

School Year: **2023-24**

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.

| | |
|---|---|
| School Name | Soquel High School |
| Address | 401 Old San Jose Rd. Soquel, CA 95073-2213 |
| County-District-School (CDS) Code | 44698234437406 |
| Principal | Greg O'Meara |
| District Name | Santa Cruz City Schools |
| SPSA Revision Date | September 20, 2023 |
| Schoolsite Council (SSC) Approval Date | May 17, 2023 |
| Local Board Approval Date | TBA |

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.

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School Vision and Mission

Vision: Soquel High School is a diverse, creative, and professional learning community that encourages and supports all students to achieve intellectual and personal excellence, and to be prepared for college, career, and society.

Mission: Educate - Engage - Empower

Values: Kindness, Collaboration, Equity, Diversity, Integrity, Responsibility, Safety

School Profile

School Profile

The forty-acre Soquel High School campus is located on a plateau in the foothills of this Coastal California community one mile from the shores of Monterey Bay, six miles south of Santa Cruz and forty-five miles north of Carmel. Soquel High is bordered by the confluence of Soquel Creek as it flows to Capitola-By-The-Sea through the wooded surroundings of this campus. Fishing, hiking, bicycling, running, and aquatic sports are all popular pastimes for Soquel families and are reflected in many annual events.

Strong as a “commute” community to the employment centers of Monterey, Santa Cruz, Scotts Valley, San Jose and the Silicon Valley, Soquel (a Costanoan Indian word for “place of the willows”) takes pride in its own social and commercial center of Soquel Village with its shops, businesses and recreational areas.

The Santa Cruz City Schools District is comprised of four elementary schools, two middle schools, three comprehensive high schools, one continuation high school, and several alternative programs available to middle school and senior high school students. The Western Association of Schools and Colleges (WASC) accredits schools in our district.

Students at Soquel High School reside in the Soquel Village area, Capitola-By-The-Sea, Live Oak, Aptos, Watsonville, and parts of Santa Cruz and Scotts Valley. These students come from the Soquel Elementary School District, the Live Oak Elementary School District, the Mountain School District, Pajaro Valley Unified School District, and Santa Cruz City Schools. Students are served by Cabrillo Community College, University of California at Santa Cruz (UCSC), California State University at Monterey Bay and are in proximity to San Jose State University and many Santa Cruz County Regional Occupational Programs.

Soquel High School is a comprehensive public school with a student population of approximately 980 in grades nine through twelve. Soquel offers and affirms a challenging and rigorous academic program leading to graduation as well as surpassing college entrance requirements. Computer research, several career technical education (CTE) programs articulated with area community colleges and training programs, a vital visual and performing arts department as well as honors and thirteen advanced placement courses in all academic areas exemplify the excellence sought by this school. Students from a broad and diverse suburban population come together at Soquel to learn and grow toward their futures.

Greg O'Meara, Principal
Amine Bouchti, Assistant Principal
Jose Quevedo, Assistant Principal
Stuart Walters, Athletic Director
Layla Dawson, Activities Director

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council oversees the Soquel High School Single Plan for Student Achievement (SPSA) and regularly meets to discuss and give input into different aspects of our (School Plan for Student Achievement) SPSA. The Soquel High School SSC consists of certificated faculty, classified staff, site administration, students, and parents/guardians. Additionally, the Soquel ELAC annually reviews and gives input to the Soquel SPSA as does the Soquel Student Leadership team, and Soquel SCIL Teacher Leadership team.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-------------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| American Indian | 1.0% | 0.39% | 0.41% | 10 | 4 | 4 |
| African American | 1.4% | 0.68% | 1.13% | 14 | 7 | 11 |
| Asian | 2.5% | 1.96% | 1.75% | 26 | 20 | 17 |
| Filipino | 1.2% | 0.59% | 0.72% | 12 | 6 | 7 |
| Hispanic/Latino | 36.9% | 36.59% | 39.53% | 382 | 374 | 385 |
| Pacific Islander | 0.3% | 0.20% | 0.21% | 3 | 2 | 2 |
| White | 54.1% | 53.03% | 49.49% | 559 | 542 | 482 |
| Multiple/No Response | 2.7% | 4.50% | 5.24% | 28 | 46 | 51 |
| | Total Enrollment | | | 1,034 | 1022 | 974 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Grade 9 | 269 | 286 | 252 |
| Grade 10 | 209 | 261 | 290 |
| Grade 11 | 282 | 200 | 239 |
| Grade 12 | 274 | 275 | 193 |
| Total Enrollment | 1,034 | 1,022 | 974 |

Conclusions based on this data:

1. Our overall student population decreased (-48) in 2022-2023, consistent with a three year trend of declining enrollment.
2. Our two largest groups based on ethnicity are White and Hispanic. These population sizes continue to remain relatively similar over the previous three years.
3. Soquel High School has named faculty and parent representation to participate in the newly established Vision 2030 Committee to problemsolve around the issue of declining enrollment in SCCS.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| English Learners | 52 | 49 | 53 | 5.00% | 4.8% | 5.4% |
| Fluent English Proficient (FEP) | 226 | 192 | 194 | 21.90% | 18.8% | 19.9% |
| Reclassified Fluent English Proficient (RFEP) | 0 | | | 0.0% | | |

Conclusions based on this data:

1. Our English Learner population slightly increased by 4 students in 2022-2023. It should be noted that Soquel High does not have a newcomer program for English Learners. Harbor High School in Santa Cruz City Schools is our comprehensive high school offering a newcomer program.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 271 | 195 | | 50 | 186 | | 49 | 185 | | 18.5 | 95.4 | |
| All Grades | 271 | 195 | | 50 | 186 | | 49 | 185 | | 18.5 | 95.4 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 2674. | 2618. | | 63.27 | 28.65 | | 22.45 | 38.38 | | 2.04 | 22.70 | | 12.24 | 10.27 | |
| All Grades | N/A | N/A | N/A | 63.27 | 28.65 | | 22.45 | 38.38 | | 2.04 | 22.70 | | 12.24 | 10.27 | |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 48.98 | 30.43 | | 36.73 | 59.24 | | 14.29 | 10.33 | |
| All Grades | 48.98 | 30.43 | | 36.73 | 59.24 | | 14.29 | 10.33 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 65.31 | 32.61 | | 22.45 | 51.09 | | 12.24 | 16.30 | |
| All Grades | 65.31 | 32.61 | | 22.45 | 51.09 | | 12.24 | 16.30 | |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 24.49 | 16.30 | | 69.39 | 76.09 | | 6.12 | 7.61 | |
| All Grades | 24.49 | 16.30 | | 69.39 | 76.09 | | 6.12 | 7.61 | |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 53.06 | 23.37 | | 40.82 | 67.93 | | 6.12 | 8.70 | |
| All Grades | 53.06 | 23.37 | | 40.82 | 67.93 | | 6.12 | 8.70 | |

Conclusions based on this data:

1. Soquel High School participation rate in 2021-2022 eclipsed the required 95% (95.4%)
2. (ELA) Overall increase in "Achievement for All Students" in 2021-2022 as measured by the number of students meeting standard increased by 2% from 2020-2021

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 271 | 193 | | 34 | 186 | | 32 | 186 | | 12.5 | 96.4 | |
| All Grades | 271 | 193 | | 34 | 186 | | 32 | 186 | | 12.5 | 96.4 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 2625. | 2574. | | 28.13 | 16.67 | | 31.25 | 15.59 | | 12.50 | 27.42 | | 28.13 | 40.32 | |
| All Grades | N/A | N/A | N/A | 28.13 | 16.67 | | 31.25 | 15.59 | | 12.50 | 27.42 | | 28.13 | 40.32 | |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 31.25 | 18.82 | | 50.00 | 41.94 | | 18.75 | 39.25 | |
| All Grades | 31.25 | 18.82 | | 50.00 | 41.94 | | 18.75 | 39.25 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 28.13 | 20.43 | | 53.13 | 58.60 | | 18.75 | 20.97 | |
| All Grades | 28.13 | 20.43 | | 53.13 | 58.60 | | 18.75 | 20.97 | |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 31.25 | 14.52 | | 59.38 | 62.37 | | 9.38 | 23.12 | |
| All Grades | 31.25 | 14.52 | | 59.38 | 62.37 | | 9.38 | 23.12 | |

Conclusions based on this data:

1. Participation rate eclipsed the required 95% (96.4%)

2. The overall percentage of students meeting standard in mathematics decreased by 12%.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|-------|---------------|--------|-------|------------------|--------|-------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 1537.2 | 1542.4 | | 1542.3 | 1529.8 | | 1531.6 | 1554.5 | | 16 | 17 | |
| 10 | * | 1563.9 | | * | 1558.8 | | * | 1568.7 | | 10 | 12 | |
| 11 | * | * | | * | * | | * | * | | 7 | 8 | |
| 12 | * | * | | * | * | | * | * | | 10 | 6 | |
| All Grades | | | | | | | | | | 43 | 43 | |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 0.00 | 0.00 | | 50.00 | 47.06 | | 31.25 | 47.06 | | 18.75 | 5.88 | | 16 | 17 | |
| 10 | * | 16.67 | | * | 33.33 | | * | 50.00 | | * | 0.00 | | * | 12 | |
| 11 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 12 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 9.30 | 9.30 | | 34.88 | 41.86 | | 39.53 | 41.86 | | 16.28 | 6.98 | | 43 | 43 | |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 25.00 | 17.65 | | 50.00 | 41.18 | | 18.75 | 41.18 | | 6.25 | 0.00 | | 16 | 17 | |
| 10 | * | 25.00 | | * | 58.33 | | * | 8.33 | | * | 8.33 | | * | 12 | |
| 11 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 12 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 25.58 | 23.26 | | 46.51 | 48.84 | | 16.28 | 20.93 | | 11.63 | 6.98 | | 43 | 43 | |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 0.00 | 0.00 | | 12.50 | 35.29 | | 56.25 | 47.06 | | 31.25 | 17.65 | | 16 | 17 | |
| 10 | * | 8.33 | | * | 25.00 | | * | 50.00 | | * | 16.67 | | * | 12 | |
| 11 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 12 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 2.33 | 2.33 | | 16.28 | 27.91 | | 51.16 | 46.51 | | 30.23 | 23.26 | | 43 | 43 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|--|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | |
| 9 | 12.50 | 5.88 | | 62.50 | 82.35 | | 25.00 | 11.76 | | 16 | 17 | | |
| 10 | * | 8.33 | | * | 83.33 | | * | 8.33 | | * | 12 | | |
| 11 | * | * | | * | * | | * | * | | * | * | | |
| 12 | * | * | | * | * | | * | * | | * | * | | |
| All Grades | 4.65 | 4.65 | | 62.79 | 81.40 | | 32.56 | 13.95 | | 43 | 43 | | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|--|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | |
| 9 | 75.00 | 47.06 | | 18.75 | 47.06 | | 6.25 | 5.88 | | 16 | 17 | | |
| 10 | * | 58.33 | | * | 41.67 | | * | 0.00 | | * | 12 | | |
| 11 | * | * | | * | * | | * | * | | * | * | | |
| 12 | * | * | | * | * | | * | * | | * | * | | |
| All Grades | 76.74 | 55.81 | | 13.95 | 39.53 | | 9.30 | 4.65 | | 43 | 43 | | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|--|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | |
| 9 | 6.25 | 5.88 | | 37.50 | 64.71 | | 56.25 | 29.41 | | 16 | 17 | | |
| 10 | * | 16.67 | | * | 50.00 | | * | 33.33 | | * | 12 | | |
| 11 | * | * | | * | * | | * | * | | * | * | | |
| 12 | * | * | | * | * | | * | * | | * | * | | |
| All Grades | 4.65 | 9.30 | | 44.19 | 58.14 | | 51.16 | 32.56 | | 43 | 43 | | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|--------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 0.00 | 0.00 | | 81.25 | 76.47 | | 18.75 | 23.53 | | 16 | 17 | |
| 10 | * | 0.00 | | * | 100.00 | | * | 0.00 | | * | 12 | |
| 11 | * | * | | * | * | | * | * | | * | * | |
| 12 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 9.30 | 4.65 | | 76.74 | 81.40 | | 13.95 | 13.95 | | 43 | 43 | |

