



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

<b>School Name</b>	Santa Cruz High School
<b>Address</b>	415 Walnut Ave Santa Cruz, CA 95060-3633
<b>County-District-School (CDS) Code</b>	4469823447109
<b>Principal</b>	Michelle Poirier
<b>District Name</b>	Santa Cruz City Schools
<b>SPSA Revision Date</b>	September 10, 2021
<b>Schoolsite Council (SSC) Approval Date</b>	September 15, 2021
<b>Local Board Approval Date</b>	October 20, 2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# School Vision and Mission

Our vision is to nurture lifelong learners who demonstrate critical thinking, creativity, integrity, and personal responsibility as members of our school and community. We collaborate to ensure equity to achieve college and career readiness for all students.

## School Profile

Santa Cruz High School is a comprehensive high school of approximately 1,100 students. Santa Cruz High School uses a Four-by-Four Block Schedule with a 40-minute Advisory period, called Cardinal Connect, four days per week. Under this model, students take three or four eighty-minute classes each day for eighteen weeks in the fall, and three or four different classes for eighteen weeks in the spring. Each class is completed in one semester and is equivalent to a year-long class in a more traditional system. This system allows students to concentrate on fewer courses at a time. The option to take a fourth period allows students to participate in our instrumental and vocal music programs, leadership, AVID, etc. without giving up academic classes. Special Education students are generally scheduled into a daily tutorial as a fourth class. Students behind in credits are also scheduled into four classes to provide an opportunity to get back on track for graduation.

Despite the forecasted declining enrollment trends through 2025, we are committed to providing a comprehensive program that supports the success and meets the needs of all students. The majority of our classes are designed to meet A-G standards. In addition, we dedicate significant resources to provide appropriate support for the range of students' needs.

We offer English Language Development (ELD) 3, Transitional English, and ELD Language and Literacy classes for our small population of English Learner students with intermediate and early advanced English language development levels. Our Advancement Via Individual Determination (AVID) program supports students who are first generation to college or traditionally underrepresented in college. The AVID team - comprised of four AVID teachers, a counselor and an assistant principal - attends the AVID Summer Institutes, where they participate in professional development, including new strategies for delivery of AVID curriculum.

To better address the need for communication with our families, Santa Cruz High School has increased the School/Community Coordinator to a full time position. We have also increased our social emotional support for students on campus, with a full-time Marriage Family Therapist on staff. Our peer tutoring program has been made more robust with the employment of a Peer Tutoring Coordinator who trains peer tutors in best practices for one-on-one and small group tutoring. Santa Cruz High School is fortunate to be provided funding to participate in restorative practices, delivered to the full staff, as well as to a smaller implementation group through SEEDS Community Resolution Center (SEEDS stands for Services that Encourage Effective Dialogue and Solutions).

Santa Cruz High offers a range of service options for eligible students in our Special Education department. We have RSP tutorial classes to support students with Individualized Education Plans (IEPs). The IEP emphasizes the student's participation in the general education curriculum and the IEP team includes general education teachers. The school offers a variety of Special Day Class (SDC) classes and the students benefit from regular field trip opportunities in the community.

Starting in 2015-16, SCHS hired a Multi-tiered Support System (MTSS) Coordinator to help struggling Integrated Math 1 students. The MTSS model is also known by the term Response to Intervention (RTI). Our MTSS/RTI program has grown since its inception. In the current year, we have MTSS/RTI support in English Language Arts and English Language Development. We have also increased our budget allocation of MTSS/RTI in mathematics.

Currently, we offer Advanced Placement courses in Calculus AB and BC, Statistics, Computer Science A, English Literature and Composition, English Language and Composition, Biology, Chemistry, Physics 1 and 2, Spanish, French, World History, US History, and Environmental Science.

Santa Cruz High is also a strong advocate of arts, enrichment, athletics, and extracurricular activities in education. We continue to provide an exceptional fine and performing arts program with courses in painting, ceramics, jewelry, photography, video production, vocal and instrumental music, and theater. Our Cardinal Regiment continues to earn first place awards in Marching Band and Color Guard band reviews. In addition to our robust academic program, Santa Cruz High supports a wide range of extra-curricular activities. The drama department has presented two student-run

productions a year for several years, and beginning in 2015-16, a third production has been added. The Santa Cruz Mock Trial team has been county champion for nine out of the last twelve years. Individual and team sports benefit from our strong athletic program, frequently reaching Central Coast Section level competitions while several teams have won the California Interscholastic Federation State Academic Award each year. Students also participate in a variety of extra-curricular clubs ranging from the Rainbow Alliance to the Ping Pong Club, and from the Latinx Student Union to the Origami Club. The Rainbow Alliance, SCHS's Gay-Straight Alliance Club, is very active at school and in the community. They have hosted well-received events such as the "Diversity Dance" and the Dialogue Conference, at which students had the opportunity to talk with teachers and other guest speakers regarding gender identity, sexuality and other LGBT issues. The Black Student Union attends regional and state leadership conferences every year, and has recently added an annual spring break trip to visit Historically Black Colleges and Universities (HBCUs). We are hopeful that we will be able to return to pre-pandemic levels of involvement in all of these activities soon and we continue to create COVID-safe activities to reproduce student opportunities.

Santa Cruz High students participate in the countywide Career Technical Education Program (CTEP) in order to gain exposure to post-high school careers. In addition, SCHS houses entire CTE pathway programs in Computer Science, Automotive Repair, Bicycle Repair, Cabinetry, and Digital Media Arts Design. Our CTE counselor organizes the Work Based Learning portion of our CTE classes, which brings industry partners to critique student portfolios. The CTE counselor also organizes a lunchtime career speaker program which supports students in planning for their futures. The incorporation of the Naviance program into the counseling curriculum assists students in identifying career interests and selecting postsecondary opportunities to meet their goals.

Santa Cruz High School uses student performance data to assess our students and programs and presents this data to the school community in a number of venues. The data is shared annually with staff. Data is shared at parent nights including: Back to School Nights, Red and White Fair (Open House for prospective families), and Incoming Ninth Grade Parent Night (orientation for families of entering students), Math Information Night, the English Language Advisory Committee (ELAC) meetings, Parents of African-American Heritage Students (PAAHS) meetings, PTA meetings, and School Board meetings.

The Santa Cruz Instructional Leadership Team (SCIL) consists of a teacher leader from each department who facilitates department professional learning communities (PLC) focusing on analyzing local data to enhance student performance. Departments meet twice monthly to share and analyze student work, develop common assessments and to use data cycles to determine the effectiveness of a variety of formative assessments. District-led professional development opportunities have been offered and our teachers have participated in professional learning in the areas of Universal Design for Learning, Integrated and Designated English Language Development, Response to Intervention (RTI) Implementation, Next Generation Science Standards Implementation, Silicon Valley Math Initiative Trainings, Math Teacher Leaders and district Santa Cruz Instructional Leader workshops. In addition, through attending job-alike professional development meetings twice monthly provided by the district Special Education Department, our Special Education teachers have had the opportunity to share best practices and to participate in IEP Compliance Trainings and best practices for developing IEP goals.

