conducive to health and vigor of body and mind.
6.1	Physical Education	Outcome	Students will meet or exceed state standards for physical education.
6.1.1	Physical Education	Metric	Annually, the (Principal) will certify to the Superintendent that at least 80% of students, including subgroups, met or exceeded physical education standards in 5th grade as measured by the California Physical Fitness Exam.
6.1.2	Physical Education	Metric	Annually, the (Principal) will certify to the Superintendent that 80% of students, including subgroups, met or exceeded physical education standards in 7th grade as measured by the California Physical Fitness Exam.
6.2	Physical Education	Outcome	All students will be taught Physical Education utilizing the California State Standards.
6.2.1	Physical Education	Metric	Annually, teachers will certify to the principal(s) that each teacher has taught Physical Education using the California State Standards, including teaching the required number of minutes in a designated physical education facility. (Data Source: Scope & Sequence documents & schedule)
6.3	Physical Education	Outcome	All students will meet the required minutes in physical education which are 200 minutes every 2 weeks.
6.3.1	Physical Education	Metric	By June 1st all Tk-through 3rd grade teachers will submit the annual PE log to the principal.
6.3.2	Physical Education	Metric	By July 1st the principal will review the 4-8 PE schedule and PE logs and report to the superintendent that all PE minutes were met.

7	Mental and Socio-emotional Wellness	Objective	The full realization of one's mental, and social-emotional potential, which is attuned to wellness attitudes and practices. Focusing on how aware people are of their current emotional state, and with tools, how they push through life challenges. Instruction will focus on the principles and practices of individual, family, and community health.
7.1	Mental and Socio-emotional Wellness	Outcome	Students and Staff will fully utilize the principles and practices of social/emotional and mental wellness to ensure that the school is a safe, supportive environment.
7.1.1	Mental and Socio-emotional Wellness	Metric	In January, the Social Emotional Teacher will certify to the Principal that 90+% of classrooms are on track, using the pacing guide, teaching, utilizing, and practicing the provided Second Step curriculum. [Source Document: Second Step percentage of classroom usage]
7.1.2	Mental and Socio-emotional Wellness	Metric	By June, the Principal will certify to the Superintendent there has been an increase of 5% in the area of mental and social emotional wellness. (Source data: the 2022/2023 Social, Academic, and Emotional Behavior Risk Screener SAEBRS data).
7.1.3	Mental and Socio-emotional Wellness	Metric	By September, the Tuolumne County Superintendent's Office will report to the Sonora Elementary School Superintendent that Students have increased their positive responses regarding healthy choice, resilience, and self-awareness by 7%. Source Document: California Healthy Kids Survey

8	Clean, safe, functional, attractive classrooms, facilities, and grounds.	Objective	Facilities and grounds maintained in good repair that are clean, safe, functional, and attractive.
8.1	Clean, safe, functional, attractive classrooms, facilities, and grounds.	Outcome	Provide functional, safe, clean, classrooms, facilities, and grounds that support students, programs, and the community.
8.1.1	Clean, safe, functional, attractive classrooms, facilities, and grounds.	Metric	By October the Director of Maintenance, Operations and Transportation shall certify to the Superintendent a Facility Inspection Report (FIT) showing all of the facilities are in good repair.
8.1.2	Clean, safe, functional, attractive classrooms, facilities, and grounds	Metric	Triennially, By March 1 the Director of Maintenance, Operations and Transportation shall certify to the Superintendent a Hazardous Material Business Plan showing all required information.
8.1.3	Clean, safe, functional, attractive classrooms, facilities, and grounds	Metric	Annually, by March 1 the Director of Maintenance, Operations and Transportations shall input and provide an updated California Environmental Reporting System (CERS) report to the Superintendent showing all required information.
8.2	Clean, safe, functional, attractive classrooms, facilities, and grounds	Outcome	Maintain full staffing in custodial, grounds and maintenance.
8.2.1	Clean, safe, functional, attractive classrooms, facilities, and grounds	Metric	In April, M&O will provide a report to the CBO and Superintendent on the staffing ratios of employees in custodial, grounds and maintenance.