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

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

| 2021-22 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1,022 | 25.9 | 4.8 | Students whose well being is the responsibility of a court. |
| Total Number of Students enrolled in Soquel High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 49 | 4.8 |
| Foster Youth | | |
| Homeless | 2 | 0.2 |
| Socioeconomically Disadvantaged | 265 | 25.9 |
| Students with Disabilities | 120 | 11.7 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 7 | 0.7 |
| American Indian | 4 | 0.4 |
| Asian | 20 | 2.0 |
| Filipino | 6 | 0.6 |
| Hispanic | 374 | 36.6 |
| Two or More Races | 46 | 4.5 |
| Pacific Islander | 2 | 0.2 |
| White | 542 | 53.0 |

Conclusions based on this data:

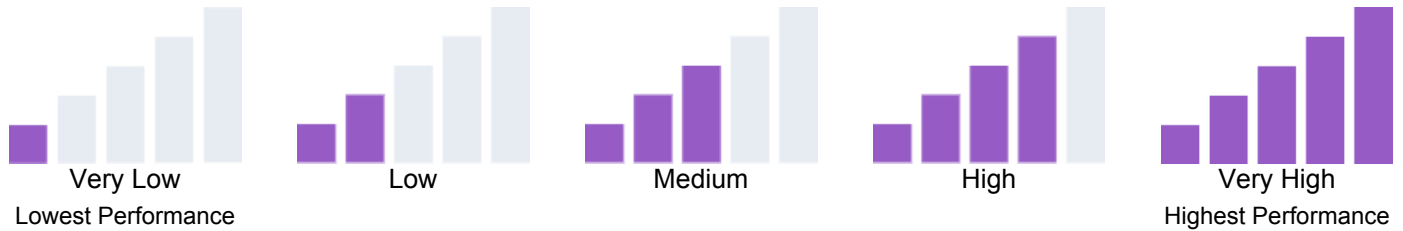
1. While overall enrollment has declined, the demographic representation of subgroups remains consistent. White (53%) and Hispanic (36.6%) continue to represent a majority of our student population, with a combined 89.6%.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

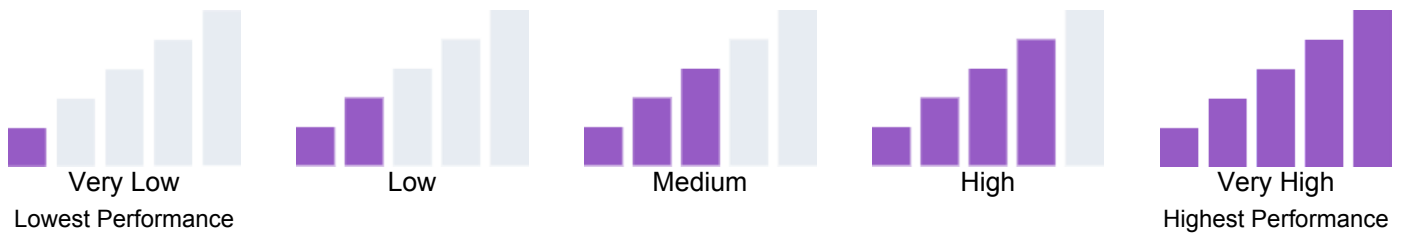
1. Based on status levels achieved in 21-22, Soquel is demonstrating "High" performance in English Language Arts, and "Medium" status levels in Mathematics and English Learner progress.
2. Based on status levels in 21-22, Soquel Graduation rate is designated as "High"
3. Based on status levels in 21-22, Soquel High School's suspension rate is designated as "Low".

School and Student Performance Data

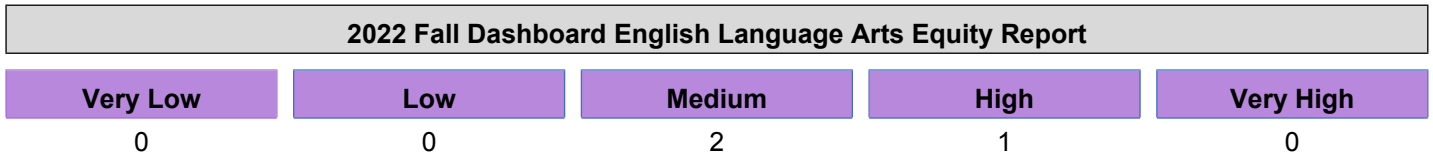
Academic Performance English Language Arts

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

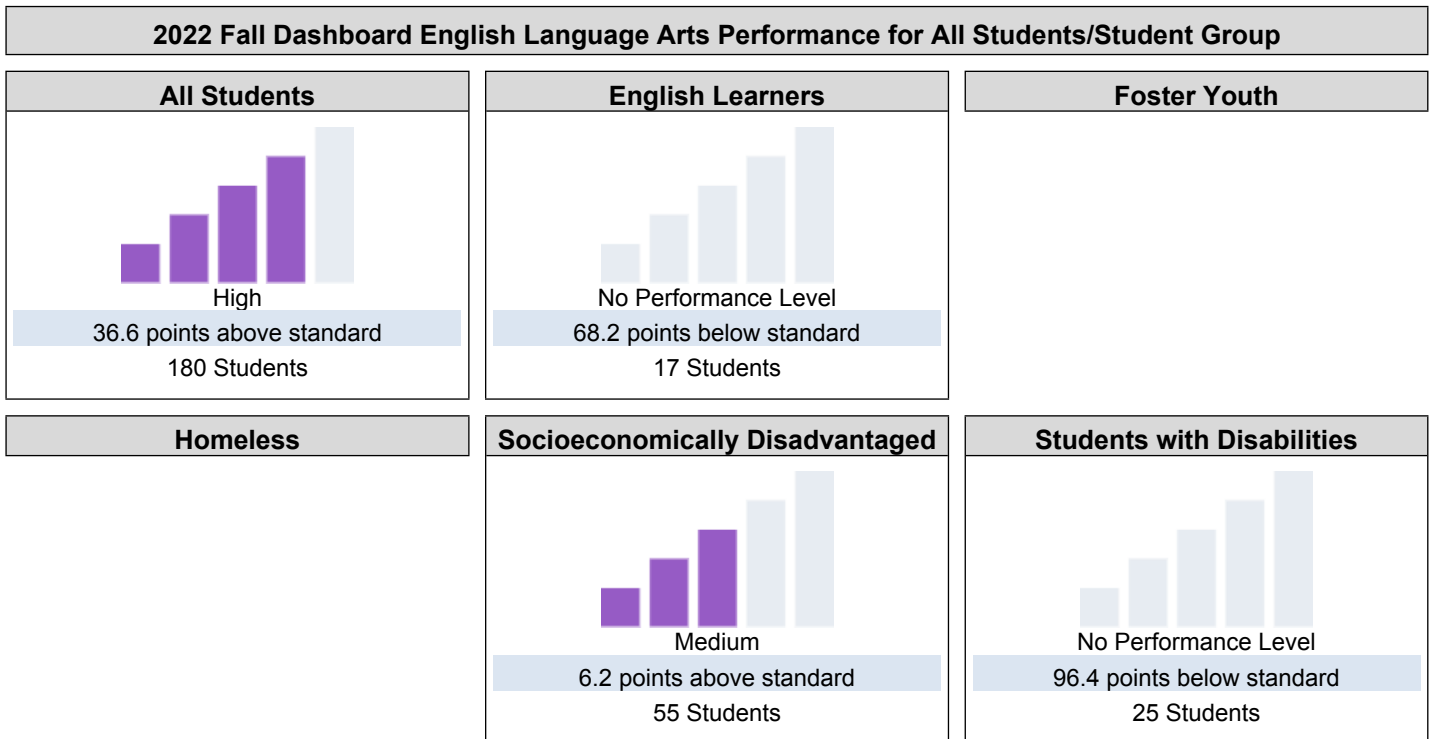
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



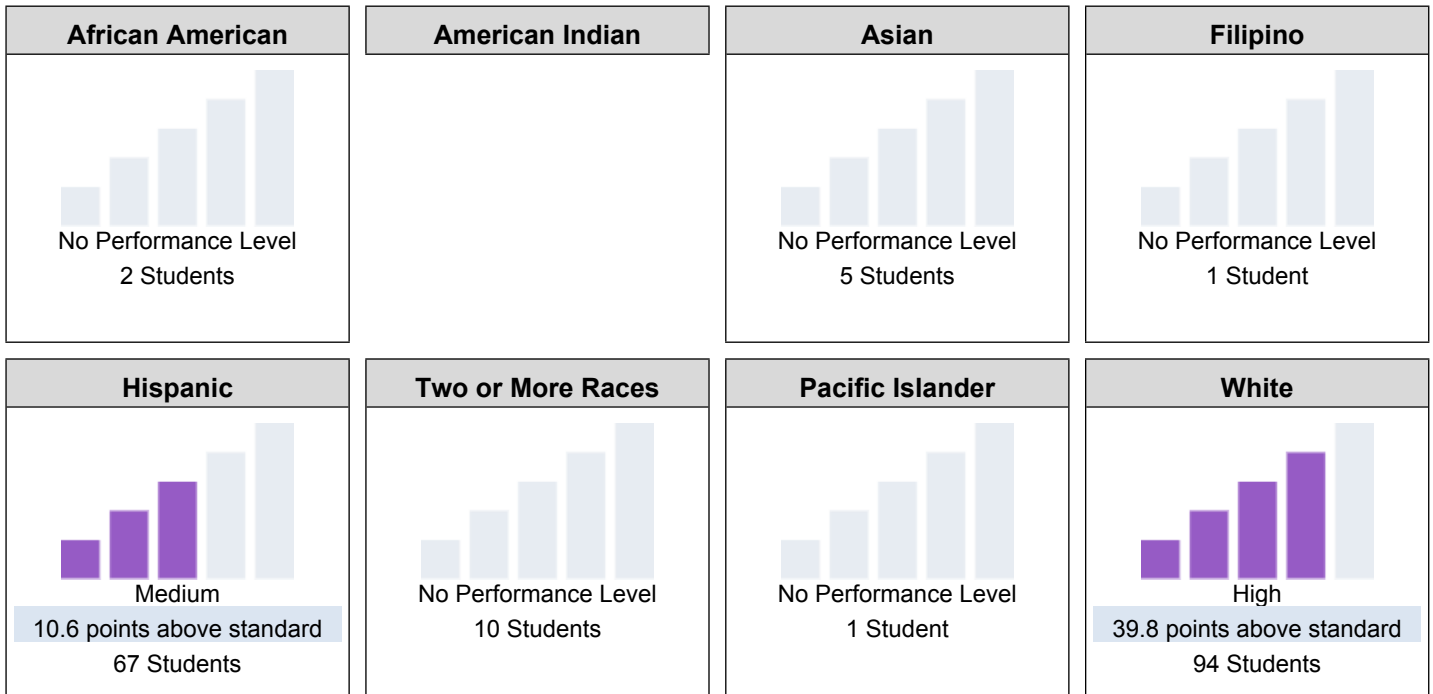
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-------------------------|-------------------------------|--|
| 7 Students | 10 Students | 46.6 points above standard 134 Students |