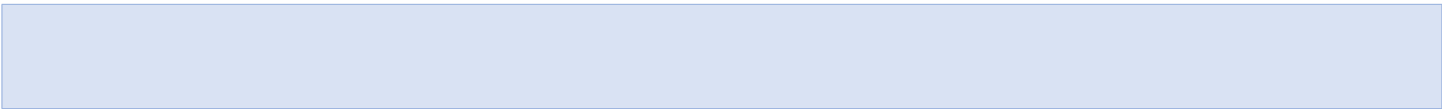
For 2021-22, Santa Cruz High School is focusing its site professional development activities on Integrated English Language Development, High Impact Instructional Strategies for accelerating learning, and Equitable Grading practices. Our school has two interdisciplinary action research teams of teachers participating in the Santa Cruz County College and Career Collaborative's Grading Inquiry Project. GIP-ART (Grading Inquiry Project Action Research Teams) share their learnings and results with the faculty at large. Santa Cruz High School teachers participate in the Santa Cruz City Schools district's Curriculum and Assessment teams that are receiving training in Rigorous Curriculum Design with author Larry Ainsworth.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Goals for the single plan are developed as a part of our WASC stakeholder input process. This plan will be reviewed by necessary stakeholders beginning with the School Site Council, the Instructional Leadership Team, the English Learners Advisory Committee, faculty, staff, student representatives, and parent support groups. In addition, the School Site Council reviews, gives input, monitors, and approves the SPSA annually.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.44%	0.27%	0.3%	5	3	3
African American	2.28%	2.44%	3.0%	26	27	33
Asian	3.59%	4.43%	4.5%	41	49	49
Filipino	0.7%	0.9%	0.6%	8	10	7
Hispanic/Latino	28.55%	29.57%	31.3%	326	327	341
Pacific Islander	0.26%	0.36%	0.4%	3	4	4
White	56.57%	55.88%	55.5%	646	618	604
Multiple/No Response	5.43%	6.15%	4.3%	62	68	47
Total Enrollment				1,142	1,106	1,088

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	323	255	294
Grade 10	276	330	251
Grade 11	275	253	305
Grade 12	268	268	238
Total Enrollment	1,142	1,106	1,088

### Conclusions based on this data:

1. The cost of housing and the relative unavailability of high-paying jobs has made Santa Cruz one of the most unaffordable areas in the country. This has been a negative driver for young families to put down roots here. As a result, overall enrollment in the district is on a trajectory of steady decline. However, Santa Cruz High School's enrollment has only exhibited a slight decline over the past three years. We have benefitted from open enrollment and interdistrict transfers from other area schools and enrollment from students leaving private and charter schools to counteract this local trend. The percentages of our major student demographic groups have remained relatively stable: White ~ 56%, Hispanic/Latino ~ 30%, with other groups making up the remaining 14%.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	38	40	48	3.3%	3.6%	4.4%
Fluent English Proficient (FEP)	221	221	223	19.4%	20.0%	20.5%
Reclassified Fluent English Proficient (RFEP)	0	0	1	0.0%	0.0%	2.5%

### Conclusions based on this data:

1. Although the number of English Learners has remained low, English Learner enrollment has increased over the past three years, from 3.3% in 2018-19 to 4.4% in 2020-21.
2. In response to the larger population of English Learners, Santa Cruz High School finds it necessary to create more specialized classes to develop academic English language and to support English learner students in their academics.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	234	244	257	232	228	251	231	228	251	99.1	93.4	97.7
All	234	244	257	232	228	251	231	228	251	99.1	93.4	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2591.	2617.	2630.	21.21	26.75	35.06	36.80	40.35	36.25	25.11	21.05	16.73	16.88	11.84	11.95
All Grades	N/A	N/A	N/A	21.21	26.75	35.06	36.80	40.35	36.25	25.11	21.05	16.73	16.88	11.84	11.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	42.42	47.37	38.65	38.96	38.60	45.82	18.61	14.04	15.54
All Grades	42.42	47.37	38.65	38.96	38.60	45.82	18.61	14.04	15.54

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	18.61	26.75	37.60	54.11	53.95	51.20	27.27	19.30	11.20
All Grades	18.61	26.75	37.60	54.11	53.95	51.20	27.27	19.30	11.20

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	30.30	26.75	32.67	56.28	67.54	58.96	13.42	5.70	8.37
All Grades	30.30	26.75	32.67	56.28	67.54	58.96	13.42	5.70	8.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	22.94	34.21	48.00	59.31	52.19	43.60	17.75	13.60	8.40
All Grades	22.94	34.21	48.00	59.31	52.19	43.60	17.75	13.60	8.40

**Conclusions based on this data:**

- 1. Our participation rates have been maintained at high levels. The 2019-20 CAASPP was not administered because of the pandemic year and data on 2021 is still incomplete.
- 2. The overall percentage of students meeting and exceeding standards has been on an upward trend.
- 3. ELA scores have been steadily increasing over the past three years, this is true in all four areas: Reading, Writing, Listening, and Research/Inquiry.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	234	244	257	231	231	249	231	231	249	98.7	94.7	96.9
All	234	244	257	231	231	249	231	231	249	98.7	94.7	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2592.	2612.	2660.	12.12	23.81	33.33	28.14	22.51	30.12	27.27	25.54	22.09	32.47	28.14	14.46
All Grades	N/A	N/A	N/A	12.12	23.81	33.33	28.14	22.51	30.12	27.27	25.54	22.09	32.47	28.14	14.46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	30.74	35.06	53.63	29.87	31.60	27.02	39.39	33.33	19.35
All Grades	30.74	35.06	53.63	29.87	31.60	27.02	39.39	33.33	19.35

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	15.15	25.11	31.45	46.32	45.02	49.19	38.53	29.87	19.35
All Grades	15.15	25.11	31.45	46.32	45.02	49.19	38.53	29.87	19.35

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	19.48	27.27	36.95	54.55	52.38	50.60	25.97	20.35	12.45
All Grades	19.48	27.27	36.95	54.55	52.38	50.60	25.97	20.35	12.45

### Conclusions based on this data:

1. The Overall Student participation percentages again increased on the math CAASPP. The 2019-20 CAASPP was not administered because of the pandemic year and data on 2021 is still incomplete.
2. Math scores have continued to steadily increase over the past three years.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*	1536.3	*	1523.3	*	1549.0	*	11
Grade 10	*	*	*	*	*	*	*	8
Grade 11	*	*	*	*	*	*	*	8
Grade 12	*	*	*	*	*	*	*	5
All Grades							27	32

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	54.55		18.18	*	27.27	*	11
10	*	*	*	*		*	*	*	*	*
11		*	*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*	*
All Grades	*	6.25	59.26	37.50	*	25.00	*	31.25	27	32

