School Year: 2023-24

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Clara High School	43-69674-4330122	May 2023	June 8, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Table of Contents

Comprehensive Needs Assessment Components

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

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

SCHS conducts an annual staff survey that provides the administration and School Planning Team with feedback on areas of strength, areas of need, and desired direction for the school. Students and parents are surveyed on an ad hoc basis. Such surveys included a recent parent and student survey on which AP classes, additional languages, and possible electives that SCHS should attempt to add to our master schedule. The EL program conducts an annual needs assessment survey for EL families.

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

Administration conducts an average of 15-20 classroom observations each week. This includes shorter informal drop-in visits and longer formal observations. Additionally, a structure was set up to enable teachers to observe other teachers, with substitute teachers being provided to allow this to happen. Department chairs often visit members of their department, and the EL site coordinator observed all EL and SDAIE classes. During the course of the year, teachers that needed additional support received visits more often. The majority of observations showed highly engaged lessons with students participating in their learning.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

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

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments.   Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

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

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

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

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

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

Teachers receive support with instruction through ongoing professional development, coaching and collaboration.   Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

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

Designated time for teacher collaboration occurs on a regular basis.

Teaching and Learning

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

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

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

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

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

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

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

Every student has access to standards-based instructional materials as required by the Williams Act.

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

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

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

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

Parental Engagement

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

Programs that support at-risk students include PIP, support classes, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, Healthy Play, summer school, alternative and opportunities programs, and educational options.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

<u>Funding</u>

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

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council Meetings: October 5, 2022; November 2, 2022; December 7, 2022; January 11, 2023; February 1, 2023; March 1, 2023; April 5, 2023; May 3, 2023. Meetings are open to the public and begin with items from the public. Per the SSC's bylaws, agendas are posted at least 72 hours in advance both in the main office and on the SSC School Loop page. Agendas include time for current and future SPSA feedback.

English Learner Advisory Committee Meeting: March 25, 2023. Each year, the English Learner Coordinator includes shares information about the SSC and SPSA to members of the ELAC and asking for feedback regarding school support offered to the EL community. All EL parents and guardians are invited to the ELAC meetings via a letter and phone call. Agendas for ELAC are posted at least 72 hours in advance both in the main office and on the ELAC School Loop page; presentations are also shared via the School Loop page.

Dashboard data is reviewed annually with the staff, students, parents, and community members at faculty, PTSA, and SSC meetings.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Grade 9	539	511	450
Grade 10	513	482	489
Grade 11	466	449	462
Grade 12	512	446	448
Total Enrollment	2,030	1,888	1,849

Conclusions based on this data:

1. Enrollment declined from 20-21 to 22-23.

2. Class size is across grades is similar, with the exception of a larger grade 10.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	308	294	240	15.20%	15.6%	13.0%
Fluent English Proficient (FEP)	662	585	623	32.60%	31.0%	33.7%
Reclassified Fluent English Proficient (RFEP)	32			10.4%		

Conclusions based on this data:

1. EL enrollment has steadily decreased for the past three years, consistent with over all enrollment declines.

2. IFEP enrollment has remained consistent for the past three years.

3. RFEP data is only represented for 20-21, not 21-22 or 22-23.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	437	434		358	412		336	412		81.9	94.9	
All Grades	437	434		358	412		336	412		81.9	94.9	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2632.	2633.		36.90	40.29		29.46	28.16		21.43	18.45		12.20	13.11	
All Grades	N/A	N/A	N/A	36.90	40.29		29.46	28.16		21.43	18.45		12.20	13.11	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	36.89	35.28		54.57	52.55		8.54	12.17	
All Grades	36.89	35.28		54.57	52.55		8.54	12.17	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	39.30	40.73		43.77	41.22		16.93	18.05	
All Grades	39.30	40.73		43.77	41.22		16.93	18.05	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	19.45	22.87		74.47	65.69		6.08	11.44	
All Grades	19.45	22.87		74.47	65.69		6.08	11.44	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	43.24	33.98		50.15	58.50		6.61	7.52	
All Grades	43.24	33.98		50.15	58.50		6.61	7.52	

Conclusions based on this data:

1. The percentage of students tested increased from 81.9% to 94.9% between 20-21 and 21-22

2. The percentage of students who exceeded standard increased between 20-21 and 21-22.

3. The percentage of students who met standard increased between 20-21 and 21-22.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	436	435		348	411		344	410		79.8	94.5	
All Grades	436	435		348	411		344	410		79.8	94.5	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2634.	2602.		29.94	21.46		22.67	19.51		23.26	24.39		24.13	34.63	
All Grades	N/A	N/A	N/A	29.94	21.46		22.67	19.51		23.26	24.39		24.13	34.63	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	34.30	23.90		44.48	43.66		21.22	32.44	
All Grades	34.30	23.90		44.48	43.66		21.22	32.44	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	27.11	22.93		56.85	54.88		16.03	22.20	
All Grades	27.11	22.93		56.85	54.88		16.03	22.20	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	30.52	24.88		58.43	58.05		11.05	17.07	
All Grades	30.52	24.88		58.43	58.05		11.05	17.07	

Conclusions based on this data:

1. The percentage of students tested increased from 79.9% in 20-21 to 94.5% in 21-22.

2. The percentage of students who exceeded standard declined between 20-21 and 21-22.

3. The percentage of students who met standard declined between 20-21 and 21-22.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1554.1	1553.6		1562.8	1561.0		1544.9	1545.7		76	98	
10	1554.9	1555.4		1571.8	1547.6		1537.5	1562.7		62	52	
11	1513.7	1529.3		1504.8	1511.4		1522.1	1546.6		53	44	
12	1523.0	1526.2		1520.5	1506.3		1525.0	1545.4		60	45	
All Grades										251	239	

Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	22.97	24.49		41.89	29.59		12.16	27.55		22.97	18.37		74	98	
10	33.87	30.77		29.03	30.77		14.52	15.38		22.58	23.08		62	52	
11	16.98	4.55		18.87	40.91		30.19	31.82		33.96	22.73		53	44	
12	13.56	8.89		27.12	24.44		27.12	33.33		32.20	33.33		59	45	
All Grades	22.18	19.25		30.24	30.96		20.16	26.78		27.42	23.01		248	239	

Oral Language Percentage of Students at Each Performance Level for All Students											
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	43.24	35.71		28.38	34.69		10.81	13.27		17.57	16.33		74	98	
10	53.23	34.62		19.35	38.46		9.68	9.62		17.74	17.31		62	52	
11	28.30	15.91		26.42	52.27		16.98	11.36		28.30	20.45		53	44	
12	30.51	13.33		27.12	37.78		20.34	22.22		22.03	26.67		59	45	
All Grades	39.52	27.62		25.40	39.33		14.11	13.81		20.97	19.25		248	239	

Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.05	6.12		31.08	23.47		33.78	42.86		31.08	27.55		74	98	
10	9.68	11.54		25.81	34.62		35.48	26.92		29.03	26.92		62	52	
11	7.55	2.27		13.21	29.55		33.96	36.36		45.28	31.82		53	44	
12	3.39	6.67		16.95	13.33		38.98	48.89		40.68	31.11		59	45	
All Grades	6.05	6.69		22.58	25.10		35.48	39.33		35.89	28.87		248	239	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	13.51	10.20		60.81	71.43		25.68	18.37		74	98	
10	11.29	9.62		64.52	71.15		24.19	19.23		62	52	
11	5.66	6.82		50.94	59.09		43.40	34.09		53	44	
12	6.78	11.11		55.93	57.78		37.29	31.11		59	45	
All Grades	9.68	9.62		58.47	66.53		31.85	23.85		248	239	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	78.08	64.95		8.22	23.71		13.70	11.34		73	97	
10	77.42	63.46		6.45	19.23		16.13	17.31		62	52	
11	52.83	40.91		20.75	40.91		26.42	18.18		53	44	
12	60.34	35.56		18.97	31.11		20.69	33.33		58	45	
All Grades	68.29	54.62		13.01	27.31		18.70	18.07		246	238	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	16.22	12.24		50.00	48.98		33.78	38.78		74	98	
10	17.74	34.62		37.10	30.77		45.16	34.62		62	52	
11	11.32	9.09		39.62	47.73		49.06	43.18		53	44	
12	5.08	8.89		40.68	42.22		54.24	48.89		59	45	
All Grades	12.90	15.90		42.34	43.51		44.76	40.59		248	239	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.35	2.04		77.03	72.45		21.62	25.51		74	98	
10	0.00	1.92		77.42	75.00		22.58	23.08		62	52	
11	11.32	13.64		54.72	56.82		33.96	29.55		53	44	
12	10.17	8.89		61.02	66.67		28.81	24.44		59	45	
All Grades	5.24	5.44		68.55	69.04		26.21	25.52		248	239	

Conclusions based on this data:

1. The number of students tested in 20-21 was 251 and 21-22 in 239.

2. Areas of strength are in Oral Language and Speaking Domains.

3. Areas for growth are in Reading and Writing Domains.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,888	**31.4**	**15.6**	**0.1**
Total Number of Students enrolled in Santa Clara High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	294	15.6
Foster Youth	2	0.1
Homeless	4	0.2
Socioeconomically Disadvantaged	593	31.4
Students with Disabilities	295	15.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	78	4.1
American Indian	8	0.4
Asian	391	20.7
Filipino	194	10.3
Hispanic	675	35.8
Two or More Races	102	5.4
Pacific Islander	10	0.5
White	424	22.5

Conclusions based on this data:

1. Socioeconomically disadvantaged students comprise the largest at-risk group.

2. Hispanic students are the majority student group, followed by White and Asian students, respectively.

3. Student needs at Santa Clara High School are very diverse.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Graduation Rate** High	**Suspension Rate** Medium
Mathematics Medium		
English Learner Progress Medium		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Academic Performance in English Language Arts and Graduate rates are high.