Conclusions based on this data:

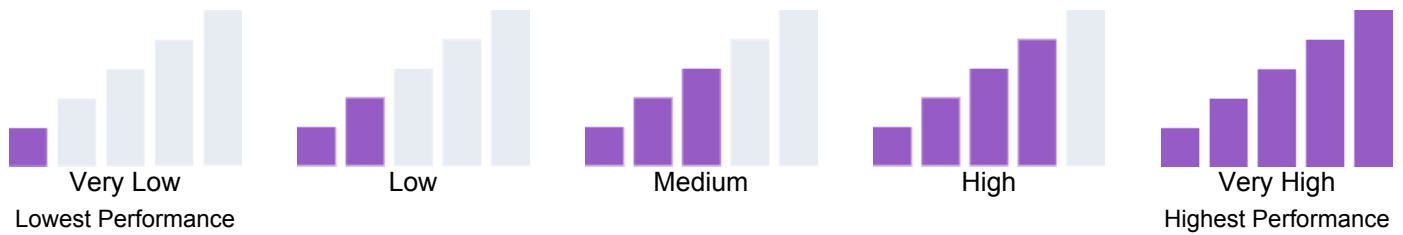
- Overall achievement in the area of ELA (21-22) was 36.6 points above standard, with a designation of "High".
- Hispanic students (overall 10.6 points above standard/Medium status) are not achieving at the same rate as their White peers (39.8 points above standard/High status).
- Socioeconomically disadvantaged students are also designated as "Medium" status at 6.2 points above standard.

School and Student Performance Data

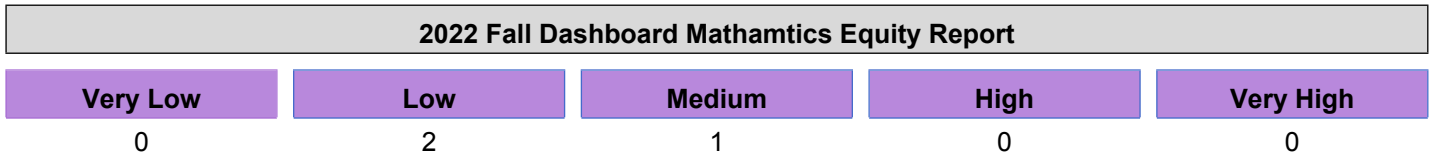
Academic Performance Mathematics

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

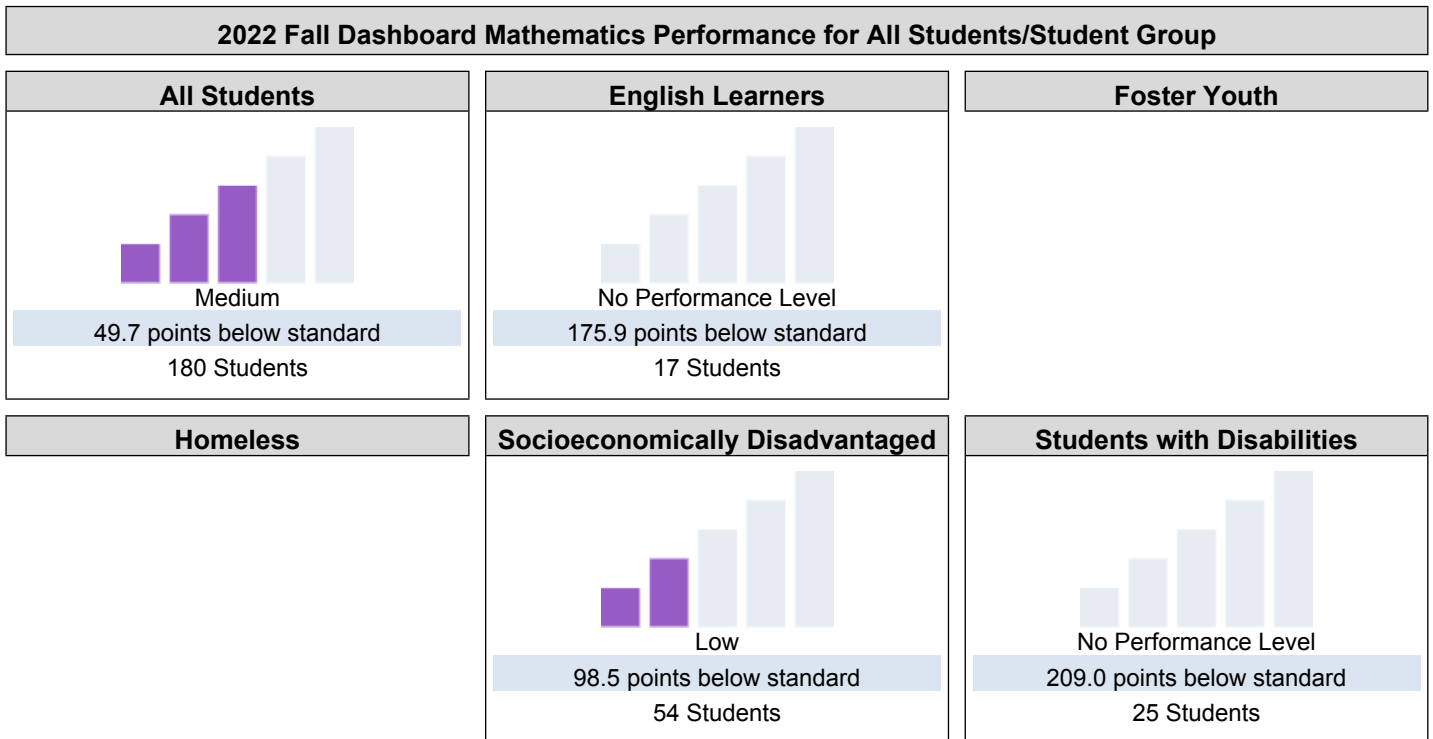
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



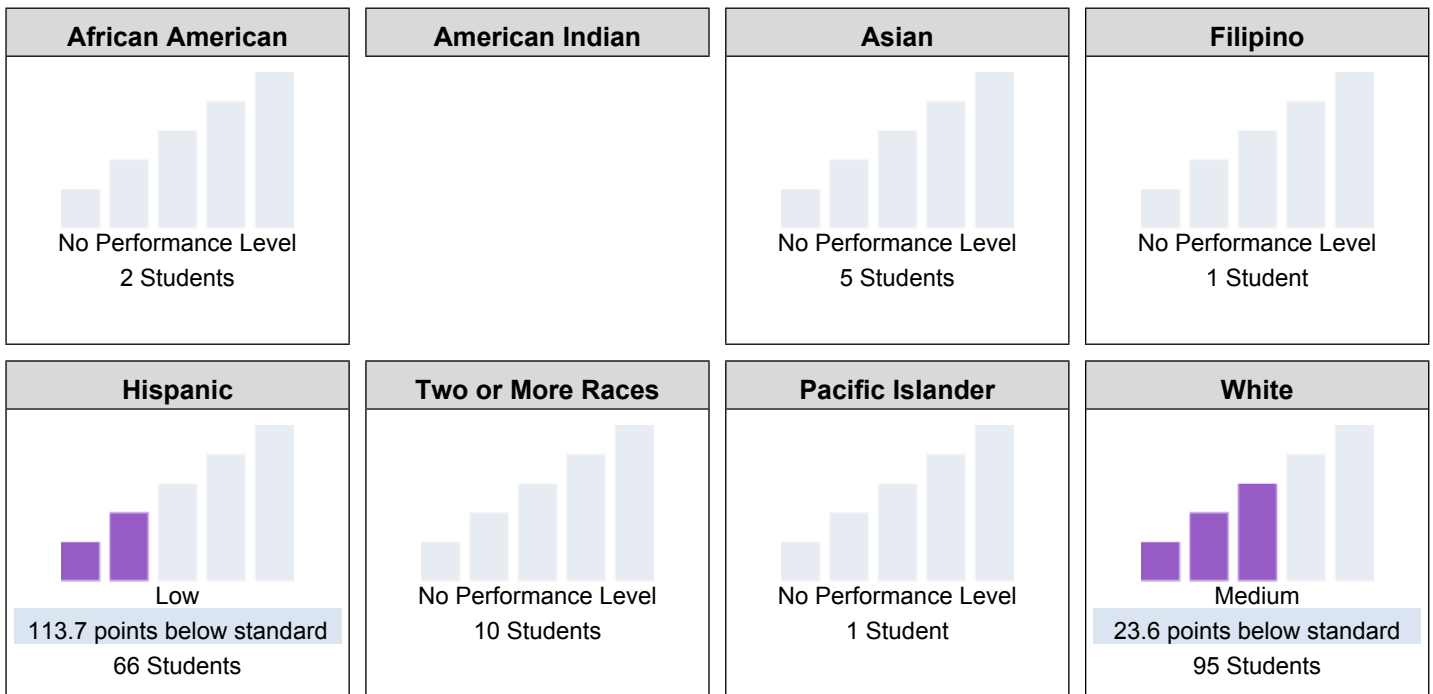
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-------------------------|-------------------------------|---|
| 7 Students | 10 Students | <div style="background-color: #e6f2ff; padding: 2px;">33.9 points below standard</div> 136 Students |

Conclusions based on this data:

1. Overall achievement in the area of Mathematics (21-22) was 49.7 points below standard, with a designation of "Medium".
2. Hispanic students (overall 113.7 points below standard/Low status) are not achieving at the same rate as their White peers (23.6 points below standard/Medium status).
3. Socioeconomically disadvantaged students are also designated as "Low" status at 98.5 points below standard.

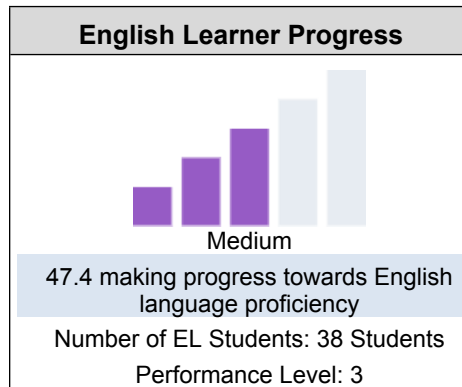
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 23.7% | 28.9% | 0.0% | 47.4% |

Conclusions based on this data:

- Overall English Learner Progress (21-22) is designated as "Medium" status, with 47.4% of EL population making progress towards English Proficiency.
- 23.7% of EL population decreased one ELPI level, and will serve as baseline for data for goals/strategies within school plan for student achievement.