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	27.27	*	18.18		36.36	*	18.18	*	11
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*		*	*	*	*	*
12	*	*	*	*		*		*	*	*
All Grades	48.15	18.75	*	31.25	*	28.13	*	21.88	27	32

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		0.00	*	27.27	*	45.45	*	27.27	*	11
10	*	*	*	*	*	*	*	*	*	*
11		*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	48.15	31.25	*	28.13	*	40.63	27	32

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	9.09	*	81.82	*	9.09	*		11
10	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*
All Grades	*	12.50	48.15	59.38	*	28.13	27		32

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	54.55	*	18.18	*	27.27	*		11
10	*	*	*	*	*	*	*	*	*
All Grades	66.67	53.13	*	21.88	*	25.00	27		32

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	9.09	*	63.64	*	27.27	*		11
10	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*
All Grades	*	15.63	59.26	40.63	*	43.75	27		32

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	81.82	*	18.18	*	11
10	*	*	*	*	*	*	*	*
All Grades	*	0.00	70.37	75.00	*	25.00	27	32

**Conclusions based on this data:**

1. There are too few students to produce adequate data to make judgements of student needs.
2. Further disaggregation of students is needed to strategically and appropriately respond to student needs.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,106	27.8	3.6	0.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	40	3.6
Foster Youth	1	0.1
Homeless	5	0.5
Socioeconomically Disadvantaged	308	27.8
Students with Disabilities	93	8.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	2.4
American Indian	3	0.3
Asian	49	4.4
Filipino	10	0.9
Hispanic	327	29.6
Two or More Races	68	6.1
Pacific Islander	4	0.4
White	618	55.9

### Conclusions based on this data:

1. The percentages of our major student demographic groups have remained relatively stable: White ~ 60%, Hispanic/Latino ~ 27%, with other groups making up the remaining 13%. We note a sudden bump up in the numbers who are not reporting an ethnicity (that is, from 1 – 2 students to 25) in 2018-19.








# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Blue		
<b>College/Career</b>  Green		

#### Conclusions based on this data:

1. With the pandemic, the state did not publish a dashboard in 2020. In 2019, all SCHS indicators are in the Blue or Green, which are the two highest ratings possible on the CA Dashboard.

# School and Student Performance Data

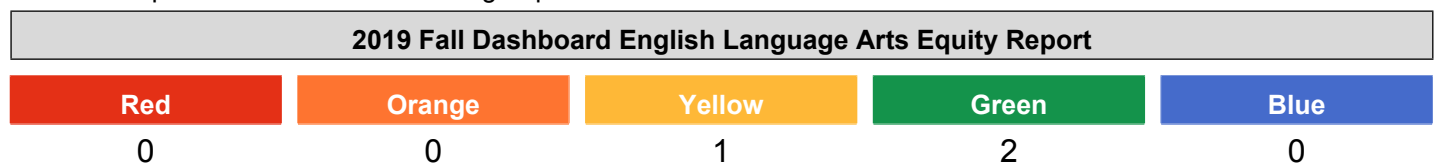
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 46.4 points above standard Increased ++12.6 points 249	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 1.8 points above standard Increased Significantly ++23.7 points 81	 No Performance Color 98.3 points below standard Declined Significantly -27.8 points 16

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Hispanic</b>  Yellow 7.8 points below standard Increased Significantly ++17.3 points 63	<b>Two or More Races</b>  No Performance Color 14.7 points above standard Increased ++4 points 17	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Green 71 points above standard Increased ++10.8 points 146

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 6	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 3	<b>English Only</b> 57.7 points above standard Increased ++6.9 points 197
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#### Conclusions based on this data:

1. The state did not publish a dashboard in 2020. Previously, SCHS experienced significant increases with all students.
2. Significant decline in achievement with students with disabilities. Smaller decline with Hispanic students.
3. Some of our subgroups are too small to be statistically significant, but we see an achievement gap between Whites and Hispanics. Socioeconomically disadvantaged students also have lower achievement.

# School and Student Performance Data

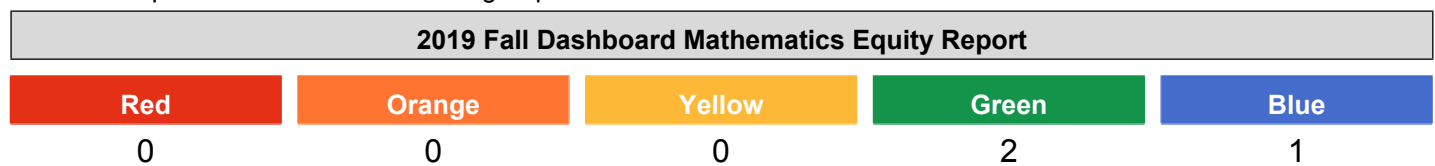
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Blue 33.3 points above standard Increased Significantly ++48.9 points 247	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Socioeconomically Disadvantaged</b>  Green 7.2 points below standard Increased Significantly ++47.8 points 80	<b>Students with Disabilities</b>  No Performance Color 132.3 points below standard Declined Significantly -27.2 points 15

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Hispanic</b>  Green 22.2 points below standard Increased Significantly ++32 3 points 63	<b>Two or More Races</b>  No Performance Color 30.8 points above standard Increased Significantly ++111 2 points 17	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Blue 60.7 points above standard Increased Significantly ++53 8 points 144

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 6	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 3	<b>English Only</b> 44.7 points above standard Increased Significantly ++50 8 points 195
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#### Conclusions based on this data:

1. The state did not publish a dashboard in 2020. Previously, all students, including every subgroup, showed improvement in mathematics.
2. Focused improvement needs to occur with: Two or more races, socioeconomically disadvantaged, and students with disabilities.
3. The achievement gap between Whites and Hispanics are smaller in Math. Also, socioeconomically disadvantaged students have higher performance in Math than in English.

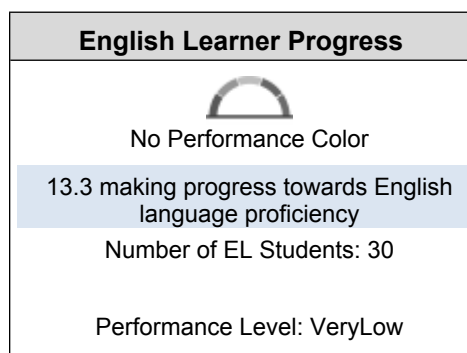
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 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
53.3	33.3	3.3	

#### Conclusions based on this data:

1. The state did not publish a dashboard in 2020. Previously, 0% of SCHS English Learners grew 1 or more levels in their English Proficiency. 13.3% of SCHS English Learners were considered to make adequate progress toward English Proficiency as measured by the ELPAC.
2. More than half of the English Learners are showing decreases in their ELPI level, while one third of them did not advance a level.
3. SCHS needs to strategically address the needs of English Learner students.