2. Academic Performance in Mathematics, EL, and Suspension Rate areas are medium.

3. College/Career date not reported for 2022.
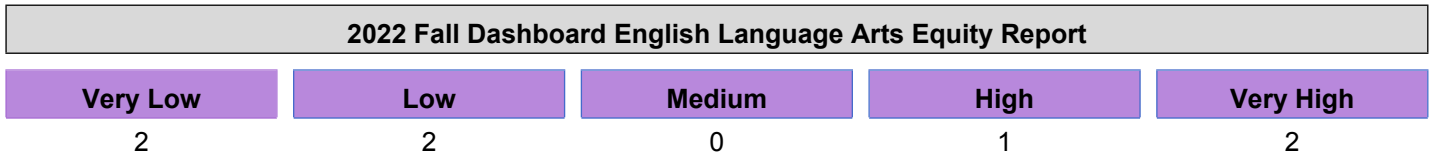
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
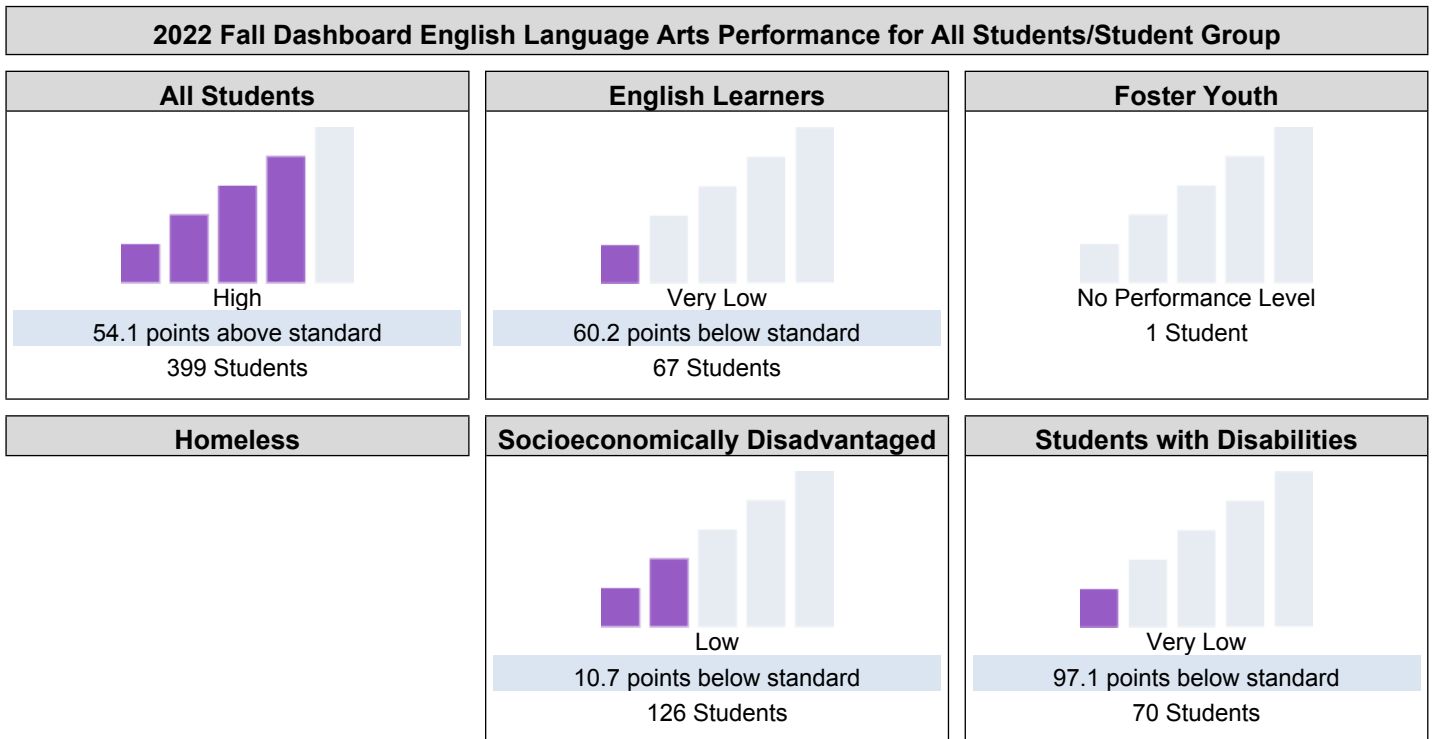
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

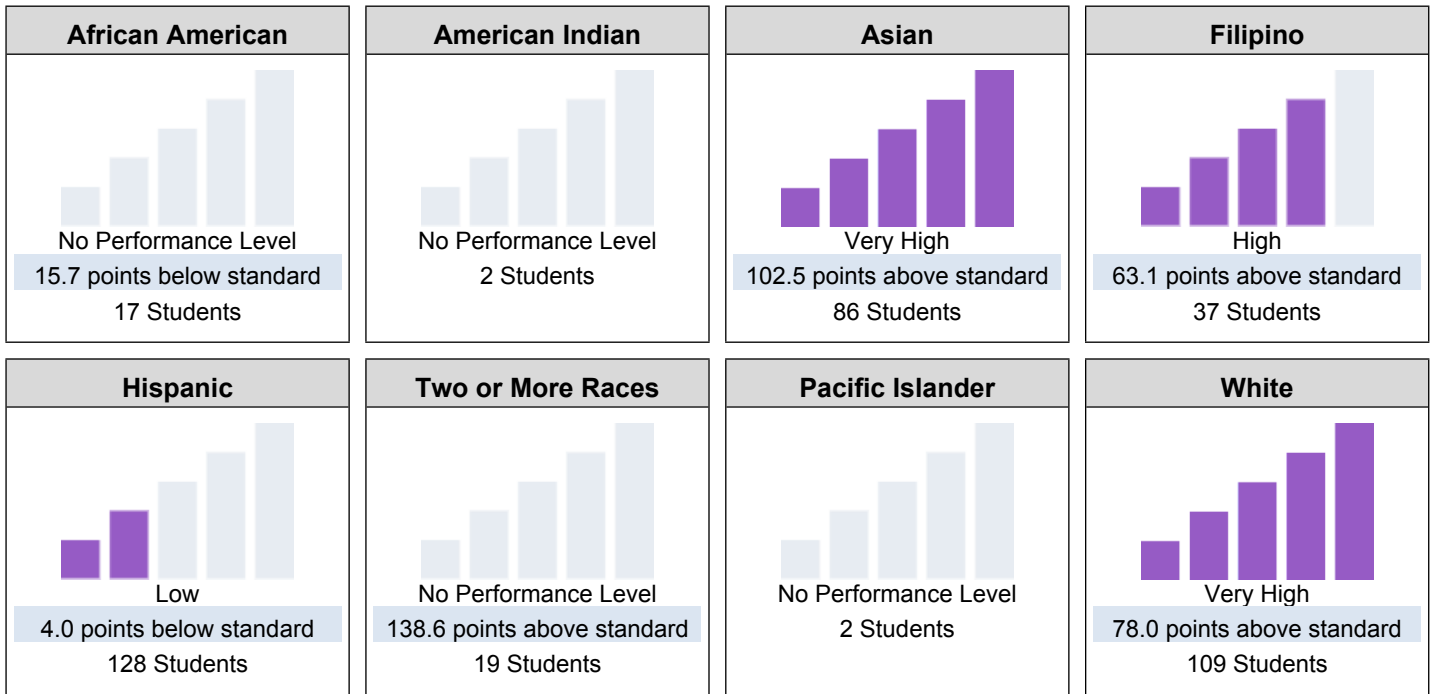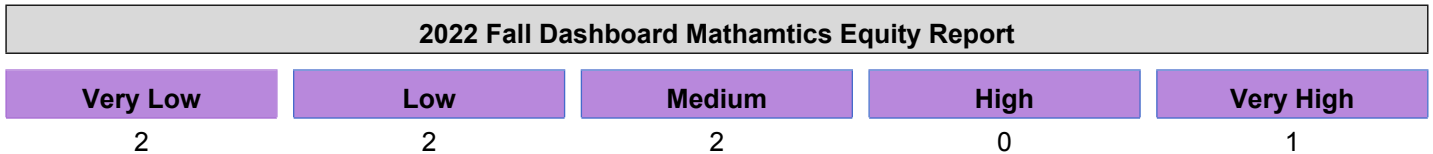| 2022 Fall Dashboard English Language Arts Equity Report ||||||
|---|---|---|---|---|
| **Very Low** | **Low** | **Medium** | **High** | **Very High** |
| 2 | 2 | 0 | 1 | 2 |

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very Low	No Performance Level
54.1 points above standard	60.2 points below standard	1 Student
399 Students	67 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Low	Very Low
	10.7 points below standard	97.1 points below standard
	126 Students	70 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level

15.7 points below standard

17 Students

American Indian

No Performance Level

2 Students

Asian

Very High

102.5 points above standard

86 Students

Filipino

High

63.1 points above standard

37 Students

Hispanic

Low

4.0 points below standard

128 Students

Two or More Races

No Performance Level

138.6 points above standard

19 Students

Pacific Islander

No Performance Level

2 Students

White

Very High

78.0 points above standard

109 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

137.3 points below standard

29 Students

Reclassified English Learners

8.4 points below standard

39 Students

English Only

73.6 points above standard

220 Students

Conclusions based on this data:

1. EL and Students with Disabilities groups are very low.

2. White and Asian groups are very high, Filipino group is high

3. Socioeconomically Disadvantaged and Hispanic groups are Low

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	2	2	0	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium 23.1 points below standard 398 Students	Very Low 127.5 points below standard 70 Students	No Performance Level 2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Low 97.9 points below standard 129 Students	Very Low 157.6 points below standard 70 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very High	Medium
113.9 points below standard	2 Students	60.4 points above standard	14.3 points below standard
17 Students		85 Students	37 Students

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	Medium
101.8 points below standard	83.9 points above standard	2 Students	9.3 points below standard
132 Students	19 Students		110 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
172.0 points below standard	94.0 points below standard	8.6 points below standard
32 Students	39 Students	220 Students

Conclusions based on this data:

1. EL and Students with Disabilities groups are very low.

2. Socioeconomic and Hispanic groups are low.

3. White and Filipino groups are medium, Asia group is very high.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

50.7 making progress towards English language proficiency

Number of EL Students: 203 Students

Performance Level: 3
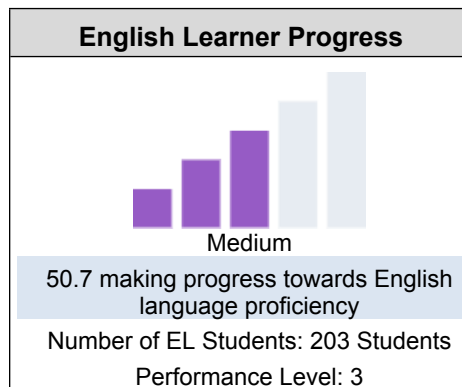
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
16.7%	32.5%	1.0%	49.8%

Conclusions based on this data:

1. 49.8% EL students progressed at least one ELPI level.