School and Student Performance Data

Academic Performance College/Career Report

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

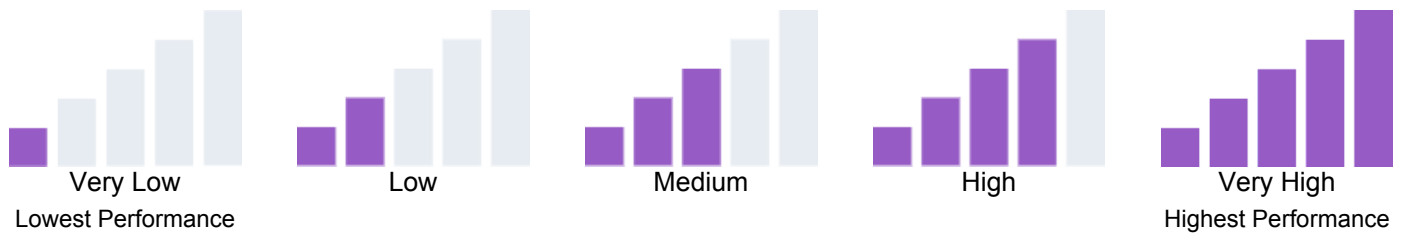
Conclusions based on this data:

1. As noted, College and Career Dashboard data was not collected in 2022

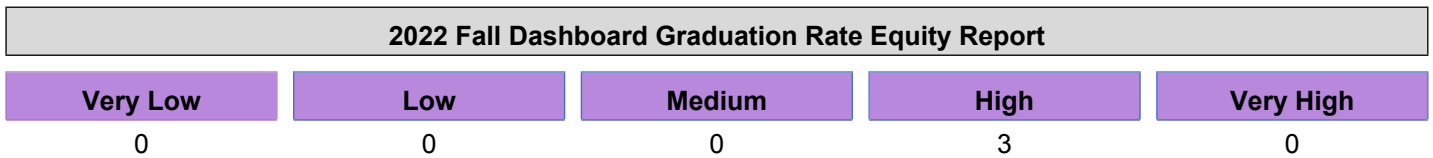
School and Student Performance Data

Academic Engagement Graduation Rate

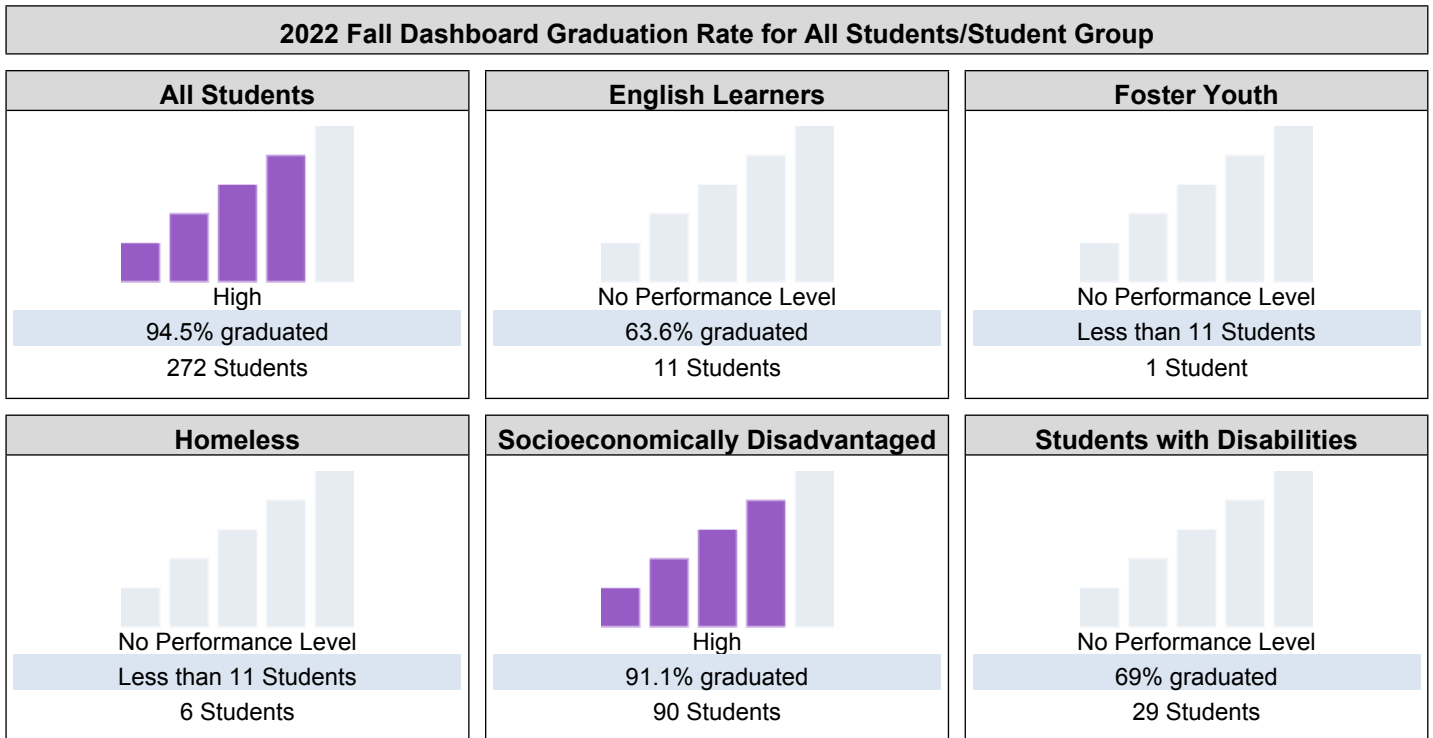
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



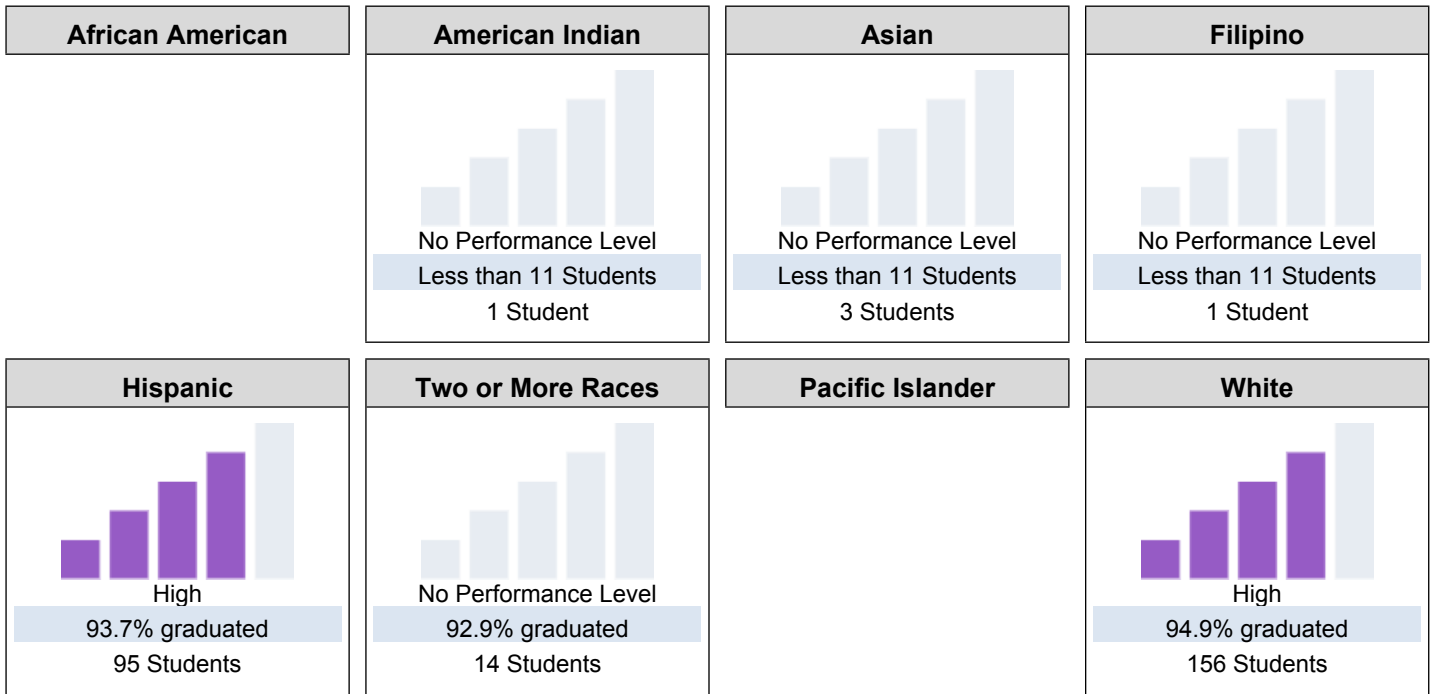
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

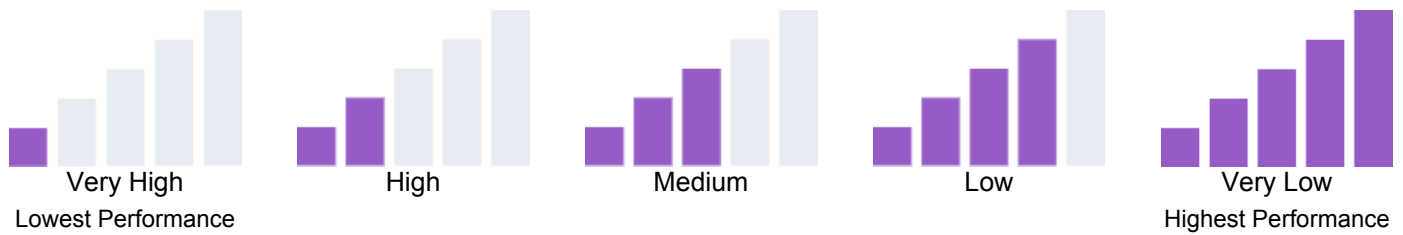
- Soquel High School achieved an overall 94.5 % Graduation Rate in 2022. This was a .5% increase from 2021
 Students with Disabilities achieved a 69% Graduation Rate 2022. This is a decrease of 15% in 2021
 Socioeconomically Disadvantaged students achieved a 91.1% Graduation Rate 2022. This is a slight increase (.7%)
 from 90.4% in 2021
 Hispanic/Latino students achieved a 93.7% Graduation Rate. This is an increase from 2021 (91%)