9	Student Decision Making	Objective	Student decision making and behavior are the core of school/district culture, as demonstrated by students making choices, setting goals, and assessing/selecting the best choice for the desired outcome, resulting in safe, respectful, and responsible and kind actions. A district's culture is measured and defined by its student attendance, suspension, and expulsion rates, and by the surveying of the attitudes demonstrated by each student.
9.1	Student Decision Making and Behavior	Outcome	Students will attend school.
9.1.1	Student Decision Making and Behavior	Metric	Annually, the principal will certify to the Superintendent that attendance levels, across the school, will increase by 1% annually. [Source Data: Aeries]
9.1.2	Student Decision Making and Behavior	Metric	Annually, the principal will certify to the Superintendent that chronic absenteeism levels, across the school, will decrease by 5% annually. [Source Data: Aeries]
9.1.2.2	Student Decision Making and Behavior	Outcome	Students will display appropriate behaviors.
9.1.3	Student Decision Making and Behavior	Metric	Annually, Site Administration will report to the Superintendent a suspension rate will decrease by 2% until it gets below 5%[Source Document: Aeries reports and California Dashboard]
9.1.4	Student Decision Making and Behavior	Metric	Annually the referral rate will decrease by 5%(source:Aeries)
9.2	Student Decision Making and Behavior	Outcome	4th - 8th Students will complete a survey.
9.2.1	Student Decision Making and Behavior	Metric	In March, all students will complete a survey.

10	Family Engagement	Objective	Foster a shared commitment, between parents and school, to improve communication, increase awareness of accountability of parents' roles in student achievement, and presence at school events.
10.1	Family Engagement	Outcome	Families will receive regular, ongoing communication through multiple modalities.
10.1.1	Family Engagement	Metric	Monthly, the Principal will provide a school newsletter to all staff and all families. [Data source document: staff and parent survey]
10.2	Family Engagement	Outcome	Increase family participation at Back To School Night .
10.2.1	Family Engagement	Metric	All teachers will report to Superintendent, the day after the event, that there was a 10% increase in the number of families that attended. [Source document: sign in sheets]

11	Student Extracurricular Activities	Objective	Student Extracurricular Activities are designed to “connect” students to their school and to provide motivation for the student to succeed in school. Student Extracurricular Activities fall outside the realm of the normal curriculum of school. Examples of such activities include clubs, athletic teams, and leadership involvement.
11.1	Student Extracurricular Activities	Outcome	Leadership development will be accessible to all 7th &/or 8th grade students.
11.1.1	Student Extracurricular Activities	Metric	The Assistant Principal will present to the Principal, the program recommendation by September, 2023.
11.2	Student Extracurricular Activities	Outcome	Clubs will be accessible to eligible 7th & 8th grade students.
11.2.1	Student Extracurricular Activities	Metric	By June the Principal will report to the Board active clubs on campus and the percentage of students who participated (baseline).
11.3	Student Extracurricular Activities	Outcome	A sports program will be accessible to all 6th, 7th and 8th grade students, who are eligible (2.0 and no F).
11.3.1	Student Extracurricular Activities	Metric	By May the Athletic Director will report to the Principal the number of students in categories Male and Female who participated in the after school athletics program. (baseline)
11.4.1	Student Extracurricular Activities	Outcome	Continue to offer after school classes for academics and enrichment
11.4.1.1	Student Extracurricular Activities	Metric	The principal will report to the superintendent how many classes were offered and how many students participated in each session.

12	Visual and Performing Arts	Objective	Students will receive instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of creative expressions.
12.1	Visual and Performing Arts	Outcome	Students will have multiple authentic opportunities to display and perform in or outside of the classroom per year.
12.1.1	Visual and Performing Arts	Metric	By the end of the school year, each department/grade level will report to the principal at least one display of Visual Arts and Performing Arts per class during that school year. (Source Document: master calendar/planning guide)
12.2	Visual and Performing Arts	Outcome	Students will have access to instruction and experiences in visual and performing arts aligned to the California Arts Framework.
12.2.1	Visual and Performing Art	Metric	By the end of the school year, the art teacher will certify to the principal that 80% of the students had access to visual/performing arts in alignment with the California Arts Framework as measured by student enrollment.

13	New and Modernized Technology and Equipment	Objective	Maximizing federal, state and local resources to provide new and modernized technology and equipment to meet the needs of the Students and Staff, in the most efficient, safe, and effective manner and maintain all equipment and services to be safe and compliant in accordance with applicable state specified standards. Examples would include new or modernized hardware, software, transportation vehicles, tractors, saws, and copiers, golf carts, etc. (The applied use of the technology hardware and software noted within this objective is to be identified, where appropriate, within the other ranked objectives.)
13.1	New and Modernized Technology and Equipment	Outcome	Students and staff will be provided appropriate and up-to-date technology devices and services to directly support curriculum, accommodations, state testing platforms and the learning environment utilizing Federal and State funding programs and discounts such as E-Rate wherever possible.
13.1.1	New and Modernized Technology and Equipment	Metric	In April, the Director of Technology Services will report to the Superintendent and Business Officer on expiring Hardware and Software, including a recommendation on purchasing of necessary new software and hardware for the upcoming school year, and identifying what equipment or software is eligible for filing for discount programs.
13.1.3	New and Modernized Technology and Equipment	Metric	As new students enroll with the district, the Director of Technology Services will provide 130% of new student and staff accounts, within 13 days of enrollment.
13.2	New and Modernized Technology and Equipment	Outcome	Students will be provided the technology necessary for their success
13.2.1	New and Modernized Technology and Equipment	Metric	In January 2024, the Director of Technology Services will report to the Superintendent the student to teacher computer ratio for the District.
13.3	New and Modernized Technology and Equipment	Outcome	100% of classified and credentialed staff are provided appropriate technology devices