2. 32.5% EL students maintained their ELPI Level

3. 16.7% EL students decreased their ELPI Level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
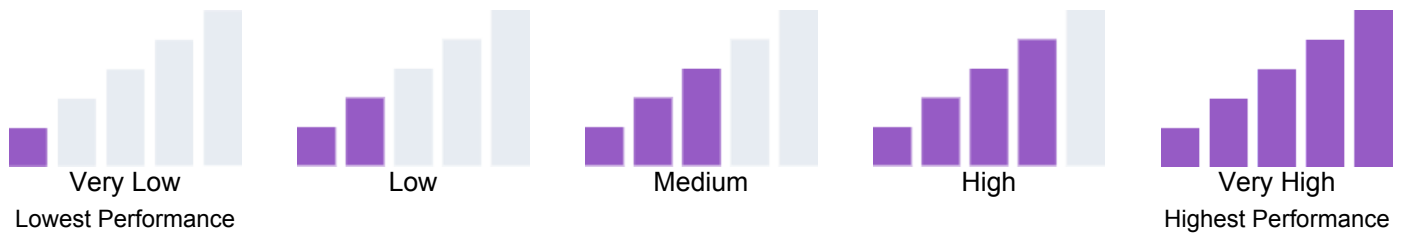
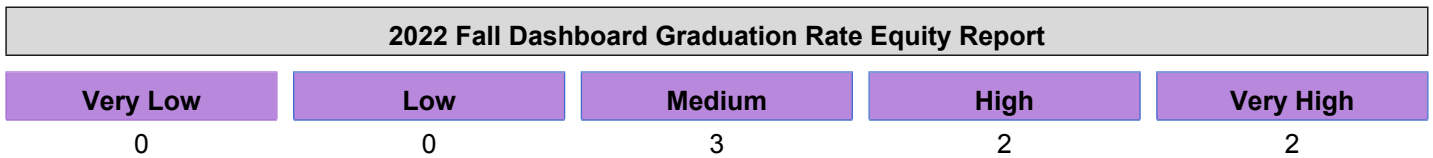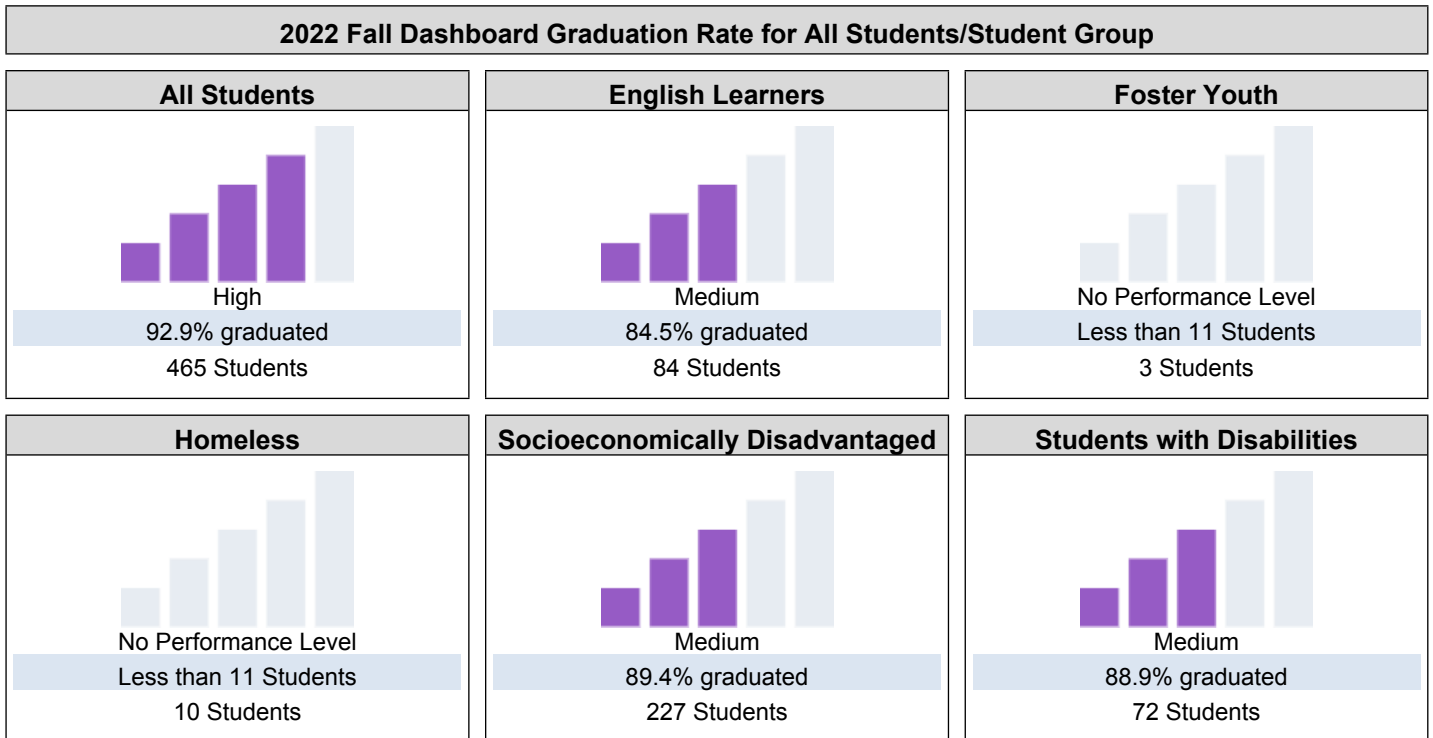**Conclusions based on this data:**

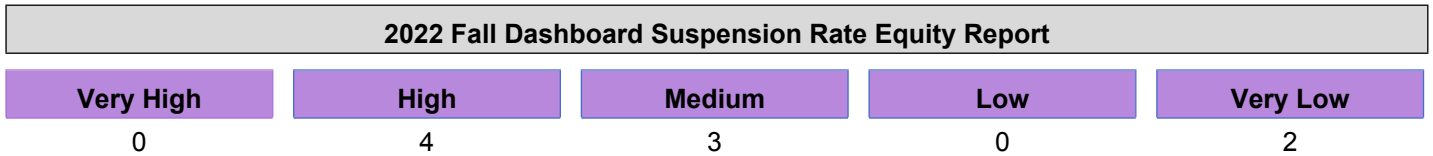1. No data reported.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
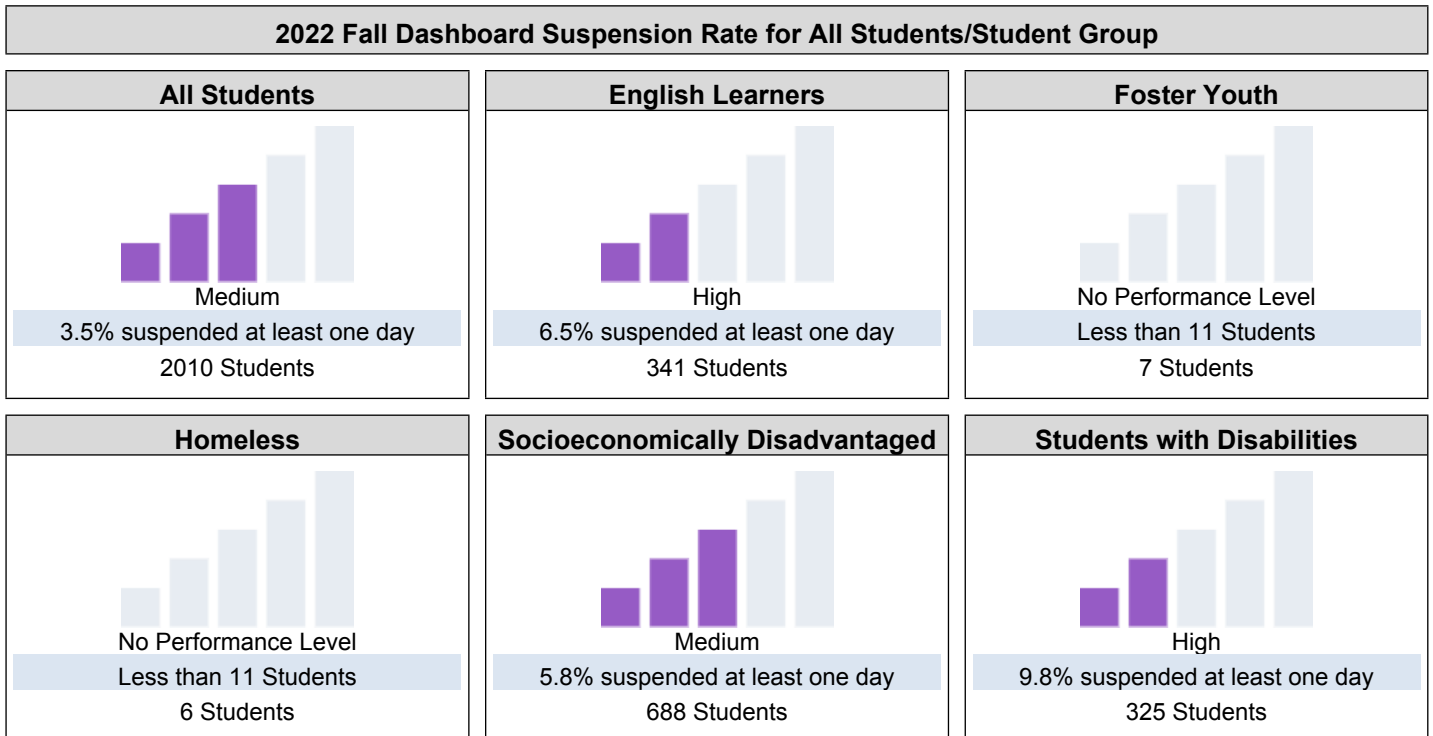
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
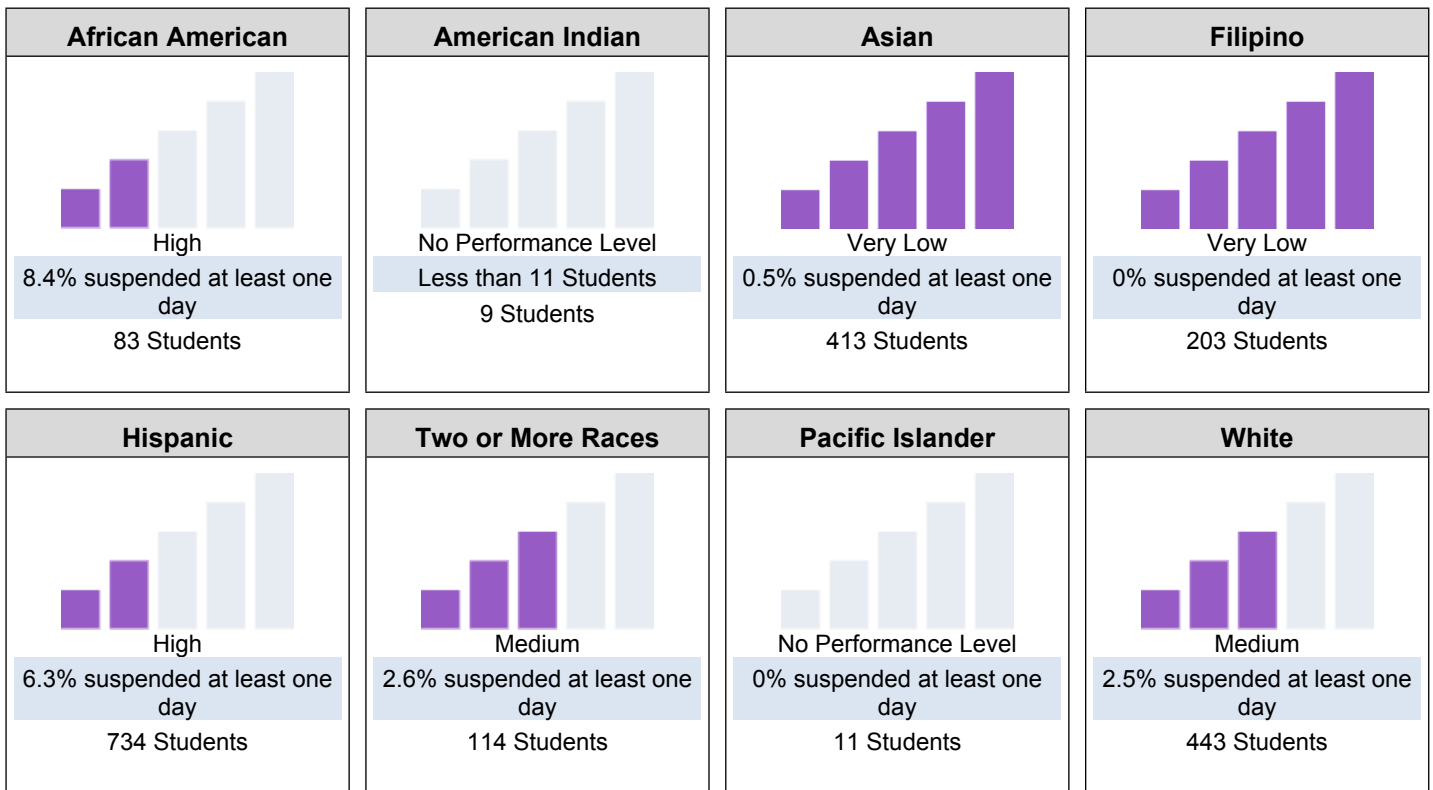
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