School and Student Performance Data

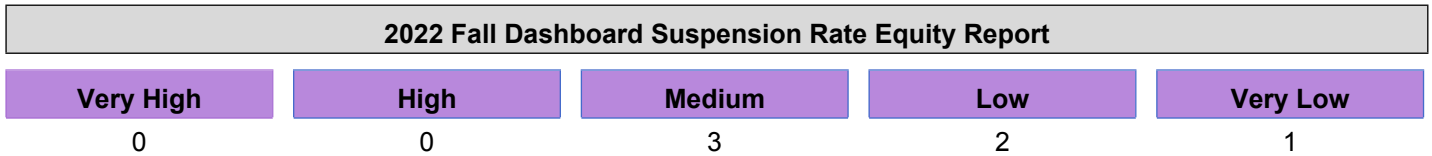
Conditions & Climate Suspension Rate

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

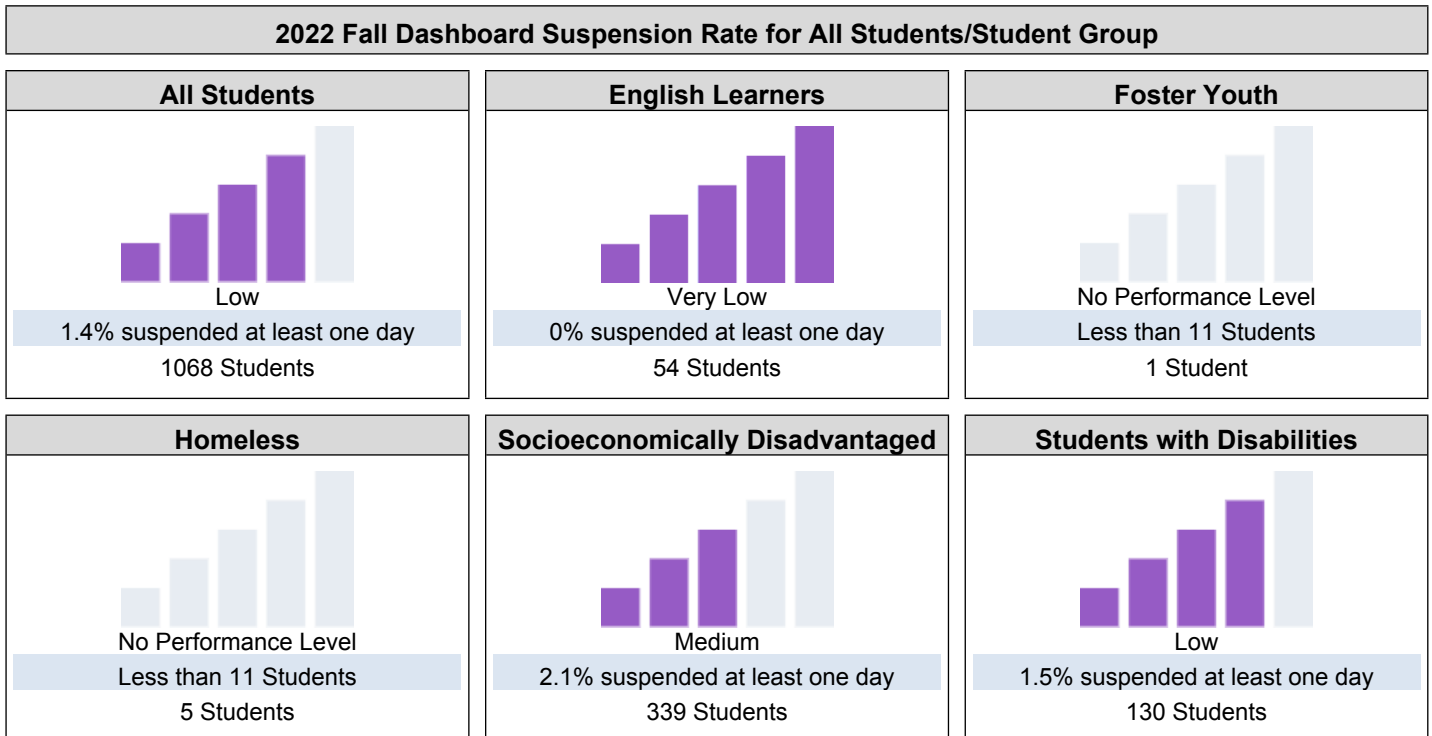
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



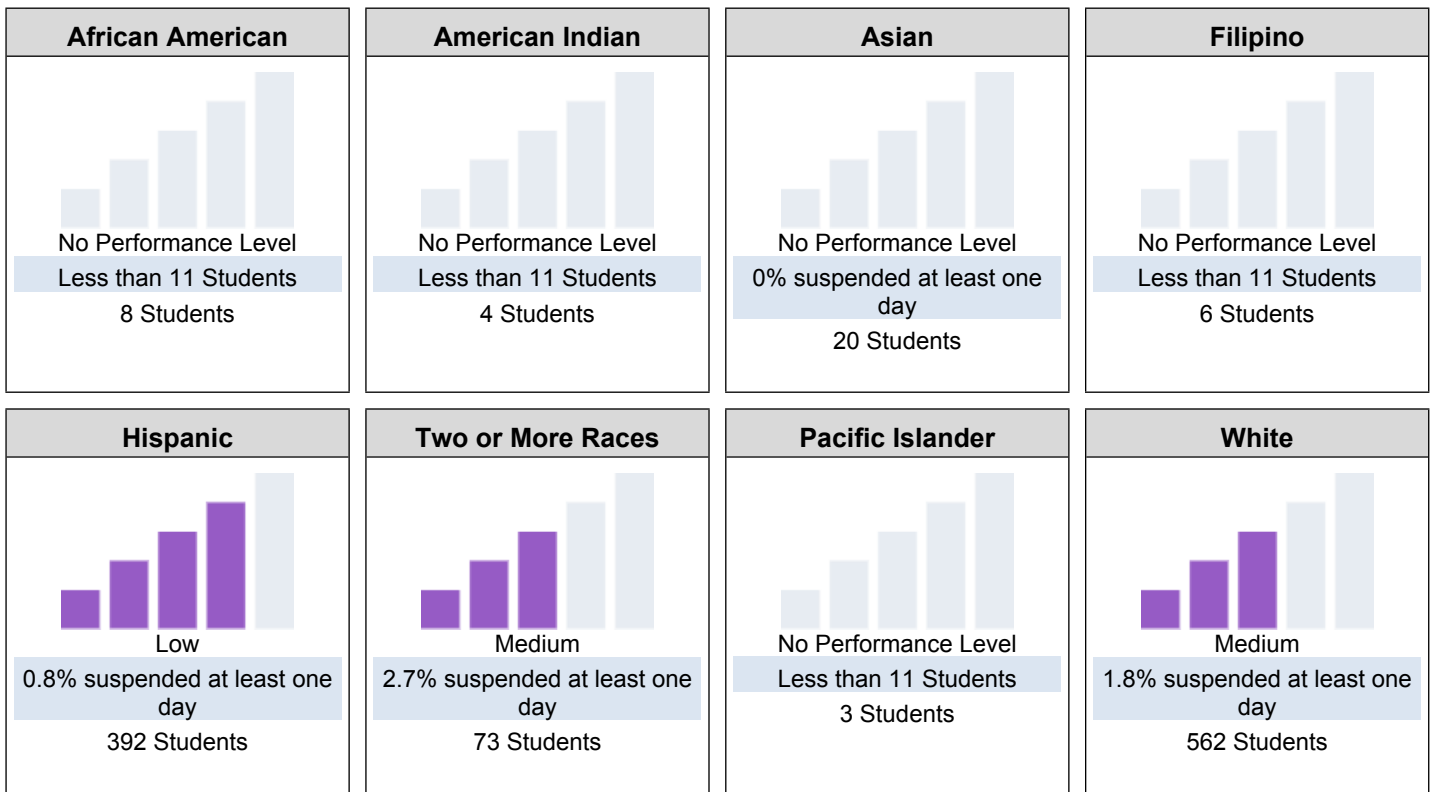
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Overall suspension rate was designated as "Low" status in 2022. Additionally, English Learner suspension rate was designated as "Very Low" (0%).
- Suspension rate for Hispanic students was designated as "Low" status.
- Suspension rates for white students, along with socioeconomically disadvantaged students and students identifying as "2 or more races" were designated as "Medium" status.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

A-G Completion Rates in all Content Areas

Goal Statement

The overall A-G Completion rates will increase by 5%.

The following traditionally under-represented student groups will increase by 5%:

- English Learners
- Hispanic/Latino
- Socioeconomically Disadvantaged
- Students With Disabilities.

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

Soquel High School English Language Learners, Hispanic/Latino, Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) are under-performing in comparison to their White/non-Hispanic peers.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|---|
| <p>The overall A-G Completion rates will increase by 5%.</p> <p>The following traditionally under-represented student groups will increase by 5%:</p> <ul style="list-style-type: none"> • English Learners • Hispanic/Latino • Socioeconomically Disadvantaged • Students With Disabilities. | <p>A-G met for the Class of 2023 (Data Unavailable)</p> <p>English Learners Hispanic Socio Economically Disadvantaged (SED) Students with Disabilities (SWD)</p> <p>A-G met for the Class of 2022 56% (144 of 257) of all grads</p> <p>0% (0 of 4) English Learners 42% (37 of 89) Hispanic 41% (34 of 82 Socio Economically Disadvantaged (SED) 10% (2 of 20) Students with Disabilities (SWD)</p> | <p>A-G met for the Class of 2024 61% of all grads will meet</p> <p>5% English Learners 47% Hispanic 46% Socio Economically Disadvantaged (SED) 15% Students with Disabilities (SWD)</p> |

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|--|
| Students passing Integrated Math 1 with a C- or better will increase by 5%. | 2021-2022 78% of Integrated Math 1 students passed Integrated Math 1 with a C- or better. | 83% of Integrated Math 1 students will pass Integrated Math 1 with a C- or better. |
| Students needing credit recovery will choose the A-G credit recovery option at least 50% of the time. | Class of 2023 % A-G = (Data Unavailable) Class of 2022 % A-G = 30% Class of 2021 % A-G = 26% | Class of 2024 = +5% from 2023 |

Planned Strategies/Activities

Strategy/Activity 1

Provide .2 FTE (1class/sections) English Language Support Classes (Literacy Support). Students enroll in course when struggling in ELA class. Criteria for enrollment: Achievement Data, teacher recommendation.

Students to be Served by this Strategy/Activity

Students who are struggling in English class and receiving grade of C- or lower. ELA teacher can recommend students for the course. ELA/EL RTI Coordinator will facilitate the identification and placement in intervention.

Timeline

2023-2024 School Year

Person(s) Responsible

ELA Teacher(s) and ELA (Literacy Support Teacher(s), ELA/EL RTI Coordinator

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 25,000 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | This is a .2 allocation for section/course designed specifically to support under-performing students in the area of ELA. |

Strategy/Activity 2

During established schedule of departmental PLC meetings, SCIL teams will discuss low performing students, engage in data cycles, revise instruction and design lessons based on data, and share best practices with course-alike, grade-alike, and department colleagues. Departmental Collaboration around in-class supports and scaffolding to support student learning. Pilot "Organized Binder" at department or grade level to better communicate learning intention/success criteria, and to facilitate student academic preparation and success.

Department PLC's will:

Monitor pass rates at every grading period

Work in course alike teams to examine student work, observe trends in data, and determine next steps regarding instructional strategies and supports

Share best instructional strategies (school wide) emerging from data cycles

SCIL stipends to pay for 13 teacher leaders @ \$1,725 each.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Site Administration, SCIL team

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 22,425 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Each content area is represented by Santa Cruz Instructional Leader (SCIL) who facilitates PLC meetings and serves as the instructional leader in respective curricular dept. |

Strategy/Activity 3

SHS Tutoring Center/Peer Tutoring Program

Students to be Served by this Strategy/Activity

All Students will have access to supplemental tutoring services via certificated/classified staff, along with trained Peer Tutors in each core area.

Timeline

2023-2024 School Year

Person(s) Responsible

Site Administration, Teachers, and School Counselors

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 10,000 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Hourly compensation (Certificated) for Small Group Tutoring by staff for the SHS Tutoring Center |
| Amount | 2,500 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |

| | |
|-------------------------|---|
| Description | Hourly compensation (Classified) for Small Group Tutoring by staff for the SHS Tutoring Center. |
| Amount | 2,500 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Peer Tutoring Coordinator |
| Amount | 5,000 |
| Source | District Funded |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Hourly Compensation for Student Peer Tutors |

Strategy/Activity 4

ELA/English Language Development (ELD) Response to Intervention (RTI) Coordinator to support increase in A-G Completion rates, Graduation rate. .4FTE (English Language Arts/English Language Development)

The ELA/ELD RTI Coordinator will provide direct academic support services to identified students through the coordination of data collection and analysis. This position will provide support to classroom teachers with modeling, coaching, and staff development in areas related to literacy development. Coordination of annual MAP or other assessments to help formulate student needs in the area of overall literacy.

Students to be Served by this Strategy/Activity

All Students, with partial allocation for a focus on English Language Learners

Timeline

2023-2024 School Year

Person(s) Responsible

ELA/ELD RTI Coordinator, Administration

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|--|
| Description | This is a .4 FTE allocation in the master teaching schedule that will assist with student support in the areas of English Language Arts and English Language Development (This is a non-rostered assignment, similar to Math RTI) Expenditure for this strategy is noted in Goal 2/Strategy 10 |
|--------------------|--|

Strategy/Activity 5

A guaranteed and viable College/Career Guidance and Counseling program that will directly support A-G Success, and ensure every student has access to comprehensive college and career preparation and planning.

Services will include:

- Bi-Annual visits to each student in all grades
- Implementation of 4-year plan to all students
- Fall and Spring A-G Parent Education (Evening Events)
- Monthly messaging to parents around A-G Awareness

- Presentation at Fall and Spring Staff meetings to provide training to staff on A-G requirements
- Scheduling of 23-24 Class visits by end of 22-23

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

SHS Counselors and Community Coordinator

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 3000 |
| Source | District Funded |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | CSU/UC Annual Conferences |

Strategy/Activity 6

Collaboration release time for staff in order to support instructional strategies and articulation between departments

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Site Administration and Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 8000 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Release/Collaboration Time (2 Release Days per Department per School Year) |

Strategy/Activity 7

Supplemental Technology to support student access to curriculum.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

School and District Personnel

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 5000 |
| Source | District Funded |
| Budget Reference | 6000-6999: Capital Outlay |
| Description | Hardware to support charging stations in each department to support 1:1 disbursement |

Strategy/Activity 8

Professional Development to Support Literacy (A-G) Completion Rates

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023 School Year

Person(s) Responsible

Site Administration and SCIL Leaders

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 10000 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | <p>Professional development opportunities to support enhanced curriculum content knowledge and delivery.</p> <p>Continue to provide Professional Development around Focused High Impact Tier 1 Strategies</p> <p>Continue to provide Professional Development around English Language Development Strategies</p> <p>Continue to provide Professional Development around Teacher Clarity: Clear Identification and Communication of Learning Targets/Success Criteria</p> <p>Identification and delivery of service to students needing intervention. (PLC Essential Question: What do we do when students are not learning?)</p> <p>Administration will model and implement integrated ELD strategies at staff meetings/SCIL Meetings (Collaboration settings)</p> <p>Advanced Placement Training for Teachers</p> <p>Departmental Specific Conferences/Seminars</p> <p>AVID Training for Teachers</p> |

Description

.

Strategy/Activity 9

Science Support .2 FTE Intervention Section (Biology/Chemistry)

Students to be Served by this Strategy/Activity

Students struggling in the area of Biology/Chemistry

Timeline

2023-2024 School Year

Person(s) Responsible

Soquel Administration and Certificated Teachers as assigned

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 25000 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Science Support/Intervention section/class (.2 FTE) focusing on support for Chemistry/Physics/Biotech/Environmental Science/Biology Students. Class will be taught by credentialed Science Instructor, and will earn elective credit. |

Strategy/Activity 10

Full Time Credit Recovery Teacher

Students to be Served by this Strategy/Activity

All students needing to recover academic credits not earned toward graduation and/or A-G Requirements
Students completing A-G Credit Recovery will increase by 10%
Class of 2021 = ?% A-G Recovery
Class of 2022 = ?% A-G Recovery

Timeline

2023-2024 School Year

Person(s) Responsible

School Administration and Credit Recovery Teacher

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 150,000 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Full time Certificated Staff (1.0 FTE) to support students needing to gain units needed for graduation and/or A-G completion. |

Strategy/Activity 11

Grading for Equity (Grading Inquiry Project)

Subject area teachers will continue to meet monthly to analyze current grading practices. The Grading Inquiry Project (Committee) will work closely with other County educators and the Santa Cruz County Office of Education to develop schoolwide grading commitments and best practices around standards based grading. The continued examination of grading practices is also an identified area of focus by the Western Association of Schools and Colleges (WASC) who will be conducting a site visit to Soquel HS in March 2024

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal/Grading for Equity Site Team

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 5,000 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Funding to ensure appropriate compensation for team members meeting/collaborating outside contracted hours |

Strategy/Activity 12

Professional Development to Support Literacy (A-G) Completion Rates and Equitable Access to Rigorous Courses (Measuring Student Learning Project/Riverside County Office of Education)

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Site/District Admin/SCIL Leaders

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 15000 |
| Source | District Funded |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | A-G Access and Completion Rates/Grade distribution analysis/Analyze teacher practices around measuring student learning /Analyze student experience and perceptions of teacher grading practices |

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

English Learner Progress

Goal Statement

The demographics of students in our most challenging courses (AP & Honors), will be reflective of our overall school demographics. Specifically, 35% of our population is Hispanic/Latino, so our challenging courses should be at/near 35% Hispanic/Latino.

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

Our Hispanic/Latinx and English Language Learners are under-performing their peers. The majority of students taking (and completing) our most challenging courses are White/Caucasian. This population is not representative of our overall student population, which is only 56% White/Caucasian.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|--|
| Student groups participating in Honors/AP Courses | <p>2022-2023 (Data Unavailable) % EL Completing Honors/AP % SED Completing Honors/AP % SpEd Completing Honors/AP % Hispanic Completing Honors/AP</p> <p>2021-2022 1.3% EL Completing Honors/AP 19% SED Completing Honors/AP 1.14% SpEd Completing Honors/AP 25% Hispanic Completing Honors/AP</p> <p>2020-2021 1.3% EL Completing Honors/AP 18.4% SED Completing Honors/AP 1.0 % SpEd Completing Honors/AP 23% Hispanic Completing Honors/AP</p> | <p>2023-2024</p> <p>Our school demographics will be mirrored in our AP/Honors courses: EL (Maintain/Increase percentage of EL Taking Honors/AP) SED (Maintain/Increase percentage of SED Taking Honors/AP) SpEd (Maintain/Increase percentage of SpEd Taking Honors/AP) Hispanic (Maintain/Increase percentage of Hispanic Taking Honors/AP)</p> |

Planned Strategies/Activities

Strategy/Activity 1

Continue to support ELL, Hispanic/Latinx student populations by offering additional counseling services outside contracted hours.

Students to be Served by this Strategy/Activity

All English Language Learners and Hispanic/Latinx students

Timeline

2023-2024 School Year

Person(s) Responsible

Site Administration, School Counselors, School Community Coordinator; administrative team will evaluate and analyze grading data and share with SCIL team and then all faculty.

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 1,000 |
| Source | General Fund |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Administrative/Counseling team will evaluate and analyze grading data and share with SCIL team and then all faculty. |

Strategy/Activity 2

During bi-weekly PLC meetings, departmental teams led by SCIL staff will discuss low performing students, engage in data cycles, re-teach based on data, and share best practices with course-alike, grade-alike, or department colleagues. SCIL stipends to pay for 13 teacher leaders @ \$1,576 each;

Students to be Served by this Strategy/Activity

English Learners and Hispanic/Latinx students

Timeline

2023-2024 School Year

Person(s) Responsible

Site Administration, SCIL Leaders

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | SCIL teams will discuss low performing students, engage in data cycles, re-teach based on data, and share best practices with course-alike, grade-alike, or department colleagues. |

Strategy/Activity 3

Revision and Monitoring of Tier 1/School-wide Expectations (WASC)

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Site Administration and SCIL Team, along with Faculty/Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Transitional English 1 Core A-G Class to support our Multi-Lingual Learner population; .2 FTE provided for ELD teacher

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2023-2024 School Year

Person(s) Responsible

District office, Site Administration, and ELD Teacher

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 20,000 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | .2 FTE Transitional English course for English Learners |

Strategy/Activity 5

Tutoring Center/Peer Tutoring

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Site Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
|-------------------------|--|

Description

Hourly compensation for Certificated staff : Individual/Small Group Tutoring

Strategy/Activity 6

Bi-Lingual Community Coordinator (.6)

Students to be Served by this Strategy/Activity

All Students, with focus on English Learners and their families

Timeline

2023-2024 School Year

Person(s) Responsible

Site and District Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 55,095 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Support for English Learners and family outreach |

Strategy/Activity 7

Additional part-time Bilingual Para-educators @2

Para-educators will provide support to families in the registration/enrollment process, along with specific classroom support in a push-in model. Strategic insertion of Para Educators will be identified and coordinated with assistance from ELA/ELD RTI staff member.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Site Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 27,575 |
| Source | ESSER |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Bi-lingual Para-educators will supplement current outreach to underrepresented demographics, and expand family outreach to support our English Learners |

Strategy/Activity 8

English Language Learner Support/Intervention Class (.2 FTE)

Students to be Served by this Strategy/Activity

ELL Population

Timeline

2023-2024 School Year

Person(s) Responsible

Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 20,000 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | One Section/class (.2FTE) designated to support of ELL/Multi-Lingual students |

Strategy/Activity 9

Advancement Via Individual Determination (AVID) Course Offerings at each grade level

Students to be Served by this Strategy/Activity

All AVID students

Timeline

2023-2024 School Year

Person(s) Responsible

Site Administration, AVID teacher

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 100,000 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | AVID instructor to teach all four grade level sections of AVID |

Strategy/Activity 10

English Language Arts (ELA/English Language Development (ELD) Response to Intervention (RTI) Coordinator to support increase in A-G Completion rates, Graduation rate. .4FTE (English Language Arts/English Language Development)

The ELA/ELD RTI Coordinator will provide direct academic support services to identified students through the coordination of data collection and analysis. Will provide support to classroom teachers with modeling, coaching, and staff development in areas related to literacy development. Coordination of annual MAP assessment to help formulate student needs in the area of literacy, English Language Development.

Students to be Served by this Strategy/Activity

All Students, with partial allocation for a focus on English Language Learners

Timeline

2023-2024 School Year

Person(s) Responsible

ELA/ELD RTI Coordinator, Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 40,000 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | ELD and ELA Response To Intervention Coordinator (2 Non-Roster Sections) to support Academic Progress students in need |

Strategy/Activity 11

Grading for Equity Project/Cohort

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Administration/SCIL/Teachers/Counselors

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 5000 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | <p>Grading for Equity (Grading Inquiry Project)</p> <p>Subject area teachers will continue to meet monthly to analyze current grading practices. The Grading Inquiry Project (Committee) will work closely with other County educators and the Santa Cruz County Office of Education to develop schoolwide grading tenants and best practices around standards based grading.</p> <p>The continued examination of grading practices is also an identified area of focus by the Western Associatin of SChools and Colleges (WASC) who will be conducting a site visit in March 2024</p> |

Strategy/Activity 12

Measuring Student Learning Project: Targeted and year Long Professional Development in data analysis w/Riverside County Office of Education

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Admin/SCIL/STAFF

Proposed Expenditures for this Strategy/Activity

Amount

21,100

Source

District Funded

Description

Contracted Services Agreement with Riverside County Office of Education

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Connectedness

Goal Statement

Soquel High School will continue to focus on equity as it relates to school-wide student involvement in Curricular/Co-Curricular/Extracurricular activities. Specifically, the demographics of our student population will be reflected in ASB Leadership, AVID, campus clubs, athletics, theatre productions, and participation in our music programs.