# School and Student Performance Data

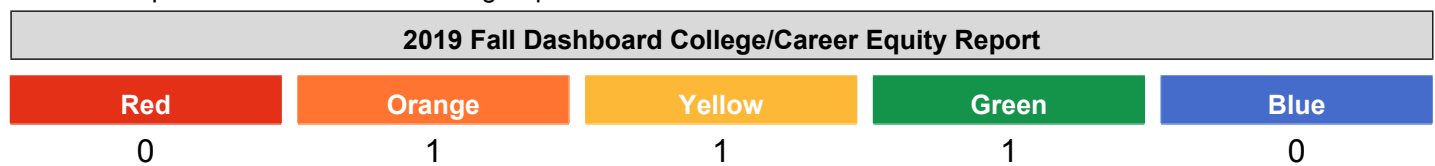
## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<b>All Students</b>  Green 56 Maintained 0 266	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Socioeconomically Disadvantaged</b>  Yellow 38.5 Maintained +1.3 104	<b>Students with Disabilities</b>  No Performance Color 25 Increased Significantly +9 24

### 2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 32.9 Declined -4.4 73	 No Performance Color 56.3 Increased Significantly +9.2 16	 No Performance Color 0 Students	 Green 65.8 Maintained +1 161

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

### 2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	56 Prepared	56 Prepared
Approaching Prepared	21.2 Approaching Prepared	22.9 Approaching Prepared
Not Prepared	22.8 Not Prepared	21.1 Not Prepared

#### Conclusions based on this data:

1. The state did not publish a dashboard in 2020. Previously, growth was maintained compared to the 2017 cohort
2. There was a slight decrease in the number of students not prepared.
3. Focus should be given to improving Hispanic College and Career Readiness, which declined slightly in the Class of 2019.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

### 2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

### Conclusions based on this data:

1. Though not reported here, the average attendance rate has increased over the course of the 2018-2019 school year.
2. Attendance rates have responded positively to our case management approach to attendance, resulting in a 97.6% attendance rate in 2020-2021.

# School and Student Performance Data

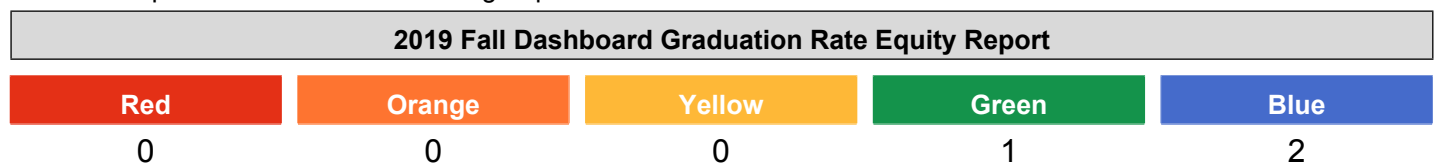
## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Green 94.7 Maintained -0.7 266	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Socioeconomically Disadvantaged</b>  Blue 95.2 Maintained +0.3 104	<b>Students with Disabilities</b>  No Performance Color 70.8 Declined -9.2 24

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 94.5 Increased +2 73	 No Performance Color 81.3 Declined -18.8 16	 No Performance Color 0 Students	 Blue 95.7 Maintained -0.3 161

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018	2019
95.4	94.7

#### Conclusions based on this data:

1. The state did not publish a dashboard in 2020. Previously, SCHS' overall graduation rate has remained consistent; need to focus on increasing the graduation rate of Hispanic students.
2. Students with disabilities show slight decline.
3. Socioeconomically Disadvantaged students showed an increase in graduation rates.

# School and Student Performance Data

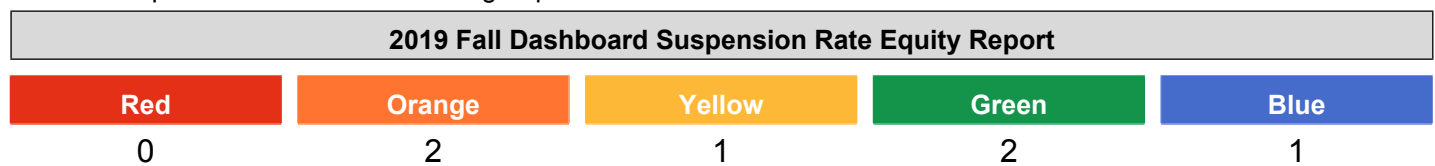
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 1.5 Maintained 0 1175	<b>English Learners</b>  Blue 0 Declined -3.1 42	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Reported 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Reported 8	<b>Socioeconomically Disadvantaged</b>  Orange 2.8 Increased +0.4 392	<b>Students with Disabilities</b>  Green 4.6 Declined -0.5 109

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 3.6 Declined -3.3 28	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 5	<b>Asian</b>  No Performance Color 0 Maintained 0 42	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 8
<b>Hispanic</b>  Orange 2.1 Increased +0.4 341	<b>Two or More Races</b>  Yellow 2.8 Maintained -0.2 71	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 3	<b>White</b>  Green 1.2 Maintained 0 677

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.5	1.5

#### Conclusions based on this data:

1. The overall student suspension rate stayed the same at 1.5%.
2. As we implement Restorative Justice, we need to look closely at suspension rates for Hispanic and Low Income students and examine why these rates are disproportionately higher.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

School Connectedness

### Goal Statement

Improve school climate and culture by providing opportunities for student voice, participation, and ownership of learning while challenging and supporting students in their personal and academic growth.

### LCAP Goal

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

### Basis for this Goal

The area of school connectedness continues to be a focus based upon student/staff/parent survey data, student participation data, CA Dashboard absenteeism and suspension data, California Healthy Kid Survey data and the Socio-Emotional Health Survey data.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student participation data (clubs, activities, athletics) match demographics	2020-2021 Baseline Data on Percent Participation in Leadership Class & Athletics Athletics Percent of Total Population = 36%  Leadership: Male 15% Female 85%; White 43% Hisp/Lat 23% Af Am 15% Asian 15% Athletics: Male 59% Female 41%; White 69% Hisp/Lat 21% Af Am 5% Asian 5%	Leadership: Increase % of male participation in Leadership by 10%, Maintain Subgroup participation in Leadership.  Athletics: Increase % of female participation by 5%, Increase Hispanic/Latino % of participation by 5%
Chronic Absenteeism All students/Students with Disabilities/Socioeconomically Disadvantaged/English Learners/Hispanic/	2018-2019 Baseline data on chronic absenteeism: All students 11.6% (134/1158) H/L 15.8% (53/335) Af Am 3.6% (1/28) SED 17.2% (53/309) SWD 24.3% (26/107) EL 20.5% (8/39) RFEP 12.9% (23/178) Ever EL 14.3% (31/217) HMLS 37.5% (3/8) Migrant 20.8% (5/24) Foster 0% (0/1)	Decrease chronic absenteeism rate by 5% of base percent in each demographic group

Metric/Indicator	Baseline	Expected Outcome
	2020-2021 Baseline data: All students 3.0% (33/1095) H/L 5.3% (18/342) Af Am 0.0% (0/33) SED 4.7% (18/379) SWD 6.2% (6/97) EL 4.5% (2/44) RFEP 5.1% (9/178) Ever EL 5.0% (11/222) HMLS 5.6% (6/107) Migrant 8.3% (1/12) Foster 50.0% (1/2)	
Suspension Rate	2019-20 Overall Suspension Rate 1.1% 2019-20 Latinx Suspension Rate 2.1%	Given the challenges of returning to in-person learning, the goal is to maintain the overall student suspension rate in 21-22 and decrease the suspension rate for Latinx students in 21-22 by 0.4% to 1.7%
Student wellness activities: Mindfulness group during Cardinal Connect on Thursdays and Fridays attendance 1 on 1 counseling (at least 2 providers on campus every day)	Gather baseline data in 2021-2022	Maintain high attendance in group offerings  Expected outcome is that student participation in wellness activities will show a balance of gender and ethnic subgroups. Expect to see students exited from services or referred on to outside services.