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

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. No data provided.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High
0	0	3	2	2

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	No Performance Level
92.9% graduated	84.5% graduated	Less than 11 Students
465 Students	84 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
Less than 11 Students	89.4% graduated	88.9% graduated
10 Students	227 Students	72 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	High	Very High
85.7% graduated	Less than 11 Students	92.9% graduated	96.6% graduated
14 Students	6 Students	99 Students	58 Students

Hispanic	Two or More Races	Pacific Islander	White
High	No Performance Level	No Performance Level	Very High
90.6% graduated	100% graduated	Less than 11 Students	95% graduated
160 Students	25 Students	2 Students	100 Students

Conclusions based on this data:

1. 92.9% graduation rate: high.

2. Filipino and White groups very high; Asian and Hispanic high.

3. EL, Socioeconomically Disadvantaged, and Students with Disability groups medium

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	4	3	0	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	High	No Performance Level
3.5% suspended at least one day	6.5% suspended at least one day	Less than 11 Students
2010 Students	341 Students	7 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	High
Less than 11 Students	5.8% suspended at least one day	9.8% suspended at least one day
6 Students	688 Students	325 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
High	No Performance Level	Very Low	Very Low
8.4% suspended at least one day	Less than 11 Students	0.5% suspended at least one day	0% suspended at least one day
83 Students	9 Students	413 Students	203 Students

Hispanic	Two or More Races	Pacific Islander	White
High	Medium	No Performance Level	Medium
6.3% suspended at least one day	2.6% suspended at least one day	0% suspended at least one day	2.5% suspended at least one day
734 Students	114 Students	11 Students	443 Students

Conclusions based on this data:

1. EL, Students with Disabilities, African American groups were high

2. Socioeconomic, Two or more races, and White groups were medium.

3. Asian and Filipino were very low.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Performance - English Language Arts

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals
1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 1

School Goal 1: Academic Performance - English Language Arts
Increase the percentage of students who score Standard Met or Standard Exceeded on the English Language Arts (ELA) portion of the California Assessment of Student Performance and Progress (CAASPP). (WASC Goal 2)
Support teachers as they continue to incorporate the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) into their curriculum to foster improved student literacy skills in all subject areas. (WASC Goal 2)
Support student reading for enjoyment as indicated by an increase in library circulation of materials and student satisfaction levels with the library. (WASC Goal 1)

Identified Need

Basis for Goal
1. 2021-2022 ELA CAASPP scores: 40.29 %Standard Exceeded, 28.16% Standard Met, 18.45% Standard Nearly Met, and 13.11 %Standard Not Met
2020-2021 ELA CAASPP scores: 36.9% Standard Exceeded, 29.46% Standard Met, 21.43% Standard Nearly Met, and 12.20% Standard Not Met
2018-2019 ELA CAASPP scores: 36.01% Standard Exceeded, 33.94% Standard Met, 17.66% Standard Nearly Met, and 12.39% Standard Not Met
2017-2018 ELA CAASPP scores: 25.69% Standard Exceeded, 33.75% Standard Met, 26.7% Standard Nearly Met, and 13.85% Standard Not Met
2016-2017 ELA CAASPP scores: 33.54% Standard Exceeded, 39.24% Standard Met, 16.88% Standard Nearly Met, and 10.34% Standard Not Met
2015-2016 ELA CAASPP scores: 33% Standard Exceeded, 41% Standard Met, 17% Standard Nearly Met, and 10% Standard Not Met
Average monthly library circulation numbers: 1,1037 (21-22) 395 (20-21), 1,141 (19-20), 921 (18-19), 991 (17-18), 1,164 (16-17), 1,049 (15-16), 1,004 (14-15), 982 (13-14)
Attached Data:
Library Circulation Reports (206-2023)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	40.29% Standard Exceed, 28.16 % Standard Met (21-22)	43% Standard Exceeded, 31% Standard Met (22-23)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy/Activity 1: Curriculum and Materials (Improvement of instruction strategies and materials) (WASC Goals 1 and 2)
1.Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with SCUSD Board Approved Library Plan, June 2009) (WASC Goals 1 and 2)
2. Provide and update supplementary instructional and test preparatory materials to subject areas during instructional materials adoption. (WASC Goals 1 and 2)
Utilize and continue to build the staff development library to support staff professional development and training in pedagogy, classroom management, cultural proficiency, and discipline-specific teaching strategies. (WASC Goal 2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Targeted Allocation Library Materials, Hardware, and Software
4800	Targeted Allocation Supplementary Materials

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

All Students

Strategy/Activity

Strategy/Activity 2: Develop Rigorous Curriculum (Alignment of instruction with content standards) (WASC Goals 1 and 2)

1. Create opportunities for collaboration between Social Science, English Language Arts, World Language, and Science teachers to provide students with cross-curricular exposure to CCSS. (WASC Goal 2)
2. Continue to develop data driven curriculum, instructional practices, and common assessments that align with CCSS, NGSS, and WLS. (WASC Goals 1 and 2)
Utilize TOSA secondary curriculum specialists to support teachers and students in the classroom. (WASC Goal 2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

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

All Students

Strategy/Activity

Strategy/Activity 3: Access to Rigor (Increased educational opportunity) (WASC Goals 1, 2 and 3)
1. Develop new ideas and promote writing in Journalism class through countywide best practices observations and through the use of critiques. (WASC Goals 1 and 2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1250	Targeted Allocation Development of the Journalism Course

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

All Students

Strategy/Activity

Strategy/Activity 4: Staff Development and Professional Collaboration (Staff Development and Professional Collaboration) (WASC Goal 2)
1. Provide departmental professional development through conferences and workshops designed to address CCSS for ELA and Social Science, NGSS for Science, and World Language Standards (WLS) for World Language. (WASC Goal 2)
2. Support on-site professional development opportunities with expert consultants. (WASC Goal 2)

3. Foster interdepartmental discussions and collaboration through the Wednesday meeting times. (WASC Goal 2)
4. Research teaching materials, strategies, and professional development opportunities to improve the incorporation of CCSS, NGSS, and WLS into the curriculum and deepen interdisciplinary understanding of CCSS and NGSS for literacy. (WASC Goal 2)
5. Support teachers observing other teachers and students to develop and improve instructional strategies. (WASC Goal 2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
54383	Targeted Allocation Professional Development on Common Core
6000	Targeted Allocation Teacher observation, trainings, and curriculum resources

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

All Students

Strategy/Activity

Strategy/Activity 5: Parent Communication and Involvement (Involvement of staff, parents and community) (WASC Goals 1, 2, and 3)
1. Communicate with parents regularly about CCSS literacy skills development efforts (including efforts in English, History, Science, CTE, and other subjects). (WASC Goals 1 and 2)
2. Communicate to staff, parents, and students the importance of student performance on the literacy portion of standardized exams and college entrance testing (particularly PBA and CAASPP). (WASC Goals 1 and 2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy/Activity 6: Student Support (Auxiliary services for students and parents) (WASC Goals 1 and 2)
1. Seek opportunities to find local writers, and school and community members to share book talks with students. (WASC Goal 1)
2. Provide resources and materials to support Teen Read Week on campus. (WASC Goal 1)
3. Support the Bruin Book Club with genre-specific materials to best engage student and staff members of the club. (WASC Goal 1)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500	Targeted Allocation Teen Read Week Resources and Materials
1750	Targeted Allocation Bruin Book Club Books

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy/Activity 7: Data and Assessment (Monitoring program implementation and results) (WASC Goal 2)
1. Utilize English-Language Arts data from testing scores on the CAASPP the districtwide Performance Based Assessments to better understand schoolwide areas of literacy concerns and implement action plans to address these concerns. (WASC Goal 2)
2. Ensure all teachers know how to access student data bases such as Aeries to analyze student data. (WASC Goal 2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Targeted Allocation

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation
1. Departments are working in collaborative grade-level teams to address targeted goals per WASC recommendations. Collaborative teams share their progress with the School Learning Team (SLT) Liaisons, who then share progress at the SLT meetings.
2. The librarian works with students, staff, and community members to promote literacy through Teen Read book talks and guest speakers.
3. The Journalism class produces five print newspaper issues, updates their news webpage weekly, and participates in KQED's annual Youth Takeover Project.

Effectiveness
1. The English department has utilized the collaborative department time to develop common assessments and activities in preparation for district assessments.
1. Each department has had the freedom to utilize collaborative time based on their specific needs. Weekly minutes are taken and shared with the SLT.
2. The library continues to achieve high monthly circulation rates.
3. In 2018, the Journalism class earned the honor ranking of All-American with Four Marks of Distinction by Nationals Scholastic Press Association. Also, students have been selected for the past two years to be featured in KQED's Youth Take Over program.

