

School Year: **2025-26**



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	05/12/2025	June 10, 2025

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.

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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

This School Plan for Student Achievement (SPSA) represents our school's allocation of resources towards unique school-level needs as determined by our review of student outcome data and educational partner input. This needs assessment is further analyzed to determine the root causes that inform the actions laid out in this plan. Activities are monitored for effectiveness through various metrics, and plans are adjusted to ensure that actions demonstrate the desired outcome.

The SPSA continues to be organized under three goals aligned with the district's LCAP. The action categories under each goal are also aligned to the LCAP, enabling cross-referencing between various plans. A Multi-Tiered System of Support structures the actions to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for various programs and services and an infrastructure that encourages professional learning about program effectiveness in meeting common goals. These goals are:

1.0 Academics: Through equitable, inclusive access, advance college, career, and civic readiness for all students

- 1.1 Elementary School: Improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.2 Middle School: Build community and a supportive learning environment for all students by providing an equitable, rigorous, and culturally responsive curriculum for middle school academic success with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.3 High School: 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 evidenced in the California Dashboard and local indicators of student success.
- 1.4 English Learners: Facilitate English learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.
- 1.5 Inclusive Practices: 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.

2.0 Family and Community Engagement: Promote family and community engagement and participation in the education process for all students

3.0 School Climate and Culture: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

- 3.1 Attend to Social-Emotional Learning and Development: Within the three-year cycle of this plan, develop whole-child wellness centers at the two middle and two high school schools, K-8 and elementary sites, and our alternative high school to improve timely student and community access to our growing inventory of social-emotional and school-linked services. Provide social-emotional learning strategies and practices intentionally designed, assessed, and monitored for student outcomes within multi-tiered support systems. Build a community of practice in collaboration with staff and students to establish culturally responsive and inclusive school-wide equity practices that create the conditions for belonging, safe learning environments, and meaningful learning experiences by June 2027.

Morgan Hill Unified School District's (MHUSD) LCAP guides each school's annual School Plan for Student Achievement (SPSA). Ann Sobrato High School's SPSA aims to maintain strong academic performance while expanding opportunities and support for underrepresented student groups. The plan follows a cycle of action, reflection, and improvement, with input from educational partners including students, staff, families, and community members, gathered through surveys and meetings. Student achievement data and a review of current outcomes inform planning for the 2025–2026 school year.

The 2022 WASC self-study identified four critical focus areas guiding the school's goals:

1. Increase a–g eligibility
2. Improve communication with educational partners
3. Strengthen social-emotional supports for students
4. Use data to drive strategic professional development

Sobrato’s SPSA is structured around three main goals, aligned with MHUSD’s LCAP and ESSA requirements:

- * Enhance college, career, and civic readiness
- * Expand family and community engagement
- * Improve student engagement, social-emotional learning, and school climate

Key priorities include boosting a–g completion rates, increasing family engagement—especially among non-English-speaking households—and addressing chronic absenteeism. The plan emphasizes support for underserved student groups, including students with disabilities, and students who identify as English Learners, socioeconomically disadvantaged, and Hispanic.

All school budgeting processes—state, local, and federal—are aligned with the LCAP and SPSA to ensure coordinated, accountable spending.

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 School Plan for Student Achievement (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 every monthly meeting starting with the October 2024 meeting.

The leadership team and staff also reviewed data in alignment with the SPSA goals twice a month in leadership meetings.

Students, staff, and parents from the English Learner Advisory Committee (ELAC) and SSC were present and provided feedback and final approval for the SPSA during the May 12, 2025 SSC meeting. The admin and leadership team reviewed the feedback and developed additional strategies and activities that were incorporated in the 2025-2026 SPSA.

The Needs Assessment Survey had a high number of responses from students (1058) and staff (56) and was used to help develop strategies for the SPSA. Despite multiple reminders and outreach strategies, only 124 families responded to the Needs Assessment Survey. In addition, ELAC took an enhanced Needs Assessment Survey and 11 families filled out the survey.

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.

At Sobrato High School, the overall performance for English Learner Progress.

Steps that will be taken to address this area:

Strengthen Designated and Integrated ELD

- Train all teachers in Constructing Meaning and integrated ELD strategies, ensuring academic language is embedded across subjects.

Improve Progress Monitoring

- Utilize tools such as ELPAC interim assessments, writing benchmarks, and common rubrics to measure progress regularly.

Increase Staff Capacity and Collaboration

- Provide monthly professional development (PD) or professional learning community (PLC) time for ELD and general education teachers to co-plan and review English language (EL) student data.
- Provide coaching to teachers on supporting students classified as English Learners through the ELD Release Period Program.
- In ELD team meetings, track students' reclassification trajectories and plan common classroom supports and accommodations for them.

Targeted Support for LTELs (Long-Term English Learners)

- Identify areas of need (such as speaking, reading, writing, etc.) for students who are LTELs. Provide targeted coaching and support to teachers of LTELs based on trends identified.

At Sobrato High School, the overall performance in the area of suspension rate was orange.

Steps that will be taken to address this area:

Root Cause Analysis

- Review types of behaviors leading to suspensions and assess whether they reflect policy gaps, inconsistent enforcement, or unmet student needs.

Expand Tier 1 Positive Behavior Supports

- Increase positive reinforcement through GREAT Tickets, recognitions, and student celebrations.
- Regularly teach and reteach behavior expectations in Bulldog Time and in other classroom settings. Share communication with families and students regarding campus expectations.

Improve Intervention Systems

Develop clear Tier 2 and Tier 3 behavior intervention systems that include:

- Check-In/Check-Out systems
- Social-emotional groups
- Restorative circles or reflection sessions following conflict

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 Red in ELA, whereas the overall performance was Yellow, two levels above.

Steps that will be taken to address this area:

- Strengthen current inclusion classes by ensuring collaboration between general education teachers, special education teachers, and paraprofessionals to help students with IEPs succeed in College Prep ELA.
- Provide planning time and professional development for co-teachers to align accommodations and scaffolds with grade-level standards.

At Sobrato High School, students with disabilities had a performance level of Red in math, whereas the overall performance was Yellow, two levels above.

1. Analyze Data and Identify Root Causes

Identify common areas of struggle (e.g., foundational skills, conceptual understanding, applied problem-solving).

2. Strengthen Access to Standards-Aligned Math Instruction

Align curriculum and instructional materials to ensure IEP accommodations and modifications are embedded in lesson planning.

Ensure that students with IEPs are placed in the least restrictive math setting, which includes access to grade-level content and high expectations.

3. Implement Targeted Math Interventions

Utilize the i-Ready math intervention program and regularly monitor progress.

4. Support Teacher Collaboration and Professional Development

Provide ongoing collaboration time for general and special education math teachers to co-plan lessons and review student data.

5. Monitor Student Progress

Strengthen quarterly math progress checks using tools like i-Ready diagnostics or teacher-created assessments.

6. Involve Families in Math Success

Offer a family workshop or resources on supporting math learning at home, with strategies tailored to students with learning needs.

At Sobrato High School, students who identify as socioeconomically disadvantaged performance level of orange in college and career readiness indicator, whereas the overall performance was Green, two levels above.

Steps that will be taken to address this area:

1. Expand Access to College- and Career-Aligned Coursework

Use data to identify students who are eligible but not enrolled and provide targeted outreach.

Continue or expand Equal Opportunity Schools' efforts to ensure equitable participation in rigorous courses.

2. Strengthen CTE Pathway Participation and Completion

Promote awareness and enrollment in Career and Technical Education (CTE) pathways, ensuring students understand how they contribute to the College and Career Readiness (CCR) indicator.

3. Improve Support for College and Career Planning

Ensure all socioeconomically disadvantaged students have access to individual college and career planning meetings.

4. Provide Targeted Interventions and Supports

Offer tutoring in the core academic areas to ensure students stay on track with A–G requirements.

5. Increase Awareness and Use of CCR Metrics

Educate staff, students, and families about the multiple pathways to college and career readiness under the Dashboard:

A–G completion

CTE pathway completion

AP exam scores

Dual enrollment success

State Seal of Biliteracy

Military and work readiness indicators

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 (EOS), an organization that helps schools increase enrollment in Advanced Placement (AP) courses, with a focus on students of color and students who identify 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 who identify as socioeconomically disadvantaged who are enrolled in AP courses this year.

89% of historically underrepresented students in AP have named at least one adult they trust in the building

Students answered questions about their AP courses. When given the statement "my teacher cares about me and my learning," 74% of students responded positively.

When given the statement "I have the opportunity to redo assignments or re-take quizzes or tests if I need to," 70% answered positively.

Results from this survey indicate that there is room for improvement in the area of retakes. Despite the high percentage of students who have named one trusted adult, there is room for improvement in the area of students' perceptions about teachers caring about them and their learning.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.79%	0.66%	0.33%	12	10	5
African American	1.31%	1.46%	1.26%	20	22	19
Asian	15.58%	14.77%	15.42%	237	223	233
Filipino	4.34%	3.97%	4.24%	66	60	64
Hispanic/Latino	41.68%	45.43%	45.60%	634	686	689
Pacific Islander	0.26%	0.40%	0.46%	4	6	7
White	28.53%	25.70%	25.28%	434	388	382
Two or More Races	4.47%	4.50%	4.57%	68	68	69
Not Reported	3.02%	3.11%	2.85%	46		43
Total Enrollment				1521	1510	1511

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	374	368	
Grade 10	398	377	
Grade 11	358	396	
Grade 12	391	369	
Total Enrollment	1,521	1,510	

Conclusions based on this data:

- Overall enrollment has shown a slight decrease of 11 students.
- The three largest groups are students who identify as Hispanic, White, and Asian. The group of students who identify as Hispanic is the largest group on campus and has increased almost 4%, while there is a slight decrease in students who identify as Asian and White.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	128	149	123	8.4%	9.9%	8.1%
Fluent English Proficient (FEP)	372	357	378	24.5%	23.6%	25.0%

Conclusions based on this data:

1. The number of students who identify 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. As of March 2025, there are 36 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	407	364	394	387	350	374	387	349	374	95.1	96.2	94.9
All Grades	407	364	394	387	350	374	387	349	374	95.1	96.2	94.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2631.	2642.	2606.	33.59	39.83	31.82	35.92	32.95	29.95	17.83	14.33	18.72	12.66	12.89	19.52
All Grades	N/A	N/A	N/A	33.59	39.83	31.82	35.92	32.95	29.95	17.83	14.33	18.72	12.66	12.89	19.52

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	32.82	36.78	29.14	55.04	54.02	51.34	12.14	9.20	19.52
All Grades	32.82	36.78	29.14	55.04	54.02	51.34	12.14	9.20	19.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	41.34	44.96	35.56	42.89	42.36	41.71	15.76	12.68	22.73
All Grades	41.34	44.96	35.56	42.89	42.36	41.71	15.76	12.68	22.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	18.09	21.49	18.18	71.58	69.34	67.65	10.34	9.17	14.17
All Grades	18.09	21.49	18.18	71.58	69.34	67.65	10.34	9.17	14.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	27.65	36.10	27.81	65.37	55.59	58.56	6.98	8.31	13.64
All Grades	27.65	36.10	27.81	65.37	55.59	58.56	6.98	8.31	13.64

Conclusions based on this data:

- Overall, the school saw a decrease in the percentage of students who met or exceeded standards from 72.78 in 2022-2023 to 61.77 in 2023-2024.
- From 2022-2023 to 2023-2024, there has also been a decrease in the percentage of students who met or exceeded standards in all areas of English Language Arts/Literacy reading, writing, listening, and research.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	406	364	394	385	352	376	385	351	376	94.8	96.7	95.4
All Grades	406	364	394	385	352	376	385	351	376	94.8	96.7	95.4

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2610.	2606.	2582.	21.30	20.80	17.55	26.23	23.93	23.40	23.38	23.93	19.95	29.09	31.34	39.10
All Grades	N/A	N/A	N/A	21.30	20.80	17.55	26.23	23.93	23.40	23.38	23.93	19.95	29.09	31.34	39.10

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	24.68	24.22	20.53	45.71	45.30	42.40	29.61	30.48	37.07
All Grades	24.68	24.22	20.53	45.71	45.30	42.40	29.61	30.48	37.07

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.56	22.22	18.35	62.34	59.26	61.70	16.10	18.52	19.95
All Grades	21.56	22.22	18.35	62.34	59.26	61.70	16.10	18.52	19.95

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	23.12	21.94	17.07	61.82	60.97	59.20	15.06	17.09	23.73
All Grades	23.12	21.94	17.07	61.82	60.97	59.20	15.06	17.09	23.73

Conclusions based on this data:

1. Students that did not meet standards increased from 2022-2023 with 31.34% to 2023-2024 with 39.1%
2. Students that met or exceeded standards declined by 3.75%.
3. Concepts and Procedures in Math had the highest percentage Below Standard.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1522.9	1562.1	1550.1	1502.5	1570.9	1556.5	1542.8	1552.9	1543.1	31	44	39
10	1540.1	1551.6	1553.6	1532.7	1560.6	1551.9	1546.8	1541.9	1554.9	28	34	29
11	1552.9	1549.7	1537.4	1561.3	1547.7	1540.3	1544.0	1551.2	1533.9	27	23	23
12	1572.6	1568.9	1496.7	1565.4	1589.2	1493.3	1579.2	1548.1	1499.8	17	20	17
All Grades										103	121	108

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	20.45	17.95	51.61	40.91	33.33	22.58	27.27	25.64	25.81	11.36	23.08	31	44	39
10	10.71	29.41	27.59	35.71	26.47	34.48	25.00	17.65	20.69	28.57	26.47	17.24	28	34	29
11	18.52	26.09	13.04	25.93	21.74	26.09	37.04	30.43	30.43	18.52	21.74	30.43	27	23	23
12	23.53	15.00	5.88	35.29	45.00	5.88	29.41	25.00	29.41	11.76	15.00	58.82	17	20	17
All Grades	11.65	23.14	17.59	37.86	33.88	27.78	28.16	24.79	25.93	22.33	18.18	28.70	103	121	108

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	16.13	43.18	35.90	32.26	34.09	28.21	22.58	15.91	20.51	29.03	6.82	15.38	31	44	39
10	25.00	41.18	44.83	28.57	20.59	34.48	10.71	14.71	3.45	35.71	23.53	17.24	28	34	29
11	40.74	30.43	39.13	29.63	30.43	17.39	14.81	26.09	13.04	14.81	13.04	30.43	27	23	23
12	35.29	55.00	5.88	41.18	30.00	29.41	11.76	15.00	41.18	11.76	0.00	23.53	17	20	17
All Grades	28.16	42.15	34.26	32.04	28.93	27.78	15.53	17.36	17.59	24.27	11.57	20.37	103	121	108

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	4.55	5.13	19.35	15.91	25.64	51.61	59.09	35.90	29.03	20.45	33.33	31	44	39
10	14.29	8.82	13.79	7.14	20.59	13.79	46.43	32.35	44.83	32.14	38.24	27.59	28	34	29
11	3.70	4.35	8.70	18.52	30.43	4.35	40.74	26.09	39.13	37.04	39.13	47.83	27	23	23
12	17.65	0.00	0.00	11.76	15.00	0.00	58.82	50.00	17.65	11.76	35.00	82.35	17	20	17
All Grades	7.77	4.96	7.41	14.56	19.83	13.89	48.54	43.80	36.11	29.13	31.40	42.59	103	121	108

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	4.55	7.69	64.52	79.55	61.54	35.48	15.91	30.77	31	44	39
10	14.29	11.76	7.14	60.71	55.88	75.00	25.00	32.35	17.86	28	34	28
11	3.70	4.35	8.70	59.26	52.17	39.13	37.04	43.48	52.17	27	23	23
12	0.00	10.00	0.00	88.24	60.00	29.41	11.76	30.00	70.59	17	20	17
All Grades	4.85	7.44	6.54	66.02	64.46	55.14	29.13	28.10	38.32	103	121	107

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	51.61	81.82	66.67	25.81	11.36	17.95	22.58	6.82	15.38	31	44	39
10	44.44	73.53	82.76	33.33	11.76	0.00	22.22	14.71	17.24	27	34	29
11	76.92	73.91	69.57	7.69	13.04	8.70	15.38	13.04	21.74	26	23	23
12	64.71	95.00	70.59	29.41	5.00	5.88	5.88	0.00	23.53	17	20	17
All Grades	58.42	80.17	72.22	23.76	10.74	9.26	17.82	9.09	18.52	101	121	108

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	3.23	6.82	17.95	58.06	61.36	28.21	38.71	31.82	53.85	31	44	39
10	14.29	17.65	17.24	50.00	44.12	48.28	35.71	38.24	34.48	28	34	29
11	11.11	4.35	8.70	33.33	43.48	39.13	55.56	52.17	52.17	27	23	23
12	11.76	0.00	0.00	70.59	50.00	17.65	17.65	50.00	82.35	17	20	17
All Grades	9.71	8.26	12.96	51.46	51.24	34.26	38.83	40.50	52.78	103	121	108

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	4.55	0.00	80.65	84.09	76.92	19.35	11.36	23.08	31	44	39
10	3.57	2.94	6.90	78.57	73.53	68.97	17.86	23.53	24.14	28	34	29
11	3.70	17.39	4.35	66.67	52.17	60.87	29.63	30.43	34.78	27	23	23
12	35.29	15.00	0.00	41.18	60.00	47.06	23.53	25.00	52.94	17	20	17
All Grades	7.77	8.26	2.78	69.90	71.07	66.67	22.33	20.66	30.56	103	121	108

Conclusions based on this data:

1. The category of reading has the highest percentage of students scoring in the "beginning" category.
2. Scores overall have decreased in Levels 3 and 4, and increased in Levels 1 and 2.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,510	32.8%	9.9%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	149	9.9%
Foster Youth	0	0.0%
Homeless	89	5.9%
Socioeconomically Disadvantaged	496	32.8%
Students with Disabilities	172	11.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	1.5%
American Indian	10	0.7%
Asian	223	14.8%
Filipino	60	4%
Hispanic	686	45.4%
Two or More Races	68	4.5%
Pacific Islander	6	0.4%
White	388	25.7%

Conclusions based on this data:

- The group of students who identify as Hispanic continues to be the largest group, making up 45.4% of the overall student body in 2023-2024.

2. The group of students who identify as socio-economically disadvantaged has slightly increased to 32.8%

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Orange

Mathematics



Yellow

English Learner Progress



Orange

College/Career



Green

Conclusions based on this data:

1. In overall academic performance from 2022-2023 to 2023-2024, English Language Arts has moved from green to yellow and Mathematics has remained in the yellow.
2. English Learners' academic performance and suspension for all students are in the orange and continue to be an area of focus.

School and Student Performance Data

Academic Performance English Language Arts

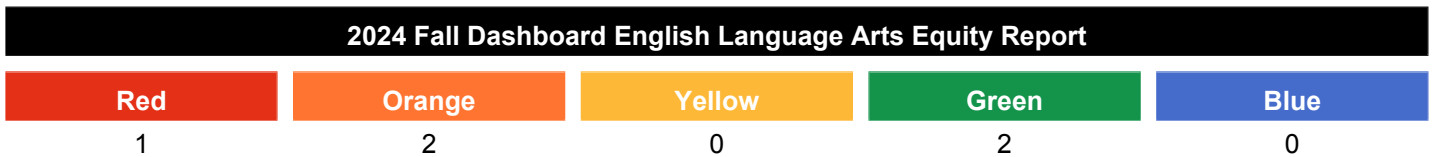
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>28.6 points above standard</p> <p>Declined 34.8 points</p> <p>360 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>125.0 points below standard</p> <p>Declined 38.0 points</p> <p>34 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>145.9 points below standard</p> <p>Increased 3.0 points</p> <p>23 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>48.6 points below standard</p> <p>Declined 26.8 points</p> <p>21 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>20.1 points below standard</p> <p>Declined 9.2 points</p> <p>124 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>149.6 points below standard</p> <p>Declined 72.3 points</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Asian</p>  <p>Green</p> <p>110.0 points above standard</p> <p>Declined 4.1 points</p> <p>56 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>95.7 points above standard</p> <p>Increased 39.1 points</p> <p>16 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>27.5 points below standard</p> <p>Declined 49.9 points</p> <p>150 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>15.0 points below standard</p> <p>20 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>51.3 points above standard</p> <p>Declined 36.1 points</p> <p>100 Students</p>

Conclusions based on this data:

1. Overall English Language Arts performance has decreased from the green level to the yellow level by 34.8 points.
2. The school saw an increase in performance from students who identify as Long-Term English Learners by 3 points.
3. In 2023-2024, the school saw a decrease in performance from students who identify as homeless, English Learners, and a 72.3 point decrease in performance from students who identify as SWD.

School and Student Performance Data

Academic Performance Mathematics

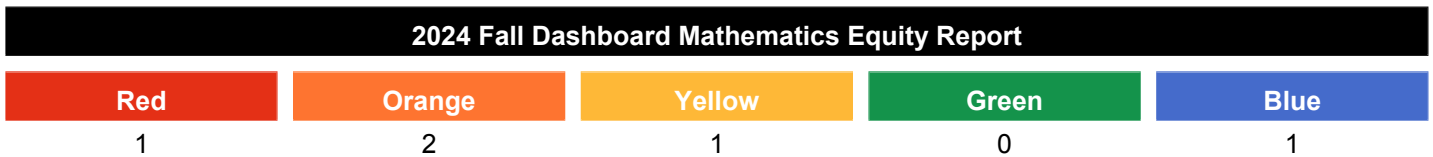
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>42.9 points below standard</p> <p>Declined 24.6 points</p> <p>363 Students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>200.8 points below standard</p> <p>Declined 60.1 points</p> <p>36 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>222.0 points below standard</p> <p>Declined 18.3 points</p> <p>23 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>137.7 points below standard</p> <p>Declined 31.4 points</p> <p>22 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>98.5 points below standard</p> <p>Declined 6.3 points</p> <p>127 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>200.4 points below standard</p> <p>Declined 52.0 points</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Asian</p>  <p>Blue</p> <p>68.7 points above standard</p> <p>Maintained 1.9 points</p> <p>56 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>15.3 points above standard</p> <p>Increased 45.2 points</p> <p>16 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>112.9 points below standard</p> <p>Declined 41.0 points</p> <p>153 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>53.6 points below standard</p> <p>20 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>17.5 points below standard</p> <p>Declined 26.0 points</p> <p>100 Students</p>

Conclusions based on this data:

1. Students who identify as English Learners and Students with Disabilities had the biggest declines with 60.1 points and 52 points respectively.
2. Students who identify as Asian maintained a score of 68.7 points above standard.
3. Students who identify as Filipino showed an increase of 45.2 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 45.3% making progress. Number Students: 95 Students	Long-Term English Learner Progress  Orange 47.4% making progress. Number Students: 76 Students

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.

2024 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
23.2%	31.6%	1.1%	44.2%

Conclusions based on this data:

- 45.3% of students who identify as English Learners made progress on their English Language Acquisition, while 47.4% of students who identify as LTELs made progress on their English Language Acquisition.
- 44.2% of students who identify as EL progressed at least one ELPI level, while 23.2% of the students who identify as EL decreased by one ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

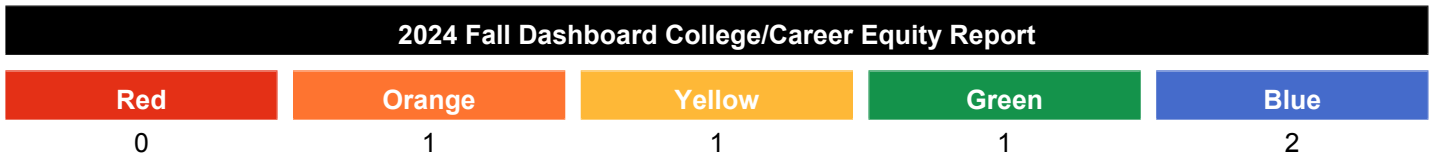
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>64.4 Prepared</p> <p>Maintained 0.4</p> <p>374 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>13.8 Prepared</p> <p>Declined 14.8</p> <p>29 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>5.6 Prepared</p> <p>Declined 17.2</p> <p>18 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>37.5 Prepared</p> <p>Declined 5.4</p> <p>40 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>40.7 Prepared</p> <p>Declined 6.7</p> <p>140 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>22.5 Prepared</p> <p>Increased 9.3</p> <p>40 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>6 Students</p>
<p>Asian</p>  <p>Blue</p> <p>91.2 Prepared</p> <p>Maintained 0.8</p> <p>57 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>68.8 Prepared</p> <p>Maintained 0</p> <p>16 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>49.1 Prepared</p> <p>Increased 6</p> <p>161 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>74.1 Prepared</p> <p>Increased 3</p> <p>108 Students</p>

Conclusions based on this data:

1. Students identified as White and Asian were highly prepared for College and Career.
2. Students who identify as Homeless, socioeconomically disadvantaged, and Hispanic are somewhat prepared for college and career.
3. Students with disabilities have lower rates of success in college and career preparedness.

School and Student Performance Data

Academic Engagement Graduation Rate

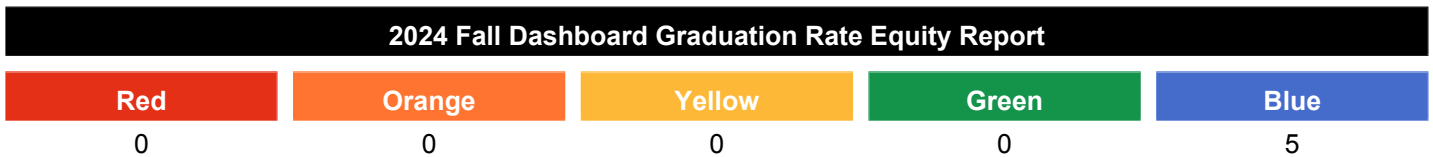
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>97.3% graduated</p> <p>Increased 1.2%</p> <p>375 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>93.3% graduated</p> <p>Increased 3.7%</p> <p>30 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>100% graduated</p> <p>Increased 8.7%</p> <p>19 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>97.6% graduated</p> <p>Increased 15.4%</p> <p>41 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>96.5% graduated</p> <p>Increased 5.1%</p> <p>141 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>95.1% graduated</p> <p>Increased 8.3%</p> <p>41 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>Blue</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>57 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>93.8% graduated</p> <p>Maintained 0%</p> <p>16 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>96.3% graduated</p> <p>Increased 5%</p> <p>162 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>98.1% graduated</p> <p>Declined 1.1%</p> <p>108 Students</p>

Conclusions based on this data:

1. *Graduation rates for all student groups are now in the highest performance band.
2. *Our student groups of students who identify as Long Term English Learners, Homeless, Hispanic, and Students with Disabilities increased their graduation rates by at least 5%.
3. *97% of all students graduated from high school.

School and Student Performance Data

Conditions & Climate Suspension Rate

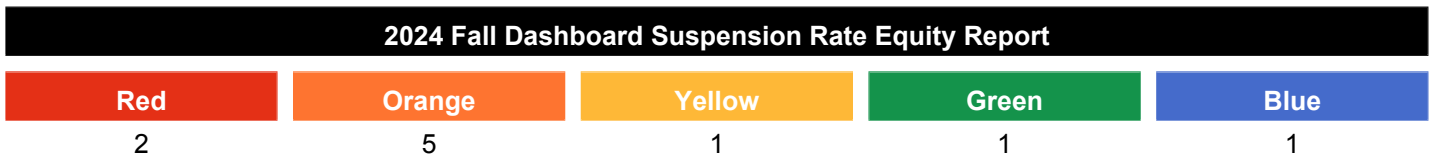
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>4.1% suspended at least one day</p> <p>Increased 1.9%</p> <p>1557 Students</p>	<p>English Learners</p> <p>Red</p> <p>9.1% suspended at least one day</p> <p>Increased 4.4%</p> <p>164 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>10.8% suspended at least one day</p> <p>Increased 4.7%</p> <p>130 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>Orange</p> <p>7.8% suspended at least one day</p> <p>Increased 2.7%</p> <p>128 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>7.2% suspended at least one day</p> <p>Increased 2.1%</p> <p>555 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>9.3% suspended at least one day</p> <p>Increased 2%</p> <p>182 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>17.4% suspended at least one day</p> <p>Increased 8.3%</p> <p>23 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>1.3% suspended at least one day</p> <p>Increased 1.3%</p> <p>227 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>61 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>6.1% suspended at least one day</p> <p>Increased 2%</p> <p>722 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>1.7% suspended at least one day</p> <p>Declined 0.7%</p> <p>117 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>White</p>  <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 1.9%</p> <p>391 Students</p>

Conclusions based on this data:

1. Although suspension rates for students who identify as Filipino remained blue and green for students who identify as Two or More Races, all other student groups dropped at least one performance band
2. The most significant area of need is students who identify as English Learners. Students who identify as Long Term English Learners are in a separate category but are also included in the English Learners category.

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 2026, Ann Sobrato High School aims to increase a–g eligibility rates among the following student groups:

- Overall: 59.4%
- Latinx: 47.2%
- Socio-economically disadvantaged: 37.1%
- Students with disabilities: 20%
- English Learners: 22.2%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Prepare all students for college, career, and civic life through equitable, high-quality, inclusive instruction.
Focus Goal 1.3: High School: 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 evidenced in the California Dashboard and local indicators of student success.

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.

According to DataQuest, there are significant disparities in a–g eligibility among student groups when compared to the overall rate at Sobrato.

Hispanic/Latinx students: 17.1 percentage points lower

Socioeconomically Disadvantaged (SED) students: 17.8 percentage points lower

Students with Disabilities (SWD): 58.5 percentage points lower

English Learners (EL): 42.4 percentage points lower

These gaps highlight the need for targeted support and strategic interventions to improve college and career readiness for underserved populations

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>2022 Cohort --> 2023 Cohort --> 2024 Cohort</p> <ul style="list-style-type: none"> • All Student: 96.9% --> 96.2% --> 97.3% • Overall state: 87% --> 86.2% --> 86.4% • Overall county: 88.9% --> 87.3% --> 87.8% • SED: 94.2% --> 91.2% --> 96.4% • County SED: 80.5% --> 72.5% --> 80.9% • SWD: 97.7% --> 86.8% --> 95% • County SWD: 74.4% --> 72.5% --> 70.5% • White: 97.3% --> 99.2% --> 98.1% • County White: 95% --> 94.2% --> 94.1% • Asian: 100% --> 100% --> 100% • County Asian: 96.9% --> 96.6% --> 96% • Hispanic/Latinx: 94.7% --> 91.2% --> 96.3% • County Hispanic/Latinx: 78.7% --> 76.4% --> 78.5% • English Learners: 94.4% --> 89.3% --> 93.1% • County English Learners: 65.1% --> 62.6% --> 74.8% 	<p>While the school's graduation rates increased across all student groups, 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 97.3% to 98% of all students and to close the gap in graduation rates of the student groups.</p> <p>The goal is to increase the graduation rate of students who identify as EL from 93.1% to 94.5% and SWD from 95% to 96.4%.</p>
<p>CSU/UC Eligibility: -Percent meeting a-g as reported in 2024 DataQuest</p>	<p>-- Sobrato Percent meeting a-g Class of Class of 2022 --> Class of 2023 --> Class of 2024</p> <p>-- All Students: 62% --> 63.8% --> 57.4%</p> <p>-- Hispanic/Latinx: 45.6% --> 46.7% --> 42.2%</p> <p>-- SED: 47.8% --> 46% --> 32.1%</p> <p>-- SWD: 20.4% --> 5.3% --> 15%</p> <p>-- EL: >16% --> 21.4% --> 17.2%</p>	<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 2026 graduating class.</p>
<p>Biliteracy -Earn Seal of Biliteracy</p>	<p>-- Class of 2022 Seal Earners: 11.7% (number of seals over number of graduates)</p> <p>-- Class of 2023 Seal Earners: 10.8% (number of seals over number of graduates)</p> <p>-- Class of 2024 Seal Earners: 6.7% (number of seals over number of graduates)</p>	<p>There has been a reduction in the number of students taking Advanced Placement (AP) Spanish Language or AP Spanish Literature which is causing a reduction in biliteracy rates. The goal is to increase the number of Seal of Biliteracy earners by increasing the number of students who take Spanish as a freshman and continuing through taking AP Spanish Language or AP Spanish Literature. Although Sobrato anticipates a decline in Seal Earners in</p>

		2025, the goal is to increase five percentage points by 2026.
<p>Advanced Placement</p> <p>-Participation per capita</p> <p>-3+ score per capita (percentage points change)</p>	<p>-- Participation per capita:</p> <p>-- In 2022-2023, Sobrato offered AP Human Geography to 9th graders, changing the 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%.</p> <p>-- 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.</p> <p>-- In 2024-2025, Sobrato added AP PreCalculus to its offering of AP courses, and exam participation was 47% of students as of 5/3/25.</p> <p>-- 3+ score per capita: 65.5% in Spring 2022 to 64.8% in Spring 2023 to 70.2% in Spring 2024.</p> <p>AP Scholars for Spring 2024 AP Exams:</p> <ul style="list-style-type: none"> • 97 AP Scholars • 48 AP Scholars with Distinction • 66 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 the 3+ score per capita by three percentage points while increasing enrollment, especially of historically underrepresented groups.</p>
2025 LCAP Hanover Survey	<p>76% or more of the student population feel like the students with special needs are respected, accepted and included.</p> <p>Inclusion offerings assist with our students with disabilities being included in an increased number of general education classroom settings and help to build relationships between students who have an Individual Education Plan (IEP) and students without an IEP.</p>	Increase by 5%
<p>PSAT Exam (Grades 10&11)</p> <p>-Participation</p> <p>-Met English Reading and Writing (ERW) benchmark</p> <p>-Met Math benchmark</p>	<p>Data Comparing October 2022 to October 2023 to October 2024</p> <p>Participation:</p>	Increase 10th grade benchmark pass rates by five percentage points.

<p>-Met both benchmarks</p>	<p>11th graders 145 (2022) --> 104 (2023) --> 110 (2024) 10th graders 367 (2022) --> 344 (2023) --> 117 (2024) 9th graders 36 (2022) --> 30 (2023) --> 27 (2024)</p> <p>11th grade benchmarks: Met ERW: 82% (2022) --> 86% (2023) --> 86% (2024) Met Math: 59% (2022) --> 63% (2023) --> 66% (2024) Met both: 57% (2022) --> 63% (2023) --> 65% (2024)</p> <p>10th grade benchmarks: Met ERW 57% (2022) --> 57% (2023) --> 97% (2024) Met Math 38% (2022) --> 37% (2023) --> 80% (2024) Met both 33% (2022) --> 34% (2023) --> 79% (2024)</p> <p>9th grade benchmarks: Met ERW: 64% (2022) --> 97% (2023) --> 93% (2024) Met Math: 64% (2022) --> 70% (2023) --> 63% (2024) Met both: 56% (2022) --> 70% (2023) --> 63% (2024)</p> <p>In 2024, only 10th grade students who selected to take the PSAT took the exam. In 2023, all 10th grade students took the exam. In 2022, only 10th grade students who selected to take the PSAT took the exam.</p>	
<p>Career Technical Education (CTE)</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>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)</p>	<p>Increase/maintain pathway completers by five percentage points.</p>

	<p>SED: 26.8% (37 students) SWD: 36.8% (14 students) -- 12.6% state</p> <p>During the 2023-2024 school year for the class of 2024, the percentages of students completing at least one CTE pathway were as follows: All students: 64.4% (241 students) -- 20.3% state Asian: 91.2%(52 students) Latinx: 49.1% (79 students) White: 74.1% (80 students) ELs: 13.8% (4 students) SED: 40.7% (57 students) SWD: 22.5% (9 students) -- 14.2% state</p>	
Freshmen On Track - Grades, on track percentage	<p>Fall 2022, 2023, and 2024 Semester Grades for Freshmen -- Freshmen with at least one F 17% (2022) --> 23% (2023) --> 21% (2024) -- Freshmen with Ds or better 83% (2022) --> 77% (2023)--> 78% (2024) -- Freshmen with Cs or better 65% (2022) --> 61% (2023) ----> 59% (2024) -- Freshmen with Bs or better 37% (2022) --> 43% (2023) --> 36% (2024)</p>	<p>Decrease number of students who are receiving failing grade by 3%. Increase number of students earning Cs or better by 3%.</p>
Post Secondary Data	<p>Post Secondary Data for the senior classes of 2022-2024: 4 Year College: 59.5% (21-22) --> 51% (22-23) --> 43% (23-24) Community College: 33.3% (21-22) --> 35% (22-23) --> 41% (23-24) Trade School: 2.4% (21-22) -> 3% (22-23) --> 3% (23-24) Military: 1.9% (21-22) --> 1% (22-23) --> 1% (23-24) Work/Gap: 1.9% (21-22) --> 4% (22-23) --> 4% (23-24) Other: 2.4% (21-22) -->4% (22-23) --> 1% (23-24)</p>	<p>Increase % enrolled in 4 yr college >1% % enrolled in community college >2%</p>
Number of Inclusion Classes Offered	<p>In 2024-2025, the school offered 26 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 three sections more than the previous year.</p>	<p>Maintain the number of inclusion classes offered while increasing the Cs or better rate in those classes by 5 percentage points.</p>
Overall Grades Percent with Cs or better	<p>Semester 1 Grades from Fall 2022-Fall 2023- Fall 2024</p> <p>All students with Cs or better in all courses: 68% (2022) --> 62% (Fall 2023) --> 78% (Fall 2024)</p>	<p>Increase number of students with Cs or better in all courses by 2% and increase number of Cs or better for students who identify as EL, Latinx and SWD by 5%</p>

	<p>ELs with Cs or better in all courses: 26% (2022) --> 18% (Fall 2023)-->12% (Fall 2024)</p> <p>SWD with Cs or better in all courses: 29% (2022) --> 24% (Fall 2023)--> 21% (Fall 2024)</p> <p>9th graders with Cs or better in all courses: 65% (2022) --> 61% (Fall 2023)--> 59% (Fall 2024)</p> <p>Latinx students with Cs or better: 50% (Fall 2022) --> 44% (Fall 2023)--> 41% (Fall 2024)</p> <p>Students in EL Scholar Program with Cs or better: 22% (Fall 2022) --> 18% (Fall 2023) -->6.7% (Fall 2024)</p>	
English Learner Scholar Grades	<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>Student in EL Scholar Program -- Fall 2024 Semester (30 total students)</p> <p>One of more Fs: 70%</p> <p>Ds or better: 30%</p> <p>Cs or better: 6.7%</p> <p>Bs or better: 6.7%</p>	Redesign supports for EL for the 2025-2026 school year

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	<p>Strategy/Activity 1 is academic support for all students.</p> <p>Expenditures in this strategy include the following:</p> <ol style="list-style-type: none"> 1. AP exam subsidies to reduce financial barriers and support college credit attainment 2. Turnitin and Draftback software to improve writing quality and reduce plagiarism 3. Hourly pay for curriculum alignment and course-alike collaboration to promote best practices and increase a–g eligibility 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 courses 	All students, with focus on students who identify as EL, SED, SWD, and Hispanic who need support and acceleration in math, core classes, and a-g eligibility	<p>12286.45 LCFF</p> <p>AP exam subsidies</p> <p>6142.37 General Fund</p> <p>Hourly/ daily rate of pay for school business</p> <p>3211.35 LCFF</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>5. Hourly/ daily rate of pay to assist with proctoring of college board and state tests, and supporting student activities</p> <p>6. Hourly pay for lead teachers for developing best practices for inclusion classes in order to support staff</p> <p>7. Hourly pay for additional academic support in Math, English, and Science after school in Homework Center.</p> <p>8. Hourly pay for staff to improve inclusion supports</p>		<p>Turnitin, Draftback, Unicorn software</p> <p>4794.25 General Fund</p> <p>Turnitin, Draftback, Unicorn software</p> <p>500 General Fund</p> <p>Hourly pay for lead teachers to support teachers in best practices for their inclusion classes.</p> <p>3000 LCFF</p> <p>hourly pay for staff to improve inclusion supports</p> <p>2119 LCFF</p> <p>Stipend for EOS Site Coordinator</p> <p>4864 LCFF</p> <p>Hourly/Daily pay for Math, English, Science HW Center Help</p>
1.2	<p>Strategy/Activity 2 is support for students who identify as English Learners.</p> <p>The expenditures in Strategy 2 are the following:</p> <p>1.Hourly/daily rate of pay for staff to improve implementation of English Language Development (ELD) supports in core academic curriculum.</p> <p>2. Books, materials, and audiobooks to provide relevant, engaging, and appropriate learning materials for students who identify as EL.</p> <p>3. 1.0 stipend for ELD Curriculum Development</p> <p>4. Hourly pay for academic support for students who identify as EL during monthly English Learner Advisory Committee (ELAC) meetings.</p> <p>5. Hourly/Daily rate of pay for staff to attend ELD trainings</p>	Students who identify as EL	<p>2119 LCFF</p> <p>1.0 stipend for ELD Curriculum Development</p> <p>7000 LCFF</p> <p>Hourly/Daily rate of pay for ELD curriculum supports</p> <p>500 LCFF</p> <p>Hourly Pay for academic support during ELAC meetings</p> <p>500 LCFF</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			<p>Books, materials, and audiobooks for students who identify as EL</p> <p>2000 LCFF</p> <p>Hourly/daily rate of pay for staff who teach designated ELD</p>
1.3	<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. Release time for classroom walk throughs (hourly pay for subs) to expose teachers to examples of best engagement strategies to implement in their classrooms, especially regarding supporting students who identify as EL, SED, SWD, and Hispanic 2. Conferences for staff, teachers, and administrators to increase their knowledge of best practices and instructional strategies for AP courses, Advancement Via Individual Determination (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 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 4. Two 1.0 stipends for teacher leaders facilitating staff professional development to implement best practices and instructional strategies to support historically underserved students 5. 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 6. Certificated and classified benefits for stipends and extra hourly time. This number reflects the total number for goals 1-3. 	<p>All students, with focus on students who identify 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>Hourly pay for subs to expose teachers to examples of best practices (walk throughs) to implement in their own classrooms, especially in regard to supporting students who identify as EL, SED, SWD, and Hispanic.</p> <p>2300 LCFF</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 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>4000 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 increase understanding of data and communication systems to consistently enter and analyze data and therefore increase the ability of all staff to monitor</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			<p>academic data in a timely fashion. (multi-funded 69.30)</p> <p>300 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</p> <p>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</p> <p>500 General Fund</p> <p>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.</p> <p>18108.2 LCFF</p> <p>Certificated and classified benefits for stipends and extra hourly time. This number reflects the total number for goals 1-3.</p> <p>6934.03 General Fund</p> <p>Certificated and classified benefits for stipends and extra hourly time. This number reflects the total number for goals 1-3.</p>
1.4	<p>Strategy 4 is materials and supplies.</p> <p>The expenditures in Strategy 4 are as follows:</p>	All Students	<p>4000 LCFF</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>1. Classroom and office supplies to ensure that all students have the materials they need to access the curriculum and strong instructional activities</p> <p>2. Library materials, licensing, and supplies to ensure that all students have access to engaging, relevant, appropriate supplemental academic materials</p> <p>3. Graduation supplies (diplomas, ceremony, cords, etc.)</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)</p> <p>1000 General Fund</p> <p>Library materials, licensing, and supplies to ensure that all student have access to engaging, relevant, appropriate supplemental academic materials</p> <p>36661.51 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)</p> <p>7400 General Fund</p> <p>Graduation supplies (diplomas, ceremony, cords, etc.)</p>
1.5	<p>Strategy 5 is additional support for students with IEPs</p> <p>Expenditures in this strategy include the following:</p> <p>1. Funding to provide substitute teachers for case managers or teachers during IEP meetings.</p> <p>2. Hourly pay for Paras to work the entire school day—an extra hour each day, 5 days a week, including for teachers and paraprofessionals to meet with their inclusion partner, the inclusion coordinator, and/or the team of teachers to improve practices in inclusion classes.</p>	Students with disabilities or diverse learners	<p>250 LCFF</p> <p>Funding to provide substitute teachers for case managers or teachers during IEP meetings.</p> <p>22500 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.</p> <p>Expenditures in this strategy include the following:</p> <p>1. Office services and copier maintenance to ensure that students have access to appropriate and engaging curriculum and activities</p> <p>2. Student Chromebooks to provide students access to online curriculum and vital educational tools</p>	All students, with focus on students who identify as EL, SED, SWD, and Hispanic who need support in math, core classes, and a-g eligibility	<p>6000 General Fund</p> <p>Office services and copier maintenance to ensure that students have access to appropriate and engaging curriculum and activities</p> <p>58680 General Fund</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Student chromebooks to provide students access to online curriculum and vital educational tools
1.7	Strategy 7 is field trips. Expenditures in this strategy include the following: 1. AVID and Ethnic Studies field trips		857.63 General Fund AVID and Ethnic Studies field trips

Annual Review

SPSA Year Reviewed: 2024-25

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.

Ann Sobrato High School enhanced its Advanced Placement (AP) program by offering exam fee subsidies and expanding its partnership with Equal Opportunity Schools (EOS). These initiatives aimed to increase AP participation among historically underserved student groups, particularly those identified as socioeconomically disadvantaged and Latinx.

The school also invested in staffing to ensure paraprofessionals were available throughout the full school day to fulfill required service hours. To promote inclusion, the school monitored Least Restrictive Environment (LRE) indicators and expanded access to general education classes for students with IEPs, reducing the school's reliance on Resource Specialist Program (RSP) classes.

The EL Scholar Coach program was discontinued due to limited impact. In its place, the school prioritized broader English Language Development (ELD) curriculum support and adopted schoolwide Constructing Meaning strategies. Although funds were allocated for staff training, the district and county Inclusion Collaborative provided this professional development, which allowed the site to redirect resources toward customized training for its staff.

The ELD Coordinator also transitioned designated and integrated ELD courses to align with the Expository Reading and Writing Curriculum (ERWC). As this was the first year of ERWC implementation, additional training and curriculum development are planned.

Staff continued to attend AP Summer Institutes, contributing to an increase in the percentage of students earning scores of 3 or higher on AP exams. Furthermore, the addition of three inclusion classes contributed to increased a-g eligibility among students identified as Students with Disabilities (SWD).

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

Although the site initially budgeted \$14,000 for AP exam subsidies for students who identify as socioeconomically disadvantaged, the district provided extra funds and the school ultimately budgeted \$24,000, allowing the school to expand its support.

Adjustments in staffing also reduced spending on paraprofessional hours. One newly hired paraprofessional was already scheduled for a seven-hour day, eliminating the need to fund additional time.

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.

- Continued funding for teacher collaboration through the Professional Learning Teams (PLT) process, with a focus on aligning curriculum in Math, English, and Science using state assessment and practice data. (Strategy/Activity 1.1)
- Ongoing support for AVID and Ethnic Studies field trips, which were successfully implemented this year (Strategy/Activity 1.7)
- Hourly compensation for teachers participating in ELD training (Strategy/Activity 1.2)
- Hourly/Daily rate pay for Math, English, and Science teachers to support academic interventions through the Homework Center (Strategy/Activity 1.1)
- Allocation of funds for aligning academic supports for English Learners and SWD with core curriculum expectations (Strategy/Activity 1.1 and 1.2)

Goals, Strategies, & Proposed Expenditures

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

Goal 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 2026, attendance at family engagement events will increase by at least 10%, as measured by sign-in sheets and ParentSquare analytics, with a targeted focus on improving participation at Orientation and Course Information Night for families of students who identify as English Learners (EL).

By June 2026, family usage of district communication systems will increase by 10%, as measured by ParentSquare analytics. (FACE Plan Strategy Sharing: Action 4)

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 made initial progress in tracking family engagement, including attendance at orientation for students learning English, Course Information Night, and Advanced Placement (AP) Family Night. Efforts are ongoing to increase the number of parents and families using text communication or the ParentSquare app and overall participation is improving. Additionally, the school is continuing to improve its consistency in tracking attendance at other key informational events such as graduation and college information nights, as well as communication efforts with families of English learners.

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	24-25 folder to agendas and minutes are linked on the Sobrato website.	Increase family input related to the SPSA at SSC meetings as measured by agendas and minutes.
English Language Advisory Committee (ELAC) Agenda and minutes	24-25 agendas and minutes are linked on the Sobrato website.	Increase family, student, and staff participation by 10% as measured by ELAC meeting attendance.
Home and School Club (H&SC) Agenda and Minutes	24-25 folder to agendas and minutes: https://drive.google.com/drive/folders/1ciOgABcllwfH9Pb_1hZtmysnDP6cl35q?usp=sharing	Increase family participation by 10% as measured by attendance at H&SC functions and meetings.
Bulldog Family Newsletter Example	In the March 2024 Bulldog Family Newsletter, the following parties received or opened the document on ParentSquare: <ul style="list-style-type: none"> 2,328 email users: 2,156 delivered and 692 viewed 	The goal is to increase the number of app users by 10%.

	<ul style="list-style-type: none"> • 284 text users: 263 delivered and 21 failed • 689 app users: 444 sent to network and 245 confirmed delivery <p>In the March 2025 Bulldog Family Newsletter, the following parties received or opened the document on ParentSquare:</p> <ul style="list-style-type: none"> • 2,311 email users: 2,215 delivered and 926 viewed • 283 text users: 253 delivered and 30 failed • 934 app users: 461 sent to network and 473 confirmed delivery 	
Freshman on Track Family Involvement	<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> <p>In 2023-2024, On-Track Night was cancelled due to the lack of RSVPs from families.</p> <p>On-Track Night in the 2024-2025 school year was April 9, 2025 from 3:30-5pm in the school library. Ten 9th grade students attended with their families.</p>	Increase the number of on-track and other presentations for families by three and increase attendance by 20%.
2025 LCAP Hanover Survey	96% of respondents get their information from school from Parent Square. 35 families responded to the survey.	Increase the number of families who respond to the survey
ParentSquare	<p>September 21, 2021 through May 13, 2022 compared to 2023-2024 and 2024-2025 school year (as of May 3, 2025)</p> <p>Posts sent to families: 295 (22-23) --> 338 (23-24) --> 326 (24-25)</p> <p>Direct messages between family and staff : 397 messages and 270 threads (22-23) --> 2576 messages and 1156 threads (23-24) --> 3613 and 1999 threads (24-25)</p> <p>Parents/guardians have downloaded the app: 971 or 32% (22-23) --> 1160 or 39% (23-24) --> 1507 or 51% (24-25)</p>	Increase the percentage of families who receive their information from ParentSquare by 10%

	<p>Parents/guardians are receiving notifications from the app: 628 or 21% (22-23) --> 902 or 30% (23-24) --> 1186 or 40% (24-25)</p> <p>Parents/guardians opted to receive emails: 2,692 or 89% (22-23) --> 2675 or 89% (23-24) --> 2656 or 90% (24-25)</p> <p>Parents/guardians opted to receive texts: 368 or 12% (22-23) --> 349 or 12% (23-24) --> 329 or 11% (24-25)</p>	
Parent Monitoring, Aeries	<p>At the beginning of each school year, efforts are made to ensure 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. There have been 1170 individual parent/guardian log-ins into Aeries as of May 1, 2025. 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.</p>	Increase parent monitoring of Aeries by 10%.
Orientation for students who identify as English Learners (EL)	<p>In August 2023, 25 families attended the orientation the school hosted for students who identify as English Learners. This orientation was a first-time event at the school. In August 2024, 42 families attended the orientation the school hosted for students who identify as English Learners.</p>	Increase attendance at orientation for students who identify as EL by ten families.
Attendance at Course Information Night	<p>In January 2024, 226 students and their families attended Course Information night. This was the first year that attendance was tracked. In January 2025, 227 students and their families attended Course Information night as measured by a Google Form.</p>	Increase attendance at course information night by 20 families.

Attendance at AP Family Night	<p>In March 2025,8 families attended AP Family Night for families who identify as socioeconomically disadvantaged and Hispanic as having students that are ready to become a first time AP taker.</p> <p>In February 2024, 16 families attended AP Family Night for families who identify as socioeconomically disadvantaged and Hispanic as having students that are ready to become a first time AP taker. This was the first year of this event.</p>	This event will be redesigned and the goal is to increase attendance by10 families.
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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
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"> 1. Classified translation 1.0 stipend to provide access to essential communication/documents for families who speak and read in Spanish 2. Hourly translation pay for certificated staff to assist with in-person and written communication between families who speak Spanish and staff members 3. Newsletter 1.0 stipend for classified staff to electronically communicate important school events and deadlines, including Spanish translation. 4. Website 1.0 stipend to make school information easily accessible to families, including Spanish translation. 5. Communication supplies (Sir Speedy, Office Depot printing, Postage) to send home communication about important school and community events, Positive Posts to promote strong connections between students, family, and staff, and semester report cards to update academic progress toward graduation. 6. Provide training for staff in how to optimize the district academic communication systems with families, including how to best communicate with families around student progress. 	All students, with extra emphasis on students who identify as English Learners	<p>2119 LCFF</p> <p>Classified translation 1.0 stipend</p> <p>LCFF</p> <p>Hourly translation pay for certificated staff (allocation TBD based on need)</p> <p>General Fund</p> <p>Hourly pay for classified and certificated staff (allocation TBD based on transfer)</p> <p>2119 LCFF</p> <p>Bilingual translation website 1.0 stipend for classified staff</p> <p>4800 General Fund</p> <p>Communication supplies (Office Depot printing, Postage)</p> <p>2119 General Fund</p> <p>Newsletter 1.0 stipend for classified staff</p>
2.2	Strategy/activity 2 is family involvement.	All students, with extra emphasis on students	1404.21 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Expenditures for this strategy include the following:</p> <ol style="list-style-type: none"> 1. Orientation for students who identify as EL 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 students who identify as EL 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. Stipends for a bilingual liaison to meet in-person, contact via phone, and send communications with families in Spanish 4. Family engagement days (food and supplies) to connect families with community, health, and/or academic resources 5. Implement a training night for families to learn how to use the district communication systems in order to be informed about their child's successes and challenges. 	<p>who identify as English Learners</p>	<p>Orientation for students who identify 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 transfer)</p> <p>400 LCFF</p> <p>ELAC food and childcare so that families of students who identify 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)</p> <p>6357 LCFF</p> <p>Stipends for a bilingual liaison to provide in-person and electronic communication with families in Spanish</p> <p>1000 LCFF</p> <p>Family engagement days (food and supplies) to connect families with community, health, and/or academic resources (allocation TBD based on carryover)</p> <p>General Fund</p> <p>Hourly pay for classified and certificated staff</p>

Annual Review

SPSA Year Reviewed: 2024-25

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 placed a strong emphasis on family and community engagement through a series of well-planned events, including Course Information Night, Cafecito meetings, and AP Information Night. Building on the prior year's reorganization, Course Information Night was redesigned to improve the flow of presentations and visitor experience. The event continued to offer supportive services such as childcare, live English-to-Spanish translation, and expanded content on graduation and college readiness. Staff also conducted personal phone calls to encourage family attendance. Similarly, AP Information Night included live Spanish-to-English interpretation and direct outreach to families. To further enhance access to information, the school launched a major website redesign, improving usability and clarity. As a result of these efforts, metrics showed an increase in newsletter engagement. Personalized outreach and hospitality, including phone calls and providing food at ELAC and Cafecito meetings, have contributed to increased attendance—particularly among families students who identify as EL.

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

Although personal phone calls were made to families of students who identify as EL identified by Equal Opportunity Schools (EOS) who have not yet enrolled in an AP course, attendance at this year's AP Family Night was lower than the previous year due to scheduling conflicts. To address this, the school aims to increase attendance—particularly among socioeconomically disadvantaged and Hispanic families—by ten families next year. Strategies include continuing personal outreach, avoiding scheduling conflicts, and moving the event to the fall to allow more timely support. The event will also be expanded to include guidance on AP exam registration, family training to support students' success in AP courses, and navigation of district communication tools. Additionally, while scheduling conflicts limited the number of Family Engagement Days this year, a revised plan is in place to overcome this barrier and expand these opportunities in the coming year.

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 remains committed to increasing meaningful family participation and strengthening the use of communication tools. To support this effort, new training sessions will be offered for both staff and families, with a focus on improving communication through the district's available platforms. (Strategy/Activity 2.1)

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 2026, chronic absenteeism rates will decrease by five percentage points overall and by seven percentage points for students who identify as Students with Disabilities (SWD), English Learner (EL), Hispanic, and Socio-economically Disadvantaged (SED).

By June 2026, the overall suspension rate will decrease by one percentage point overall and by two percentage points for students who identify as SWD, EL, Hispanic, and SED.

By June 2026, 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 decreased from 2022-2023 to 2023-2024 by 2.6%. As of 5.7.25, there is a slight increase of 0.8% compared to 2023-2024. There is a disparity between all students and students who identify as SWD, SED, Homeless, and Hispanic.

Suspension rates increased overall and for all student groups from 2022-2023 to 2023-2024 school year. Reducing suspension rates has been an area of focus and the school anticipates a reduction in these rates for 2024-2025.

According to the 2025 LCAP Hanover survey, only 35% of students believe bullying is not a problem at Sobrato. The school will increase anti-bullying education and improve awareness of methods for reporting bullying.

Sobrato earned Silver Recognition for its work with Positive Behavior Interventions and Supports (PBIS) for 2023-2024 and 2024-2025. The Sobrato PBIS team will work to improve the ranking by implementing PBIS strategies with fidelity.

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:	2022-2023: 93.24% (YTD as of 4/24/23) 2023-2024: 92.69% (YTD as of 4/1/24) 2024-2025: 93.2% (YTD as of 5/5/25)	Increase by 2 percentage points
Chronic Absenteeism Rates: Overall: Students who identify SWD Students who identify DED Students who identify as homeless Students who identify as EL	Chronic Absenteeism Rates: 2022-2023 (full year) to 2023-2024 (full year) to 2024-2025 (as of 5.7.25) Overall: 17.5% --> 14.9% --> 15.7% SWD: 31% --> 37.0% --> 31.2% SED: 32.9% --> 30.5% --> 26%	Overall rate will decrease by 3 percentage points. Rates for SWD, SED, Homeless, EL, and Hispanic students will decrease by 5 percentage points.

Students who identify as White Students who identify as Hispanic	Homeless: 35.3% -->29.8% --> 34.5% EL: 28.8% --> 28% --> 35.7% White:14.4% --> 9.1% -->11.9% Hispanic: 24.9% --> 22% --> 22.2%	
School Attendance Review Board (SARB) Compliance: ~# First SARB Notice --# Second SARB Notice ~# Third SARB Notice --# Parent Conferences --#SARB Hearings	Change in Truancy Notices from 2022-2023 school year as of April 21, 2023 to 2023-2024 as of May 8, 2024 to 2024-2025 as of May 15, 2025 --# First Truancy Notice: 180 (22-23) --> 199 (23-24) --> 446 (24-25) --# Second Truancy Notice: 98 (22-23) --> 112 (23-24) --> 224 (24-25) --# Third Truancy Notice: 63 (22-23) --> 74 (23-24) --> 196 (24-25) --# Parent Conferences: 12 (22-23) --> 32 (23-24) --> 18 (24-25) --#SARB Hearings: 2 (22-23) --> 3 (23-24) --> 6 (24-25) This year there was a lot of turnover in the front office staff positions, making it difficult to maintain a consistent system for Truancy.	Increase parent attendance conferences by at least 9 conferences.
Suspension Rates: Overall Students who identify SWD Students who identify SED Students who identify EL Students who identify White Students who identify Hispanic	From California Department of Education (CDE) School Dashboard Additional Reports and Data Suspension rates comparing 2022-2023 and 2023-2024 Overall Suspension rate - 2.2% (22-23) --> 4.1% (23-24) --> 1.87% (as of 5/5/25) English Learners - 4.7% (22-23) --> 9.1% (23-24) White - 0.7% (22-23) --> 2.6% (23-24) Hispanic - 4.1% (22-23) --> 6.1% (23-24) SWD - 7.3% (22-23) --> 9.3% (23-24) SED - 5.1% (22-23) --> 7.2% (23-24) LTEL - 10.8% (23-24) Note - this is a new metric that has been recently added to the California Dashboard	Reduce overall suspension rates by one percentage point. Reduce suspension rates for students who identify as EL, Hispanic, SWD, and SED by two percentage points.
Student Expulsion	Expulsion: 2022-2023 -- Sobrato: 0.065% CA: 0.1% 2023-2024 -- Sobrato: 0.1% CA: 0.1% 2024-2025 -- Sobrato 0.13% CA:	Maintain very low rate.
Non-grads (calculated by subtracting number of grads from cohort number on CA Dashboard)	2022: 3.0% (11 students) 2023: 3.8% (15 students) 2024: 2.7% (10 students)	Reduce drop out rate by one percentage point.
2025 LCAP Hanover Survey	Approximately 35% of students believe bullying is not a problem	Increase percentage by 20%
Students participating Extracurricular sports	Athletic participation	Increase sports participation by 5 percentage points.

	<p>Fall 2023 = 164 girls + 141 boys Fall 2024 = 152 girls + 131 boys Fall 2025 = 171 girls + 125 boys</p> <p>Winter 22-23= 96 girls + 116 boys Winter 23-24= 106 girls + 110 boys Winter 24-25 = 132 girls + 94 boys</p> <p>Spring 2023 = 132 girls + 189 boys Spring 2024= 97 girls + 175 boys Spring 2025 = 127 girls + 184 boys</p> <p>Total boys all sports: 403 Total girls all sports: 430 Total participants: 882 (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>	
<p>District Positive Behavior Interventions and Support (PBIS) Team Walkthrough</p>	<p>During a walkthrough of campus, the district PBIS team identified the following areas of growth for the school.</p> <p>1.2 – Team Operating Procedures Area of Growth: The team is encouraged to strengthen meeting routines by ensuring a monthly meeting schedule and including a documented action plan in every meeting agenda.</p> <p>1.10 – Faculty Involvement Area of Growth: Staff should be shown PBIS-related data at least four times yearly to ensure visibility and encourage feedback.</p> <p>1.11 – Stakeholder Involvement Area of Growth: Gathering feedback from families, students, and community members around PBIS culture and climate is key to sustaining progress.</p> <p>1.13 – Data-Based Decision-Making Area of Growth: The team should review discipline data monthly and use it to guide action planning.</p>	<p>The Sobrato PBIS team will meet monthly and present PBIS-related data to the staff quarterly and increase student recognition for their behaviors contributing to a positive school environment.</p>
<p>Support Referrals & Wellness Center</p>	<p>Therapist Sessions Data</p> <ul style="list-style-type: none"> • Therapist Sessions 22-23: 601 sessions (as of 5/1/23) • Therapist Sessions 23-24: 704 sessions (as of 5/7/24) 	<p>Maintain Wellness Center support and continue to monitor usage.</p>

	<ul style="list-style-type: none"> • Therapist Sessions 24-25: 832 sessions (as of 5/1/25) • 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 • Current caseload of weekly student check-ins as of 4/30/2025: 25 students <p>Wellness Center Referrals</p> <ul style="list-style-type: none"> • Referrals 22-23: 270 (as of 5/1/23) • Referrals 23-24: 330 (as of 5/7/24) • Referrals 24-25: 357 (as of 4/30/25) <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) • 24-25 visits outside of class time: 4,011 (as of 4/30/25) • 24-25 visits during class time: 194 (as of 4/30/25) <p>Note - the number of visits to the Wellness Center both during class time and outside of class time decreased dramatically due a change in staffing.</p>	
<p>Additional site specific: Participation in clubs Awards assemblies</p>	<p>Clubs - 52 clubs (22-23) --> 48 clubs (23-24) --> 51 clubs (24-25) Clubs meet during lunch time to provide equitable access for students.</p> <p>Honor Roll Awards - 639 (Spring 2023 celebrated in Fall 2023, 10th-12th grade) and 903 (Fall 2023 celebrated in Spring 2024 9th-12th) --> 632(Spring 2024 celebrated in Fall 2024, 10th-12th grade), 895 (Fall 2024 celebrated in Spring 2025, 9th-12th)</p> <p>Sobrato held two freshman award ceremonies during the 2022-2023 school year, awarding approximately 80 students. During the 2023-2024</p>	<p>Track student attendance at clubs. Increase opportunities for positive student interaction and participation during brunch, lunch, and passing periods. Increase number of freshmen recognized by freshman success team.</p>

	<p>school year, Sobrato held two freshman award ceremonies, awarding approximately 100 freshmen in total. During 2024-2025 school year, Sobrato held two freshmen award ceremonies, awarding approximately 125 freshmen in total.</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. 4. Expand our education plan regarding bullying as an unacceptable behavior, which includes anti-bullying supports for all students. This plan will include a clear way to report bullying and communicate the consequences if bullying occurs on campus. 	<p>All students with a focus on unduplicated students</p>	<p>800 General Fund</p> <p>Health office supplies to provide students with care they need on campus.</p> <p>2000 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>Plan regarding BULLYING - TBD based on transfer</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> <ol style="list-style-type: none"> 1. PBIS Coordinator to support positive behavioral expectations and rewards and to track relevant student behavioral data. 2. PBIS supplies to provide incentives for students and staff to contribute to a positive campus climate. 3. 1.0 stipend for ASB Leadership Coordinator to plan Bulldog Time lessons, to help plan Unity 	<p>All students with a focus on unduplicated students</p>	<p>1000 General Fund</p> <p>PBIS supplies to provide incentives for students and staff to contribute to a positive campus climate</p> <p>2119 General Fund</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Week, and to assist with Link Crew implementation, in order to 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>6. The Climate and Culture team will review attendance data monthly to provide timely and continual support to our students who are not attending regularly.</p>		<p>ASB Leadership Coordinator</p> <p>500 LCFF</p> <p>Classroom environment supplies supporting inclusivity and welcoming in classrooms</p> <p>4290 LCFF</p> <p>A program called Minga to track and encourage student attendance at club meetings, tutorial, and extracurricular events</p> <p>8710 General Fund</p> <p>A program called Minga to track and encourage student attendance at club meetings, tutorial, and extracurricular events</p> <p>2119 General Fund</p> <p>PBIS Coordinator to support positive behavioral expectations and rewards and to track relevant student behavioral data.</p>
3.3	<p>Strategy/activity 3 is celebrations and recognition to promote a positive campus climate. Expenditures in this strategy include the following:</p> <p>1. Freshman On Track celebrations to recognize positive behaviors among the freshman class, encouraging their connection to the school as they transition into high school</p> <p>2. New student onboarding program to escort new students around campus and encourage connections with new classmates</p> <p>3. Lunchtime activities such as Fun Fridays and cultural events promoted by different clubs and community organizations under the supervision of the ASB program.</p> <p>4. Recognition for GREATness program to provide students with rewards for positive behavior, attendance, and exam scores</p>	All students with a focus on unduplicated students	<p>1446.85 General Fund</p> <p>Recognition for GREATness program to provide students with rewards for positive behavior, attendance, and exam scores</p> <p>1446.86 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</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.4	<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. 1.0 stipend for an athletic trainer to support safety and health at sporting events for athletes 4. Substitute teachers to cover for coaches who teach a class and must leave school early to support their team during a sporting event 5. Maintenance/operations/custodial service for school and athletic events 6. 1.0 Stipend for winter season Cheerleading coach, as this is not funded in the MHFT contract. 	All students with a focus on unduplicated students	<p>200 General Fund</p> <p>Mileage for the athletic director and administrators to travel to sporting events to support student athletes at their away competitions</p> <p>31103.87 Extra Curricular</p> <p>Funding for student athletic events and programs to promote positive involvement in school functions.</p> <p>2100 General Fund</p> <p>Maintenance/Operations for school and athletic events</p> <p>2119 General Fund</p> <p>An athletic trainer to support safety and health at sporting events for athletes (one training stipends)</p> <p>441.45 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> <p>500 General Fund</p> <p>Substitute teachers to cover for coaches who teach a class and must leave to support their team during a sporting event</p> <p>1092.28 Extra Curricular</p> <p>Maintenance/Operations for athletic events</p> <p>2119 General Fund</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1.0 stipend for cheerleading coach for winter season

Annual Review

SPSA Year Reviewed: 2024-25

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 a rise in student participation in athletics and has recently begun tracking attendance at clubs to better monitor student engagement. While overall chronic absenteeism increased slightly, there were notable decreases among students who are economically disadvantaged and those with disabilities. This year, the Climate and Culture Team has leveraged attendance data to identify students in need of Tier 2 and Tier 3 interventions. In place of Focus Fridays, the school implemented targeted celebrations to recognize individual students for positive behavior, strong attendance, and academic achievement. These recognitions included early release to lunch and small incentive rewards. Now in its second year of use, MiNGA has supported increased tracking of student involvement in clubs, tutorials, and extracurricular activities. The use of its hall pass feature has also expanded, helping reduce tardiness and limiting unsupervised hallway movement among students with safety concerns. Additionally, with support from the registrar and counseling office secretary, the school has strengthened its onboarding process for students who enroll mid-year.

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

This year, the budget for walkie-talkies and earpieces was increased to replace missing, malfunctioning, or broken equipment, enhancing campus communication and safety. The PBIS team participated in multiple trainings and held monthly meetings; however, the team aims to strengthen its impact by utilizing meaningful data to inform decisions and better engage all educational partners. Although the school aimed to host weekly Fun Fridays, limited participation from clubs and student groups made it difficult to sustain. With the addition of two additional ASB sections next year, this goal is expected to become more attainable. To promote a positive testing environment, the school expanded its incentive offerings, including raffles for on-time arrival and early release for juniors participating in statewide testing.

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.

Based on feedback from the district PBIS team, the original goal of increasing the use of GREAT tickets will be revised to focus on positive behavior recognition. (Strategy/Activity 3.2)

The school also plans to enhance anti-bullying education and increase student awareness of reporting methods, using data from the LCAP Hanover Survey to help measure progress. (Strategy/Activity 3.1)

To support student wellness and hygiene, the school will coordinate with the Home and School Club and utilize health office funds to maintain a consistent supply of tissues, hand sanitizer, paper towels, and disinfectant wipes, along with an improved system for distribution. (Strategy/Activity 3.1)

The master schedule will expand to include two additional ASB sections, bringing the total to six. In addition to their current responsibilities, ASB staff will help plan Bulldog Time lessons, coordinate Unity Week, and support Link Crew implementation—all aimed at strengthening campus community and improving students' sense of belonging. (Strategy/Activity 3.2)

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	\$309,810.31
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 (\$)
Extra Curricular	\$32,637.60
General Fund	\$169,987.50
LCFF	\$107,185.21

Subtotal of state or local funds included for this school: \$309,810.31

Total of federal, state, and/or local funds for this school: \$309,810.31

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
Extra Curricular	32,637.60
General Fund	169,987.50
LCFF	107,185.21

Expenditures by Budget Reference

Budget Reference	Amount
	29,479.25

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Extra Curricular	32,637.60
	General Fund	169,987.50
	LCFF	107,185.21

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	223,265.79
Goal 2	20,318.21
Goal 3	66,226.31

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
Jenna Lasley	Classroom Teacher
Nicole Barry	Classroom Teacher
Andrea Kusanovich	Classroom Teacher
Chrissy Hunger	Classroom Teacher
Marlena Porter	Other School Staff
Li Fang	Parent or Community Member
Melissa Scatena	Other School Staff
Julie Duran	Parent or Community Member
Jennifer Evans	Parent or Community Member
Maren McEuen	Parent or Community Member
Dennis Cardoso	Parent or Community Member
Ishq Kandhra	Secondary Student
Keith Cinco	Secondary Student
Harleen Grewal	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.

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

Yesica 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 5/12/2025.

Attested:

Theresa Sage

Principal, Theresa Sage on 5/12/2025

Maren McEuen

SSC Chairperson, Maren McEuen - See Attachment on 5/12/2025