LCAP Goal

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

Basis for this Goal

Our ELs, Hispanic/Latino, SED, and SWD students are less involved in our school community compared to their White peers. Students participating in ASB, Athletics, Campus Clubs, and Performing Arts are White/Caucasian.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|--|
| Student groups participating in Athletics | <p>2022-2023 DATA AVAILABLE SUMMER 2023</p> <p>2021-2022 27.3% EL 25.7% SED 9.1% SpEd 27.4% Hispanic</p> <p>2020-2021 Athletics impacted by pandemic. Data not available.</p> <p>2019-2020 21% EL 28% SED 16% SpEd 33% Hispanic</p> | <p>2023-2024</p> <p>EL (maintain or improve 2021-22 % of ELs participating in athletics) SED (maintain or improve 2021-22 % of SED participating in athletics) SpEd (maintain or improve 2021-22 % of SpEd participating in athletics) Hispanic (maintain or improve 2021-22 % of Hispanics participating in athletics)</p> |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Student groups participating in Advancement Via Individual Determination (AVID) | <p>2022-2023 DATA AVAILABLE SUMMER 2023</p> <p>2021-2022 16.4% EL 22.2% SED 9.1% SpEd 26.1% Hispanic</p> <p>2020-2021 36% EL 46% SED 2.9% SpEd 66% Hispanic</p> <p>2019-2020 21% EL 21% SED 3% SpEd 20% Hispanic</p> | <p>2023-2024</p> <p>EL (maintain or improve 2021-22% of ELs participating in AVID) SED (maintain or improve 2021-22% of SED participating in AVID) SpEd (maintain or improve 2020-21 % of SpEd participating in AVID) Hispanic (maintain or improve 2021-22% of Hispanics participating in AVID)</p> |
| Student groups participating in Campus Organizations | <p>2022-2023 DATA AVAILABLE SUMMER 2023</p> <p>2021-2022 7.3% EL 21.3% SED 13.4% SpEd 23% Hispanic</p> <p>2020-2021 Clubs/Organizations impacted by pandemic. Data not available.</p> <p>2019-2020 33% EL 30% SED 20% SpEd 29% Hispanic</p> | <p>2023-2024</p> <p>EL (maintain or improve 2021-22% of ELs participating in campus organizations) SED (maintain or improve 2021-22% of SED participating in campus organizations) SpEd (maintain or improve 2021-22% of SpEd participating in campus organizations) Hispanic (maintain or improve 2021-22% of Hispanics participating in campus organizations)</p> |
| Student groups participating in Performing Arts | <p>2022-2023 DATA AVAILABLE SUMMER 2023</p> <p>2021-2022 18.1% EL</p> | <p>2023-2024</p> <p>EL (maintain or improve 2021-22% of EL students participating in the Performing Arts) SED (maintain or improve 2021-22% of SED students participating in Performing Arts)</p> |

| Metric/Indicator | Baseline | Expected Outcome |
|--|--|--|
| | 21.3% SED 9.1% SpEd 25.5% Hispanic 2021-2022 12.2 %EL 14.3 %SED 10.3 %SpEd 16 %Hispanic 2019-2020 10% EL 18% SED 14% SpEd 17% Hispanic | SpEd (maintain or improve 2021-22% of SpEd students participating in Performing Arts) Hispanic (maintain or improve 2021-22% of ELs students participating in Performing Arts) |
| Student groups participating in Leadership Class | 2021-2022 1%EL 7.4%SED 1%SpEd 1.3%Hispanic 2020-2021 0 %EL 1 %SED 1 %SpEd 1.3 %Hispanic 2019-2020 0% EL 2% SED 0% SpEd 2% Hispanic | 2023-2024 EL (Maintain or improve 2021-22% of EL students participating in the ASB/Leadership Class) SED (Maintain or improve 2021-22% of SED participating in the ASB/Leadership Class) SpEd (Maintain or improve 2021-22% of Sp.Ed students participating in the ASB/Leadership Class) Hispanic (Maintain or improve 2021-22% of Hispanic/Latino students participating in the ASB/Leadership Class) |

Planned Strategies/Activities

Strategy/Activity 1

Social Emotional Specialist/Counselor

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Site/District Administration along with Social Emotional Specialist/Counselor

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 150,916 |
| Source | District Funded |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Full time Social-Emotional Specialist/Counselor to support students as we emerge from the Covid-19 pandemic |

Strategy/Activity 2

Bi-Lingual Academic College/Career Counselor (.6)

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Site/District Administration, School Counselor

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 55,122 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Additional .6FTE (60%) for bilingual school counselor (Other .4 Funded through Measure T Funding) |

Strategy/Activity 3

Bi-Lingual Community Coordinator (.4)

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

School Community Coordinator, Site Administration

Proposed Expenditures for this Strategy/Activity

| | |
|---------------|---------------------|
| Amount | 46,289 |
| Source | LCFF - Supplemental |

| | |
|-------------------------|---|
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Additional .4 FTE (40%) for bilingual school community coordinator. |

Strategy/Activity 4

9th Grade Transition and Orientation program for incoming 9th graders

Students to be Served by this Strategy/Activity

All 9th grade and new students enrolling at Soquel High School.

Timeline

2023-2024 School Year

Person(s) Responsible

Site administration, Orientation Mentors

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 2,000 |
| Source | District Funded |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Funds for supplies for new student orientation |
| Amount | 3000 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Extra Work Agreements for hourly Compensation for Certificated Orientation Coordinator (Team of 4-6 Adult Leaders) |

Strategy/Activity 5

Activities Director (.4)

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Site/District Administration and Activities Director

Proposed Expenditures for this Strategy/Activity

| | |
|---------------|-----------------|
| Amount | 51,418 |
| Source | District Funded |

| | |
|-------------------------|--|
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Activities Director .6 FTE |

Strategy/Activity 6

Professional Development in the area of Safety, School Climate and Culture (i.e. Restorative Justice, Positive Behavior Intervention Supports (PBIS))

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 3,000 |
| Source | District Funded |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | PBIS Materials and Supplies (Rewards Systems for Positive Behaviors and Supports) |
| Amount | 2000 |
| Source | District Funded |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Team of 1-2 Staff Leaders to attend Regional National Coalition Building Institute training (NCBI) |
| Amount | 5,000 |
| Source | LCFF - Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Team of 5 Teacher/Admin to attend Positive Behavior Intervention and Support (PBIS) training: (California PBIS Coalition) |

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Math Progress

Goal Statement

Maintain or increase the percentage of students passing Math 1 (C- or better) on the first attempt

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

All 9th grade students pass Integrated Math 1 during their 9th grade year.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|---|
| Six week marking period grading data and semester 1 and 2 grades. | 2022-2023 82% of Integrated Math 1 students met this goal 2021-2022 78% of Integrated Math 1 students met this goal 2020-2021 81% of Integrated Math 1 students met this goal 2019-2020 94% of Integrated Math 1 students met this goal | 2023-2024 85% of Integrated Math 1 students will pass Integrated Math 1 with C- or better. |
| NWEA/MAP Testing (Growth in 9th Grade Year/Integrated 1) | 2022-2023 MAP Growth (9th Grade Year) (Currently 4.56/Recommended 3) | 2023-2024 Students will demonstrate an average of 3 points of growth (Fall Administration to Spring Administration) |

Planned Strategies/Activities

Strategy/Activity 1

Implementation of Math PLUS Intervention Sections (x3). Site administration RTI Coordinator, and math teachers will evaluate and analyze Math 1 achievement data for all 9th graders enrolled in Math 1 to determine how many students met this school goal.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023 School Year

Person(s) Responsible

Site Administration, Math Teachers, RTI Coordinator

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 42,000 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Two Math PLUS intervention classes for students |

Strategy/Activity 2

Full time RTI coordinator to support math department with data gathering and analysis, PLC work, creating common assessments, department-wide grading alignment, support with Math PLUS intervention classes, and new teacher support.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023 School Year

Person(s) Responsible

Site administration, RTI coordinator, math teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 140,090 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | 1.0 FTE to support intervention class, data gathering and analysis, PLC work, common assessment, grading alignment, and new teacher support. |

Strategy/Activity 3

During scheduled PLC meetings, SCIL teams will discuss low performing students, engage in data cycles, re-teach based on data, and share best practices with course-alike, grade-alike, or department colleagues. SCIL stipends to pay for 13 teacher leaders @ \$1,500 each;

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023 School Year

Person(s) Responsible

Site Administration, RTI Coordinator, Math Teachers

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Description

SCIL stipends for 13 teacher leaders @ \$1,500 each; SCIL teams will discuss low performing students, engage in data cycles, re-teach based on data, and share best practices with course-alike, grade-alike, or department colleagues.

Strategy/Activity 4

SHS After School Tutoring Center/PEER Tutoring Program

Students to be Served by this Strategy/Activity

Peer Tutors, specifically trained in mathematics support methodologies will be trained and inserted into various sections and/or before/after school

Timeline

202-2023 School Year

Person(s) Responsible

RTI Coordinator in conjunction with PEER Tutoring Coordinator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Collaboration/Release time for Math teachers (Each teacher allocated 2 days per Semester)

Students to be Served by this Strategy/Activity

All students enrolled in Math classes at Soquel High School

Timeline

2022-2023 School Year

Person(s) Responsible

Site Administration and SHS Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 5000 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Release Time (Substitute Costs) |

Strategy/Activity 6

Continued utilization of MAP (Measure of Academic Progress) to support data analysis within Math Department.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

SCIL Leader/Math Teachers/RTI Coordinator

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 5000 |
| Source | District Funded |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Subscription to MAP Data Analysis Web based assessments for Math/English Departments |

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Student A-G completion rates will increase by 3% for traditionally under-represented student populations, specifically English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and Students With Disabilities.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| A-G completion for white students compared to under-represented student populations, specifically English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and Students With Disabilities. | Soquel High School A-G completion rates will increase by 3% for traditionally under-represented student populations, specifically English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and Students With Disabilities. | Data Unavailable pending final graduate/course data |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services |
|--|--|
| Provide .4 FTE (2 classes/sections) English Language Support Classes (Literacy Support). Students enroll in course when struggling in ELA class. Criteria for enrollment: Achievement Data, teacher recommendation. | Provided .2FTE (2 classes/sections) English Language Support Classes (Literacy Support). Students enroll in course when struggling in ELA class. Criteria for enrollment: Achievement Data, teacher recommendation. |
| During established schedule of departmental PLC meetings, SCIL teams will discuss low performing students, engage in data cycles, revise instruction and design lessons based on data, and share best practices with course-alike, grade-alike, and department colleagues. SCIL stipends to pay for 13 teacher leaders @ \$1,725 each; | During established schedule of departmental PLC meetings, SCIL teams will discuss low performing students, engage in data cycles, revise instruction and design lessons based on data, and share best practices with course-alike, grade-alike, and department colleagues. SCIL stipends to pay for 13 teacher leaders @ \$1,725 each; |
| SHS Tutoring Center (Formerly Homework Club) | SHS Tutoring Center (Formerly Homework Club) |
| Peer Tutoring Program | Peer Tutoring Program |
| Collaboration release time for staff in order to support instructional strategies and articulation between departments | Collaboration release time for staff in order to support instructional strategies and articulation between departments |
| Supplemental Technology to support student access to curriculum. | Supplemental Technology to support student access to curriculum. |
| Professional Development to Support School Goals | Professional Development to Support School Goals |
| Science Support .2 FTE Intervention Section (Biology/Chemistry) | Did not offer in 22-23 (Master Schedule limitations) |
| Full time Credit Recovery Teacher | Full time Credit Recovery Teacher |

Analysis

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

Strategies and expenditures matched intended plan, with exception of .2FTE Literacy Support and .2FTE Science support. This was due to Master Schedule Limitations

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

Final 22-23 DATA Unavailable/Pending final course analysis

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

Strategies and expenditures matched intended plan, with exception of .2FTE Literacy Support and .2FTE Science support. This was due to Master Schedule Limitations.

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.

.2 FTE Science Support has been verified for 23-24. Additionally, Response To Intervention support (.4FTE) has been added for 23-24

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Soquel High School will continue to focus on equity as it relates to school-wide student involvement in Curricular/Co-Curricular/Extracurricular activities. Specifically, the demographics of our student population will be reflected in ASB Leadership, AVID, campus clubs, athletics, theatre productions, and participation in our music programs.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|--|
| Student groups participating in Athletics | 2022-2023 EL (maintain or improve 2021-22 % of ELs participating in athletics) SED (maintain or improve 2021-22 % of SED participating in athletics) SpEd (maintain or improve 2021-22 % of SpEd participating in athletics) Hispanic (maintain or improve 2021-22 % of Hispanics participating in athletics) | Data Unavailable pending 22-23 Final transcript analysis |
| Student groups participating in Advancement Via Individual Determination (AVID) | 2022-2023 EL (maintain or improve 2021-22% of ELs participating in AVID) SED (maintain or improve 2021-22% of SED participating in AVID) SpEd (maintain or improve 2020-21 % of SpEd participating in AVID) Hispanic (maintain or improve 2021-22% of Hispanics participating in AVID) | Data Unavailable pending 22-23 Final transcript analysis |
| Student groups participating in Campus Organizations | 2022-23 EL (maintain or improve 2021-22% of ELs participating in campus organizations) SED (maintain or improve 2021-22% of SED participating in campus organizations) SpEd (maintain or improve 2021-22% of SpEd participating in campus organizations) Hispanic (maintain or improve 2021-22% of Hispanics participating in campus organizations) | Data Unavailable pending 22-23 Final transcript analysis |
| Student groups participating in Performing Arts | 2022-23 EL (maintain or improve 2021-22% of EL students participating in the Performing Arts) | Data Unavailable pending 22-23 Final transcript analysis |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|--|--|
| | SED (maintain or improve 2021-22% of SED students participating in Performing Arts) SpEd (maintain or improve 2021-22% of SpEd students participating in Performing Arts) Hispanic (maintain or improve 2021-22% of ELs students participating in Performing Arts) | |
| Student groups participating in Leadership Class | 2022-23 EL (Maintain or improve 2021-22% of EL students participating in the ASB/Leadership Class) SED (Maintain or improve 2021-22% of SED participating in the ASB/Leadership Class) SpEd (Maintain or improve 2021-22% of Sp.Ed students participating in the ASB/Leadership Class) Hispanic (Maintain or improve 2021-22% of Hispanic/Latino students participating in the ASB/Leadership Class) | Data Unavailable pending 22-23 Final transcript analysis |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services |
|---|---|
| Social Emotional Specialist/Counselor | Social Emotional Specialist/Counselor |
| Bi-Lingual Academic College/Career Counselor (.6) | Bi-Lingual Academic College/Career Counselor (.6) |
| Bi-Lingual Community Coordinator (.4) | Bi-Lingual Community Coordinator (.4) |
| 9th Grade Transition and Orientation program for incoming 9th graders | 9th Grade Transition and Orientation program for incoming 9th graders |
| Activities Director (.4) | Activities Director (.4) |
| Professional Development in the area of Safety, School Climate and Culture (i.e. Restorative Justice, Positive Behavior Intervention Supports (PBIS)) | Professional Development did not occur in the areas of PBIS/Resorative Justice (Moved to 23-24 and confirmed via school plan) |

Analysis

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

All strategies were implemented as planned

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

Data Unavailable pending 22-23 Final transcript analysis

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

Positive Behavior and Intervention Supports were not implemented in 22-23. Districtwide training is confirmed for 2023-2024

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.

No changes are being made to metrics

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

The demographics of students in our most challenging courses (AP & Honors), will be reflective of our overall school demographics. Specifically, 35% of our population is Hispanic/Latino, so our challenging courses should be at/near 35% Hispanic/Latino.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|--|--|
| Student groups participating in Honors/AP Courses | <p>2022-23</p> <p>Our school demographics will be mirrored in our AP/Honors courses: EL (Maintain/Increase percentage of EL Taking Honors/AP) SED (Maintain/Increase percentage of SED Taking Honors/AP) SpEd (Maintain/Increase percentage of SpEd Taking Honors/AP) Hispanic (Maintain/Increase percentage of Hispanic Taking Honors/AP)</p> | Data Unavailable: Pending Final Course transcript analysis |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services |
|---|---|
| Continue to support our under-performing ELL, Hispanic/Latinx student populations by offering additional counseling services outside contracted hours. | Continue to support our under-performing ELL, Hispanic/Latinx student populations by offering additional counseling services outside contracted hours. |
| During bi-weekly PLC meetings, SCIL teams will discuss low performing students, engage in data cycles, re-teach based on data, and share best practices with course-alike, grade-alike, or department colleagues. SCIL stipends to pay for 13 teacher leaders @ \$1,500 each; | During bi-weekly PLC meetings, SCIL teams will discuss low performing students, engage in data cycles, re-teach based on data, and share best practices with course-alike, grade-alike, or department colleagues. SCIL stipends to pay for 13 teacher leaders @ \$1,500 each; |
| Revision and Monitoring of Tier 1/School-wide Expectations (WASC) | Revision and Monitoring of Tier 1/School-wide Expectations (WASC) |
| Transitional English 1 Core A-G Class to support our Multi-Lingual Learner population; .2 FTE provided for ELD teacher | Transitional English 1 Core A-G Class to support our Multi-Lingual Learner population; .2 FTE provided for ELD teacher |
| Tutoring Center (Formerly Homework Club) | Tutoring Center (Formerly Homework Club) |
| Bi-Lingual Community Coordinator (.6) | Bi-Lingual Community Coordinator (.6) |
| Additional part-time Bilingual Para-educators (@2) | Additional part-time Bilingual Para-educators (@2) |
| English Language Learner Support/Intervention Class (.2 FTE) | English Language Learner Support/Intervention Class (.2 FTE) |

**Planned
Actions/Services**

Advancement Via Individual Determination (AVID)
Course Offerings at each grade level

**Actual
Actions/Services**

Advancement Via Individual Determination (AVID)
Course Offerings at each grade level

Analysis

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

All strategies were implemented

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

Data Unavailable: Pending Final Course transcript analysis

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

All strategies were implemented

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.

Additional .4FTE to serve as Response To Intervention Coordinator (Support English Language ARts and English Learners)

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Maintain or increase the percentage of students passing Math 1 (C- or better) on the first attempt

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Six week marking period grading data and semester 1 and 2 grades. | 2022-2023 88% of Integrated Math 1 students will pass Integrated Math 1 with C- or better. | Data Unavailable: Pending Final Transcript Analysis |

Strategies/Activities for Goal 4

| Planned Actions/Services | Actual Actions/Services |
|--|--|
| Implementation of Math PLUS Intervention Sections (x2). Site administration RTI Coordinator, and math teachers will evaluate and analyze Math 1 grading data for all 9th graders enrolled in Math 1 to determine how many students met this school goal. The Math PLC will discuss these percentages and will analyze and how to increase this student performance data. | Implementation of Math PLUS Intervention Sections (x2). Site administration RTI Coordinator, and math teachers will evaluate and analyze Math 1 grading data for all 9th graders enrolled in Math 1 to determine how many students met this school goal. The Math PLC will discuss these percentages and will analyze and how to increase this student performance data. |
| Full time RTI coordinator to support math department with data gathering and analysis, PLC work, creating common assessments, department-wide grading alignment, support with Math PLUS intervention classes, and new teacher support. | Full time RTI coordinator to support math department with data gathering and analysis, PLC work, creating common assessments, department-wide grading alignment, support with Math PLUS intervention classes, and new teacher support. |
| During scheduled PLC meetings, SCIL teams will discuss low performing students, engage in data cycles, re-teach based on data, and share best practices with course-alike, grade-alike, or department colleagues. SCIL stipends to pay for 13 teacher leaders @ \$1,500 each; | During scheduled PLC meetings, SCIL teams will discuss low performing students, engage in data cycles, re-teach based on data, and share best practices with course-alike, grade-alike, or department colleagues. SCIL stipends to pay for 13 teacher leaders @ \$1,500 each; |
| PEER Tutoring Program | PEER Tutoring Program |
| Collaboration/Release time for Math teachers (Each teacher allocated 2 days per Semester) | Collaboration/Release time for Math teachers (Each teacher allocated 2 days per Semester) |
| Implementation of MAP (Measure of Academic Progress) to support data analysis within Math Department. | Implementation of MAP (Measure of Academic Progress) to support data analysis within Math Department. |

Analysis

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

All identified strategies for 2022-2023 were implemented with fidelity

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

Data Unavailable: Pending Final Transcript Analysis

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

N/A

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

Specific Metrics for A-G completion rates will support increased student achievement in the area of Mathematics (5% increase in A-G is additional metric.) Additional .2 FTE Math Plus intervention will increase collaboration in course alike and support higher student achievement.

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 | 1,089,030.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|------------|
| District Funded | 896,449.00 |
| ESSER | 27,575.00 |
| General Fund | 1,000.00 |
| LCFF - Supplemental | 164,006.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| | 21,100.00 |
| 1000-1999: Certificated Personnel Salaries | 740,555.00 |
| 2000-2999: Classified Personnel Salaries | 287,375.00 |
| 5000-5999: Services And Other Operating Expenditures | 15,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 20,000.00 |
| 6000-6999: Capital Outlay | 5,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---------------------|------------|
| | District Funded | 21,100.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 684,433.00 |
| 2000-2999: Classified Personnel Salaries | District Funded | 155,916.00 |
| 5000-5999: Services And Other Operating Expenditures | District Funded | 10,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | District Funded | 20,000.00 |
| 6000-6999: Capital Outlay | District Funded | 5,000.00 |
| 2000-2999: Classified Personnel Salaries | ESSER | 27,575.00 |
| 1000-1999: Certificated Personnel Salaries | General Fund | 1,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 55,122.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 103,884.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 5,000.00 |

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

| Name of Members | Role |
|------------------|----------------------------|
| Greg O'Meara | Principal |
| Barney Levy | Classroom Teacher |
| Troy Kusanovich | Classroom Teacher |
| April Walls | Other School Staff |
| Dana Snyder | Parent or Community Member |
| | Parent or Community Member |
| Emily Hanson | Parent or Community Member |
| Anne Marie Weiss | Parent or Community Member |
| | Parent or Community Member |
| | Parent or Community Member |
| Antonio Vega | Secondary Student |
| Julia Inkles | Secondary Student |
| Jake Sporelader | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05.18.22.

Attested:

Principal, Greg O'Meara on 05.18.22

SSC Chairperson, Ava Burke on 05.18.22