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1. Read 180 (1.7.1) will not be offered due to insufficient student enrollment

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Performance - Mathematics

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:
1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 2

School Goal 2: Academic Performance - Mathematics
1. Increase the percentage of students who score Standard Met or Standard Exceeded on the Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP) test. (WASC Goal 2)
2. Support teachers as they continue to incorporate the Common Core State Standards (CCSS) into their curriculum and develop benchmark assessments to foster improved student academic skills in mathematics. (WASC Goal 2)
3. Support efforts to promote Girls Achieving in Nontraditional Subjects (GAINS) (WASC Goals 1 and 3)

Identified Need

Basis for Goal
2021-2022 Mathematics CAASPP scores: 21.46% Standard Exceeded, 19.51% Standard Met, 24.39% Standard Nearly Met, 34.53% Standard Not Met
2020-2021 Mathematics CAASPP scores: 29.94% Standard Exceeded, 22.67% Standard Met, 23.26% Standard Nearly Met, and 24.13% Standard Not Met
2018-2019 Mathematics CAASPP scores: 20.92% Standard Exceeded, 19.77% Standard Met, 27.82% Standard Nearly Met, and 31.49% Standard Not Met
2017-2018 Mathematics CAASPP scores: 14.89% Standard Exceeded, 19.11% Standard Met, 31.76% Standard Nearly Met, and 34.24% Standard Not Met
2016-2017 Mathematics CAASPP scores: 15.07% Standard Exceeded, 27.60% Standard Met, 26.27% Standard Nearly Met, and 32.06% Standard Not Met
2015-2016 Mathematics CAASPP scores: 17% Standard Exceeded, 26% Standard Met, 29% Standard Nearly Met, and 28% Standard Not Met
GAINS participation: 25 (21-22), 29 (20-21), 35 (19-20), 50 (18-19), 67 (17-18), 95 (16-17), 65 (15-16)
16)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	21.46% Standard Exceeded, 19.51% Standard Met (21-22))	24% Standard Exceeded, 22% Standard Met (22-23)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy/Activity 1: Curriculum and Materials (Improvement of instruction strategies and materials) (WASC Goals 1 and 2)
1. Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with SCUSD Board Approved Library Plan, June 2009) (WASC Goals 1 and 2)
2. Provide and update supplementary instructional and test preparatory materials to subject areas during instructional materials adoption. (WASC Goals 1 and 2)
3. Utilize and continue to build the staff development library to support staff professional development and training in pedagogy, classroom management, cultural proficiency, and discipline-specific teaching strategies. (WASC Goal 2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Targeted Allocation Library Materials, Hardware, and Software
2500	Targeted Allocation Supplementary Materials

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

All Students

Strategy/Activity

Strategy/Activity 2: Develop Rigorous Curriculum (Alignment of instruction with content standards) (WASC Goals 1 and 2)
1. Create opportunities for collaboration between level teams as they develop common lesson plans and assessments, and collect and analyze test result data. (WASC Goal 2)

2. Continue to develop data driven curriculum, instructional practices, and common assessments that align with CCSS. (WASC Goals 1 and 2)
3. Utilize TOSA secondary curriculum specialists to support teachers and students in the classroom. (WASC Goal 2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

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

All Students

Strategy/Activity

Strategy/Activity 3: Access to Rigor (Increased educational opportunity) (WASC Goals 1 and 3)
1. Support the Girls Achieving in Non-traditional Subjects (GAINS) Program to increase interest of female students in math and science fields. (WASC Goals 1 and 3)
2. Provide two additional sections of Algebra 1 in order to decrease student:teacher ratio and increase targeted instructional support (WASC Goal 3)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Targeted Allocation Support for GAINS Activities
70,000	Targeted Allocation Algebra I Support

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

All Students

Strategy/Activity

Strategy/Activity 4: Staff Development and Professional Collaboration (Staff Development and Professional Collaboration) (WASC Goal 2)
1. Provide departmental professional development through conferences and workshops designed to address CCSS for Mathematics. (WASC Goal 2)

2. Support on-site professional development opportunities with expert consultants. (WASC Goal 2)
3. Foster interdepartmental discussions and collaboration through the Wednesday meeting times. (WASC Goal 2)
4. Research teaching materials, strategies, and professional development opportunities to improve the incorporation of CCSS into the curriculum and deepen interdisciplinary understanding of CCSS for Mathematics. (WASC Goal 2)
5. Support teachers observing other teachers and students to develop and improve instructional strategies. (WASC Goal 2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9172	Targeted Allocation Professional Development on Common Core
0	Targeted Allocation Teacher Observations, Training, and Curriculum Resources

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

All Students

Strategy/Activity

Strategy/Activity 5: Parent Communication and Involvement (Involvement of staff, parents and community) (WASC Goals 1 and 2)
1.Communicate with parents regularly about CCSS mathematics skills development efforts. (WASC Goals 1 and 2)
2. Communicate to staff, parents, and students the importance of student performance on the mathematics portion of standardized exams and college entrance testing, particularly with information on the CAASPP. (WASC Goals 1 and 2)
3. Get feedback from parents through surveys and other means. (WASC Goals 1, 2, and 3)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy/Activity 6: Data and Assessment (Monitoring program implementation and results) (WASC Goal 2)
1. Collect data on mathematics programs and formative assessments to monitor progress. (WASC Goal 2)
2. Ensure all teachers know how to access student data bases such as School City and Aeries to analyze student data. (WASC Goal 2)
3. Use data to build structure for supporting Algebra 1, Geometry, and Algebra 2 Common Core courses. (WASC Goal 2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation
1. The math department is working in collaborative grade-level teams to address targeted goals per WASC recommendations. Collaborative teams share their progress with the School Learning Team (SLT) Liaisons, who then share progress at the SLT meetings.
2. The Mathematics department continues to work with the district on the development of benchmark assessments.
3. The SCHS GAINS program hosts six guest speaker presentations per year in which female speakers from various industries share their experiences in the and challenges in the industry, educational requirements for their field. Students also have the opportunity to attend three district-sponsored events and one invite-only event hosted by Google.

Effectiveness
1. The Mathematics department has utilized the collaborative department time to develop common assessments and activities in preparation for district assessments.
Each department has had the freedom to utilize collaborative time based on their specific needs.
The SLT is preparing to share different collaborative models that the departments will pilot during the 2019-2020 school year.
GAINS membership has ranged between 25-95 students for the past eight years.

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1.Two additional sections of Algebra 1 will be offered instead of two sections of Algebra 1 Support (5.5.2)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Performance - English Language Development

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals
1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 3

Goal 3 Subject: Academic Performance - English Language Learners - Addresses California Dashboard Indicator: The percentage of current English learners making progress towards English language proficiency or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC); community engagement, and involvement; and student support:
1. Continue to help each ELL student advance in their English language course placement at least one course level annually. (WASC Goals 1, 2, and 3)
2. Monitor the appropriate placement of each ELL student through the use of language assessment scores and teacher recommendations. (WASC Goal 1)
3. Provide support to all teachers of EL students in the form of professional development, collaboration time, and materials to help students achieve language development targets. (WASC Goal 2)
4. Provide support to EL families through site, district, and community partnership resources. (WASC Goals 1, 2, and 3)
5. Promote and celebrate Reclassification and Seal of Biliteracy through EL program, Counseling department, and school-wide celebrations. (WASC Goals 1, 2, and 3)

Identified Need

Basis for Goal
1. The EL Support Teacher (ELST) and EL Support and Assessment Technician (ELSAT) provide anecdotal information about the current rate of course placement changes made by each EL.
2. In 2022-2023, EL student comprised 13% (n240) of the total population; IFEP 33.7% (n623)
3. In 2021-2022, EL students comprised 15.6% of the total population (n2940; IFEP 31% (585)
4. In 2020-2021, EL students comprised 15.2% (n308) of the total population; 14.7% (n299) (19-20), 13.1% (n255) (18-19).
5. 2021-2022 Seal of Biliteracy not provided by the state.
6. In 2020-2021, 18.4% of graduates (n89) earned the Seal of Biliteracy.
7. In 2021-2022, 50.7% (n203) of EL students made progress toward English Language Proficiency; 32.5% maintained ELP levels 1, 2L, 2H, 3H; 16.7% decreased at least one ELPI level
8. In 2020-2021, 251 EL students scored 22.18% Level 4, 30.24% Level 3, 20.16% Level 2, and 27.42% Level 1 on the ELPAC. EL students comprised 15.2 % of the total population.
9. In 2018-2019, 238 EL students scored 18.07% Level 4, 35.29% Level 3, 28/15% Level 2, and 18.49% Level 1 on the ELPAC. EL students comprised 13.1 % of the total population.

10. In 2017-2018, 220 EL students scored 22.73% scored Level 4, 41.82% Level 3, 19.09% Level 2, and 16.36% Level 1 on the ELPAC. EL students comprised 11.1% of the total student population.
11. In 2016-2017, 9% of EL students scored Advanced, 27% Early Advanced, 36% Intermediate, 17% Early Intermediate, and 11% Beginning on the CELDT.
12. 2016-2017 CELDT data indicates 55 students were gainers, 125 were stickers, and 16 were sliders.
13. In 2016-2017, 27 EL parents graduated from the PIQE parent education program offered in English and Spanish.
14. In 2018-2019 there were 237 EL students (167 EL and 70 Long Term English Learner (LTEL)) and 667 Reclassified Fluent English Proficient Students (RFEP).
15. In 2017-2018 there were 243 EL students (159 EL, 84 LTEL) and 686 RFEP students.
16. In 2018-2019, 15% of the grades earned by LTELs were Ds and 8% were Fs, 12% of the grades earned by ELs (non LTEL) were Ds and 14% were Fs, 5% of the grades earned by RFEP students are Ds and 5% are Fs, and 6% of grades earned by EOs were Ds and 5% Fs.
17. In 2017-2018, 16% of the grades earned by LTELS were Ds and 11% were Fs, 13% of the grades earned by ELs (non LTEL) were Ds and 11% were Fs, 7% of the grades earned by RFEP students were Ds and 4% Fs, and 7% of the grades earned by EOs were Ds and 5% Fs.
18. In 2016-2017, 16.71% of the grades earned by LTELs were Ds and 14.39% were Fs, 11.35% of the grades earned by 159 ELs (non LTEL) were Ds and 12.92% were Fs, and 8.29% of the grades earned by EOs were Ds and 7.36% were Fs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress	50.7% Making progress towards English Language Proficiency (2022)	53% Making progress toward English Language Proficiency (2023)
Seal of Biliteracy	9.67% of graduates (45 out of 465) (2022)	12% of graduates (2023)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learner Students

Strategy/Activity

Strategy/Activity 1: Curriculum and Materials (Alignment of instruction with content standards) (WASC Goals 1, 2, and 3)
1.Research and implement best practices in SDAIE teaching strategies. (WASC Goals 1, and 2)
2. Build and support the Designated EL classes through various means, including the purchase of supplemental texts and multimedia tools that are lexile and age appropriate. (WASC Goals 1, 2, and 3)
3. Support the use of expert tutors in EL support classes. (WASC Goals 1 and 3)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1116	Targeted Allocation Supplemental materials for ELL classes

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

English Language Learner Students

Strategy/Activity

Strategy/Activity 2: Develop Rigorous Curriculum (Alignment of instruction with content standards) (WASC Goal 2)
1. Utilize the services of an EL consultant to work with teachers to develop rigorous curriculum. (WASC Goal 2)
2. All classes where ELs are enrolled will follow district adopted standards. (WASC Goal 2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

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

English Language Learner Students

Strategy/Activity

Strategy/Activity 3: Access to Rigor (Increased educational opportunity) (WASC Goals 1, 2 and 3)
1. Utilize student placement data to place students in appropriate Designated EL courses.
2. Provide an additional two-period dELD Beginning section in order to decrease student:teacher ratio and increase targeted instructional support (WASC Goal 3)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

70,000	Targeted Allocation dELD Beginning Support

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

English Language Learner Students

Strategy/Activity

Strategy/Activity 4: Staff Development and Professional Collaboration (Staff Development and Professional Collaboration) 1. Support all departments as they continue to support EL students in subject-specific courses. (WASC Goal 2) 2. Provide professional development for teachers of dELD classes. (WASC Goal 2) 3. Provide staff development training on tested research-based SDAIE strategies for mainstream classes with substantial numbers of EL students. (WASC Goal 2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8484	Targeted Allocation EL/SDAIE Professional Development