## Planned Strategies/Activities

### Strategy/Activity 1

Provide students with involvement opportunities in activities, athletics, and school service.

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

All students

### Timeline

Ongoing throughout the 2021-2022 school year

### Person(s) Responsible

Site administration, activities director, athletic director, counselors, advisers

### Proposed Expenditures for this Strategy/Activity

Amount

43,207

Source

District Funded

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	.40 FTE Activities Director-- Continue to increase student involvement in school-based activities and governance. Coordinates the LINK Crew program. Supports the development and sponsorship of student clubs.
<b>Amount</b>	121,251
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Full Time athletic director --provides support and program coordination. Develops and maintains athletic code of ethics and monitors academic standing.
<b>Amount</b>	2,750
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Purchase student participation software which motivates student participation and aids in tracking participation rates
<b>Amount</b>	2,000
<b>Source</b>	SB86
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Peer Tutoring Coordinator Stipend to recruit and train peer tutors.

## Strategy/Activity 2

Provide wellness opportunities and support for all students

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

All students

### Timeline

Ongoing throughout the 2020-2021 school year

### Person(s) Responsible

Site administration, Counselors, Social/Emotional counselors, Social Workers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	115,063
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	1.0 Social Emotional Counselor

<b>Amount</b>	5,544
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Stipend for Social Work Intern

### Strategy/Activity 3

Provide connections for students, families and community

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

English Learners and Hispanic/Latino students

#### Timeline

Ongoing throughout the 2020-2021 school year

#### Person(s) Responsible

Site administration, Counselors

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	59,518
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Parent / School Community Coordinator provides translation for staff and conducts outreach to families

### Strategy/Activity 4

Provide Professional Development in Restorative Practices

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

All Students

#### Timeline

2021-22 School Year

#### Person(s) Responsible

Principal

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	20,000
<b>Source</b>	District Funded
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	SEEDS will provide professional development to SCHS staff over the course of the school year. This will include full staff trainings and implementation group coaching.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Academic Achievement with a Specific Focus on Academic Literacy and Math

### Goal Statement

Provide professional development in order to implement research-backed high impact instructional strategies and aligned curriculum; common assessments in like courses; common grading practice using local data and student voice; while providing academic interventions and a supportive learning experience for all students.

### LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.  
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

### Basis for this Goal

Review of the CA Dashboard Academic Performance, Academic Engagement, and School Conditions and Climate indicate a need to support all students in aligned instructional and grading practices, while providing additional intervention and support for struggling learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP English Language Arts	2018-19 Data: All: 46.4 points above standard Low Income: 1.8 points above standard SPED: 98.3 points below standard Hispanic/Latino: 7.8 points below standard	Improve 3 points or more All: 49.4 points above standard Low Income: 4.8 points above standard SPED: 95.3 points below standard Hispanic/Latino: 4.8 points below standard
CAASPP Math	2018-19 Data: All: 33.3 points above standard Low Income: 7.2 points below standard SPED: 132.3 points below standard Hispanic/Latino: 22.2 points below standard	Improve 3 points or more All: 36.3 points above standard Low Income: 4.2 points below standard SPED: 129.3 points below standard Hispanic/Latino: 19.2 points below standard

### Planned Strategies/Activities

#### Strategy/Activity 1

Implement Multi-Tiered Systems of Support for academics through MTSS Coordinators that coordinate interventions, monitor student progress and provide teachers with ongoing data to inform instruction.

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

All Students, English Learners, RFEP, Low income Students, Special Education

### Timeline

Ongoing throughout the 2020-2021 school year

### Person(s) Responsible

Site administration, SCIL members, MTSS Coordinators, certificated staff, classified academic support staff

### Proposed Expenditures for this Strategy/Activity

Amount	103,372
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	MTSS Coordination (Math) .83 Teacher Coordinators released to support struggling learners, monitor student progress and coordinate assessments. Provide data to math teachers to help guide instruction and determine appropriate interventions.
Amount	87,919
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	MTSS Coordination (ELA) Teacher Coordinators released to support struggling learners, monitor student progress and coordinate assessments. Provide data to English and ELD teachers to help guide instruction and determine appropriate interventions.

### Strategy/Activity 2

Provide identified students with additional academic intervention and support. This includes class size reduction, academic support sections, the before and after school learning center support, and credit recovery.

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

All students, low income, Special Education, Hispanic

### Timeline

Ongoing throughout the 2020-2021 school year

### Person(s) Responsible

Site administration, MTSS Coordinators, AVID Coordinator

### Proposed Expenditures for this Strategy/Activity

Amount	59,269
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	3 Math Intervention Classes for identified below-grade level students
Amount	22,132

<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	0.17 FTE Year-long English Language Arts Support class
<b>Amount</b>	10,642
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Before/After School Learning Center
<b>Amount</b>	13,000
<b>Source</b>	SB86
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	After-school small group support for math for struggling students
<b>Amount</b>	93,293
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Credit Recovery Teacher

### Strategy/Activity 3

Professional Development and Professional Learning Communities

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

All students

### Timeline

Ongoing 2021-2022 school year

### Person(s) Responsible

Administration, Santa Cruz Instructional Leaders (SCIL)

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	20,196
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Santa Cruz Instructional Leadership Team stipends to facilitate professional learning communities to staff throughout the school year

### Strategy/Activity 4

Instructional software and materials

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

All students

**Timeline**

Ongoing 2020-2021 school year

**Person(s) Responsible**

Site administrators

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Desmos Curriculum for remediation of math learning loss
<b>Amount</b>	13,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Purchase of Turnitin software that provides draft coaching for students, rubric scoring for teachers, and originality checks for both students and teachers
<b>Amount</b>	4,500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Purchase of Nearpod software that provides platform for computer-based instruction
<b>Amount</b>	7,500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Purchase of Teachers Pay Teachers to provide supplemental instructional materials for remediation and enrichment.

**Strategy/Activity 5**

Reduce class size to increase teacher-student ratio and individual attention

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

All Students

**Timeline**

Ongoing 2021-2022 school year

**Person(s) Responsible**

Administrators

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	294,919
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	3.0 FTE targeted at reducing class size across all curricular areas

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Equity

### Goal Statement

Create and maintain equitable educational opportunities and outcomes for all students by providing high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to eliminate barriers to student success

### LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.  
Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

### Basis for this Goal

Data from CAASPP scores, with focus on underperforming and underrepresented students and subgroups. Data from CA Dashboard.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CASSPP ELA All Students White Hispanic/Latinx 2 or More Races RFEP Ever ELs Low Income Special Education	2018-2019 % Met + Exceeded Data: 71.4% of All students 82.0% of White students 47.5% of Hispanic/Latinx students 72.7% of 2+ race students 42.9% of RFEP students 36.6% of Ever EL students 54.4% Low Income students 16.4% of SPED students  Groups with fewer than 11 students: Af Am, Nat Am, Asian, ELs, Filipino, Homeless, Pac Islander	2021-2022 Goals: Increases in percents of students meeting and exceeding in All students and in specific subgroups to narrow achievement gaps 74% of All students 84% of White students 56% of Hispanic/Latinx students 77% of 2+ race students 47% of RFEP students 42% of Ever EL students 59% Low Income students 21% of SPED students
CASSPP Math All Students White Hispanic/Latinx 2 or More Races RFEP Ever ELs Low Income Special Education	2018-2019 % Met + Exceeded Data: 63.5% of All students 72.3% of White students 42.6% of Hispanic/Latinx students 54.5% of 2+ race students 54.3% of RFEP students 48.8% of Ever EL students 54.4% Low Income students 8.0% of SPED students  Groups with fewer than 11 students:	2021-2022 Goals: 3% increases in percents of students meeting and exceeding in All students and in each subgroup 66% of All students 75% of White students 45% of Hispanic/Latinx students 57% of 2+ race students 57% of RFEP students 51% of Ever EL students 57% Low Income students 11% of SPED students

Metric/Indicator	Baseline	Expected Outcome
	Af Am, Nat Am, Asian, ELs, Filipino, Homeless, Pac Islander	
A-G Completion Rate	<p>Percent A-G, 4-year college eligible  2018-19 74%  2019-20 72%  2020-21 73%</p> <p>2020-21 Subgroups: White 87%, H/L 40%, AA 56%, EL 50%, RFEP 53%, SED 52%, SPED 29%</p>	<p>2021-22 Goal:  75% are A-G, 4-year college eligible</p> <p>Improve H/L and SED rate by 5% (subgroups over 10 students)</p>
Advanced Placement Testing Data	<p>2018-19 78% scores were 3 or higher  2019-20 72% scores were 3 or higher  2020-21 69% of scores were 3 or higher</p> <p>2018-19 Disaggregated Data:  Asian 87.3% scores were 3 or higher  Af/Am 71.4% scores were 3 or higher  H/L 77.0% scores were 3 or higher  2+ Races: 78.6% scores were 3 or higher  White 85.6% scores were 3 or higher</p>	<p>2021-2022 Goal  76% scores at 3 or higher</p> <p>Improve H/L number of 3+ scores to 82%, 2+ Races number of 3+ scores to 83%</p>
Graduation Rate	<p>2018-19 Graduation Rates  All Students 94.7%  Hispanic/Latinx: 94.5%  White: 95.7%  2 or More Races: 81.3%  Low Income: 95.2%  Students with Disabilities: 70.8%</p> <p>2020-2021 Graduation Rates  All Students - 94.1%  Hispanic/Latinx - 92.75%  White - 95.8%  2 or More Races - too few students to report  Low Income - 91.18%  Students with Disabilities - 76.19%</p> <p>African American, Asian, Filipino, and Homeless subgroups were too small to be statistically significant.</p> <p>Graduation rates in 2019-20 were roughly equal to slightly lower than the 2018-19 rates. We choose to display 2018-19 because it's the last school year not impacted by COVID.</p>	<p>2021-22 Goals</p> <p>All: 96.7% (increase 2%)  Low Income: 98.2% (increase 3%)  Students with Disabilities: 74.8% (increase 4%)  Hispanic/Latinx: 97.5% (increase 3%)</p>

## Planned Strategies/Activities

## Strategy/Activity 1

Provide academic support for identified students, including first generation, English learners, socio-economically disadvantaged

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

All  
Subgroups (RFEF, Limited Income, special education, Hispanic)

### Timeline

Ongoing throughout the 2020-2021 school year

### Person(s) Responsible

Site administration, SCIL, Certificated staff

### Proposed Expenditures for this Strategy/Activity

Amount	80,815
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide three AVID courses to support first generation and underrepresented students to prepare for college.

## Strategy/Activity 2

Supporting English Learner students with academic intervention and support

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

English Learner Students

### Timeline

Ongoing throughout the 2021-2022 school year

### Person(s) Responsible

Building administration, SCIL, English Language Development Teacher

### Proposed Expenditures for this Strategy/Activity

Amount	22,132
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.17 FTE Classroom teacher for English Language Development support class
Amount	10,642
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide Spanish language support for English Learner progress in mathematics

<b>Amount</b>	75,000
<b>Source</b>	SB86
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Para Educator to provide academic support for English Learner Students

### Strategy/Activity 3

Professional development and Training (AVID and AP Specific)

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

All

#### Timeline

Ongoing throughout the 2021-2022 school year

#### Person(s) Responsible

Site administration, SCIL, MTSS, AVID Coordinator, AP Coordinator

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	12,750
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Training and conferences for AVID and/or AP training opportunities

### Strategy/Activity 4

AP Testing Supplemental Support

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

Socioeconomically disadvantaged

#### Timeline

Ongoing throughout the 2021-2022 school year

#### Person(s) Responsible

Site administration, AVID and AP Coordinators

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Support socioeconomically disadvantaged students with AP testing fee payments

### Strategy/Activity 5

Technology Access and improved communication for All Students

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

ALL with focus on socioeconomically disadvantaged

### Timeline

Ongoing throughout the 2020-2021 school year

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

Amount	20,000
Source	SB86
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Assessment and supplemental instructional programs

### Strategy/Activity 6

Student technology supplies including infrastructure

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

Economically disadvantaged students

### Timeline

2021-2022 school year

### Person(s) Responsible

Administrative team, counseling team, AVID site team, certificated staff

### Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	ESSER
Budget Reference	4000-4999: Books And Supplies
Description	Purchasing of technology, including internet access, for low income students

### Strategy/Activity 7

Small Group Tutoring

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

All Students, Low Income, English Learners, Reclassified Fully English Proficient Students, Students below grade level as determined by local assessments

### Timeline

Ongoing 2021-2022 school year

### Person(s) Responsible

MTSS Coordinator, Site administrators, Counselors, Parent/Community Coordinator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	51,500
<b>Source</b>	SB86
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	One-on-one and small group after-school virtual tutoring in curricular areas of greatest need (math, science, social studies, LOTE)

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Data-informed alignment of curriculum, instruction, and assessment

### Goal Statement

Develop a systematic means to collect and analyze student data to inform instruction and school programs. This data will be used by all teachers to modify instruction, both short and long term, to support higher levels of student achievement.

### LCAP Goal

Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.  
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

### Basis for this Goal

Standards-based learning is one of the most effective means toward an equitable guaranteed and viable curriculum.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Departments routinely work in course-alike groups to implement standards-based learning practices: 1. priority standards, 2. proficiency scales, 3. aligned tasks and rubrics, 4. collaborative inspection and scoring of student work, 5. aligned scope and sequence in each course, 6. shared assessments with aligned scoring.	By 2020-21, most departments/course-alike teams have completed half of these steps. A few departments have completed 4 of the 6 steps.	All departments will complete at least four data cycles for one or more priority standards. At least one of these cycles will include a collective scoring session.

### Planned Strategies/Activities

#### Strategy/Activity 1

Provide and facilitate professional development and collaboration in the following areas:  
Integrated English Language Development  
High Impact Instructional Strategies  
Priority Standards and Common Assessment

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

All students

**Timeline**

Ongoing 2021-2022 school year

**Person(s) Responsible**

Administrators, SCIL, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	15,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Outside consultants provide training in High Impact Instructional Strategies; Integrated English Language Development; Curriculum, Instruction, and Assessment Alignment
<b>Amount</b>	7,000
<b>Source</b>	Title II Part A: Improving Teacher Quality
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Professional Development on Standards Based Learning (Equitable Grading Practices) - priority standards, proficiency scales, development of rubrics, and alignment of curriculum and assessments

**Strategy/Activity 2**

Provide support for Grading Inquiry Project Action Research Teams (Cohort 1 and Cohort 2)

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

All students

**Timeline**

Ongoing 2021-2022 school year

**Person(s) Responsible**

Administration, Grading Inquiry Project Action Research Team (GIP-ART) members

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	20,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide stipends and paid release time for team members to receive training and to collaborate.
<b>Amount</b>	20,736
<b>Source</b>	LCFF - Supplemental

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Grading Inquiry Project Action Research team stipends to research, develop, and implement Standards Based Learning
<b>Amount</b>	5,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Provide scholarly research and research backed training for GIP-ART members

### Strategy/Activity 3

Data Support

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

All students

### Timeline

Ongoing 2021-2022 school year

### Person(s) Responsible

Administrators

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Provide hourly data production and data entry for analysis by faculty, administrators, and GIP-ART members

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## Goal 1

Improve school climate and culture by providing opportunities for student voice, participation, and ownership of learning while challenging and supporting students in their personal and academic growth .

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student participation data (clubs, activities, athletics) match demographics	Increase of 1%. With COVID, it is more difficult to create these opportunities and we are still uncertain about whether we can have athletics.	Athletics, activities, and leadership participation reflect the demographics of the school.
Chronic Absenteeism All students/Students with Disabilities/Socioeconomically Disadvantaged/English Learners/Hispanic/Latinx	Decrease chronic absenteeism rate by 5% of base percent in each demographic group	2018-19 Data: Total 11.6%, H/L 15.8%, AA 3.6%, SED 17.2%, SWD 24.3%, EL 20.5%, RFEP 12.9%, Ever EL 14.3%, HMLS 37.5%, Migrant 20.8%, Foster 0.0%  2020-21 Data: Total 3.6%  Goal met in total. Need the subgroup data.
Suspension Rate	Decrease the overall student suspension rate in 20-21 by .3%, for an overall rate of 1.2%.	Overall suspension rate for 2020-21 was 0.09%.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services
Provide students with involvement opportunities in activities, athletics, academics, and input into school policies and expectations.	Activities director worked with ASB and leadership students to provide a pandemic-modified version of most school activities. Clubs met on Zoom, socially distanced activities such as the Senior Breakfast and Movie Night were held outdoors. A dance was not possible.
Provide wellness opportunities and support for all students.	Our MFT counselor created many opportunities for students to meet in Zoom and later in person in small focused groups around a shared interest. One-on-one sessions were accomplished on Zoom.
Provide connections for students, families and community.	The School Community Coordinator position was increased to 1.0 for the first time using site-discretionary funding to add the additional 0.4 necessary. This position was immediately deployed in family outreach, both via phone and by home visits. The SCC was instrumental in

**Planned  
Actions/Services**

**Actual  
Actions/Services**

Online purchasing system for student/community purchases of school merchandise, charges for school events, AP and PSAT testing payments. Tracks student engagement data.

assuring that our families without internet service were able to receive Verizon hotspots in order to access their education. In addition, the SCC person facilitated one of the classrooms of small cohorts from November through April.

This intended expenditure was not enacted due to the complexities of how the district's finance department requires purchasing to be routed through a platform that is compatible with the student information system.

## Analysis

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

During the 2020-2021 school year, there were 3 phases: first, all students learned in a synchronous, but virtual environment; next we brought small cohorts on campus; and finally, we had about 80% of students coming to campus 2 days per week in a hybrid schedule. In each of these manifestations, we worked to create new ways of conducting the major activities of high school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Some of our initiatives were quite successful, such as assigning a case manager to students who were demonstrating poor attendance and having consistent outreach by both the school community coordinator and the social emotional counselor. We were able to offer a shortened sports season, with most sports able to practice and compete within a short time period in the spring. Our effectiveness was difficult to measure, but we found that students and their families were extremely grateful for our efforts, and were understanding of the challenges we were working against. A particular highlight was that we were able to hold a socially distanced graduation with the entire senior class and all their invited guests in attendance on our Memorial Field.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The only material difference was in funding the School Community Coordinator position at 1.0 by adding in site discretionary LCFF monies. As noted, ASB works was not purchased; this is a small proposed expenditure.

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.

We are looking forward to a school year characterized by a gradual return to normalcy. As such, we are hoping to increase athletics participation while maintaining the demographic balance that mirrors that of the school at large. We have a goal to increase the diversity of students participating in leadership and to be able to measure the increases in underrepresented group participation in activities. An example of an activity that we hope will help increase both participation and diversity is our Link Crew expansion. All of these activities are in Goal 1: Connectedness in the SPSA.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## Goal 2

Provide professional development in order to implement common instructional strategies and aligned curriculum; common assessments in like courses; common grading practice using local data and student voice; while providing a supportive learning experience for all students.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP English Language Arts	Improve 3 points or more  ALL: 49.4 points above standard Low Income: 4.8 points above standard SPED: 95.3 points below standard Hispanic/Latinx: 4.8 points below standard	Unknown - CAASPP results not reported in 2020-21
CAASPP Math	Improve 3 points or more  ALL: 36.3 points above standard Low Income: 4.2 points below standard SPED: 129.3 points below standard Hispanic/Latinx: 19.2 points below standard	Unknown - CAASPP results not reported in 2020-21

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services
Provide and facilitate professional development and collaboration in the following areas: Academic Literacy--daily relevant, complex reading, writing, speaking and listening Develop common instructional strategies and aligned curriculum in course alike courses. Research and determine best practices in common grading practices Provide AVID-specific professional development and learning opportunities for certificated staff.	Teachers professional learning activities centered around learning how to deliver instruction in a synchronous virtual environment and how to deliver hybrid instruction with part of the class on Zoom and part of the class in person.
Provide identified students with additional academic intervention and support. Specific focus: mathematics (Math/Algebra Foundations and Integrated Math 1A/1B), ELA, AVID (academic/social-emotional/College & Career).	Math/Algebra 1 Foundations (2 sections of this year long sequence), Integrated Math 1A/1B, Math Plus (Tsao and Anapolsky), Peer tutoring, ELA support class (Palumbo), 4 sections of AVID combined with A-G academic classes, Course-specific tutoring with certificated teachers

**Planned  
Actions/Services**

Provide professional development opportunities, release time and/or extra work agreement to certificated staff for the purpose of developing: common instructional strategies, common assessments, common grading practices.