13.3.1	New and Modernized Technology and Equipment	Metric	Not later than October, the Director of Technology Services will certify to the Superintendent that every staff member has an appropriate technology device.
13.4	New and Modernized Technology and Equipment	Outcome	Students will demonstrate appropriate digital citizenship.
13.4.1	New and Modernized Technology and Equipment	Metric	By January 1, teachers will have 100% of currently enrolled students in grades 6-8 complete a digital citizenship program and report the results to the principal.
13.4.2	New and Modernized Technology and Equipment	Metric	By February 1, 100% of enrolled students in grades 1-5 will complete a digital citizenship program and report the results to the Principal.
13.5	New and Modernized Technology and Equipment	Outcome	All vehicles and landscape equipment maintained in good working order and in accordance with state and local specifications as applicable.
13.5.1	New and Modernized Technology and Equipment	Metric	In August, the Director of Maintenance, Operations, and Transportation will certify to the Superintendent in a an email that all vehicles and landscape equipment maintained in good working order and in accordance with state and local specifications as applicable.
13.7	New and Modernized Technology and Equipment	Outcome	All Surplus Equipment shall be appropriately removed from the District
13.7.	New and Modernized Technology and Equipment	Metric	Annually, the director of technology services shall prepare Surplus Inventory Listing and gain approval from the school board to appropriately and ecologically dispose, recycle, or resale outdated and/or non-repairable technology equipment to maintain campus safety and ensure appropriate disposition of the surplus.
13.7.1	New and Modernized Technology and Equipment	Metric	Inventory reports from Google for Education Admin/Devices and Meraki Systems Manager/Devices will be collected and presented in a single list.

14	Physical Health	Objective	Committed to promoting the physical health and well-being of our students by providing comprehensive nutrition education curriculum content. Our program is designed to equip students with the knowledge and skills necessary to make informed choices about their diet and lifestyle, including healthy eating habits, essential nutrients and food safety practices. Through evidence-based theories and methods, we aim to empower our students to achieve optimal physical health and overall wellness.
14.1	Physical Health	Outcome	Students will demonstrate an improvement in their nutrition knowledge.
14.1.1	Physical Health	Metric	By June, the Food Services Manager will present to the Superintendent the program recommendation.
14.2	Physical Health	Outcome	Students whom consume school provided meals will consume healthy foods.
14.2.1	Physical Health	Metric	Twice a year (January / June) the Food Services Manager certifies to the Superintendent that all students consuming district provided meals have access to fresh and healthy foods through the Child Nutrition Program. (data source: Meal menus)
14.3	Physical Health	Outcome	Students will have healthy lifestyle and habits.
14.3.1	Physical Health	Metric	In September the Principal will certify to the Superintendent that there has been a 5% reduction in suspension, referrals, and behavioral problems. (data source document: CHKS)

15	Alternative and Optional Programs	Objective	Programs beyond the core comprehensive program (TK-12) which are designed to provide options for students and families. Examples include charter schools, preschool, adult education, summer school, after school enrichment and tutorial programs, and before/after school childcare.
15.1	Alternative and Optional Programs	Outcome	Students will be provided with optional services that support their educational development.
15.1.1	Alternative and Optional Programs	Metric	In March of each year, the Superintendent shall provide a report to the Board on education options that are provided to the students and parents of the district. The focus will be on student access to each educational option and the financial status of each program.

16	New and Modernized Facilities	Objective	Maximizing state and local resources to provide new and modernized facilities to accommodate growth and improve the appearance and conditions of the present facilities.
16.1	New and Modernized Facilities	Outcome	The district shall provide quality and modern facilities to serve the students and staff, with a focus on academics.
16.1.1	New and Modernized Facilities	Metric	Quarterly, the Superintendent will provide a report to the Board that ensures all timelines and budget for the completion of new construction and modernization projects are met.
16.1.2	New and Modernized Facilities	Outcome	The MOT shall work to create a long term facilities plan.
16.1.3	New and Modernized Facilities	Metric	By June, the MOT will provide to the superintendent an update on the creation of a long term facilities plan.

17	Career and Technical Education (CTE)	Objective	Provide students with the academic and technical skills necessary to discover their areas of interest
17.1	Career and Technical Education (CTE)	Outcome	By graduation, students will have accessed career education through Career/college specific field trips, STEAM or Project Based Learning
17.1.1	Career and Technical Education (CTE)	Metric	By September, the principal will certify to the superintendent that the previous years 8th graders had accessed at least one Career/college specific field trip, STEAM or Project Based Learning opportunity.

18	Community Outreach and Partnerships	Objective	Community Outreach and Partnerships and involvement in providing support to the district and/or each school site. Examples of such involvement include governmental partnerships, grant development, political action committees, district educational foundations, and community sponsored clubs and activities for students and families.
18.1	Community Outreach and Partnerships	Outcome	Outreach to community-based organizations, with the intent to increase educational and enrichment opportunities for students.
18.1.1	Community Outreach and Partnerships	Metric	The Principal will certify to the Superintendent in April that SES has partnered with community organizations.

19	Student Transitions	Objective	Movement, passage, or change from one stage in the educational process to the next. Significant transitional stages are Home/Preschool to Transitional Kindergarten/Kindergarten, Third Grade to Fourth Grade, Sixth Grade to Seventh Grade, and Eighth Grade to High School.
19.1	Student Transitions	Outcome	Students will successfully transition through each of the transitional educational stages: home/preschool to transitional kindergarten/ kindergarten, 3rd to 4th, 6th to 7th, and 8th to 9th.
19.1.1	Student Transitions	Metric	The Principal will report to the Superintendent that at least 85% of incoming students in TK/K, who were invited, will have attended the transition/orientation events. This data source would be collected by sign-in/attendance sheets gathered by TK/K teachers and the Principal.
19.1.2	Student Transitions	Metric	At Back to School Night, the Principal will report to the Superintendent at least 70% of our 4th and 7th grade students will have been represented by at least one parent/guardian. This data source would be collected by sign-in/attendance sheets gathered by 4th and 7th grade teachers and the Principal.
19.1.3	Student Transitions	Metric	90% of our 8th grade students will meet the Board-adopted minimum academic requirement to graduate from Sonora Elementary.
19.1.3	Student Transitions	Metric	In transition from 8th grade to high school, 100% of students/parents/guardians will participate in high school registration and outreach activities, identified by their student's transition plan.

20	Modern and World Languages	Objective	Spanish is a modern and world language that is currently used economically and socially throughout the world and the state of California.
20.1	Modern and World Languages	Outcome	Each 7th and 8th Grade student will have access to a Conversational Spanish class during their 7th or 8th grade years.
20.1.1	Modern and World Languages	Metric	In June the Superintendent will report to the Board the number of 7th and 8th grade students who participated in Conversational Spanish class by the end of the year.

ACRONYMS & TERMS

"a-g" Requirements

The sequence of high school courses that are required by the California State University (CSU) and University of California (UC) college systems to determine eligibility for admission.

- a. History/Social Science— 2 years required
- b. English— 4 years required. No more than one year of ESL-type courses can be used to meet this requirement.
- c. Mathematics— 3 years required, 4 years recommended
- d. Laboratory Science— 2 years required, 3 years recommended
- e. Language Other than English— 2 years required, 3 years recommended
- f. Visual/Performing Arts (VAPA)— 1 yearlong approved course from a single VAPA discipline
- g. College Preparatory Elective— 1 year required

"a-g" Subjects

The "a-g" subjects are history/social science, English, mathematics, laboratory science, language other than English, visual/performing arts, and college-preparatory electives. The University of California labels them by the letters "a-g" rather than numbers or in some other manner.

AP:	Advanced Placement
ASVAB:	Armed Services Vocational Aptitude Battery
CALPADS:	California Longitudinal Pupil Achievement Data System
CASSPP:	California Assessment of Student Performance Progress
CCSS:	Common Core State Standards
CTE:	Career Technical Education
ELD:	English Language Development
ELs:	English Learners
FIT:	Fitness Inspection Tool
IEP:	Individual Education Plan
LCAP:	Local Control Accountability Plan
LCFF:	Local Control Funding Formula
Lexile Score:	The Lexile Framework for Reading is a scientific approach to measuring reading ability and the text demand of reading materials.

- Link Crew:** A high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. They are usually paired with a senior student.
- NGSS:** Next Generation Science Standards
- PFT:** Physical Fitness Test
- SARC:** School Accountability Report Card
- SBE:** State Board of Education
- WILLIAMS:** The [Williams case](#) requires every California school to provide all students with sufficient instructional materials, safe schools, and quality teachers. Among other things, learning leaders make sure to provide each pupil with:
- State-adopted instructional materials in the four core subjects (English-language arts, mathematics, history/social science, and science)
 - Highly qualified teachers
- VAPA:** Visual and Performing Arts