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

English Language Learner Students

Strategy/Activity

Strategy/Activity 5: Parent Communication and Involvement (Involvement of staff, parents and community) (WASC Goals 1, 2, and 3) 1. Use district office translation services for school communications. (WASC Goals 1, 2, and 3) 2. EL Support Teacher will hold quarterly English Language Advisory Committee (ELAC) parent meetings. (WASC Goals 1, 2, and 3) 3. EL Support Teacher will attend quarterly District English Language Advisory Committee meetings (DELAC). (WASC Goals 1, 2, and 3) 4. EL Support Teacher will provide parents of English Learners with relevant information via the EL and ELAC pages on School Loop. (WASC Goals 1, 2, and 3) 5. Utilize the services of the district and community programs such as the Family Resource Center and Parent Institute for Quality Education (PIQE) to provide additional support to EL families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400	Targeted Allocation Parent Participation in Meetings
14600	Targeted Allocation District and Community Programs

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learner Students

Strategy/Activity

Strategy/Activity 6: Student Support (Auxiliary services for students and parents) (WASC Goals 1 and 2) 1. Execute a culturally-informative field trip for EL students that is aligned with ELA Common Core State Standards (CCSS). (WASC Goals 1 and 2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1980	Targeted Allocation EL Field Trip

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learner Students

Strategy/Activity

Strategy/Activity 7: Academic Support for ELL Students (Extended learning time) (WASC Goals 1, 2, and 3) 1. Provide Designated EL classes for all EL students to support advancement toward reclassification. (WASC Goals 1, 2, and 3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Targeted Allocation

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

English Language Learner Students

Strategy/Activity

Strategy/Activity 8: Data and Assessment (Monitoring program implementation and results)
1. Collect and record assessment data for EL students. (WASC Goal 2)
2. Support the coordination and teaching of site EL intervention programs. (WASC Goal 2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	Targeted Allocation EL Support and Assessment Technician
0	

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation
1. At the beginning of each school year, the EL Support Teacher (ELST) collects student data regarding EL student placement, assessments, grades, and counselor and teacher recommendations to confirm that students are placed appropriately.

2. The ELST and English Language Support Technician (ELST) work with administration and additional stakeholders to plan and host quarterly English Learner Advisory Committee meetings.
3. The ELST holds monthly meetings for teachers and staff to address EL program concerns.
4. The ELST attends District ELAC, Department Chair, School Learning Team, and district meetings to advocate for the EL student population and address questions and concerns regarding the EL program.
5. A consultant was hired to help EL and SDAIE teachers build upon their instructional and classroom management skills.

Effectiveness
1. The process of compiling EL student data and sharing this data with administrators, counselors, and teachers has improved communication between stakeholders. Teacher recommendations for the following year's student placement are collected from EL and SDAIE English, Science, Social Science, and Support Teachers during the second semester and are shared with the counseling department.
2. Through collaboration with faculty members and solicitation of parent feedback, the ELST and ELSAT are able to share pertinent information with the ELAC and address specific concerns regarding student needs.
3. The ELSAT, ELST, and administration have worked collaboratively with district personnel to improve the efficiency of ELPAC administration and to decrease the amount of class time students miss to complete the assessment.
4. Through collaboration with site and district stakeholders, the ELST addresses concerns regarding availability of curriculum, materials, support, and reclassification guidelines.

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1.ELST (3.8.2) will be funded at the district level, rather than the site level.
2. 2021-2022 Seal of Biliteracy not provided by the state, data collected internally

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Performance - College/Career

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals
1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 4

Goal 4 Subject: Academic Performance - College/Career - Addresses California Dashboard Indicator: How well high school students are prepared for success after graduation based on measures like graduation (A-G completion) rate, performance on state tests, and college credit courses.
1. Ensure that 40% of staff members are AVID trained and pursue AVID Demonstration School status. (WASC Goals 2 and 3)
2. Promote a school-wide culture of college and career readiness through student recruitment into advanced level courses and Career Technical Education (CTE) pathways and Advanced Placement (AP) and Advancement Via Individual Determination (AVID) staff development. (WASC Goals 1, 2, and 3)
3. Reduce the AP access gap and provide support to first time AP students from all demographic groups at the junior and senior levels. (WASC Goals 1, 2, and 3)
4. Provide a credit recovery course to support students who are credit deficient.

Identified Need

Basis for Goal
1. Number of faculty members who received AVID training: 4 (19-20), 14 (18-19), 18 (17-18), 48 (16-17), 32 (15-16).
2. College and career data was not reported by the state in 2022.
3. Percentage of graduates who were A-G UC/CSU eligible: 55.5% (2021) 51% (2019), 54.3% (2018), 41.8% (2017), 42% (2016), 34.9% (2015), 35.5% (2014), 39.6% (2013).
4. Percentage of students who completed at least one CTE pathway: 21.2% of 103 total cohort (2021)
5. In 2019, 51% (-3.2) of high school graduates were placed in the "Prepared" level on the College/Career indicator according to the California School Dashboard.
6. In 2015-2016, 434 students enrolled in one or more AP level course 11th/12th-grade underrepresented students were 87% as likely as benchmark students to be enrolled in at least one AP course. In 2014-2015, 290 students enrolled in one or more AP level course; 11th/12th-grade underrepresented students were 53% as likely as benchmark students to be enrolled in at least one AP course.
7. In 2018, 281 students (68.5% of students who took an AP Exam) scored 3+ or higher compared to 283 (67.2%) in 2017, 221 (61.9%) in 2016, 180 (58.8%) in 2015, and 199 (68.4%) in 2014. In 2018, 410 students took 822 AP tests compared to 421 students who took 758 tests in 2017, 357

students who took 612 tests in 2016, 306 students who took 514 tests in 2015, and 291 who took 499 tests in 2014.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G/UC Eligibility	Baseline 55.5% (2021) - noting that state data was not provided for 2022	Expected 58% (2023)
CTE Pathway Completion	Baseline 21.2% (2021) - noting that state data was not provided for 2022	Expected 24% (2023)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy/Activity 1: Academic Support (Extended learning time) (WASC Goals 1, 2, and 3)
1. Utilize the Bruins IS program to support students in need of credit recovery. (WASC Goals 1, 2, and 3)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
70,000	Targeted Allocation Bruins IS Teachers

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

All Students

Strategy/Activity

Strategy/Activity 2: Access to Rigor (Increased educational opportunity) (WASC Goals 1, 2 and 3)
1. Continue to increase student enrollment in higher-level college preparatory courses (Advanced Placement (AP) and Honors), which will be achieved in part through the encouragement provided

by Advancement Via Individual Determination (AVID) teachers to their students, as well as through a combined effort by administrators and teachers to identify and encourage students who belong to underrepresented minorities to take a higher level course. (WASC Goal 1 and 3)
2. Continue development, support, and growth of the AVID program to support students who are first-generation college-bound students and/or who are socioeconomically disadvantaged excel in AP and Honors courses. (WASC Goal 1, 2, and 3)
3. Continue support of AVID's tutoring program. (WASC Goal 1 and 3)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

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

All Students

Strategy/Activity

Strategy/Activity 3: Staff Development and Professional Collaboration (Staff Development and Professional Collaboration) (WASC Goal 2)
1. Collect data about potential candidates for AP classes and use this data to recruit students into AP level courses, with emphasis on closing the AP access gap for underrepresented groups. (WASC Goals 1, 2, and 3)
2. Provide AP summer training for all new AP teachers as well as selected current AP teachers and current/future honors-level teachers. (WASC Goal 2)
3. Review and redefine AP course prerequisites to ensure equitable student access to take AP courses. (WASC Goal 2)
4. Provide training in AVID techniques to teachers of mainstream and AP classes. (WASC Goals 1, 2, and 3)
5. Provide leadership training to school planning team leaders and other staff members with leadership roles. (WASC Goal 2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Targeted Allocation AP Teacher Training
15000	Targeted Allocation AVID Staff Training

3000	Targeted Allocation
	Staff Leadership Training

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

| All Students |

Strategy/Activity

| Strategy/Activity 4: Parent Communication and Involvement (Involvement of staff, parents and community) (WASC Goals 1, 2, and 3)
1. Utilize AP Parent Night to communicate the selection, standards, and rigor of AP courses. (WASC Goal 2) |

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

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

| All Students |

Strategy/Activity

| Strategy/Activity 5: Student Support (Auxiliary services for students and parents) (WASC Goals 1, 2, and 3)
1. Provide any interested students with AVID-style strategy materials, such as Cornell notes and AVID-style calendars. (WASC Goal 3)
2. Provide appropriate binder for AVID-style organization for all freshmen, all foster youth, and other students as needed. (WASC Goal 3)
3. Support AVID's efforts to promote a school wide recycling program. (WASC Goal 3)
4. Continue to increase visibility of the AVID program through student activities and the maintenance of the AVID Center. (WASC Goal 3)
5. Send underrepresented student demographic groups to college/career awareness events. (WASC Goals 1 and 3) |

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

| 1000 | Targeted Allocation |

	Binders for Freshman, Foster Youth, and Others
2000	Targeted Allocation
	College/Career Awareness Event Promotion

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation
1. AVID courses are offered at all grade levels. AVID and non-AVID teachers attend an annual summer institute to develop classroom strategies that address academic performance and school connectedness.
2. Ten of the fifteen mathematics teachers attended AVID Summer Institute as of 2018-2019.
3. Recruitment efforts are made to increase the number of students who take an AP class. Teachers complete a survey each year in which they identify potential students who are not currently enrolled in AP classes. 4. Identified students are invited to AP informational sessions and to one-on-one meetings with their counselors. The structure of AP parent night has also been adjusted to allow AP teachers more time to field parent/student questions.

Effectiveness:
1. The school has demonstrated an increase in the percentage of students who enroll in an AP course without a loss in AP test performance.

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1. College and career data was not reported by the state in 2022.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Engagement

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:
1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 5

Goal 5 Subject: Academic Engagement - Addresses California Dashboard Indicator: Percentage of students who received a high school diploma within four or five years of entering ninth grade or complete their graduation requirements at an alternative school.
1. Utilize an after-school tutoring program for struggling students who are earning Ds or Fs in their core classes. (WASC Goals 1, 2, and 3)
2. Utilize a support class for Algebra 1 students who do not achieve proficient scores on the benchmark tests so that they may relearn the material from the chapter and "test out" after taking the test a second time. (WASC Goal 1)

Identified Need

Basis for Goal
1. 2021 graduation rate: 95.5%(+3.4), EL 82.7% (+4.9), Socioeconomically Disadvantaged 93.5% (+2.6), Students with Disabilities 84.7% (-3.6), African American 100% (+11.1), Asian 96.1% (+6.3), Filipino 96.8% (+3.2), Hispanic 92.2% (+2.6), and White 97.4% (+1.4)
2. 2019 graduation rate 92.1%, EL 77.8% (-9.5), Socioeconomically Disadvantaged 90.9% (+1.8), Students with Disabilities 88.3% (+2.5), African American 88.9% (-11.1), Asian 89.8% (-.01), Filipino 93.6% (-.09), Hispanic 89.6% (-1), and White 96% (+3.6)
3. 2018 graduation rate: 91.8%, EL 86.2% (+8.7), Socioeconomically Disadvantaged 88.8% (+1.6), Students with Disabilities 80% (-1.3), African American 100% (+7.7), Asian 89.3% (+1.1), Filipino 94.4% (+3.), Hispanic 90.3% (+0.9), and White 92.4% (-1.3).
4. Graduation rates: 91.1% (2017), 92.6% (2016), 90.2% (2015), 89.1% (2014).
5. First semester D and F rates in English courses: 12%, (21-22), 18% (20-21), 13% (19-20) 13% (18-19), 9.7% (17-18), 13% (16-17), 15% (15-16)
6. Second semester D and F rates in English courses: 16% (20-21), 3% (19-20), 15% (18-19) 8.2% (17-18), 16% (16-17), 15% (15-16)
7. First semester D and F rates in Science courses: 14% (21-22), 21% (20-21), 13% (19-20), 15% (18-19), 14% (17-18), 16% (16-17), 19% (15-16).
8. Second semester D and F rates in Science courses: 18% (20-21), 4% (19-20), 17% (19-20), 19% (17-18), 18% (16-17), 21% (15-16).
9. First semester D and F rates in Social Science courses: 9% (21-22), 15% (20-21), 14% (19-20), 11% (18-19), 11% (17-18), 11% (16-17), 11% (15-16).
10. Second semester D and F rates in Social Science courses: 11% (20-21), 3% (19-20), 10% (18-19), 13% (17-18), 15% (16-17), 15% (15-16).