Software and teacher supplies for distance learning and hybrid learning.

**Actual  
Actions/Services**

Professional development provided on instruction on Zoom, trainings in instructional software (Nearpod, Teachers Pay Teachers, etc.), Peer-to-peer choice professional development offerings. Grading Inquiry Project Action Research Team stipends for meetings and trainings. Grading for Equity workshop in June.

Purchase of Nearpod and Teachers Pay Teachers

## Analysis

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

The planned activities were a Multi-tiered System of Support, creation of a Math Intervention class, professional development, and purchase of educational technology. In addition to these activities, we created numerous interventions tailored to the needs of students in the distance learning environment.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Measurable performance indicators tended to dip slightly, such as the graduation rate, the A-G completion rate, and AP performance.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences in spending.

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 MTSS program will be expanded to include more FTE devoted to math and we will add FTE devoted to English Language Learners. In addition to maintaining our Math Intervention classes, we are adding support classes in ELA and ELD. We have added an ELD 3 class for EL students.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## Goal 3

Create and maintain equitable educational opportunities and outcomes for all students by providing high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to eliminate barriers to student success

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC ELA All Students RFEP Low Income Special Education	2020-2021 75% 48% 60% 25%	Actual participation rate was 70% overall
SBAC Math All Students RFEP Low Income Special Education	2020-2021 68% 60% 60% 16%	Actual Participation Rate was 70% overall
A-G Completion Rate	2020-21  76% are A-G, 4-year college eligible	69% were A-G College Eligible
Advanced Placement Testing data	2020-2021 74% scores at 3 or higher	69% of scores were 3 or higher  White: 85.6% scores 3+ H/L: 77.0% scores 3+ Af/Am: 71.4% scores 3+ Asian: 87.3% scores 3+ 2+ Races: 78.6% scores 3+
Graduation Rate	2020-21 Goals  All: 96.7% (increase 2%) Low Income: 96.2% (increase 1%) Students with Disabilities: 75.8% (increase 5%) Hispanic/Latinx: 96.5% (increase 2%)	2020-21 All: 94.33% Low Income: 91.1% (increase 1%) Hispanic/Latino 92.9% Students with Disabilities: 76.2%

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services
Provide mathematics small group tutoring for struggling students.	Provide mathematics small group tutoring for struggling students.
Supporting transitional English students with academic intervention and support.	Transitional English was provided as intended, with a support/preview class in the fall semester

Planned Actions/Services	Actual Actions/Services
	followed by inclusion into a mainstream English 1 class in the spring.
Professional development and Training (AVID and AP Specific).	Professional development and Training (AVID and AP Specific).
AP Testing Supplemental Support.	AP Testing Supplemental Support.
Technology Access and improved communication for All Students.	Technology Access and improved communication for All Students.
Student Supplies	Student Supplies
Small Group Tutoring	Small Group Tutoring was provided by peer tutors and certificated teachers

## Analysis

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

In the main, these planned activities were conducted with fidelity. They had to be altered to meet COVID-safety requirements, with many fewer in-person opportunities. A great deal of effort went into contacting and supporting families that live to the north of Santa Cruz. They do not have wired internet services and there is only one cellular company, Verizon, that has somewhat reliable hotspots. The AP was unique this past year in that it offered 3 different testing periods: one in person in early May, with pencil and paper tests; a second that was fully digital in mid-May; and a third which was also fully digital in June after school let out. As the AP example demonstrates, each educational undertaking was entirely new to us. This was complicated further by the CZU Fire which shut down school for 2 weeks and displaced many of our students and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We found that we were effective in any initiative where we assigned a school person to reach out to students. When we created opportunities and waited for students to self-select to participate, these often went under-utilized. For example, in order to increase participation with peer tutoring, we had the tutors reach out to students and invite them. We were proud of what we accomplished in 2020-21.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between proposed and estimated actual expenditures.

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.

We will be shifting our efforts to provide an equitable academic program with supports for struggling and underrepresented students so that they may achieve equal to their peers. As seen in Goal 3, we will bring more specialized staff on campus to work with students based on their particular needs, such as bilingual para-educators to provide classroom, individual, and small group support.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 4

Data-informed alignment of curriculum, instruction, and assessment

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services
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## Analysis

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

Not applicable. This is a new goal for 2021-22

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Not applicable. This is a new goal for 2021-22

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Not applicable. This is a new goal for 2021-22

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.

Not applicable. This is a new goal for 2021-22.

## Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	1,462,650.00

## Allocations by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
District Funded	1,067,815.00
ESSER	5,000.00
LCFF - Supplemental	221,335.00
SB86	161,500.00
Title II Part A: Improving Teacher Quality	7,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	893,632.00
2000-2999: Classified Personnel Salaries	397,018.00
4000-4999: Books And Supplies	5,000.00
5000-5999: Services And Other Operating Expenditures	62,750.00
5800: Professional/Consulting Services And Operating Expenditures	104,250.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	746,439.00
2000-2999: Classified Personnel Salaries	District Funded	301,376.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	20,000.00
4000-4999: Books And Supplies	ESSER	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	132,193.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	20,642.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	35,750.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	32,750.00
1000-1999: Certificated Personnel Salaries	SB86	15,000.00
2000-2999: Classified Personnel Salaries	SB86	75,000.00
5000-5999: Services And Other Operating Expenditures	SB86	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	SB86	51,500.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	7,000.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Michelle Poirier	Principal
Kirsten Pohlman	Parent or Community Member
Victoria Sanchez-Toledo	Parent or Community Member
Jill Denning	Parent or Community Member
Cathy McDougall	Classroom Teacher
Peter Boscacci	Classroom Teacher
Rita Medina	Other School Staff
Gwyneth Holcomb	Secondary Student
Stuart Kumaishi	Classroom Teacher
Sam Attard	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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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 10/20/21.

Attested:



Principal, Michelle Poirier on 09-15-2021



SSC Chairperson, Cathy McDougall on 09-15-2021