



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ann Sobrato High School	43 69583 0102368	05/13/2024	06/18/2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Ann Sobrato High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement.....	3
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	12
California School Dashboard	16
Overall Performance	18
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	42
Goal 3.....	47
Budget Summary	56
Budget Summary	56
Other Federal, State, and Local Funds	56
Budgeted Funds and Expenditures in this Plan.....	57
Funds Budgeted to the School by Funding Source.....	57
Expenditures by Funding Source	57
Expenditures by Budget Reference	57
Expenditures by Budget Reference and Funding Source	57
Expenditures by Goal.....	57
School Site Council Membership	58
Recommendations and Assurances	59
Instructions.....	60
Appendix A: Plan Requirements	67
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	70
Appendix C: Select State and Federal Programs	73

Plan Description

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

This plan is being used by Ann Sobrato High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.

Aligned with the LCAP for Morgan Hill Unified School District (MHUSD), the School Plan for Student Achievement (SPSA) is an annual plan that aligns with the district's LCAP. The vision is to maintain the school's overall high level of academic performance while providing increased opportunities and support for underrepresented groups. The SPSA includes continuous cycles of action, reflection, and improvement. Stakeholders include students; Sobrato staff, including teachers, classified, and administrative personnel; families and community members. In order to develop the school's SPSA, input is solicited from all educational partners through surveys and meetings. In addition, data regarding student achievement is analyzed to help determine site needs. The school also reflects on the current SPSA actions/services and measurable outcomes to identify a plan moving forward into the 2024-2025 school year.

The following areas were identified in the school's last WASC self-study, which drives the vision and goals through 2025-2026, as critical areas of focus:

1. Student Achievement: Improve A-G eligibility
2. Communication: Improve communication with all educational partners
3. Support Student Social-emotional Well-being: Provide supports and strategies for students to maintain positive mental health
4. Professional Development: Develop a strategic plan that utilizes data to further professional growth that supports student achievement and school climate

The school's plan is organized into four goals:

- Improving college, career, and civic readiness
- Increasing family and community engagement
- Enhancing student engagement, social-emotional learning, and school climate
- Increasing opportunities and outcomes for diverse student learners in the least restrictive environment

These goals are aligned with the three main goals in the MHUSD LCAP, and they meet the requirements of ESSA. One of the main focuses will be on A-G eligibility to ensure that students are career and college-ready. There will also be a focus on parent or guardian engagement, especially for families who speak a language other than English. To support this, the school added family engagement events with a focus on including families who speak a language other than English. The school is also focusing on student data regarding school attendance and chronic absenteeism. Throughout the SPSA, the focus is on several student groups who are underserved based on the data analyzed. These groups include students with disabilities, students identified as socio-economically disadvantaged, students identified as Hispanic or Latino, and students identified as English Learners.

The school's budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to the LCAP and SPSA.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The primary creation of the SPSA was accomplished via consultation with and preliminary approval by the School Site Council (SSC). Students, staff, and parents on School Site Council were provided with updates regarding the school's SPSA goals and relevant data on October 9, 2023 and March 11, 2024. The leadership team and staff also reviewed data in alignment with the SPSA goals on October 12, 2023, November 1, 2023, February 26, 2024 and April 25, 2024.

Students, staff, and parents from the English Learner Advisory Committee (ELAC) and SSC were present and gave feedback for the SPSA during the April 8, 2024 meeting (SSC) and May 1, 2024 (ELAC) feedback meetings. SSC and ELAC will provide final approval of this plan in on May 13, 2024 (SSC) and May 29, 2024. Other educational partners with input include the student leadership, all of whom provided examples of what they would like to see added based on the SPSA goals and relevant data on May 3, 2024 and May 10, 2024. In addition, areas for growth were identified in the school's WASC self-study in 2019-2020 and mid-cycle review in March 2023 that will guide the school's work through the 2025-2026 school year.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Students with disabilities at Sobrato High School had a performance level of “orange” for graduation rates.

Possible root causes include (1) chronic absenteeism, (2) severe credit deficiency in freshman year, and (3) the school's ability to engage with and support families of students.

The school can address these needs by (1) improving communication about the importance of attendance and creating meaningful interventions for students who are chronically absent, (2) systematically monitoring credit completion and intervening early in a student's educational pathway, and (3) meeting early (freshman and sophomore years) with families once a semester to establish a plan, connect students/families with resources, and monitor progress.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

At Sobrato High School, students with disabilities had a performance level of “low” in the college and career readiness indicator, whereas the overall performance level was “high,” two levels above.

Possible root causes include (1) students with disabilities do not take A-G classes at the same overall rate, (2) students with disabilities do not earn Cs or better at the same overall rate, (3) students with disabilities do not pass the SBAC ELA or math at the same overall rate, (4) student CTE pathway completion is not systematically monitored, (5) dual enrollment courses have not been offered consistently yet, and (6) school staff are not using the college and career indicator criteria as a guide when counseling students.

The school can address these needs by (1) increasing the number of students with disabilities who take inclusion courses, (2) including counselors and case managers in monitoring the Cs or better rates, (3) adopting new tools and strategies to prepare for statewide testing, (4) including counselors and case managers in monitoring CTE pathway completion, (5) offering dual enrollment courses in the appropriate subject area for the student in counseling meetings and IEP meetings, and (6) training and providing helpful tools for staff – especially counselors, assistant principals, and case managers – on the college and career indicator criteria.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Sobrato High School is partnered with Equal Opportunity Schools, an organization that helps schools increase enrollment in AP courses, with a focus on students of color and students identified as socioeconomically disadvantaged. Based on the school's annual Fall EOS Survey, EOS filtered data to measure the feedback of students of color and students identified as socioeconomically disadvantaged who are enrolled in AP courses this year. Students answered questions about their AP courses. When given the statement “my teacher communicates high expectations for all students in the class,” 84% of students answered positively. When given the statement “I have participated in activities or assignments that highlighted the value of a growth mindset for learning,” 75% of students answered positively. When given the statement “I have the opportunity to redo assignments or re-take quizzes or tests if I need to,” 73% answered positively. When given the statement “I have opportunities in class to make mistakes and to learn from those mistakes

without negatively impacting my grade,” 72% answered positively. Results from this survey indicate that there is room to grow in the areas of re-takes as well as opportunities for students to learn without negative impact to grades.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ann Sobrato High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.84%	0.79%	0.66%	13	12	10
African American	1.75%	1.31%	1.46%	27	20	22
Asian	15.22%	15.58%	14.77%	235	237	223
Filipino	4.40%	4.34%	3.97%	68	66	60
Hispanic/Latino	41.39%	41.68%	45.43%	639	634	686
Pacific Islander	0.26%	0.26%	0.40%	4	4	6
White	29.92%	28.53%	25.70%	462	434	388
Multiple/No Response	4.15%	4.47%	4.50%	64	68	68
Total Enrollment				1,544	1521	1510

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	398	374	368
Grade 10	383	398	377
Grade 11	407	358	396
Grade 12	356	391	369
Total Enrollment	1,544	1,521	1,510

Conclusions based on this data:

1. Enrollment has shown an overall increase due to choice placement in the district and growth of the community.
2. Overall, enrollment by ethnicity has remained stable over the past three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	106	128	149	6.3%	6.9%	9.9%
Fluent English Proficient (FEP)	394	372	357	28.5%	25.5%	23.6%
Reclassified Fluent English Proficient (RFEP)				1.1%		

Conclusions based on this data:

1. The number of students identified as English Learners has been steadily increasing, reflecting general community-level trends.
2. In addition, there has been an increase in students who are new to US schools. In April 2024, there are 29 students who have been in US schools for two or fewer years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 11	351	407	364	22	387	350	22	387	349	6.3	95.1	96.2
All Grades	351	407	364	22	387	350	22	387	349	6.3	95.1	96.2

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2694.	2631.	2642.	59.09	33.59	39.83	31.82	35.92	32.95	4.55	17.83	14.33	4.55	12.66	12.89
All Grades	N/A	N/A	N/A	59.09	33.59	39.83	31.82	35.92	32.95	4.55	17.83	14.33	4.55	12.66	12.89

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	32.82	36.78	*	55.04	54.02	*	12.14	9.20	
All Grades	*	32.82	36.78	*	55.04	54.02	*	12.14	9.20	

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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	*	41.34	44.96	*	42.89	42.36	*	15.76	12.68
All Grades	*	41.34	44.96	*	42.89	42.36	*	15.76	12.68

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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	*	18.09	21.49	*	71.58	69.34	*	10.34	9.17
All Grades	*	18.09	21.49	*	71.58	69.34	*	10.34	9.17

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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	*	27.65	36.10	*	65.37	55.59	*	6.98	8.31
All Grades	*	27.65	36.10	*	65.37	55.59	*	6.98	8.31

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Conclusions based on this data:

- Overall, the school saw an increase in the percentage of students who met or exceeded standards, from 69.51 in 2021-2022 to 72.78 in 2022-2023.
- From 2021-2022 to 2022-2023, there has been a decrease in the percentage of students who have scored below standard in reading, writing, and listening.
- From 2021-2022 to 2022-2023, there has been a slight increase in the percentage of students who have scored below standard in research and inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 11	351	406	364	19	385	352	19	385	351	5.4	94.8	96.7
All Grades	351	406	364	19	385	352	19	385	351	5.4	94.8	96.7

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2698.	2610.	2606.	52.63	21.30	20.80	36.84	26.23	23.93	10.53	23.38	23.93	0.00	29.09	31.34
All Grades	N/A	N/A	N/A	52.63	21.30	20.80	36.84	26.23	23.93	10.53	23.38	23.93	0.00	29.09	31.34

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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	*	24.68	24.22	*	45.71	45.30	*	29.61	30.48
All Grades	*	24.68	24.22	*	45.71	45.30	*	29.61	30.48

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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	*	21.56	22.22	*	62.34	59.26	*	16.10	18.52
All Grades	*	21.56	22.22	*	62.34	59.26	*	16.10	18.52

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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	*	23.12	21.94	*	61.82	60.97	*	15.06	17.09
All Grades	*	23.12	21.94	*	61.82	60.97	*	15.06	17.09

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Conclusions based on this data:

- Overall, from 2021-2022 to 2022-2023, the percentage of students meeting or exceeding standards in math decreased slightly from 47.53 to 44.7.
- There has been a slight increase in percentage of student scoring below standards in concepts and procedures, problem solving and modeling/data analysis, and communicating reasoning.
- Applying mathematics concepts of procedures has the greatest percent of students not meeting standards.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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	1556.8	1522.9	1562.1	1567.1	1502.5	1570.9	1546.0	1542.8	1552.9	30	31	44
10	1569.3	1540.1	1551.6	1577.8	1532.7	1560.6	1560.0	1546.8	1541.9	28	28	34
11	1589.1	1552.9	1549.7	1602.8	1561.3	1547.7	1574.9	1544.0	1551.2	17	27	23
12	*	1572.6	1568.9	*	1565.4	1589.2	*	1579.2	1548.1	10	17	20
All Grades										85	103	121

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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	26.67	0.00	20.45	30.00	51.61	40.91	20.00	22.58	27.27	23.33	25.81	11.36	30	31	44
10	21.43	10.71	29.41	39.29	35.71	26.47	28.57	25.00	17.65	10.71	28.57	26.47	28	28	34
11	29.41	18.52	26.09	35.29	25.93	21.74	23.53	37.04	30.43	11.76	18.52	21.74	17	27	23
12	*	23.53	15.00	*	35.29	45.00	*	29.41	25.00	*	11.76	15.00	*	17	20
All Grades	23.53	11.65	23.14	34.12	37.86	33.88	27.06	28.16	24.79	15.29	22.33	18.18	85	103	121

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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	40.00	16.13	43.18	33.33	32.26	34.09	10.00	22.58	15.91	16.67	29.03	6.82	30	31	44
10	32.14	25.00	41.18	46.43	28.57	20.59	14.29	10.71	14.71	7.14	35.71	23.53	28	28	34
11	52.94	40.74	30.43	35.29	29.63	30.43	0.00	14.81	26.09	11.76	14.81	13.04	17	27	23
12	*	35.29	55.00	*	41.18	30.00	*	11.76	15.00	*	11.76	0.00	*	17	20
All Grades	38.82	28.16	42.15	40.00	32.04	28.93	9.41	15.53	17.36	11.76	24.27	11.57	85	103	121

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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	13.33	0.00	4.55	20.00	19.35	15.91	33.33	51.61	59.09	33.33	29.03	20.45	30	31	44
10	10.71	14.29	8.82	25.00	7.14	20.59	32.14	46.43	32.35	32.14	32.14	38.24	28	28	34
11	17.65	3.70	4.35	5.88	18.52	30.43	47.06	40.74	26.09	29.41	37.04	39.13	17	27	23
12	*	17.65	0.00	*	11.76	15.00	*	58.82	50.00	*	11.76	35.00	*	17	20
All Grades	11.76	7.77	4.96	17.65	14.56	19.83	38.82	48.54	43.80	31.76	29.13	31.40	85	103	121

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	20.00	0.00	4.55	43.33	64.52	79.55	36.67	35.48	15.91	30	31	44
10	7.14	14.29	11.76	67.86	60.71	55.88	25.00	25.00	32.35	28	28	34
11	5.88	3.70	4.35	88.24	59.26	52.17	5.88	37.04	43.48	17	27	23
12	*	0.00	10.00	*	88.24	60.00	*	11.76	30.00	*	17	20
All Grades	11.76	4.85	7.44	61.18	66.02	64.46	27.06	29.13	28.10	85	103	121

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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	73.33	51.61	81.82	23.33	25.81	11.36	3.33	22.58	6.82	30	31	44
10	81.48	44.44	73.53	14.81	33.33	11.76	3.70	22.22	14.71	27	27	34
11	88.24	76.92	73.91	0.00	7.69	13.04	11.76	15.38	13.04	17	26	23
12	*	64.71	95.00	*	29.41	5.00	*	5.88	0.00	*	17	20
All Grades	79.76	58.42	80.17	14.29	23.76	10.74	5.95	17.82	9.09	84	101	121

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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	16.67	3.23	6.82	43.33	58.06	61.36	40.00	38.71	31.82	30	31	44
10	17.86	14.29	17.65	53.57	50.00	44.12	28.57	35.71	38.24	28	28	34
11	23.53	11.11	4.35	23.53	33.33	43.48	52.94	55.56	52.17	17	27	23
12	*	11.76	0.00	*	70.59	50.00	*	17.65	50.00	*	17	20
All Grades	16.47	9.71	8.26	45.88	51.46	51.24	37.65	38.83	40.50	85	103	121

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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	6.67	0.00	4.55	70.00	80.65	84.09	23.33	19.35	11.36	30	31	44
10	3.57	3.57	2.94	71.43	78.57	73.53	25.00	17.86	23.53	28	28	34
11	17.65	3.70	17.39	64.71	66.67	52.17	17.65	29.63	30.43	17	27	23
12	*	35.29	15.00	*	41.18	60.00	*	23.53	25.00	*	17	20
All Grades	8.24	7.77	8.26	68.24	69.90	71.07	23.53	22.33	20.66	85	103	121

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Conclusions based on this data:

1. There has been a significant increase in the number of students taking the ELPAC each year at Sobrato High School.
2. In the last three years, there has been an inconsistent pattern of overall scores. Scores from 2022-2023 are consistent with scores from 2020-2021, even though the 2021-2022 school year varies.

3. The category of reading has the highest percentage of students scoring in the "beginning" category.

School and Student Performance Data

California School Dashboard Student Population

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1521	29.1	8.4	0.1
Total Number of Students enrolled in Ann Sobrato 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	128	8.4
Foster Youth	1	0.1
Homeless	85	5.6
Socioeconomically Disadvantaged	443	29.1
Students with Disabilities	159	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	1.3
American Indian	12	0.8
Asian	237	15.6
Filipino	66	4.3
Hispanic	634	41.7
Two or More Races	68	4.5
Pacific Islander	4	0.3
White	434	28.5

Conclusions based on this data:

1. The population identified as Hispanic continues to be our largest population, making up 41.7% of the overall student body in 2022-2023.
2. The population of students identified as socio-economically disadvantaged continues to hold steady at about 30% of the population.

School and Student Performance Data

Overall Performance








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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Yellow	Chronic Absenteeism  No Performance Color	
English Learner Progress  Green		
College/Career  High		

Conclusions based on this data:

1. There is a discrepancy in overall academic performance between mathematics and English language arts; mathematics performance is in the yellow level and lower than ELA performance, which is in the green level.
2. Performance of students identified as English Learners made progress in the 2022-2023 school year.

School and Student Performance Data

Academic Performance English Language Arts

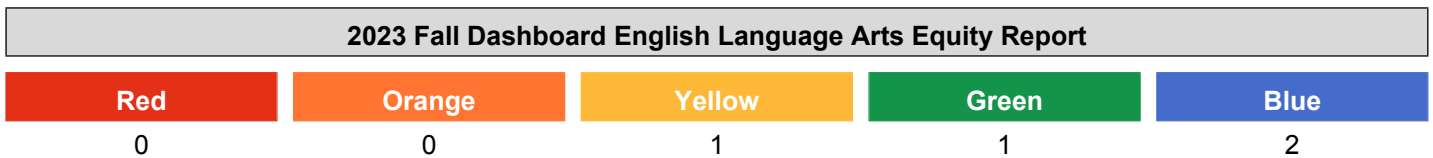
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group															
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">63.4 points above standard</td> </tr> <tr> <td>Increased +13.5 points</td> </tr> <tr> <td style="text-align: center;">342 Students</td> </tr> </tbody> </table>	All Students	 Green	63.4 points above standard	Increased +13.5 points	342 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">86.9 points below standard</td> </tr> <tr> <td>Increased Significantly +23 points</td> </tr> <tr> <td style="text-align: center;">27 Students</td> </tr> </tbody> </table>	English Learners	86.9 points below standard	Increased Significantly +23 points	27 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Less than 11 Students</td> </tr> <tr> <td style="text-align: center;">0 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	0 Students	
All Students															
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">21.9 points below standard</td> </tr> <tr> <td>Increased Significantly +37.7 points</td> </tr> <tr> <td style="text-align: center;">20 Students</td> </tr> </tbody> </table>	Homeless	21.9 points below standard	Increased Significantly +37.7 points	20 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">11 points below standard</td> </tr> <tr> <td>Increased +11.3 points</td> </tr> <tr> <td style="text-align: center;">93 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Yellow	11 points below standard	Increased +11.3 points	93 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">77.4 points below standard</td> </tr> <tr> <td>Increased Significantly +51.6 points</td> </tr> <tr> <td style="text-align: center;">35 Students</td> </tr> </tbody> </table>	Students with Disabilities	77.4 points below standard	Increased Significantly +51.6 points	35 Students
Homeless															
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35 Students															

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 6 Students	 Blue 114.1 points above standard Increased Significantly +18.1 points 53 Students	56.6 points above standard Decreased Significantly - 47.8 points 16 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 22.4 points above standard Increased Significantly +31.5 points 141 Students	Less than 11 Students 9 Students	Less than 11 Students 1 Student	 Blue 87.4 points above standard Increased Significantly +16.8 points 106 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
157.9 points below standard Decreased -9 points 17 Students	Less than 11 Students 10 Students	82.9 points above standard Increased Significantly +28 points 234 Students

Conclusions based on this data:

1. Although overall English Language Arts performance is at the green level, students identified as socio-economically disadvantaged have a performance level of yellow. Still, the performance level for students identified as socio-economically disadvantaged increased 11 points from the previous year.
2. The school saw significant growth for students identified as homeless (37.7 points), students identified as English Learners (23 points), and students with disabilities (51.6 points).
3. The school saw significant growth for students identifying as Hispanic (31.5 points).

School and Student Performance Data

Academic Performance Mathematics

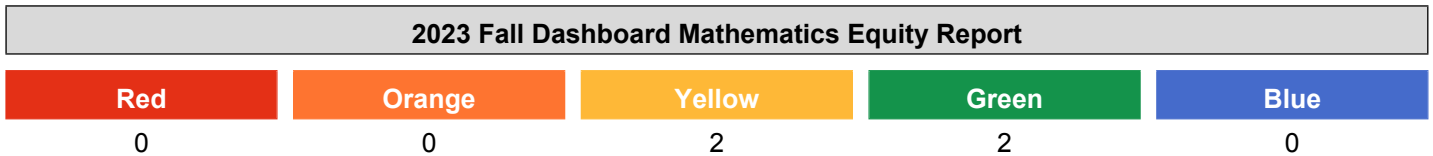
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 18.3 points below standard Maintained -2.3 points 344 Students	English Learners 140.7 points below standard Increased +10.3 points 27 Students	Foster Youth Less than 11 Students 1 Student
Homeless 106.3 points below standard Increased Significantly +27.7 points 20 Students	Socioeconomically Disadvantaged  Yellow 92.2 points below standard Increased +3.3 points 94 Students	Students with Disabilities 148.4 points below standard Increased Significantly +23 points 35 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 6 Students	 Green 66.8 points above standard Decreased -9.9 points 53 Students	29.9 points below standard Decreased Significantly - 62.6 points 16 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 72 points below standard Increased Significantly +19.6 points 142 Students	Less than 11 Students 9 Students	Less than 11 Students 1 Student	 Green 8.5 points above standard Increased +13.5 points 105 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
201.5 points below standard Decreased -5.8 points 17 Students	Less than 11 Students 10 Students	5 points below standard Increased +10.2 points 235 Students

Conclusions based on this data:

1. The school saw improvement in scores for students who identify as socio-economically disadvantaged (3.3 points) and students identified as Hispanic (19.6 points).
2. Scores for students identified as Asian were above standard, while scores for students identified as white were slightly above standard, and scores for students identified as Hispanic were below standards, though there was improvement among students identified as Hispanic.
3. Scores for students identified as English Learners decreased slightly by 5.8 points.

School and Student Performance Data

Academic Performance English Learner Progress

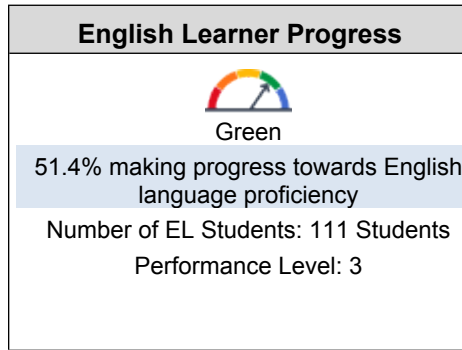
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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.

2023 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
19	35	11	46

Conclusions based on this data:

1. Students identified as English Learners are 51.4 points above standard in terms of making progress toward English language proficiency.
2. While 19 students decreased on ELPI level, 35 maintained their level and 46 progressed at least one ELPI level.
3. Eleven students maintained a ELPI level 4.

School and Student Performance Data

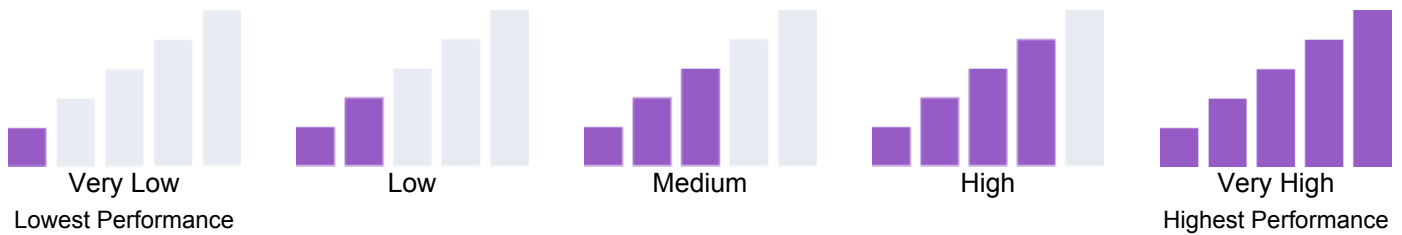
Academic Performance College/Career Report

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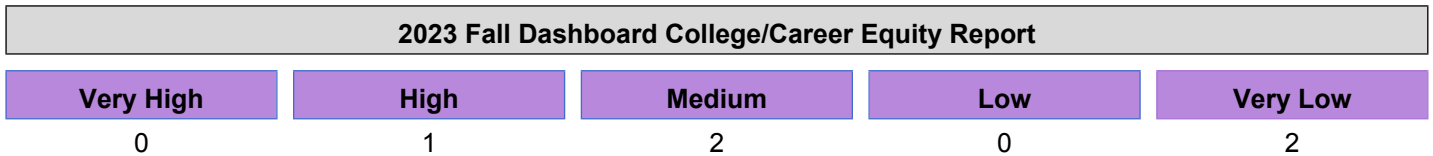
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

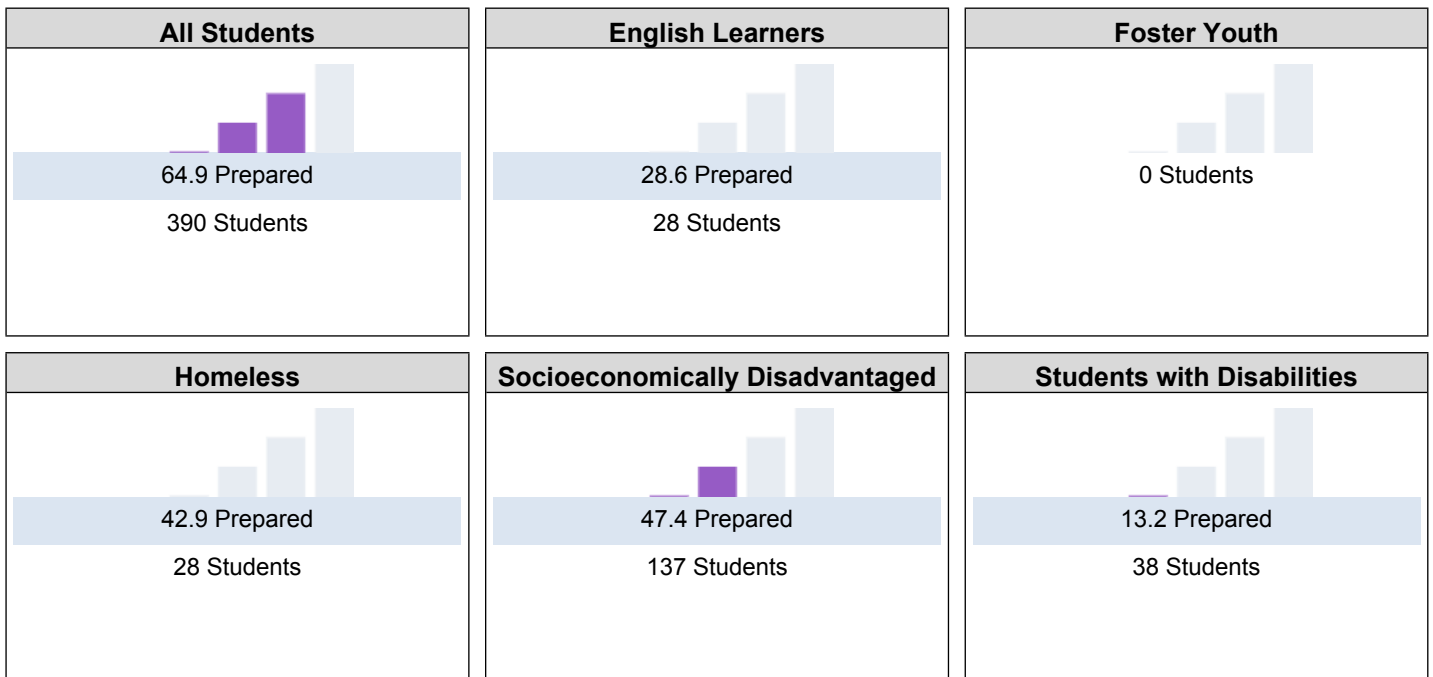


This section provides number of student groups in each level.

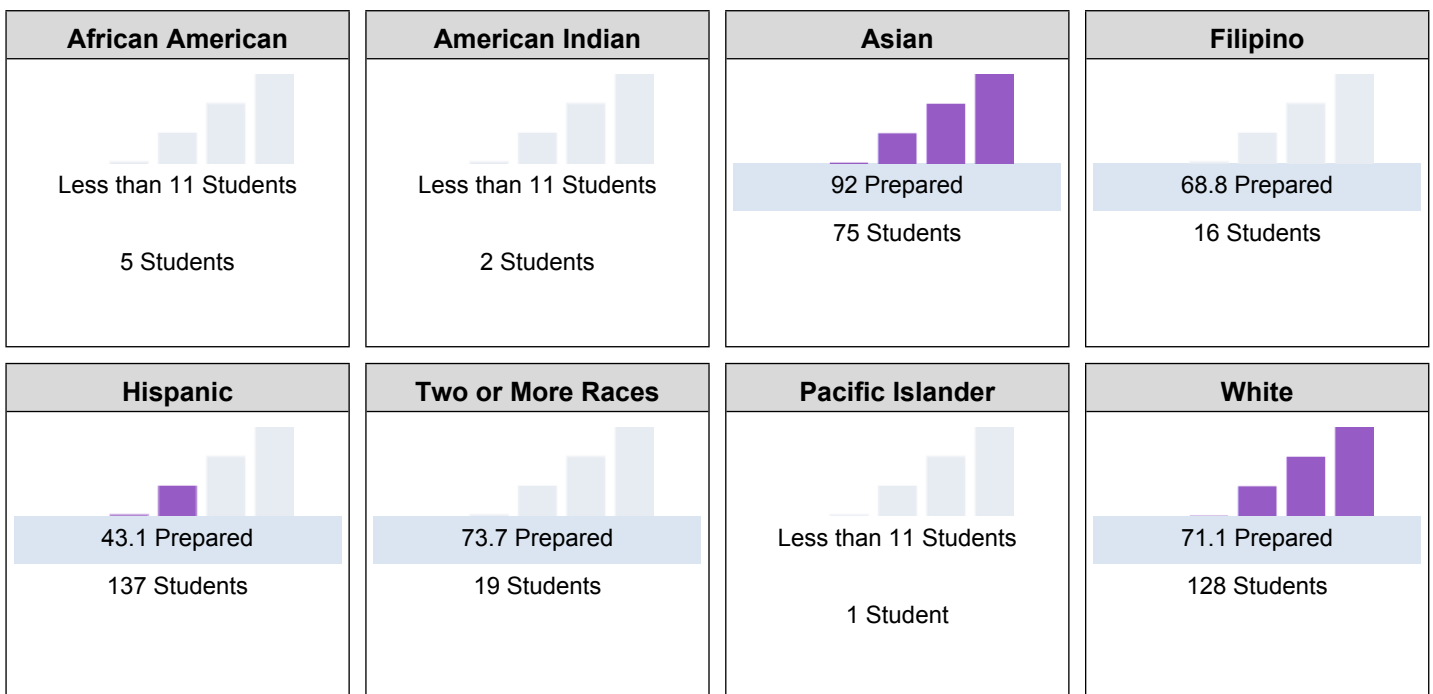


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. Students identified as White and Asian were very highly prepared based on the college/career indicators.
2. Students identified as Hispanic and socioeconomically disadvantaged were prepared at a medium level based on the college/career indicators.
3. Students with disabilities were prepared at a low rate based on college/career indicators.

School and Student Performance Data

Academic Engagement Graduation Rate

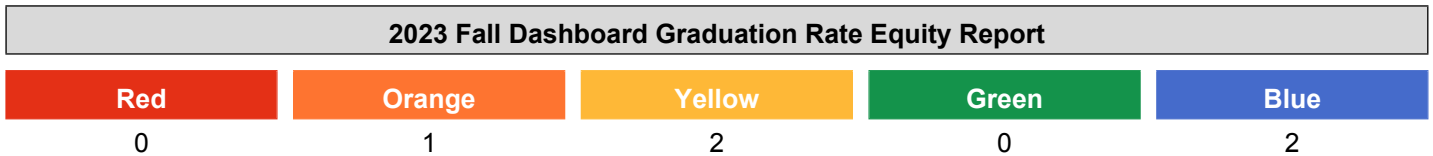
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 96.2% graduated Maintained -0.8 391 Students	English Learners 89.7% graduated Decreased Significantly -5.1 29 Students	Foster Youth  No Performance Color 0 Students
Homeless 82.1% graduated Decreased Significantly -5.7 28 Students	Socioeconomically Disadvantaged  Yellow 91.3% graduated Decreased -3 138 Students	Students with Disabilities  Orange 86.8% graduated Decreased Significantly -10.9 38 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 2 Students	 Blue 100% graduated Maintained 0 75 Students	93.8% graduated Decreased Significantly -6.3 16 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 91.3% graduated Decreased -3.4 138 Students	100% graduated 19 Students	Less than 11 Students 1 Student	 Blue 99.2% graduated Increased 1.9 128 Students

Conclusions based on this data:

1. Although the school's graduation rate is high overall, it is lower for students with disabilities (orange level), for students identified as Hispanic (yellow), and for students identified as socioeconomically disadvantaged (yellow).
2. For students identified as socioeconomically disadvantaged, the graduation rate dropped three points. For students identified as Hispanic, the graduation rate dropped 3.4 points. For students with disabilities, the graduation rate dropped 10.9 points.

School and Student Performance Data

Conditions & Climate Suspension Rate

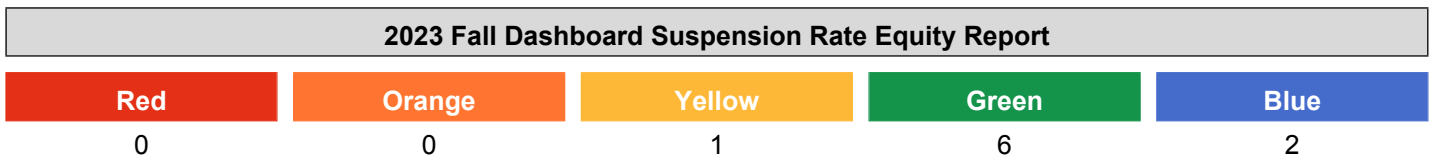
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 2.2% suspended at least one day Declined -0.9 1603 Students	<p>English Learners</p>  Green 4.7% suspended at least one day Declined -3.6 148 Students	<p>Foster Youth</p> <p>Less than 11 Students 6 Students</p>
<p>Homeless</p>  Green 5.1% suspended at least one day Declined -1.5 117 Students	<p>Socioeconomically Disadvantaged</p>  Green 5.1% suspended at least one day Declined -0.9 509 Students	<p>Students with Disabilities</p>  Yellow 7.3% suspended at least one day Declined Significantly -2.5 177 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>9.1% suspended at least one day</p> <p>Increased 5.4 22 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 12 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.9 241 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -1.4 67 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p>4.1% suspended at least one day</p> <p>Declined -1.1 688 Students</p>	<p align="center"> Green</p> <p>2.5% suspended at least one day</p> <p>Declined -1.6 122 Students</p>	<p>Less than 11 Students 5 Students</p>	<p align="center"> Green</p> <p>0.7% suspended at least one day</p> <p>Declined -0.8 446 Students</p>

Conclusions based on this data:

1. All groups except for students with disabilities are in the green or blue levels.
2. Students with disabilities were suspended at a rate 7.3% at least once, which declined significantly 2.5 from the previous year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Readiness

By June 2025, A-G eligibility will increase to the following percentages in the following student groups:

- Overall: 65.8%
- Latinx: 48%
- Socio-economically disadvantaged: 48%
- Students with disabilities: 15%
- English Learners: 25%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Implement and support the transition from middle to high school to increase on-track graduation rates, college and career preparation, CTE completion, and post-secondary attainment as evidences in the California Dashboard and local indicators of student success. Facilitate English learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students. Foster a culture of inclusivity and equity to improve access to educational opportunities for all students, including students identified with diverse backgrounds, abilities, and needs.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Per DataQuest, compared to the overall A-G rate at Sobrato, eligibility of students identified as Hispanic is 17.1% percentage points lower, eligibility of students identified as socio-economically disadvantaged is 17.8 percentage points lower, eligibility of students with disabilities is 58.5 percentage points lower, and eligibility of students identified as English Learners is 42.4 percentage points lower.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Graduation Rates as reported in DataQuest</p>	<p>2021 Cohort --> 2022 Cohort --> 2023 Cohort</p> <ul style="list-style-type: none"> • All Student: 96.3% --> 96.9% --> 96.2% • Overall state: 83.6% --> 87% --> 86.2% • Overall county: 86.2% --> 88.9% --> 87.3% • SED: 94.7% --> 94.2% --> 91.2% • County SED: 76% --> 80.5% --> 72.5% • SWD: 86.5% --> 97.7% --> 86.8% • County SWD: 68.3% --> 74.4% --> 72.5% • White: 95.3% --> 97.3% --> 99.2% • County White: 93.2% --> 95% --> 94.2% • Asian: 100% --> 100% --> 100% • County Asian: 95.8% --> 96.9% --> 96.6% • Hispanic/Latinx: 96.1% --> 94.7% --> 91.2% • County Hispanic/Latinx: 73.9% --> 78.7% --> 76.4% • English Learners: 80% --> 94.4% --> 89.3% • County English Learners: 61.6% --> 65.1% --> 62.6% 	<p>While the school's vision is to have 100% of students graduate, based on current data, the aim is to increase upon the previous graduation rate from 96.2% to 97.4% of all students and to close the gap in graduation rates of the target population groups.</p> <p>The goal is to increase English Learners' graduation rate from 89% to 94% and Students with Disabilities from 86.8% to 97% in 2023-2024.</p>
<p>CSU/UC Eligibility:</p> <ul style="list-style-type: none"> • Percent meeting A-G as reported in 2023 DataQuest 	<ul style="list-style-type: none"> • - Sobrato Percent meeting A-G Class of 2021 --> Class of 2022 --> Class of 2023 • - All Students: 63.7 --> 62% --> 63.8% • - Hispanic/Latinx: 49.5% --> 45.6% --> 46.7% • - SED: 48.2% --> 47.8% --> 46% • - SWD: 21.6% --> 20.4% --> 5.3% • - ELs: 13.3% --> 16% --> 21.4% 	<p>Increase the A-G graduation completion rate by two percentage points overall and by five percentage points for students who identify as Latinx, SED, SWD, and EL for the 2023 graduating class.</p>
<p>Biliteracy</p> <ul style="list-style-type: none"> • Earn Seal of Biliteracy 	<ul style="list-style-type: none"> • -Class of 2021 Seal Earners: 16.9% (number of seals over number of graduates) • - Class of 2022 Seal Earners: 11.7% (number of 	<p>Increase number of Seal of Biliteracy earners by two percentage points.</p>

	<p>seals over number of graduates)</p> <ul style="list-style-type: none"> - Class of 2023 Seal Earners: 10.8% (number of seals over number of graduates) <p>** note: there were 390 graduates in 2023 compared to 359 graduates in 2022.</p>	
<p>Advanced Placement</p> <ul style="list-style-type: none"> • Participation per capita • 3+ score per capita (percentage points change) 	<ul style="list-style-type: none"> - Participation per capita: In 2021-2022, participation per capita was 49.4% based on number of students testing over enrollment May 17, 2021, 10th-12th graders (down 1.1 percentage points) - In 2022-2023, Sobrato offered AP Human Geography to 9th graders, changing our measurement. Participation per capita in 2022-2023 including 9th-12th graders based on number of students testing over enrollment as of 4/24/23 was 47.9%. - In 2023-2024, Sobrato added AP Seminar to its offering of AP courses, and exam participation increased to 51% of students as of 5/6/24. - 3+ score per capita: 52.1% in Spring 2021 to 65.5% in Spring 2022 to 64.8% in Spring 2023. <p>AP Scholars for Spring 2022 AP Exams:</p> <ul style="list-style-type: none"> • 28 AP Scholars • 14 AP Scholars with Distinction • 16 AP Scholars with Honor <p>AP Scholars for Spring 2023 AP Exams:</p> <ul style="list-style-type: none"> • 91 AP Scholars • 55 AP Scholars with Distinction • 29 AP Scholars with Honor 	<p>Increase our 3+ score per capita by three percentage points while increasing enrollment, especially of historically underrepresented groups.</p>
<p>PSAT Exam (Grades 10&11)</p> <ul style="list-style-type: none"> • Participation • Met ERW benchmark • Met Math benchmark • Met both benchmarks 	<p>Data Comparing October 2021 to October 2022 to October 2023</p> <p>Participation: 11th graders 137 (2021) --> 145 (2022) --> 104 (2023)</p>	<p>Increase 10th grade benchmark pass rates by five percentage points.</p>

	<p>10th graders 77 (2021) --> 367 (2022) --> 344 (2023)</p> <p>9th graders 18 (2021) --> 36 (2022) --> 30 (2023)</p> <p>11th grade benchmarks: 90% met ERW (2021) --> 82% (2022) --> 86% (2023) 64% met Math (2021) --> 59% (2022) --> 63% (2023) 61% met both (2021) --> 57% (2022) --> 63% (2023)</p> <p>10th grade benchmarks: 95% met ERW (2021) --> 57% (2022) --> 57% (2023) 70% met Math (2021) --> 38% (2022) --> 37% (2023) 68% met both (2021) --> 33% (2022) --> 34% (2023)</p> <p>9th grade benchmarks: 89% met ERW (2021) --> 64% (2022) --> 97% (2023) 44% met Math (2021) --> 64% (2022) --> 70% (2023) 44% met both (2021) --> 56% (2022) --> 70% (2023)</p> <p>*Note: the number of 10th graders taking the PSAT increased by almost 300 students, impacting benchmark scores.</p>	
<p>Career Technical Ed.</p>	<p>During the 2020-2021 school year for the class of 2021, the percentages of students completing at least one CTE pathway were as follows: All students: 31.9% (94 students) -- 16.3% CA Asian: 26.9% (14 students) Latinx: 28.2% (29 students) White: 41.5% (44 students) ELs: 6.7% (1 student) SED: 28.9% (33 students) SWD: 40.5% (15 students) -- 10.6% CA</p> <p>During the 2021-2022 school year for the class of 2022, the percentages of students completing at least one CTE pathway were as follows: All students: 21.9% (79 students) -- 16.6% state Asian: 30.8%(16 students) Latinx: 19.1% (29 students) White: 19.5% (22 students) ELs: 15.8% (3 students) SED: 17.1% (24 students) SWD: 20% (9 students) -- 10.7% state</p>	<p>Increase/maintain pathway completers by five percentage points.</p>

	<p>During the 2022-2023 school year for the class of 2023, the percentages of students completing at least one CTE pathway were as follows: All students: 27.6% (108 students) -- 18.7% state Asian: 26.7%(20 students) Latinx: 18.8% (26 students) White: 37.5% (48 students) ELs: 6.9% (2 students) SED: 26.8% (37 students) SWD: 36.8% (14 students) -- 12.6% state</p>	
Freshmen On Track - Grades, on track percentage	<p>Fall 2021, 2022, and 2023 Semester Grades for Freshmen</p> <ul style="list-style-type: none"> - Freshmen with at least one F 22% (2021) --> 17% (2022) --> 23% (2023) - Freshmen with Ds or better 78% (2021) --> 83% (2022) --> 77% (2023) - Freshmen with Cs or better 63% (2021) --> 65% (2022) --> 61% (2023) - Freshmen with Bs or better 45% (2021) --> 37% (2022) --> 43% (2023) 	Decrease number of students who are receiving failing grade by 3%. Increase number of students earning Cs or better by 3%.
Post Secondary % <ul style="list-style-type: none"> Enrolled 4 yr. College 	<p>Post Secondary Data for the senior classes of 2021-2023: 4 Year College: 52% (20-21) --> 59.5% (21-22) --> 51% (22-23) Community College: 32%(20-21) --> 33.3% (21-22) --> 35% (22-23) Trade School: 3.5% (20-21) --> 2.4% (21-22) -> 3% (22-23) Military: 1% (20-21) --> 1.9% (21-22) --> 1% (22-23) Work/Gap: 6% (20-21) --> 1.9% (21-22) --> 4% (22-23) Other: 1% (20-21) --> 2.4% (21-22) --> 4% (22-23)</p> <p>Completed the graduation survey: 180 students or 62.7% (20-21) --> 199 students or 60% (21-22) --> 388 students (22-23)</p> <p>It should be noted that 200 more students were surveyed in 2022-2023.</p>	Increase % enrolled in 4 yr college >1% % enrolled in community college >2%
Number of Inclusion Classes Offered	<p>In 2023-2024, the school offered 23 class sections of inclusion classes with a general education teacher and paraprofessional or Special Education teacher in the subjects of English, Math, Science, and Social Studies. This is one section more than the previous year.</p>	Maintain the number of inclusion classes offered while increasing Cs or better rate in those classes by 5 percentage points. Track and review Cs or better rates in inclusion classes specifically.

Overall Grades Percent with Cs or better, Fall 2021, Fall 2022, and Fall 2023	<p>Semester 1 Grades from Fall 2021-Fall 2022- Fall 2023</p> <p>All students with Cs or better in all courses: 66% (2021) --> 68% (2022) --> 62% (Fall 2023)</p> <p>ELs with Cs or better in all courses: 25% (2021) --> 26% (2022) --> 18% (Fall 2023)</p> <p>SWD with Cs or better in all courses: 29% (2021) -->29% (2022) --> 24% (Fall 2023)</p> <p>9th graders with Cs or better in all courses: 64% (2021) --> 65% (2022) --> 61% (Fall 2023)</p> <p>Latinx students with Cs or better: 50% (Fall 2022) --> 44% (Fall 2023)</p> <p>Students in EL Scholar Program with Cs or better: 22% (Fall 2022) --> 18% (Fall 2023)</p>	Increase number of students with Cs or better in all courses by 2% and increase number of Cs or better for students identified as EL, Latinx and SWD by 5%
English Learner Scholar Grades	<p>2021 Fall Semester (Fall 2021 grades for students now in the 22-23 EL Scholar Program)</p> <p>One or more Fs: 62%</p> <p>Ds or better: 38%</p> <p>Cs or better: 13%</p> <p>Bs or better: 2%</p> <p>Students in EL Scholar Program – Fall 2022 Semester</p> <p>One or more Fs: 55%</p> <p>Ds or better: 45%</p> <p>Cs or better: 22%</p> <p>Bs or better: 4%</p> <p>Student in EL Scholar Program -- Fall 2023 Semester</p> <p>One of more Fs: 58%</p> <p>Ds or better: 42%</p> <p>Cs or better 18%</p> <p>Bs or better: 3%</p> <p>*Note: Not all students in the EL Scholar Program are included in the Fall 2021 data because they were not attending Sobrato the previous year.</p>	Increase number of students in the EL Scholar Program earning Cs or better by 5 percentage points.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy/Activity 1 is academic support for all students.	All students, with focus on students identified as EL, SED, SWD, and	14000 LCFF

	<p>Expenditures in this strategy include the following:</p> <ol style="list-style-type: none"> 1. AP exam subsidies to support students in paying for their exams, which can help them earn college credits early 2. Programs Code HS and TurnItIn to support all students in Computer Science and increase engagement in all classrooms 3. Hourly pay for curriculum alignment and course alike calibration to increase the use of best practices in classrooms and therefore improve A-G eligibility and student performance 4. Stipend for EOS Site Coordinator to increase the number of students prepared to take AP courses and increase the number of underrepresented students in AP course. 5. Hourly/ daily rate of pay to assist with curriculum alignment, proctoring of college board and state tests, and supporting student activities. 6. Hourly pay for an inclusion coordinator to support teachers in best practices for their inclusion classes. 	<p>Hispanic who need support and acceleration in math, core classes, and A-G eligibility</p>	<p>AP exam subsidies 6142.37 General Fund</p> <p>Hourly/ daily rate of pay for school business 11798 General Fund</p> <p>Programs Code HS and Turnitin 500 General Fund</p> <p>Hourly pay for an inclusion coordinator to support teachers in best practices for their inclusion classes. 500 General Fund</p> <p>Curriculum alignment, Course alike calibration 2119 LCFF</p> <p>Stipend for EOS Site Coordinator</p>
<p>1.2</p>	<p>Strategy/Activity 2 is support for students identified as English Learners.</p> <p>The expenditures in Strategy 2 are the following:</p> <ol style="list-style-type: none"> 1. Seven 1.5 stipends for English Learner Scholar Coaches to meet with and advocate for English Learner students 2. Books, materials, and audiobooks to provide relevant, engaging, and appropriate learning materials for English Learners 3. 1.0 stipend for ELD Curriculum Development 	<p>Students identified as English Learners</p>	<p>2119 LCFF</p> <p>1.0 stipend for ELD Curriculum Development 22249.50 LCFF</p> <p>Seven 1.5 stipends for English Learner Coaches 500 LCFF</p> <p>Books, materials, and audiobooks for English Learners</p>
<p>1.3</p>	<p>Strategy 3 is professional development strategies.</p> <p>The expenditures in this strategy include the following:</p> <ol style="list-style-type: none"> 1. Instructional Rounds (hourly pay for subs) to expose teachers to examples of best practices to implement in their classrooms, especially regarding supporting students identified as EL, SED, SWD, and Hispanic students 2. Conferences for staff, teachers, and administrators to increase their knowledge of best practices and instructional strategies for AP courses, AVID classes, and other subject-specific areas. Conferences for office staff to increase understanding of data and communication systems to consistently enter and analyze data and 	<p>All students, with focus on students identified as EL, SED, SWD, and Hispanic who need support and acceleration in math, core classes, and A-G eligibility</p>	<p>500 General Fund</p> <p>Instructional Rounds (hourly pay for subs) to expose teachers to examples of best practices to implement in their own classrooms, especially in regard to supporting students identified as EL, SED, SWD, and Hispanic. 600.57 LCFF</p> <p>Conferences for staff, teachers, and administrators to increase their knowledge of</p>

	<p>therefore increase the ability of all staff to monitor academic data in a timely fashion</p> <p>3. Administrator mileage compensation for meetings and trainings that allow administrators to train school staff, analyze data, and use district resources to support teachers and students</p> <p>4. Two 1.0 stipends for teacher leaders facilitating staff professional development to implement best practices and instructional strategies and support historically underserved students</p> <p>5. Hourly pay for teachers organizing support for new teachers and hourly pay for new teachers to attend supporting/training sessions so that new teachers can adapt to school culture, make use of technological and data systems, and incorporate best practices into their classrooms for student success</p> <p>6. Certificated and classified benefits for stipends and extra hourly time. This number reflects the total number for goals 1-4.</p>	<p>best practices and instructional strategies for AP courses, AVID classes, and other subject-specific areas. Conferences for office staff to increase understanding of data and communication systems to consistently enter and analyze data and therefore increase the ability of all staff to monitor academic data in a timely fashion.</p> <p>General Fund</p> <p>Administrator mileage compensation for meetings and trainings that allow administrators to train school staff, analyze data, and use district resources to support teachers and students (allocation TBD based on carryover) 4238 LCFF</p> <p>Two 1.0 stipends for teacher leaders facilitating staff professional development in order to implement best practices and instructional strategies and support historically underserved students 1000 General Fund</p> <p>Hourly pay for teachers organizing support for new teachers and hourly pay for new teachers to attend supporting/training sessions so that new teachers can adapt to school culture, use technological and data systems, and incorporate best practices into their classrooms for student success. 3000 General Fund</p> <p>Conferences for staff, teachers, and administrators to increase their knowledge of best practices and instructional strategies for AP courses, AVID classes, and other subject-specific areas. Conferences for office staff to</p>
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			<p>increase understanding of data and communication systems to consistently enter and analyze data and therefore increase the ability of all staff to monitor academic data in a timely fashion. (multi-funded 69.30) 20874.19 LCFF</p> <p>Certificated and classified benefits for stipends and extra hourly time. This number reflects the total number for goals 1-4. 7224.35 General Fund</p> <p>Certificated and classified benefits for stipends and extra hourly time. This number reflects the total number for goals 1-4.</p>
1.4	<p>Strategy 4 is materials and supplies.</p> <p>The expenditures in Strategy 4 are as follows: 1. Classroom and office supplies to ensure that all students have the materials they need to access the curriculum and strong instructional activities 2. Library materials, licensing, and supplies to ensure that all students have access to engaging, relevant, appropriate supplemental academic materials</p>	All Students	<p>575.57 LCFF</p> <p>Classroom and office supplies to ensure that all students have the materials they need to access the curriculum and strong instructional activities (multi-funded) 1000 General Fund</p> <p>Library materials, licensing, and supplies to ensure that all student have access to engaging, relevant, appropriate supplemental academic materials 36506.43 General Fund</p> <p>Classroom and office supplies to ensure that all students have the materials they need to access the curriculum and strong instructional activities. (multi-funded) 200 General Fund</p> <p>Office Support</p>
1.5	<p>Strategy 5 is improving the IEP meeting process. Expenditures in this strategy include the following: 1. Funding to provide substitute teachers for case managers or teachers during IEP meetings. 2. Hourly pay for Paras to meet the entire school day—an extra hour, 5 days a week. Including for</p>	Students with disabilities or diverse learners	<p>500 General Fund</p> <p>Funding to provide substitute teachers for case managers</p>

	teachers and paraprofessionals to meet with their inclusion partner, the inclusion coordinator, and the team of teachers to improve practices in inclusion classes.		<p>or teachers during IEP meetings. 27000 LCFF</p> <p>Hourly pay for Paras to meet the full school day. An extra hour 5 days a week.</p>
1.6	<p>Strategy 6 is technology related. Expenditures in this strategy include the following:</p> <ol style="list-style-type: none"> 1. Classroom technology and teacher laptops to ensure that students have access to engaging instructional activities 2. Office services and copier maintenance to ensure that students have access to appropriate and engaging curriculum and activities 3. Student Chromebooks to provide students access to online curriculum and vital educational tools 4. Mobile hotspots for students, with a priority on students identified as socioeconomically disadvantaged, to provide access to educational materials, curriculum, and support at home 5. Additional technological services to increase engagement in classrooms 	All students, with focus on students identified as EL, SED, SWD, and Hispanic who need support in math, core classes, and A-G eligibility	<p>General Fund</p> <p>Classroom technology and teacher laptops to ensure that students have access to engaging instructional activities (multi-funded) (allocation TBD based on carryover) 6954.92 General Fund</p> <p>Office services and copier maintenance to ensure that students have access to appropriate and engaging curriculum and activities (allocation TBD based on carryover) 58680 General Fund</p> <p>Student chromebooks to provide students access to online curriculum and vital educational tools</p> <p>General Fund</p> <p>Additional technological services to increase engagement in classrooms (allocation TBD based on carryover)</p> <p>General Fund</p> <p>Classroom technology and teacher laptops to ensure that students have access to engaging instructional activities (multi-funded) (allocation TBD based on carryover)</p> <p>General Fund</p> <p>Additional technological services to increase engagement in classrooms (allocation TBD based on carryover)</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The school's Advanced Placement course program was supported by exam subsidies as well as by the school's partnership with Equal Opportunity Schools; these supports specifically helped groups who are historically underserved, including students identified as socioeconomically disadvantaged and students identified as Hispanic. The district helped to fund math tutoring this school year, which has seen an increase in attendance from the previous year and has been helpful for students who are able to stay after school. The school has provided funding for paraprofessionals to work the full school day so that students receive their service hours.

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

The AVID team did not meet as consistently as planned due to staff turnover; because the school has a 10% budget cut for next school year, there will be only one section of the AVID elective in the 2024-2025 school year. This will be revisited when there is more stable funding and staffing. Also due to budget cuts, the school will keep only the essential technology subscriptions. The school was able to use general staffing instead of funding to provide release periods for a Constructing Meaning coach and an ELD coordinator and will continue to do so as long as staffing allows. The school was also able to provide stipends for ten coaches for English Learners for the past two years; due to budget cuts, the number of coaches might decrease next year. While the plan was to provide substitute teachers for staff to participate in instructional rounds, the leadership team decided to prioritize alignment around engagement and student talk routines before fully implementing instructional rounds. As department chairs align their understanding around engagement and student talk, the school will provide opportunities for more teachers to walkthrough classrooms next school year. Related to strategy 6, the school had to spend more money than planned on replacing teacher laptops and classroom projectors, as the technology is used consistently and is over five years old. The school is leasing new copy machines, which are estimated to reduce cost in this area.

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.

The school will continue to offer paid time for teachers to align their curriculum as part of the PLT process, especially for Math, Science, and English to review state testing and practice test data. The school was able to fund fieldtrips this year for AVID and Ethnic Studies. Due to budget reductions next year, this might not be possible. The school will add and monitor the metric of LRE hours for students with IEPs to increase the number of students in inclusion classes and decrease the number of students in RSP courses.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family/Guardian and Community Engagement

By June 2025, through a campaign to enroll students and families in ParentSquare app and text messaging services, there will be an increase of 10% in parents or guardians engagement. Attendance at family engagement nights will increase by at least ten percent by increasing attendance at orientation for students identified as English Learners and increasing attendance at Course Information Night.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Promote family and community engagement and participation in the education process for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Sobrato has a low number of parents or families who have joined text communication or downloaded the ParentSquare app. Though Sobrato tracked family attendance at orientation for students learning English, at Course Information Night, and at AP family night, Sobrato has not consistently tracked parent or guardian attendance at informational sessions such as graduation or college info nights. Sobrato has not tracked communication with families of students who are learning English.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site Council (SSC) Agenda and Minutes	23-24 folder to agendas and minutes: https://drive.google.com/drive/folders/1OBq5MGjGzvZF-azd3vpy4oLizX7t59YD?usp=sharing	Increase parent and/or family input related to the SPSA at SSC meetings as measured by agendas and minutes.
English Language Advisory Committee (ELAC) Agenda and minutes	23-24 folder to agendas and minutes: https://drive.google.com/drive/folders/19o83fy2JiL21neDIFgH8pnCLWHWacSKH?usp=sharing	Increase parent, student, and staff participation by 10% as measured by ELAC meeting attendance.
Home and School Club (H&SC) Agenda and Minutes	23-24 folder to agendas and minutes: https://drive.google.com/drive/folders/10-sLkF6a56X3Zhf25CJJ-OlkbfSfiUEd?usp=sharing	Increase parent and/or family participation by 10% as measured by attendance at H&SC functions and meetings.
Bulldog Family Newsletter Example	In the March 2023 Bulldog Family Newsletter, the following parties received or opened the document on ParentSquare: <ul style="list-style-type: none"> 2,395 email users total: 2,338 delivered and 1,156 viewed 320 text users total: 298 delivered and 23 failed 	Increase the number of text and app users by 10%.

	<ul style="list-style-type: none"> 504 app users total: 299 sent to network and 205 confirmed delivery <p>In the March 2024 Bulldog Family Newsletter, the following parties received or opened the document on ParentSquare:</p> <ul style="list-style-type: none"> 2,328 email users: 2,156 delivered and 692 viewed 284 text users: 263 delivered and 21 failed 689 app users: 444 sent to network and 245 confirmed delivery 	
Freshman on Track Family Involvement	<p>On-Track Night was February 3, 2022 from 5-7pm in person and on zoom. Twenty-three 9th grade students attended with at least one parent.</p> <p>On-Track Night was March 8, 2023 from 4-6pm in person and on zoom. Ten 9th grade students attended with at least one parent.</p>	Increase the number of on-track and other presentations for families by three and increase attendance by 20%.
ParentSquare	<p>September 21, 2021 through May 13, 2022 compared to 2022-2023 and 2023-2024 school year</p> <p>Parents are contactable: 99.3% (2021-2022) --> 98% (2022-2023) --> 99% (2023-2024)</p> <p>Posts sent to families: 105 (21-22) --> 295 (22-23) --> 338 (23-24)</p> <p>Direct messages between family and staff : 1,586 messages and 853 threads (21-22) --> 397 messages and 270 threads (22-23) --> 2576 messages and 1156 threads (23-24)</p> <p>Parents/guardians have downloaded the app: 702 or 22% (21-22) --> 971 or 32% (22-23) --> 1160 or 39% (23-24)</p> <p>Parents/guardians are receiving notifications from the app: 546 or 17% (21-22) --> 628 or 21% (22-23) --> 902 or 30% (23-24)</p> <p>Parents/guardians opted to receive emails: 2,775 or 88% (21-22) --> 2,692 or 89% (22-23) --> 2675 or 89% (23-24)</p> <p>Parents/guardians opted to receive texts: 382 or 12% (21-22) --> 368 or 12% (22-23) --> 349 or 12% (23-24)</p>	Increase percent of parents/guardians receiving notifications from Parent Square to 99.9%.

Parent Monitoring, Aeries	<p>At the beginning of each school year, we ensure that one parent or guardian logs into Aeries to confirm their contact information and other data. Every student has at least one parent or guardian who logs into Aeries at the beginning of the school year.</p> <p>The district office provided the school with this data. During the 2023-2024 school year, 1144 individual parents or guardians had logged into Aeries as of May 8, 2024. During the 2022-2023 school year, 1084 parents/guardians have logged onto Aeries as of April 25, 2023. During the 2021-2022 school year, 677 individual parents or guardians had logged into Aeries as of May 13, 2022.</p>	Increase parent monitoring of Aeries by 10%.
Orientation for students identified as English Learners	In August 2023, 25 families attended the orientation the school hosted for students identified as English Learners. This orientation was a first-time event at the school.	Increase attendance at orientation for students identified as English Learners by ten families.
Attendance at Course Information Night	In January 2024, 226 students and their families attended Course Information night. This was the first year that attendance was tracked.	Increase attendance at course information night by 20 students.
Attendance at AP Family Night	In February 2024, 16 families attended Advanced Placement (AP) Family Night for families identified as socioeconomically disadvantaged and Hispanic as having students that are ready to become a first time AP taker. This information night was a first-time event at the school.	Increase attendance at AP Family Night for families identified as socioeconomically disadvantaged and Hispanic by ten families.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Strategy/Activity 1 is family communication.</p> <p>Expenditures for this strategy include the following:</p> <ol style="list-style-type: none"> Classified translation 1.0 stipend to provide access to essential communication/documents for families who speak and read in Spanish Hourly translation pay for certificated staff to assist with in-person and written communication between families who speak Spanish and staff members Newsletter 1.0 stipend for classified staff to electronically communicate important school events and deadlines 	All students, with extra emphasis on students identified as English Learners	<p>2119 LCFF</p> <p>Classified translation 1.0 stipend</p> <p>LCFF</p> <p>Hourly translation pay for classified and certificated staff (allocation TBD based on carryover) 2119</p>

	<p>4. Website 1.0 stipend to make school information easily accessible to families</p> <p>5. Bilingual translation website 1.0 stipend for classified staff to make website materials accessible to families who read in Spanish</p> <p>6. Communication supplies (Sir Speedy, Office Depot printing, Postage) to send home communication about important school and community events</p>		<p>LCFF</p> <p>Bilingual translation website 1.0 stipend for classified staff 4000 General Fund</p> <p>Communication supplies (Office Depot printing, Postage) 2119 General Fund</p> <p>Website 1.0 stipend (multi-funded 69.30) 2119 General Fund</p> <p>Newsletter 1.0 stipend for classified staff</p>
<p>2.2</p>	<p>Strategy/activity 2 is family involvement.</p> <p>Expenditures for this strategy include the following:</p> <ol style="list-style-type: none"> 1. Orientation for English Learners and their families (food, hourly pay for staffing) so that students and families can connect with the school and feel comfortable navigating the school's systems 2. ELAC food and childcare so that families of English Learners can attend meetings, receive important information, and provide feedback to school staff that will assist students in navigating the school system and finding academic success 3. Extra hours for a bilingual liaison to provide in-person and electronic communication with families in Spanish 4. Family engagement days (food and supplies) to connect families with community, health, and/or academic resources 	<p>All students, with extra emphasis on students identified as English Learners</p>	<p>LCFF</p> <p>Orientation for students identified as English Learners and their families (food, hourly pay for staffing) so that students and families can connect with the school and feel comfortable navigating the school's systems (allocation TBD based on carryover)</p> <p>LCFF</p> <p>ELAC food and childcare so that families of students identified as English Learners can attend meetings, receive important information, and provide feedback to school staff that will assist students in navigating the school system and finding academic success (allocation TBD based on carryover) 5000 LCFF</p> <p>Extra hours for a bilingual liaison to provide in-person and electronic communication with families in Spanish</p> <p>LCFF</p> <p>Family engagement days (food and supplies) to connect families with community, health, and/or</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This year, the school has planned family and community events with parent/guardian engagement in mind, including course information night, cafecito meetings, and AP information night. Course information night was reorganized to include childcare, live English-to-Spanish interpretation, more integrated information about graduation and college requirements, and personal phone calls home to invite families. Cafecito meetings were planned for the mornings based on feedback that families would like morning meetings. AP information night included live Spanish-to-English interpretation and personal invitations to families.

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

While improving signage around campus is still a plan, the school did not have enough carryover to fund additional signage this year. Instead of giving a family engagement stipend, several events planned by administration, counseling, and the school's EOS coordinator kept family engagement at the forefront of plans.

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.

While the school held monthly coffee chats, there was not a budget line for refreshments; this will be added. The school's overall focus continues to be strengthening active participation in family meetings and increasing the use of communication tools. In addition, the school will add funding to increase its social media presence and improve communication with families.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement, Social Emotional Learning

By June 2025, chronic absenteeism rates will decrease by five percentage points overall and by seven percentage points for students identified as SWD, EL, Latino, and SED.

By June 2025, the overall suspension rate will decrease by one percentage point overall and by two percentage points for impacted student groups (SWD, EL, Latino, and SED).

By June 2025, Sobrato will increase the number of students signing in to events such as tutorial and clubs by 5 percentage points.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The overall chronic absentee rate increased from the 2021-2022 school year to the 2022-2023 school year. In addition, the disparities by student group are significant. Variance from the overall rate by student groups is +13.1 points for Students with disabilities, +12.2 points for students experiencing homelessness, +11.8 points for students identified as socio-economically disadvantaged, +9.3 points for students identified as English Learners, and +7.6 for students identified as Latino.

Although the suspension rate for Latino students was down to 5.1% in 2021-2022 from 6.8% in 2018-2019 (the last year in person before the pandemic), it was still 3.6 points higher than white students in 2021-2022. Even though there are a significant number of suspended students who are duplicated in our student groups, these student groups are suspended at a significantly higher rate than the overall rate. These groups include students with disabilities (9.8%), students identified as English Learners (8.3%), students identified as socio-economically disadvantaged (6.0%), and students identified as Latino (5.1%).

When asked if they felt connected to the school community in a school-wide survey about advisory, 10.5% of students strongly disagreed, and 29.3% disagreed. Sobrato does not yet have a system for measuring club, tutorial, and other non-academic forms of engagement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate:	2019-2020: 97.47% 2020-2021: 97.73% 2021-2022: 94.14% (YTD as of 6/1/22) 2022-2023: 93.24% (YTD as of 4/24/23) 2023-2024: 92.69% (YTD as of 4/1/24) It should be noted that 2019-2021 were a hybrid of distance and in-person learning. We are also still impacted by COVID 19 cases which require quarantining.	Increase by 2 percentage points per year.
Chronic Absenteeism Rates: Overall: Students with disabilities (SWD) Students identified as socioeconomically disadvantaged (SED) Students identified as homeless Students classified as English Learners (EL) Students identified as White Students identified as Latino	Chronic Absenteeism Rates: 2021-2022 to 2022-2023 to 2023-2024 (as of 5/8/24) Overall: 13.7% --> 17.5% --> 16.1% SWD: 34.2% --> 30.6% --> 37.1% SED: 23.3% --> 29.3% --> 27% Homeless: 27.3% --> 29.7% --> 32.8% EL: 30.3% --> 26.8% --> 26.6% White: 10.3% --> 13.9% --> 10.4% Latino: 20.3% --> 25.1% --> 22.6%	Overall rate will decrease by 5 percentage points. Rates for SWD, SED, Homeless, EL, and Latino students will decrease by 7 percentage points.
SARB Compliance: ~# First SARB Notice <ul style="list-style-type: none"> • -# Second SARB Notice ~# Third SARB Notice <ul style="list-style-type: none"> • -# Parent Conferences • -#SARB Hearings 	2020-2021 School Year (& change from 2019-2020 school year) Change in Truancy Notices from 2021-2022 as of May 15, 2022 to 2022-2023 school year as of April 21, 2023 to 2023-2024 as of May 8, 2024. <ul style="list-style-type: none"> • -# First Truancy Notice: 94 (21-22) --> 180 (22-23) --> 199 (23-24) • -# Second Truancy Notice: 48 (21-22) --> 98 (22-23) --> 112 (23-24) • -# Third Truancy Notice: 24 (21-22) --> 63 (22-23) --> 74 (23-24) • -# Parent Conferences: 17 (21-22) --> 12 (22-23) --> 32 (23-24) • -#SARB Hearings: 2 (21-22) --> 2 (22-23) --> 3 (23-24) 	Increase parent attendance conferences by at least 9 conferences.
Suspension Rates: Overall: SWD SED EL White Latinx	From CDE School Dashboard Additional Reports and Data Suspension rates comparing 2021-2022, 2022-2023 and 2023-2024 Overall Suspension rate - 3.1% (21-22) --> 2.2% (22-23) --> 2.5% (as of 5/13/24) English Learners - 8.3% (21-22) --> 4.7% (22-23)	Reduce overall suspension rates by one percentage point. Reduce suspension rates for students identified as EL, Latino, SWD, and SED by two percentage points.

	<p>White - 1.5% (21-22) --> 0.7% (22-23) Latinx - 5.1% (21-22) --> 4.1% (22-23) SWD - 9.8% (21-22) --> 7.3% (22-23) SED - 6.0% (21-22) --> 5.1% (22-23)</p>	
Student Expulsion	<p>Expulsion: 2021-2022 -- AS: .13% CA: .0% 2022-2023 -- AS: 0.065% CA: 0.1% 2023-2024 -- AS: 0.1% CA:</p>	Maintain very low rate.
Non-grads (calculated by subtracting number of grads from cohort number on CA Dashboard)	<p>2021: 3.7% (11 students) 2022: 3.0% (11 students) 2023: 3.8% (15 students)</p>	Reduce drop out rate by one percentage point.
Students participating Extracurricular sports:	<p>Athletic participation</p> <p>Fall 2021= 146 girls + 107 boys Fall 2022= 164 girls + 141 boys Fall 2023= 152 girls + 131 boys</p> <p>Winter 21-22= 98 girls + 102 boys Winter 22-23= 96 girls + 116 boys Winter 23-24= 106 girls + 110 boys</p> <p>Spring 2022 = 103 girls + 175 boys Spring 2023 = 132 girls + 189 boys Spring 2024= 97 girls + 175 boys</p> <p>Total boys all sports: 416 Total girls all sports: 355 Total participants: 771 (Total includes both Fall & Winter Cheer. Also if an athlete plays multiple that individual is counted once for each time he/she participates on a team)</p>	Increase sports participation by 5 percentage points.
Staff Survey PBIS Implementation: School-Wide Non Classroom Classroom Individual	<p>During a walkthrough of campus, the district PBIS team identified the following areas of growth for the school.</p> <p>1. 10. Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.</p> <p>1.13. Data-Based Decision Making: Tier 1 team reviews and uses discipline data at least monthly for decision-making.</p> <p>1.9. Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a</p>	By September 2024, Sobrato will have a system for tracking the number of PBIS positive tickets given to students monthly. By June 2025, Sobrato will increase the number of positive tickets monthly by 5%.

	<p>sample of staff and received by at least 50% of a sample of students. For example, a next step might be giving out more tickets and having classified participants. Also, the students didn't seem to know what to do with the ticket when they did receive one.</p>	
<p>Support Referrals & Wellness Center</p>	<p>Therapist Sessions Data for 2021-2022 School Year (as of May 7, 2022) compared to 2022-2023 School Year (as of May 1, 2023)</p> <ul style="list-style-type: none"> • Therapist Sections 21-22: 656 sessions • Therapist Sections 22-23: 601 sessions • Therapist Sections 23-24: 704 sessions (as of 5/7/24) • Current caseload of weekly student check-ins as of 5/7/2022: 26 students • Current caseload of weekly student check-ins as of 5/3/2023: 25 students • Current caseload of weekly student check-ins as of 5/7/2024: 35 students <p>Wellness Center Referrals</p> <ul style="list-style-type: none"> • Referrals 21-22: 231 • Referrals 22-23: 270 • Referrals 23-24: 330 (as of 5/7/24) <p>Wellness Center Visits</p> <ul style="list-style-type: none"> • 22-23 visits outside of class time: 6,934 • 22-23 visits during class time: 1,285 • 23-24 visits outside class time: 5,536 (as of 5/7/24) • 23-24 visits during class time: 1,209 (as of 5/7/24) 	<p>Maintain Wellness Center support and continue to monitor usage.</p>
<p>Additional site specific: Positive Behavior awards, positive attendance programs, participation in clubs, sports participation and awards etc.</p>	<p>Clubs - 36 clubs (21-22) --> 52 clubs (22-23) --> 48 clubs (23-24)</p> <p>Honor Roll Awards - 663 (Spring 2022 celebrated in Fall 2022, 10th-12th grade) and 965 (Fall 2022 celebrated in Spring 2023 9th-12th grade) --> 639 (Spring 2023 celebrated in Fall 2023, 10th-12th grade) and 903 (Fall 2023 celebrated in Spring 2024 9th-12th)</p> <p>Sobrato held two freshman award ceremonies during the 2022-2023 school year, awarding approximately 80 students. During the 2023-2024 school year, Sobrato held two</p>	<p>Track student attendance at clubs. Increase opportunities for positive student interaction and participation during brunch, lunch, and passing periods. Recognize classes for their behaviors contributing to a positive environment. Increase number of freshmen recognized by freshman success team.</p>

	<p>freshman award ceremonies, awarding approximately 100 freshmen in total.</p> <p>The freshman success coach held four attendance competitions between classes in order to encourage and reward positive attendance.</p>	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<p>3.1</p>	<p>Strategy #1 is to support campus health and safety to provide students with a safe, welcoming learning environment. The expenditures in this strategy/activity include the following:</p> <ol style="list-style-type: none"> 1. Health office supplies to provide students with the care they need on campus. 2. Campus supervision training coordinator to increase the effectiveness of the campus supervision team and therefore improve feelings of safety and belonging on campus. 3. Radios, chargers, and repairs to radios to increase communication between the campus supervision team and improve the feeling of safety and welcome on campus. 	<p>All Students</p>	<p>800 General Fund</p> <p>Health office supplies to provide students with care they need on campus.</p> <p>General Fund</p> <p>Radios, chargers, and repairs to radios in order to increase necessary communication between campus supervision team and therefore improve the feeling of safety and welcome on campus. (allocation TBD based on carryover)</p> <p>LCFF</p> <p>Radios, chargers, and repairs to radios in order to increase necessary communication between campus supervision team and therefore improve the feeling of safety and welcome on campus. (allocation TBD based on carryover)</p> <p>2119 General Fund</p> <p>Campus supervision training coordinator to increase the effectiveness of campus supervision team and therefore improve feeling of safety and belongingness on campus. 1.0 classified stipend</p>
<p>3.2</p>	<p>Strategy #2 is to improve campus culture by making expectations clear and rewarding positive behavior and engagement in school. The strategy includes the following proposed expenditures:</p>	<p>All students</p>	<p>LCFF</p> <p>PBIS supplies to provide incentives for students and</p>

	<p>1. PBIS Coordinator to support positive behavioral expectations and rewards and to track relevant student behavioral data.</p> <p>2. PBIS supplies to provide incentives for students and staff to contribute to a positive campus climate.</p> <p>3. Advisory Coordinators to plan lessons that increase student feeling of belonging and community on campus.</p> <p>4. Classroom environment supplies supporting inclusivity and welcoming in classrooms.</p> <p>5. A program called Minga to track and encourage student attendance at club meetings, tutorial, and extracurricular events.</p>	<p>staff to contribute to a positive campus climate (multi-funded) (allocation TBD based on carryover) 2202.06 LCFF</p> <p>Advisory Coordinators (3.0 stipends) to plan lessons that increase student feeling of belonging and community on campus (multi-funded)</p> <p>LCFF</p> <p>Classroom environment supplies supporting inclusivity and welcoming in classrooms (multi-funded) (allocation TBD based on carryover) 13000 General Fund</p> <p>A program called Minga to track and encourage student attendance at club meetings, tutorial, and extracurricular events 2119 General Fund</p> <p>PBIS Coordinator to support positive behavioral expectations and rewards and to track relevant student behavioral data.</p> <p>General Fund</p> <p>PBIS supplies to provide incentives for students and staff to contribute to a positive campus climate (multi-funded 69.30) (allocation TBD based on carryover) 4154.93 General Fund</p> <p>Advisory Coordinators (3.0 stipends) to plan lessons that increase student feeling of belonging and community on campus (multi-funded)</p> <p>General Fund</p> <p>Classroom environment supplies supporting inclusivity and welcoming in classrooms (multi-funded) (allocation TBD based on carryover)</p>
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<p>3.3</p>	<p>Strategy/activity 3 is celebrations and recognition to promote a positive campus climate. Expenditures in this strategy include the following:</p> <ol style="list-style-type: none"> 1. Freshman on track celebrations to recognize positive behaviors and attendance among the freshman class, encouraging their connection to the school as they transition into high school 2. New student onboarding program to escort new students around campus and encourage connections with new classmates 3. Fun Fridays program to promote different clubs as they plan engaging lunchtime activities under the supervision of ASB program. 4. Recognition for GREATness program to provide students with rewards for positive behavior, attendance, and exam scores 	<p>All students</p>	<p>0</p> <p>Recognition for GREATness program to provide students with rewards for positive behavior, attendance, and exam scores</p> <p>LCFF</p> <p>Freshman on track celebrations to recognize positive behaviors and attendance among the freshman class, encouraging their connection to school as they transition into high school (multi-funded) (allocation TBD based on carryover)</p> <p>0</p> <p>LCFF</p> <p>New student on-boarding program to escort new students around campus and encourage connections with new classmates (multi-funded) (allocation TBD based on carryover)</p> <p>0</p> <p>Fun Fridays program to promote different clubs as they plan engaging lunchtime activities under the supervision of ASB program</p> <p>General Fund</p> <p>Freshman on track celebrations to recognize positive behaviors and attendance among the freshman class, encouraging their connection to school as they transition into high school (multi-funded) (allocation TBD based on carryover)</p> <p>General Fund</p> <p>New student on-boarding program to escort new students around campus and encourage connections with new classmates (multi-funded) (allocation TBD based on carryover)</p>
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<p>3.4</p>	<p>Strategy/activity 4 is to support athletics so that students interested in athletics have a safe, welcoming program in which to participate. Expenditures in this strategy include the following:</p> <ol style="list-style-type: none"> 1. Mileage for the athletic director and administrators to travel to sporting events to support student-athletes at their away competitions 2. Funding for student athletic events and programs to promote positive involvement in school functions 3. An athletic trainer to support safety and health at sporting events for athletes, which is two additional seasons that are not covered by district funding 4. Substitute teachers to cover for coaches who teach a class and must leave to support their team during a sporting event 5. Maintenance/operations for athletic events 	<p>All students</p>	<p>General Fund</p> <p>Mileage for the athletic director and administrators to travel to sporting events to support student athletes at their away competitions (allocation TBD based on carryover) 31351.51 Extra Curricular</p> <p>Funding for student athletic events and programs to promote positive involvement in school functions. 1200 General Fund</p> <p>Maintenance/Operations for athletic events 4238 General Fund</p> <p>An athletic trainer to support safety and health at sporting events for athletes (two training stipends) 1264.49 Extra Curricular</p> <p>Substitute teachers to cover for coaches who teach a class and must leave to support their team during a sporting event</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The school has seen an increase in the number of students involved in athletics and has begun measuring the number of students attending clubs. Chronic absenteeism has decreased. The school has organized more celebrations this year for students with positive behavior, attendance, and grades.

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

Instead of Focus Fridays, the school chose to organize celebrations recognizing students for their individual positive behavior, attendance, and grades, which included early releases to lunch and small incentive distributions.

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.

The school plans to monitor how Saturday school impacts chronic absenteeism and increases ADA funding next year.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$308,706.89
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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
Extra Curricular	\$32,616.00
General Fund	\$170,375.00
LCFF	\$105,715.89

Subtotal of state or local funds included for this school: \$308,706.89

Total of federal, state, and/or local funds for this school: \$308,706.89

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
None Specified		

Expenditures by Funding Source

Funding Source	Amount
	0.00
Extra Curricular	32,616.00
General Fund	170,375.00
LCFF	105,715.89

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Extra Curricular	32,616.00
	General Fund	170,375.00
	LCFF	105,715.89

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	228,781.90
Goal 2	17,476.00
Goal 3	62,448.99

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
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Theresa Sage	Principal
Claudia Magana	Classroom Teacher
Felicia Gaudin	Classroom Teacher
Eric Alfaro	Classroom Teacher
Janelle Rotman	Classroom Teacher
Dora Jimenez-Pareja	Other School Staff
Jason Amezcua	Parent or Community Member
Julie Duran	Parent or Community Member
Lesa Jacobs	Parent or Community Member
Maren McEuen	Parent or Community Member
Julie Raia	Parent or Community Member
Emily Celallos	Secondary Student
Scout Wilson	Secondary Student
Andrew Burbank	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

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/13/2024.

Attested:

Principal, Theresa Sage on 5/13/2024

SSC Chairperson, Maren McEuen - See Attachment on 5/13/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

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

Jessica Jimenez

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/13/2024.

Attested:

Theresa Sage
Maren McEuen

Principal, Theresa Sage on 5/13/2024

SSC Chairperson, Maren McEuen - See Attachment on 5/13/2024