11. First semester D and F rates in Algebra 1: 17% (21-22), 32% (20-21), 25% (19-20), 24% with 19.03% 9th and 50% 10th-12th graders (18-19), 26% with 25.86% 9th and 44.64% 10th-12th (17-18), 37% with 32.48% 9th and 59.15% 10th-12th (16-17), 39% with 35.14% 9th and 52.75% 10th-12th (15-16).
12. Second semester D and F rates in Algebra 1: 29% (20-21), 15% (19-20), 30% (18-19), 37% (17-18), 46% (16-17), 54% (15-16).
13. First semester D and F rates in Geometry: 11% (21-22), 26% (20-21), 22% (19-20) 20% (18-19), 14% (17-18), 24% (16-17), 32% (15-16).
14. Second semester D and F rates in Geometry: 16% (20-21), 5% (19-20), 23% (18-19), 25% (17-18), 30% (16-17), 36% (15-16).
15. First semester D and F rates in Algebra 2 17% (21-22), 24% (20-21), 16% (19-20), 28% (18-19), 28% (17-18), 27% (16-17), 29% (15-16).
16. Second semester D and F in Algebra 2 15% (20-21), 9% (19-20), 21% (18-19), 37% (17-18), 38% (16-17), 46% (15-16).

Attached Data
1. SCHS Ds & Fs Report (2015-2023)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D and F Rates in English, Science, and Social Science	1. First Semester English 11% Ds and Fs (22-23) 2. First Semester Science 12% Ds and Fs (22-23) 3. First Semester Social Science 13% Ds and Fs (22-23)	1. First Semester English 9% Ds and Fs (23-24) 2. First Semester Science 10% Ds and Fs (23-24) 3. First Semester Social Science 11% Ds and Fs (23-24)
D and F Rates in Algebra 1, Geometry, and Algebra 2	1. First Semester Algebra 1 15% Ds and Fs (22-23) 2. First Semester Geometry 9% Ds and Fs (22-23) 3. First Semester Algebra 2 13% Ds and Fs (22-23)	1. First Semester Algebra 1 13% Ds and Fs (23-24) 2. First Semester Geometry 7% Ds and Fs (23-24) 3. First Semester Algebra 2 11% Ds and Fs (23-24)
Graduation Rate	92.9% (2022)	96% (2023)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy/Activity 1: Develop Rigorous Curriculum (Alignment of instruction with content standards) (WASC Goals 1 and 2)
1. Encourage real-world curricular connections by supporting academic field trips. (WASC Goals 1 and 2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
27500	Targeted Allocation
	Field Trip Support

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

All Students

Strategy/Activity

Strategy/Activity 2: Stakeholder Involvement (Involvement of staff, parents and community) (WASC Goals 1, 2, and 3)
1. Increase attendance of teachers at 504 meetings. (WASC Goal 3)
2. Increase attendance of teachers at SST meetings. (WASC Goal 3)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Targeted Allocation
	SST Support

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

All Students

Strategy/Activity

Strategy/Activity 3: Parent Communication and Involvement (Involvement of staff, parents and community) (WASC Goals 1, 2, and 3)
1. Communicate with parents regarding opportunities for academic support. (WASC Goals 1 and 2)

2. Require all staff members to update their Google Classroom and Aeries Gradebook communication platforms sites at least once a week. (WASC Goal 1)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

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

All Students

Strategy/Activity

Strategy/Activity 4: Student Support (Auxiliary services for students and parents) (WASC Goals 1 and 2)
1. Support tutorial sessions for students who are earning Ds or Fs in their core classes through Student Support time embedded in the school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

| 0 | Targeted Allocation |

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

All Students

Strategy/Activity

Strategy/Activity 5: Data and Assessment (Monitoring program implementation and results) (WASC Goal 2)
1. Gather and analyze available assessment data over the past five years to track Algebra achievement. (WASC Goal 2)
2. Gather and analyze after-school tutorial attendance data and D and F semester data to track efficacy of the tutorial program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation
1. In 2017-2018, Algebra 1 classes were divided into two groups: 9th graders and 10th-12th graders to provide more specific support for younger students who were taking Algebra 1 for the first time and students who were repeating the course.
2. A Project-Based Learning Math course was added in the 2018-2019 school year to support struggling students who need to satisfy their mathematics graduation requirement.

Effectiveness:
1. 9th grade students who took Algebra 1 for the first time demonstrated a 6.62% increase in pass rates in 2017-2018 and an additional 6.83% increase in 2018-2019.
2. 10th-12th grade students who repeated Algebra 1 demonstrated a 14.51% increase in pass rates in 2017-2018 followed by a 5.36% decrease in 2018-2019.

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1. Algebra 1 Course Support moved to Goal 2

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Conditions and Climate

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:
1. Maintain a high level of turnout among freshmen students and junior/senior Link Crew leaders to the Freshman and Sophomore Orientation over the summer so as to see low levels of students transferring to New Valley within their four years at SCHS. (WASC Goal 3)
2. Implement alternative discipline strategies to decrease student suspension rates. (WASC Goals 1 and 3)
3. Promote a school-wide culture of emotional and physical wellness (WASC Goals 1,2 and 3)

Goal 6

Goal 6 Subject: Conditions and Climate - Addresses California Dashboard Indicator: The percentage of students who have been suspended at least once in a given school year; student engagement and connectedness; and student wellness.

1.Maintain a high level of turnout among freshmen students and junior/senior Link Crew leaders to the Freshman and Sophomore Orientation over the summer so as to see low levels of students transferring to New Valley within their four years at SCHS. (WASC Goal 3)
2. Implement alternative discipline strategies to decrease student suspension rates. (WASC Goals 1 and 3)
3. Promote a school-wide culture of emotional and physical wellness (WASC Goals 1,2 and 3)

Identified Need

Basis for Goal
1. The 2016-2017 School Climate Report Card indicates a School Climate Index (SCI) score of 365 (15 point increase) with a 91% (4% increase) ranking compared to the state and a 99% (4% increase) ranking compared to similar schools; the response rate was 84%. In 2015-2016 the SCI score was 357 with an 89% state ranking and a 99% similar school ranking; the response rate was 80%.
2. Approximately 521 freshmen and 489 sophomores were enrolled for the 2020-2021 school year.
3.In 2022-2023, 75 Link Crew leaders and 458 students participated in Freshman Orientation. In 2021-2022, 63 Link Crew leaders participated in Freshman/Sophomore Orientation. In 2019-2020, 492 of 550 freshmen and 114 Link Crew leaders participated in Freshman Orientation. In 2018-2019, 483 freshmen and 103 Link Crew leaders participated in Freshman Orientation; 12 students were enrolled in the Link Crew class. In 2017-2018, 580 freshmen and 116 Link Crew leaders participated in Freshman Orientation; 16 students were enrolled in the Link Crew class. In 2016-2017, 504 freshmen and 134 Link Crew leaders attended Freshman Orientation. In 2015-2016, 449 of the 530 (84.7%) freshmen and 100 Link Crew Leaders attended Freshman Orientation.
4. In Fall 2019, 4% (-2.5) of students were suspended at least once compared to 6.5% in 2018, 9.8% in 2017, and 7.2% in 2016.
5. In Fall 2019, percentages of student groups who were suspended at least once are as follows: EL 6.3% (-6.7), Homeless 6.8% (-6.6), Socioeconomically Disadvantaged 5.5% (-3.7), Students with

Disabilities 7.2% (-5) , African American 12.3% (+1.4), Asian 7% (-2.1), Filipino 2.7% (-0.7), Hispanic 5.8% (-4.5), Two or More Races 4.2% (-4.6), White 3.5% (-0.5).
6. In Fall 2018, percentages of student groups who were suspended at least once are as follows: EL 12.9% (-6.8%), Homeless 13.5% (-25%), Socioeconomically Disadvantaged 9.3% (-6.6%), Students with Disabilities 12.2% (-7.7%), African American 11% (-11.7%), Asian 2.8% (-0.2%), Filipino 3.31% (0.2%), Hispanic 10.3% (-5%), Two or More Races 8.8% (-1.6%), White 3.9% (-3%).
7. In 2017-2018, 15.4% of 9th graders and 16.8% of 11th graders reported that they considered suicide during the past twelve months compared to 16.6% of 9th graders and 16.7% of 11th graders in 2016-2017, 15.8% of 9th graders and 18.5% of 11th graders in 2015-2016.
8.In 2021-2022, the Wellness Center received 65 referrals, 70 students and families received direct school based counseling services, and 600 total services were provided as of November 1, 2022.
9. In 2020-2021, the Wellness Center received 210 referrals and 215 students and families received direct school based counseling services as of March 24, 2022
10. In 2019-2020, the Wellness Center received 272 referrals and 78 families received direct school based counseling services as of March 3.

Attached Data
1. SCHS Wellness Center Data (2022-2023)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates	3.5% suspended at least once (Fall 2022)	2.5% suspended at least once (Fall 2023)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy/Activity 1: Connectedness to School (Auxiliary services for students and parents) (WASC Goals 1 and 3)
1. Utilize school wide events and celebrations to promote student engagement. (WASC Goals 1 and 3)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy/Activity 2: Stakeholder Involvement (Involvement of staff, parents and community) (WASC Goals 1, 2, and 3)
1. Ensure diversity in types of student activities and rally themes to increase student involvement in school.
2. Support the Visual and Performing Arts Department's Day of the Arts showcase. (WASC Goal 3)
3. Utilize the services of a site council coordinator to work with stakeholders to develop a School Plan for Student Achievement that supports the needs of students, as well as school and district goals. (WASC Goals 1, 2, and 3)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Targeted Allocation Day of the Arts

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

All Students

Strategy/Activity

Strategy/Activity 3: Improve Communication (Staff Development and Professional Collaboration) (WASC Goals 1, 2, and 3)
1. Provide translations of school communications. (WASC Goals 1 and 2)
2. Collect data on school climate from staff, students, and parents via surveys. (WASC Goals 3)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5384	Targeted Allocation SSC and SPSA Preparation

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

All Students

Strategy/Activity

Strategy/Activity 4:Student Support (Auxiliary services for students and parents) (WASC Goals 1, 2, and 3)
1.Provide an orientation for freshmen and sophomore students that connects them with a junior / senior student leader on campus. (WASC Goal 3)
2.Utilize the services of Link Crew coordinators and teachers to organize Link Crew events and provide training to Link Crew leaders. (WASC Goal 3)
3. Provide wellness and/or training events for students to address topics such as anti-bullying, anti-racism, consent, mental health, and anti-vaping. (WASC Goals 1 and 3)
4. Improve communication between students, parents, and staff via School Loop and other online tools. (WASC Goals 1, 2, and 3)
5. Support Link Crew's efforts to continue school-wide student support and anti-bullying efforts initiated during Freshman Orientation. (WASC Goals 1 and 2)
6. Utilized the services of the Wellness Center to provide emotional support to students.
7. Utilize the services of a Multi-Tiered Systems of Support (MTSS) site coordinator to work with stakeholders to develop Tier 1 interventions that supports the needs of students, and school and district goals. (WASC Goals 1, 2, and 3)
8. Utilize the services of a WASC site coordinator to support the WASC Focus on Learning: accountability, continuous improvement, and coherence, through the use of a set of comprehensive, data informed, self-reflective and evaluative tools and analysis.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Targeted Allocation Link Crew Support
3500	Targeted Allocation Link Crew Coordination
5384	Targeted Allocation MTSS Coordination
35000	Targeted Allocation WASC Coordination

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation
1. In 2018-2019, Link Crew hosted monthly (7) Link Up events to increase student connectedness with attendance ranging between 30-50 students per event. Their culminating event is a celebration aimed at freshmen, but will be open to the whole school and features a DJ, flag football, snacks from the snack shack, and access to the swimming pool. They also held four Break Outs, which are mini-lessons delivered by Link Crew class students to fourth period freshmen classes, reaching approximately 260 freshmen.
2. Administration has worked to decrease student suspension rates by implementing alternative consequences (e.g. drug counseling in lieu of suspension) and early intervention regarding student attendance and classroom behavior that includes increased parent/teacher communication.
3. The Wellness Center continues to support students who are in distress or who are struggling with various forms of trauma.

Effectiveness
1. In addition to a high annual turn out for Freshmen Orientation, Link Crew has received a higher number of applications for the upcoming year than in years past.
2. Suspension rates have dropped significantly within our high-risk populations (e.g. African American, EL, Hispanic, and Low Socioeconomically disadvantaged sub groups).
3. Between August 2019-March 2019, the Wellness Center received 272 referrals (114 student self-referrals and 128 staff referrals).
4. Between August 2018-April 2019, the Wellness Center received 1,779 drop-in visits, provided 351 Wellness Coordinator services, and received 143 staff referrals for students.

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1. WASC Coordinator will be provided a release period during the WASC review year. This release period is planned for only one year while we conduct our WASC Self Study and Site visitation. The WASC Coordinator position will continue in future years in order to support data tracking and progress toward WASC goals, but it will be a position supported by a stipend instead of a release period.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$448,203.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
Targeted Allocation	$448,203.00

Subtotal of state or local funds included for this school: $448,203.00

Total of federal, state, and/or local funds for this school: $448,203.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	384720	-63,483.00
Targeted Carryover	40,754	40,754.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Targeted Allocation	448,203.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Targeted Allocation	448,203.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	72,683.00
Goal 2	83,672.00
Goal 3	116,580.00
Goal 4	94,000.00
Goal 5	27,500.00
Goal 6	53,768.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Gregory Shelby	Principal
Lauren Hasty	Classroom Teacher
Jennifer Herrera	Classroom Teacher
Aimee Hurtado	Classroom Teacher
Anthony Butler	Other School Staff
Gwen Schneider	Classroom Teacher
Aditi Raja	Parent or Community Member
Nicole Faria	Parent or Community Member
Sheri Rosenberg	Parent or Community Member
Leydiana Ledesma	Secondary Student
Amelia Howell	Secondary Student
Prateek Kundu	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
[signature]	English Learner Advisory Committee
[signature]	Departmental Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/3/2023.

Attested:

[signature]	Principal, Gregory Shelby on 5/16/2023
[signature]	SSC Chairperson, Sheri Rosenberg on 5/22/2023

SCHS Ds & Fs Report (2015-2023)

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
English - 1st Sem	15%	13%	9.7%	13%	13%	18% 371 / 2007	12% 229/1843	11% 209/1819
English - 2nd Sem	15%	16%	8.2%	15%	3% 67 / 1997	16% 306/1936	13% 238 / 1860	
Science - 1st Sem	19%	16%	14%	15%	13%	21% 335 / 1580	14% 195/1397	12% 178 / 1483
Science - 2nd Sem	21%	18%	19%	17%	4% 66 / 1708	18% 266/1486	12% 190 / 1511	
Social Science - 1st Sem	15%	11%	11%	11%	14%	15% 213 /1434	9% 128/1433	13% 179 / 1336
Social Science - 2nd Sem	15%	15%	13%	10%	3% 39 / 1466	11% 165/1548	8% 135 / 1750	
Algebra 1 - 1st Sem	39%	37%	26%	24%	25%	32% 113 / 353	17% 62/362	15% 52 / 345
Algebra 1 - 2nd Sem	54%	46%	37%	30%	15% 61 / 408	29% 100/344	23% 93 / 397	
Geometry - 1st Sem	32%	24%	14%	20%	22%	26% 80 / 309	11% 41/355	9% 36 / 398
Geometry - 2nd Sem	36%	30%	25%	23%	5% 14 / 289	16% 71/447	16% 56 / 344	
Algebra 2 - 1st Sem	29%	27%	28%	28%	16%	24% 47 / 196	17% 30/341	13% 42 / 328
Algebra 2 - 2nd Sem	46%	38%	37%	21%	9% 17 / 195	15% 53/359	12% 48 / 393	

For 2019-2020 2nd Semester Grade, the percentage represents the % of students with NC or No Credit.

SCHS Library & Textbook Circulation Records

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	Total	AVG per month			
2006-2007 library books only	94	634	619	761	505	736	536	809	677	788	319	6,478	589			
w/textbooks	5015	2938	1197	1579	1260	2428	1338	1747	1557	1608	1719	22,386	2,035			
2007-2008 library books only	11	1,343	1,106	1,612	608	1,165	942	1,046	1,112	906	62	9,913	901			
w/textbooks	4,969	3,952	1,795	2,557	1,064	2,909	1,626	1,600	1,814	1,622	422	24,330	2,212			
2008-2009 library books only	74	1,381	1,356	681	772	1,147	823	**1,045**	914	802	0	8,995	818			
w/textbooks	4,911	3,504	2,278	1,155	1,338	2,769	1,427	**1,935**	1,448	1,598	0	22,363	2,033			
2009-2010 library books only	254	1,711	1,235	1,177	577	1,083	747	**1,913**	1,003	1,062	209	10,971	997			
w/textbooks	6,658	3,718	2,116	2,049	904	2,979	1,400	**2,960**	1,809	1,978	1,127	27,698	2,518			
2010-2011 library books only	1,168	1,448	1,305	1,224	735	1,201	941	**1,178**	803	771	0	10,774	979	36	32.7	
w/textbooks	8,592	2,971	2,678	2,541	1,047	4,791	1,471	**3,530**	1,945	2,178	0	31,744	2,886			
2011-2012 Library books only	875	1,299	1,304	1,194	634	1,533	1,018	1,136	1,017	**1,194**	10	11,214	1,019	48	24.9	*Elaine's hours cut/closed at lunch
w/textbooks	8,720	2,952	2,621	2,140	848	4,311	1,632	2,531	2,616	**2,066**	468	30,905	2,810			
2012-2013 Library books only	902	1,042	1,447	1,334	879	**1,831**	1,058	1,442	1,104	981	133	12,153	1,105	42	43.6	*Elaine's hours cut/closed at lunch
w/textbooks	8,479	2,003	2,731	2,439	1,168	**4,352**	2,087	2,312	2,542	4,355	1,059	33,527	3,048			
2013-2014 Library books only	808	1,275	1,359	938	617	**1,944**	945	1,280	873	635	126	10,800	982	41	47.4	
w/textbooks	7,123	2,589	2,978	1,802	1,080	**4,376**	1,604	2,332	1,733	1,064	1,014	27,695	2,518			
2014-2015 Library books only	907	1,351	1,369	825	719	**1,847**	1,061	1,036	962	849	120	11,046	1,004	39	47.4	
w/textbooks	7,459	2,442	2,897	1,697	1,112	**4,099**	1,774	2,001	2,174	1,940	843	28,438	2,585			
2015-2016 Library books only	585	1,549	1,124	1,298	632	**1,984**	1,241	1,119	848	862	300	11,542	1,049	39	50.9	
w/textbooks	6,715	2,853	2,138	1,978	842	**3,613**	1,963	2,348	1,934	1,210	2,122	27,716	2,520			
2016-2017 Library books only	759	2,224	1,586	1,267	751	**1,984**	993	1,529	740	635	341	12,809	1,164	50	39.7	
w/textbooks	6,602	3,183	2,241	2,160	983	**3,580**	1,626	3,162	2,334	1,276	2,168	29,315	2,665			
2017-2018 Library books only	1,116	1,489	1,211	992	472	**1,707**	1,000	904	725	925	362	10,903	991	43	39.7	*May's #'s are 425 for txt4 + fic/nf
w/textbooks	6,641	2,717	2,090	1,908	679	**3,252**	1,944	1,877	1,412	1,206	1,932	25,658	2,333			
2018-2019 Library books only	1,087	1,388	1,374	833	507	**1,664**	866	913	713	592	194	10,131	921			
w/textbooks	6,571	2,374	2,070	1,797	829	**3,376**	1,807	1,950	1,713	1,421	1,451	25,359	2,305			
2019-2020 Library books only	1,112	983	1,289	1,052	665	**1,704**	713	183	373	308	659	9,041	822			*319 in digital/e books Jan 2020
w/textbooks	6,160	2,141	2,063	2,219	984	**2,902**	1,367	0	166	18	388	18,408	1,673			Shelter in Place begins 3/2020--e-books only Mar-June202
2020-2021 Library books only	267	356	282	456	209	**751**	323	471	427	262	539	4,343	395			
w/textbooks	8,163	1,250	90	269	384	**913**	333	546	606	291	1,108	13,953	1,268			
2021-2022 Library books only	944	1,562	1,191	817	504	**1,524**	743	1,009	1,013	455	119	9,881	898	47	26.7	
w/textbooks	6,300	2,640	2,025	1,260	793	**2,582**	1,280	1,615	2,947	759	1,009	23,210	2,110			
2022-2023 Library books only	627	1,434	841	196	482	**1,608**	363	893				6,444	806			
w/textbooks	4,410	5,044	4,511	578	1,212	**2,661**	1,338	2,394				22,148	2,769			

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN					