

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	Santa Cruz High School
Address	415 Walnut Ave Santa Cruz, CA 95060-3633
County-District-School (CDS) Code	4469823447109
Principal	Michelle Poirier
District Name	Santa Cruz City Schools
SPSA Revision Date	May 2, 2023
Schoolsite Council (SSC) Approval Date	May 17, 2023
Local Board Approval Date	

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

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

School Profile

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

The 40-minute per day Cardinal Connect advisory period is instrumental in creating a space for teachers to consult one-on-one with students, allow students to retake assessments, and to participate in enrichment activities. Our Counseling Department has found that they can schedule academic planning, social emotional health, and other activities during Cardinal Connect time while minimally impacting the instructional environment. In addition, our Activities Director has been able to schedule class level meetings during Cardinal Connect so that there is no disruption to instructional time. Santa Cruz High School will continue in 2023- 2024 with Cardinal Connect, making small revisions to improve it.

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

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

To better address the need for communication with our families, Santa Cruz High School has increased the School/Community Coordinator to a full time position. We have also increased our social emotional support for students on campus, with a full-time Marriage and Family Therapist on staff. Our peer tutoring program has been made more robust with the employment of a Peer Tutoring Coordinator who trains peer tutors in best practices for one-on-one and small group tutoring. Santa Cruz High School is fortunate to be provided funding to participate in restorative practices, delivered to the full staff, as well as to a smaller implementation group through MIRJ Services (MIRJ stands for Motivational Interviewing / Restorative Justice). We will be continuing to expand our motivational interviewing & restorative justice initiative into the 2023-2024 school year. With the 2023 WASC (Western Association of Schools and Colleges) accreditation visit, we have identified an area of growth of increasing social emotional learning in the Tier 1 classroom setting.

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

Starting in 2015-16, SCHS hired a Multi-tiered Support System (MTSS) Coordinator to help struggling Integrated Math 1 students. The MTSS model is also known by the term Response to Intervention (RTI). Our MTSS/RTI program has

grown since its inception. In the current year, we have full time MTSS/RTI support for students in Math and English. In addition to providing instructional support, our RTI Coordinator facilitates a monthly meeting of our intervention team, which provides a multi-lens perspective on students who require attention due to problems with attendance, behavior, mental health, and academics.

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

Santa Cruz High is also a strong advocate of arts, enrichment, athletics, and extracurricular activities in education. We continue to provide an exceptional fine and performing arts program with courses in painting, ceramics, jewelry, photography, video production, vocal and instrumental music, and theater. Our Cardinal Regiment continues to earn first place awards in Marching Band and Color Guard band reviews. In addition to our robust academic program, Santa Cruz High supports a wide range of extra-curricular activities. The drama department has presented two student-run productions a year for several years. The Santa Cruz Mock Trial team has been county champion for ten out of the last fourteen years. Individual and team sports benefit from our strong athletic program, frequently reaching Central Coast Section level competitions while several teams have won the California Interscholastic Federation State Academic Award each year. Students also participate in a variety of extra-curricular clubs ranging from the Rainbow Alliance to the Ping Pong Club, and from the Latino Student Union to the Origami Club. The Rainbow Alliance, SCHS's Gay-Straight Alliance Club, is very active at school and in the community. They have hosted well-received events such as the "Diversity Dance" and the Dialogue Conference, at which students had the opportunity to talk with teachers and other guest speakers regarding gender identity, sexuality and other LGBT issues. The Black Student Union attends regional and state leadership conferences every year, and has recently added an annual spring break trip to visit Historically Black Colleges and Universities (HBCUs).

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

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

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

For the 2023-24 school year, Santa Cruz High School is focusing its site professional development activities on Integrated English Language Development, High Impact Instructional Strategies for accelerating learning, Motivational Interviewing / Restorative Justice, and Equitable Grading practices. Our school has two interdisciplinary action research teams of teachers participating in the Santa Cruz County College and Career Collaborative's Grading Inquiry Project. GIP-ART (Grading Inquiry Project Action Research Teams) share their learnings and results with the faculty at large. One of our teams has completed the two-year commitment to the GIP-ART and will begin to provide their expertise to newer teams across the county through the Santa Cruz County College and Career Commitment (also known as SCCCC or S5C). In March 2023, the school hosted a full accreditation visit from the Western Association of Schools and Colleges (WASC), Santa Cruz High School took the self-study the opportunity to form a Data Team. This team is comprised of teachers and staff forming an interdisciplinary group which will undertake the ongoing task of converting

raw data into digestible, visual formats so that groups such as course- alike teams, departments, the school, and other stakeholder groups can more readily make decisions and plans based on data.

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.27%	0.09%	3	3	1
African American	3.0%	2.48%	2.29%	33	28	25
Asian	4.5%	3.98%	2.93%	49	45	32
Filipino	0.6%	0.44%	0.55%	7	5	6
Hispanic/Latino	31.3%	29.27%	29.21%	341	331	319
Pacific Islander	0.4%	0.27%	0.18%	4	3	2
White	55.5%	56.32%	55.49%	604	637	606
Multiple/No Response	4.3%	6.28%	8.42%	47	71	92
	Total Enrollment			1,088	1131	1092

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	294	301	267
Grade 10	251	302	302
Grade 11	305	234	292
Grade 12	238	294	231
Total Enrollment	1,088	1,131	1,092

Conclusions based on this data:

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

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	48	42	40	4.40%	3.7%	3.7%
Fluent English Proficient (FEP)	223	213	210	20.50%	18.8%	19.2%
Reclassified Fluent English Proficient (RFEP)	173	162	160	15.9%	14.3%	14.7%

Conclusions based on this data:

1. The number of English Learners has remained low, with enrollment hovering at less than 4%.
2. Santa Cruz High School has created more specialized classes to develop academic English language and to support English learner students in their academics.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	287	229	286	116	218	273	114	218	253	40.4	95.2	95.5
All Grades	287	229	286	116	218	273	114	218	253	40.4	95.2	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2655.	2623.		42.98	32.57		32.46	35.32		14.91	19.27		9.65	12.84	
All Grades	N/A	N/A	N/A	42.98	32.57		32.46	35.32		14.91	19.27		9.65	12.84	

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	34.51	36.70		57.52	52.75		7.96	10.55	
All Grades	34.51	36.70		57.52	52.75		7.96	10.55	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	39.64	34.40		48.65	45.41		11.71	20.18	
All Grades	39.64	34.40		48.65	45.41		11.71	20.18	

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	30.09	21.56		64.60	68.81		5.31	9.63	
All Grades	30.09	21.56		64.60	68.81		5.31	9.63	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	43.36	27.98		51.33	62.39		5.31	9.63	
All Grades	43.36	27.98		51.33	62.39		5.31	9.63	

Conclusions based on this data:

1. Our participation rates have met the state-required 95% threshold except for in 2020-21, when participation fell to around 40% due to the challenges of the pandemic. There is some question as to the significance of the data with such low participation rates in 2020-2021.
2. The overall percentage of students meeting and exceeding standards has been on an upward trend. The plan is to comment on these data once the 2022 results become available.
3. 2021-2022 Reading, Writing, and Research scores showed mixed results, with % of scores At or Near Standard increasing, offset by decreases in students scoring Above Standard and Below Standard. Writing was the only area that shows an across the board improvement in 2021-2022.

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	287	227		114	218		113	218		39.7	96.0	
All Grades	287	227		114	218		113	218		39.7	96.0	

* 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	2694.	2624.		47.79	25.69		28.32	23.39		16.81	23.85		7.08	27.06	
All Grades	N/A	N/A	N/A	47.79	25.69		28.32	23.39		16.81	23.85		7.08	27.06	

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	56.64	35.78		35.40	39.91		7.96	24.31	
All Grades	56.64	35.78		35.40	39.91		7.96	24.31	

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	38.94	24.77		52.21	58.72		8.85	16.51	
All Grades	38.94	24.77		52.21	58.72		8.85	16.51	

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	46.90	26.61		50.44	60.09		2.65	13.30	
All Grades	46.90	26.61		50.44	60.09		2.65	13.30	

Conclusions based on this data:

1. Our participation rates have met the state-required 95% threshold except for in 2020-21, when participation fell to around 40% due to the challenges of the pandemic. There is some question as to the significance of the data with such low participation rates in 2020-2021.
2. Overall Math scores have continued to steadily increase over the past four years and then sharply declined in the 2021-2022 year
3. In all three areas tested (Concepts and Procedures, Problem Solving and Modeling/Data Analysis, and Communicating Reasoning), the % of students scoring below standard has dropped and the % of students scoring Near/At and Above standard has fallen.

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	1602.6	*		1600.8	*		1603.9	*		17	8	
10	*	1631.8		*	1640.6		*	1622.5		7	13	
11	1572.4	*		1560.8	*		1583.3	*		13	5	
12	*	1596.2		*	1592.5		*	1599.4		5	11	
All Grades										42	37	

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	29.41	*		41.18	*		29.41	*		0.00	*		17	*	
10	*	69.23		*	23.08		*	7.69		*	0.00		*	13	
11	15.38	*		53.85	*		30.77	*		0.00	*		13	*	
12	*	45.45		*	36.36		*	18.18		*	0.00		*	11	
All Grades	26.19	48.65		35.71	35.14		33.33	16.22		4.76	0.00		42	37	

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	47.06	*		29.41	*		17.65	*		5.88	*		17	*	
10	*	69.23		*	30.77		*	0.00		*	0.00		*	13	
11	46.15	*		30.77	*		23.08	*		0.00	*		13	*	
12	*	63.64		*	27.27		*	9.09		*	0.00		*	11	
All Grades	42.86	59.46		28.57	37.84		21.43	2.70		7.14	0.00		42	37	

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	29.41	*		29.41	*		35.29	*		5.88	*		17	*	
10	*	53.85		*	15.38		*	23.08		*	7.69		*	13	
11	7.69	*		30.77	*		53.85	*		7.69	*		13	*	
12	*	18.18		*	36.36		*	36.36		*	9.09		*	11	
All Grades	16.67	27.03		28.57	24.32		42.86	37.84		11.90	10.81		42	37	

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	17.65	*		64.71	*		17.65	*		17	*	
10	*	30.77		*	69.23		*	0.00		*	13	
11	0.00	*		84.62	*		15.38	*		13	*	
12	*	9.09		*	72.73		*	18.18		*	11	
All Grades	11.90	16.22		71.43	78.38		16.67	5.41		42	37	

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	81.25	*		12.50	*		6.25	*		16	*	
10	*	100.00		*	0.00		*	0.00		*	13	
11	76.92	*		23.08	*		0.00	*		13	*	
12	*	90.91		*	9.09		*	0.00		*	11	
All Grades	65.85	97.30		26.83	2.70		7.32	0.00		41	37	

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	41.18	*		47.06	*		11.76	*		17	*	
10	*	61.54		*	23.08		*	15.38		*	13	
11	15.38	*		76.92	*		7.69	*		13	*	
12	*	27.27		*	36.36		*	36.36		*	11	
All Grades	26.19	32.43		54.76	43.24		19.05	24.32		42	37	

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	*		100.00	*		0.00	*		17	*	
10	*	0.00		*	100.00		*	0.00		*	13	
11	15.38	*		69.23	*		15.38	*		13	*	
12	*	18.18		*	81.82		*	0.00		*	11	
All Grades	4.76	5.41		85.71	91.89		9.52	2.70		42	37	

Conclusions based on this data:

1. There are too few students to produce adequate data to make judgements of student needs.

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
1,131	28.6	3.7	0.3
Total Number of Students enrolled in Santa Cruz High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	42	3.7
Foster Youth	3	0.3
Homeless	2	0.2
Socioeconomically Disadvantaged	323	28.6
Students with Disabilities	93	8.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	2.5
American Indian	3	0.3
Asian	45	4.0
Filipino	5	0.4
Hispanic	331	29.3
Two or More Races	71	6.3
Pacific Islander	3	0.3
White	637	56.3

Conclusions based on this data:

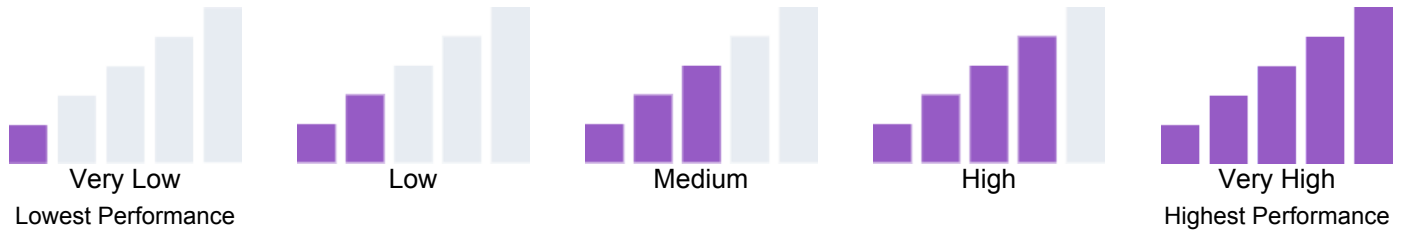
1. Our different student groups have all remained relatively similar from year to year.

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 Very High	Suspension Rate Medium
Mathematics High		
English Learner Progress Very High		
College/Career Not Reported in 2022		

Conclusions based on this data:

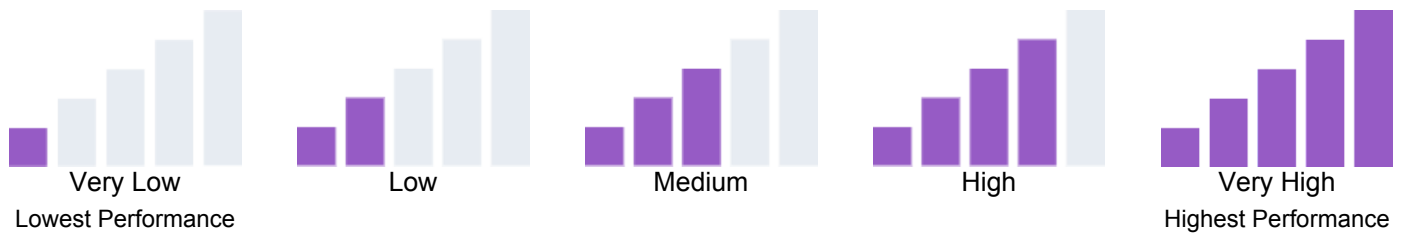
1. We have a very high graduation rate and high english language arts and math results on CAASPP.
2. We have very high English Learner progress results, which is likely in part due to our Integrated ELD PD focus. It is also likely due to increasing our ELD course offerings to better meet student needs.

School and Student Performance Data

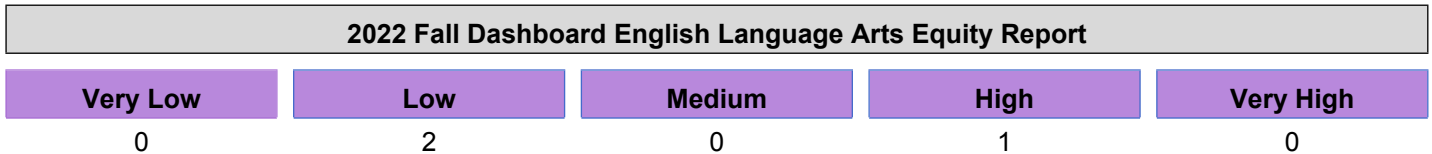
Academic Performance English Language Arts

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](#).

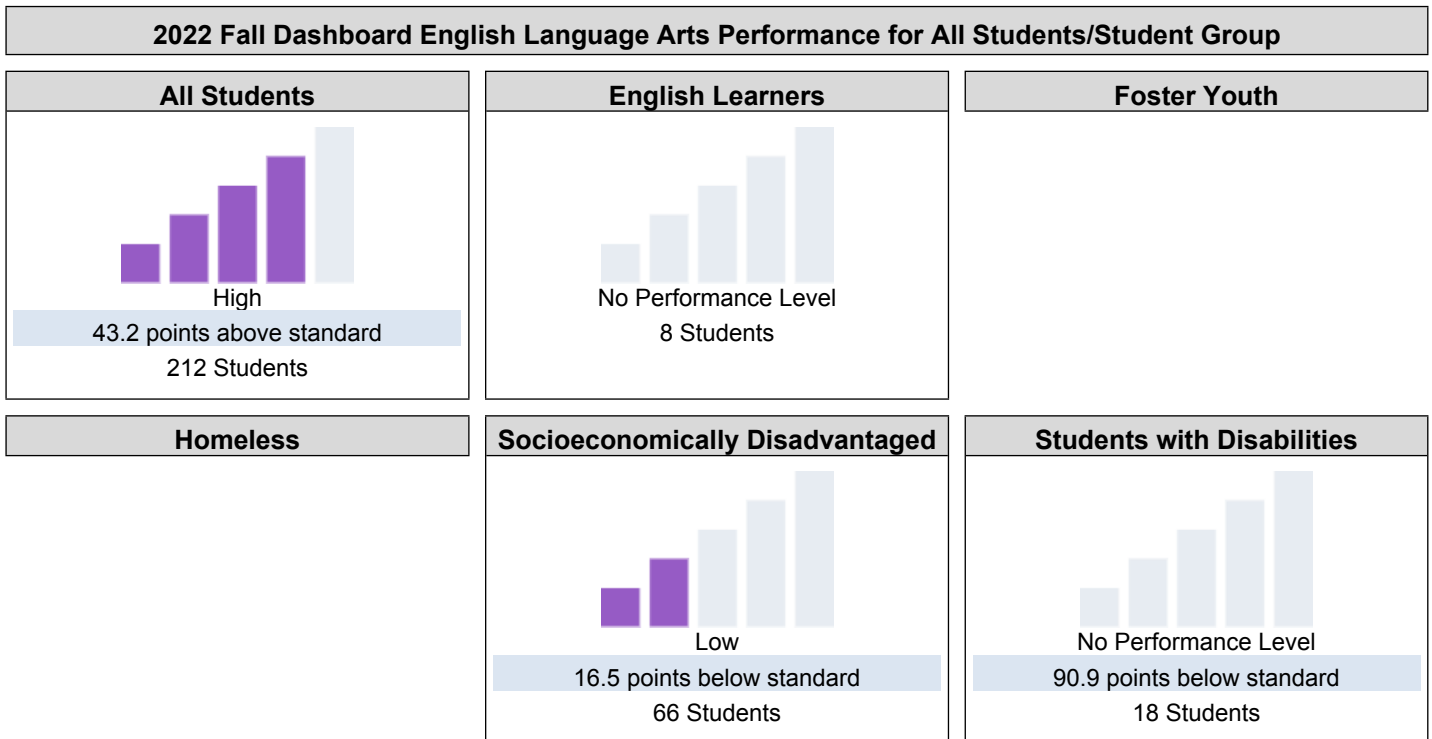
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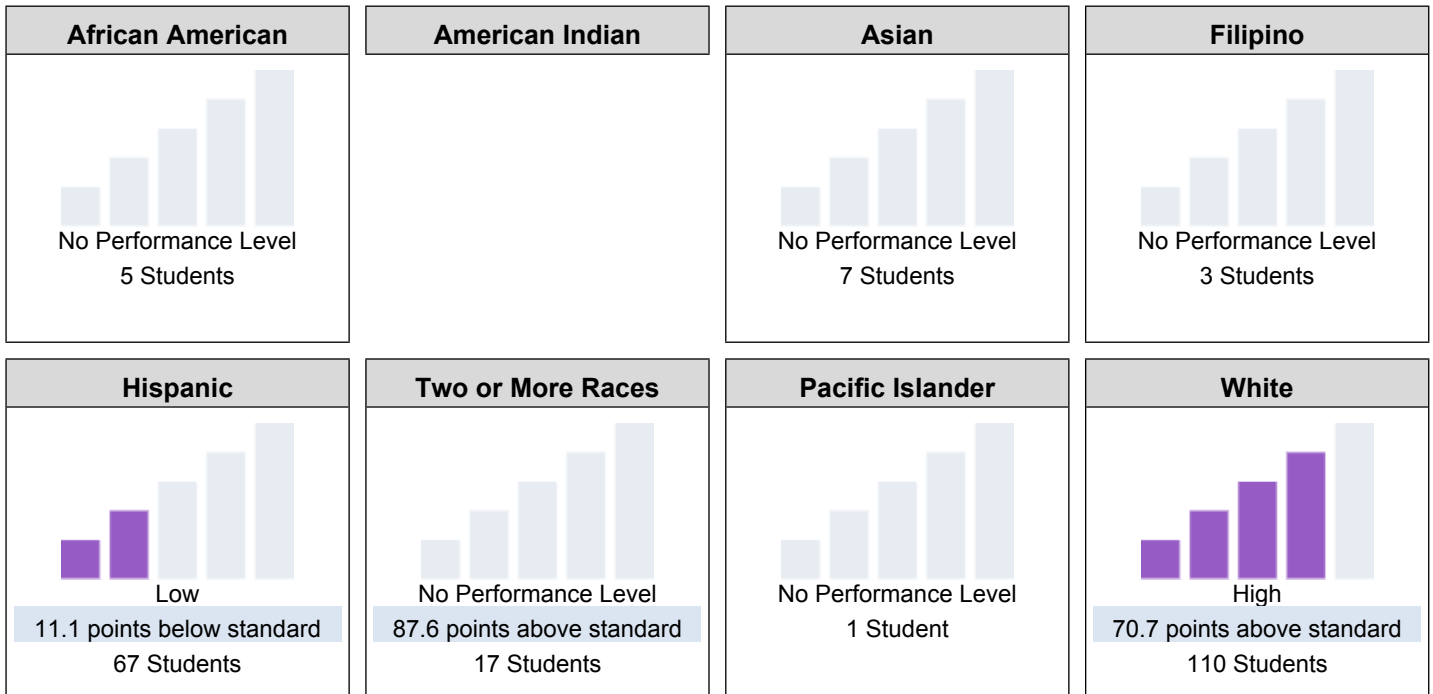
This section provides number of student groups in each level.



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



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
5 Students	3 Students	60.2 points above standard 159 Students

Conclusions based on this data:

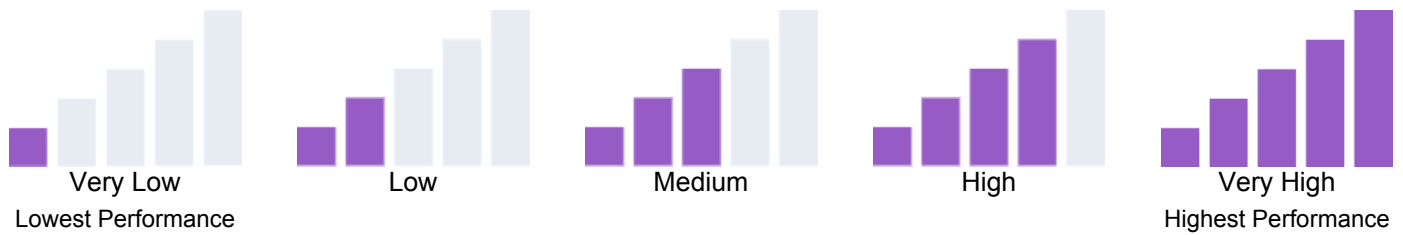
1. The state did not publish a dashboard in 2020. Previously, SCHS experienced significant increases with all students. There were moderate declines in scores in 2022.
2. Significant decline in achievement with students with disabilities. Smaller decline with Hispanic students.
3. Some of our subgroups are too small to be statistically significant, but we see an achievement gap between Whites and Hispanics. Socioeconomically disadvantaged students also have lower achievement.

School and Student Performance Data

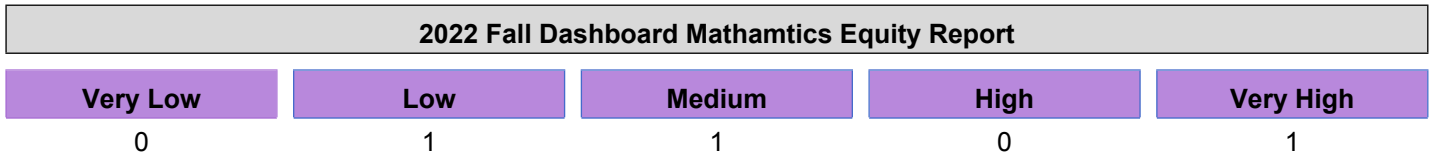
Academic Performance Mathematics

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](#).

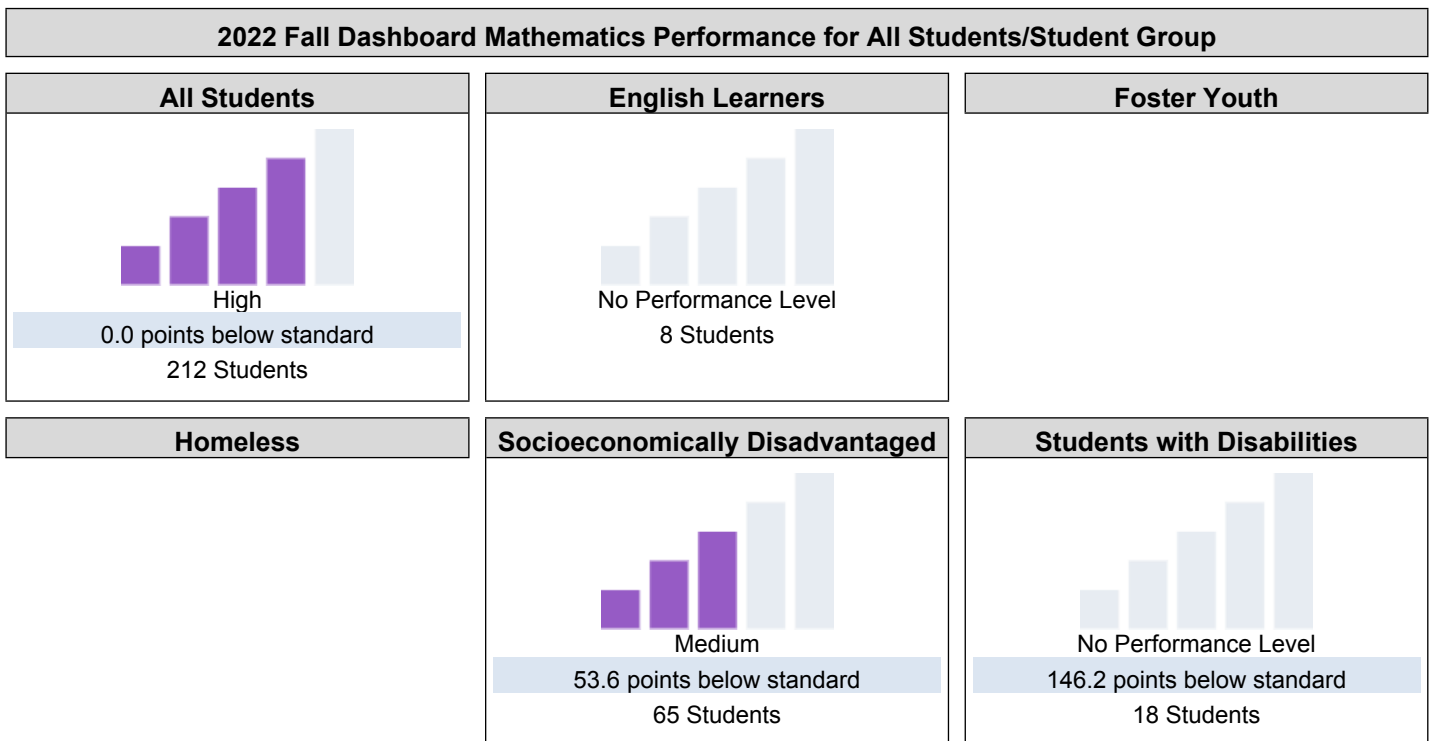
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



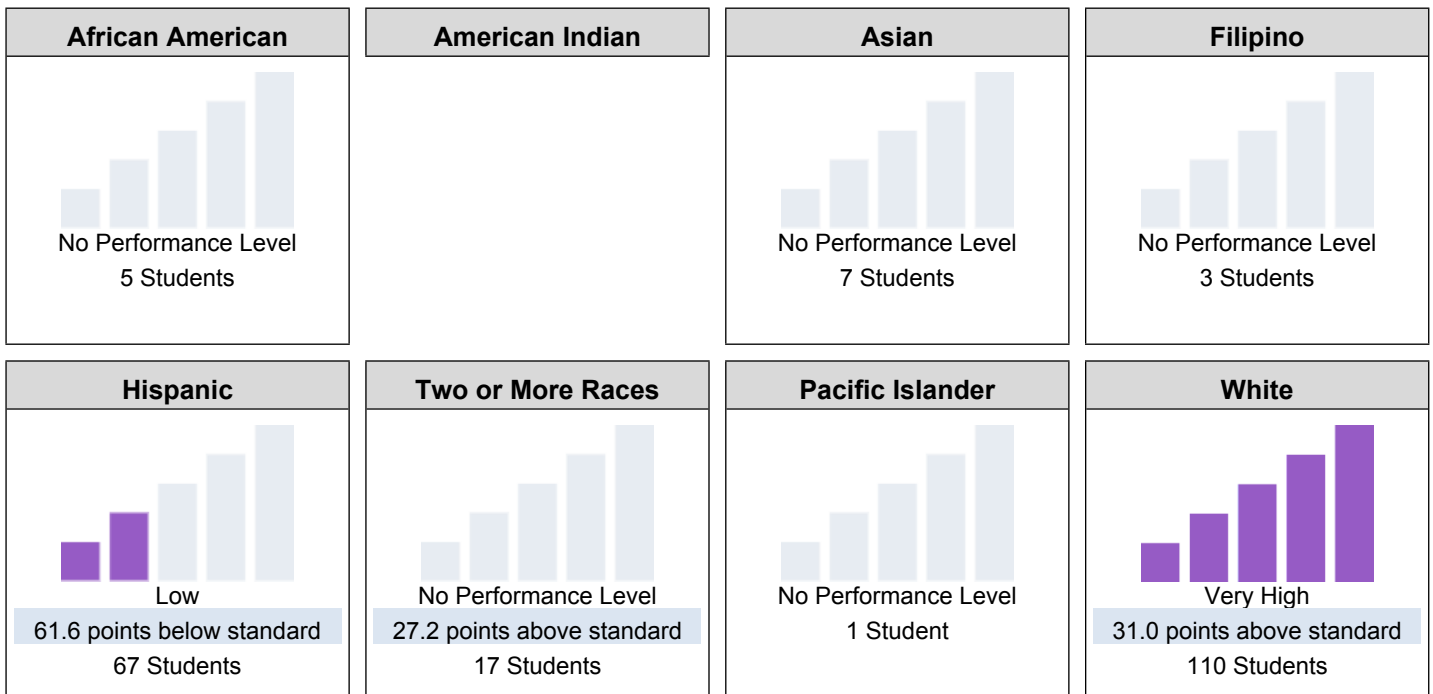
This section provides number of student groups in each level.



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
5 Students	3 Students	16.0 points above standard 158 Students

Conclusions based on this data:

1. The state did not publish a dashboard in 2020. Previously, all students, including every subgroup, showed improvement in mathematics. There was a significant decline in math scores in 2021-2022.
2. Focused improvement needs to occur with: Hispanic, socioeconomically disadvantaged, and students with disabilities.
3. The achievement gap between Whites and Hispanics are smaller in Math

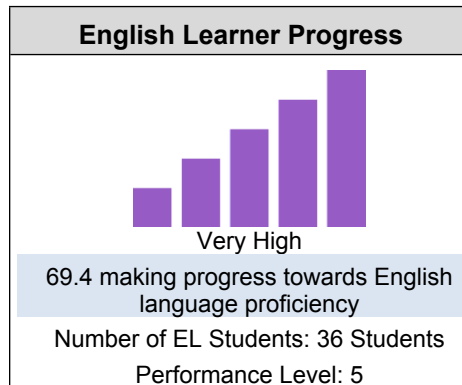
School and Student Performance Data

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
11.1%	19.4%	13.9%	55.6%

Conclusions based on this data:

1. On the 2019 dashboard (the previous dashboard), 13.3% of SCHS English Learners were considered to make adequate progress toward English Proficiency as measured by the ELPAC. Now we have 69.4% of SCHS English Learners making adequate progress toward English Proficiency. This is a huge leap forward.
2. SCHS needs to continue to strategically address the needs of English Learner students.

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.

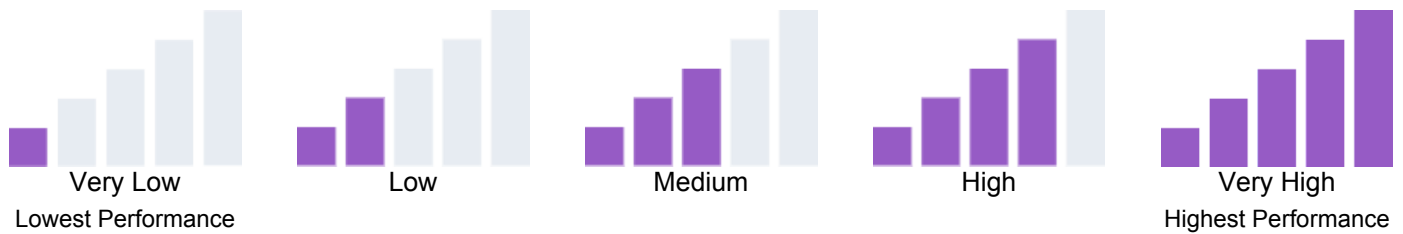
Conclusions based on this data:

- 1.

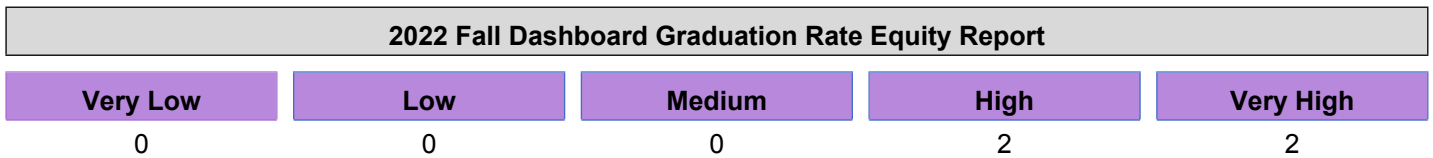
School and Student Performance Data

Academic Engagement Graduation Rate

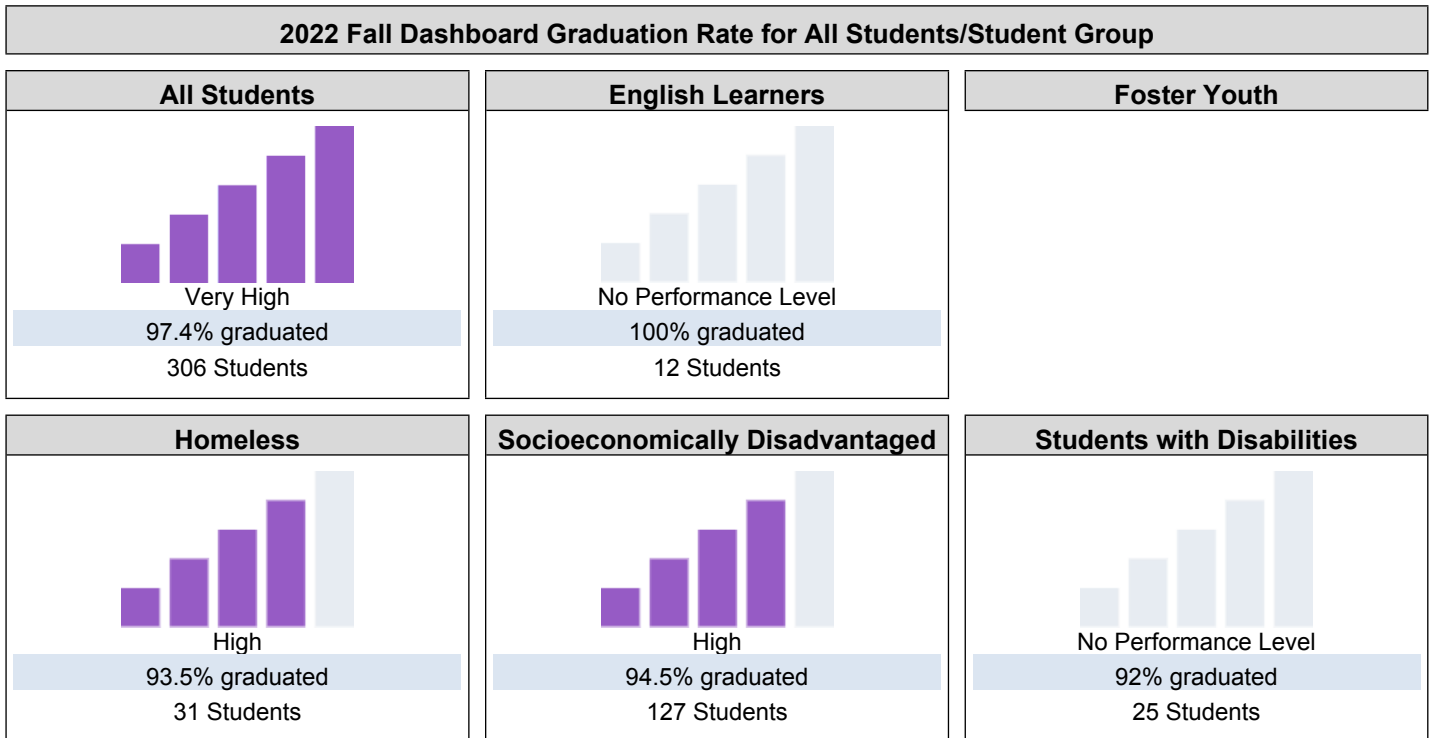
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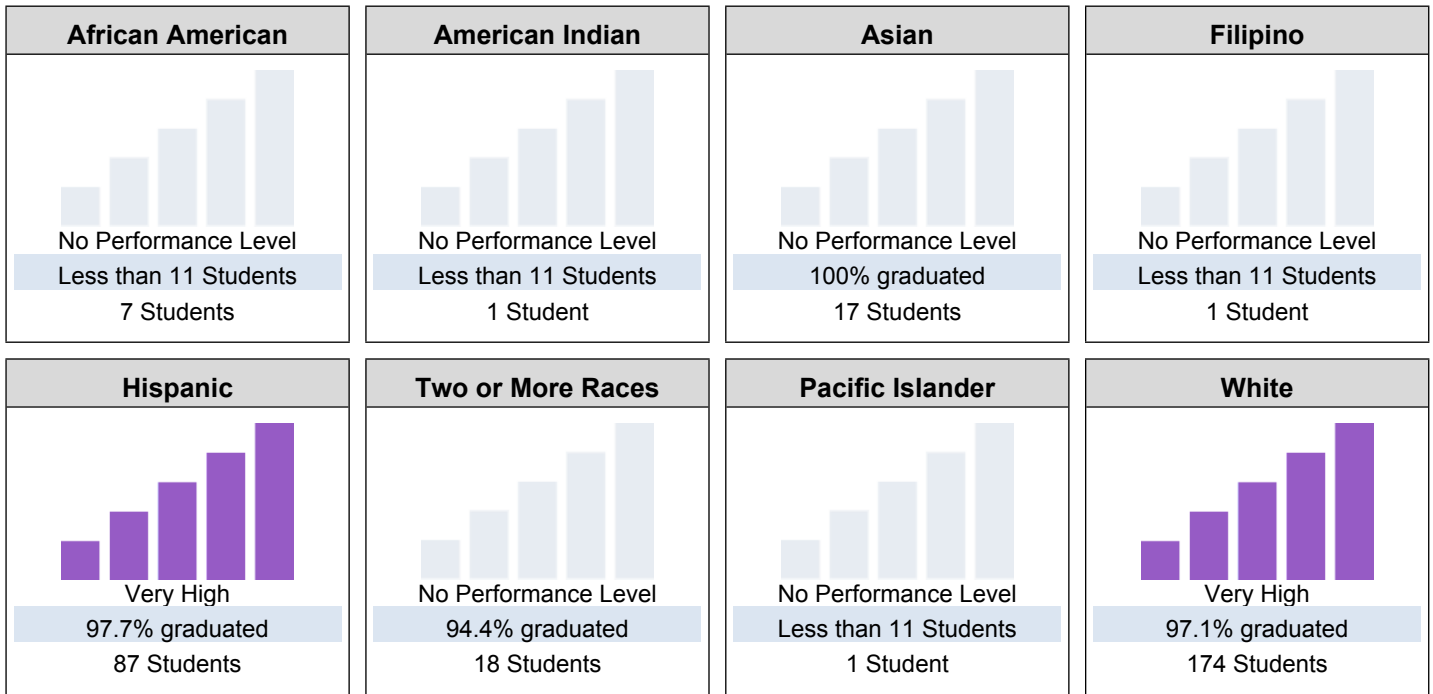
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

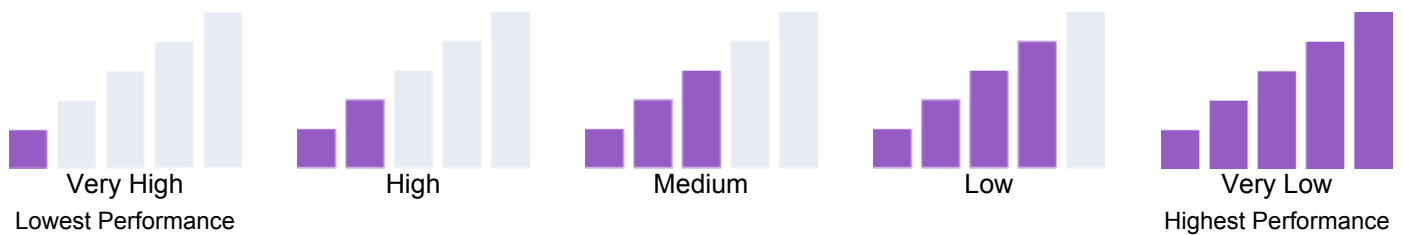
1. The SCHS graduation rate is Very High at 97.4%
2. Students with disabilities, homeless students, socioeconomically disadvantage students, and students with two or more races are all lower than our overall graduation rate. Supports for these specific student groups will continue.

School and Student Performance Data

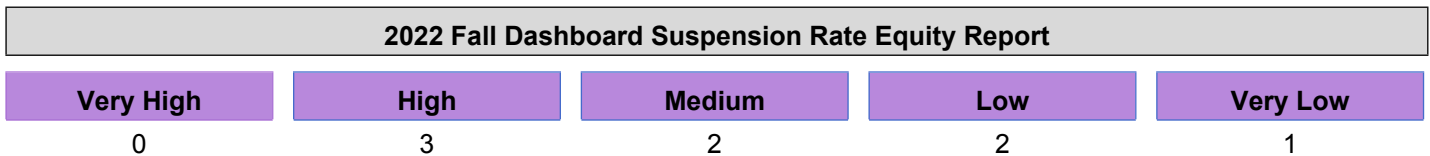
Conditions & Climate Suspension Rate

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](#).

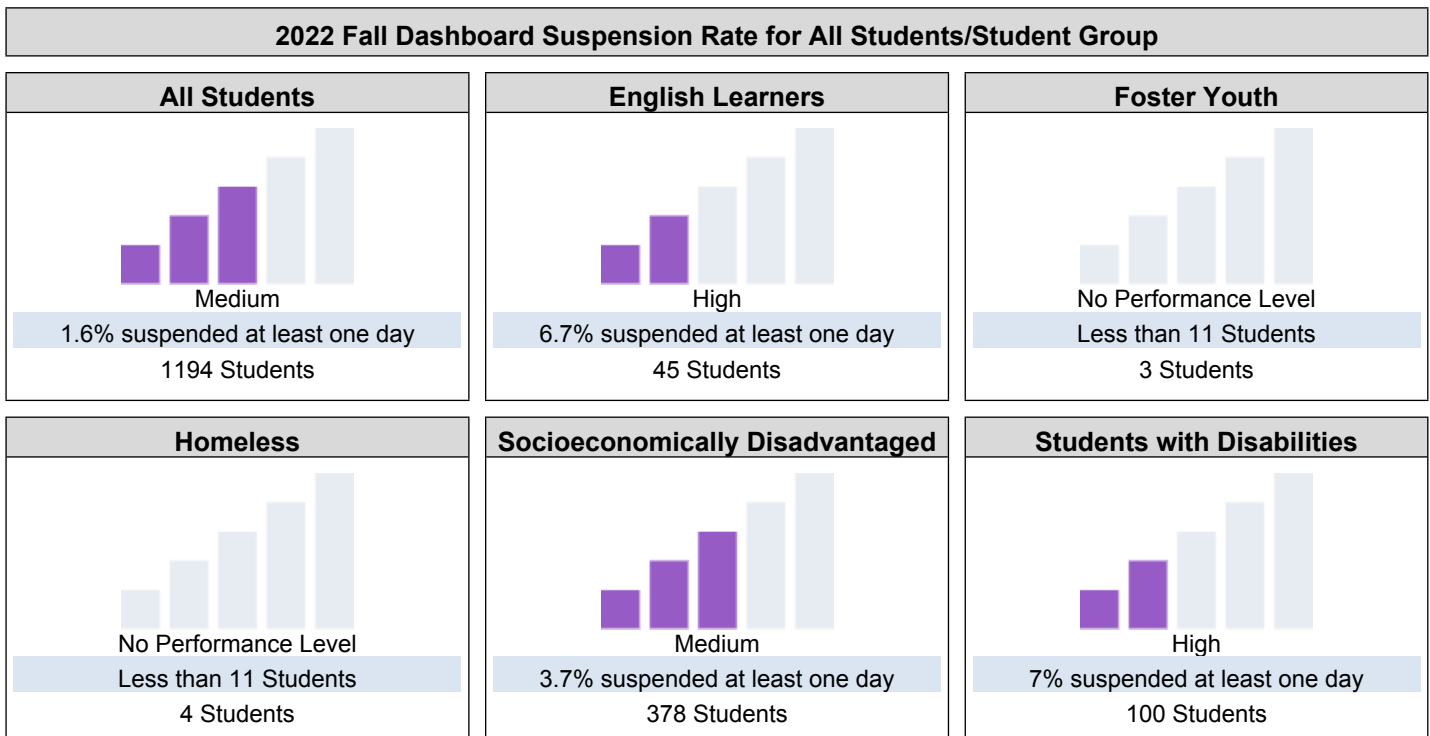
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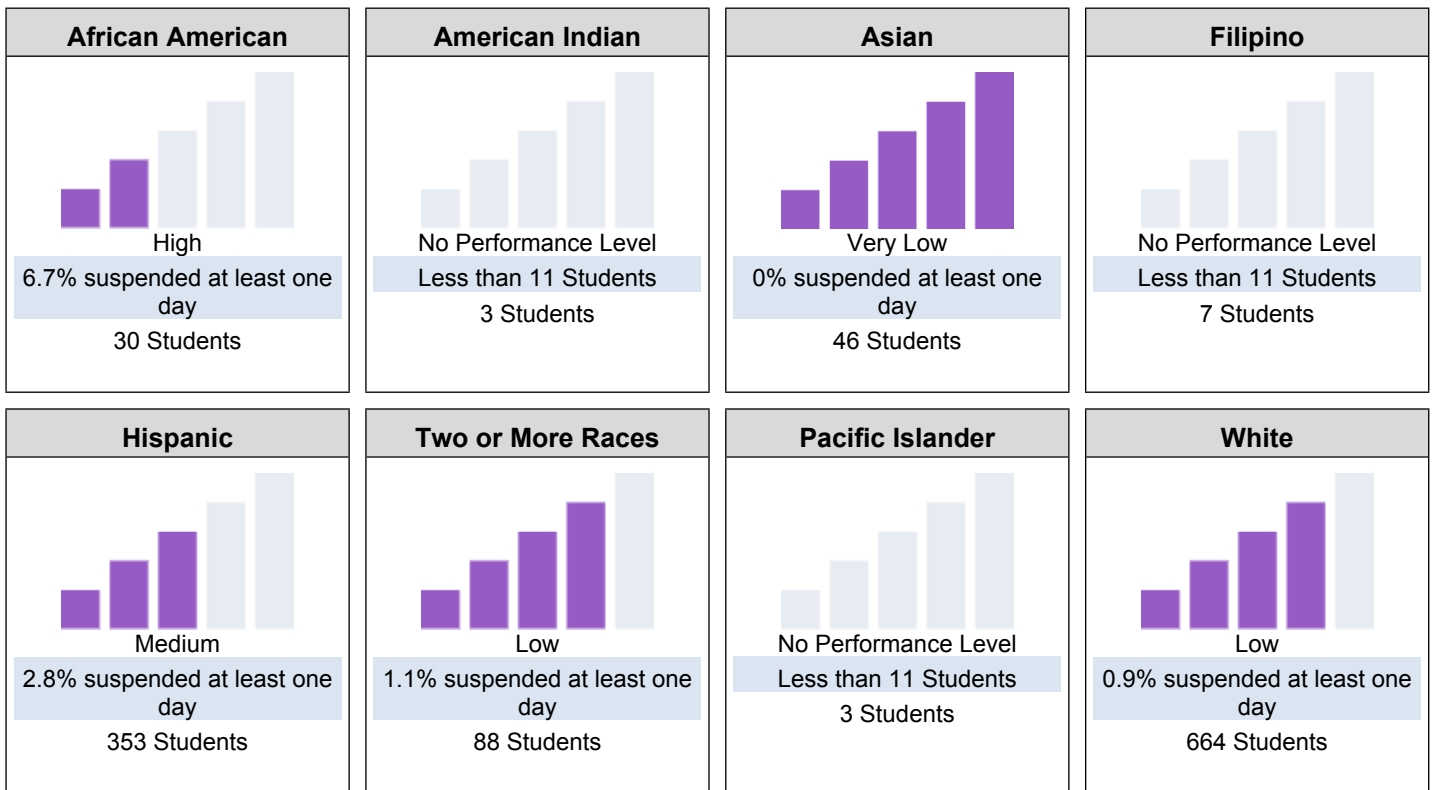
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The suspension rate was stable in 2021-2022, but increased in 2022-2023.
2. As we implement Restorative Justice, we need to look closely at suspension rates for African American, Hispanic, Low Income, and students with disabilities and examine why these rates are disproportionately higher.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Strategic Focus Area: School Connectedness

Goal Statement

Increase student and family connectedness to school, with a focus on our diverse population, in order to improve attendance and social-emotional well-being.

LCAP Goal

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

Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

Basis for this Goal

Santa Cruz High School has a long history as a cornerstone of the City of Santa Cruz. There are rich traditions that cement the role of high school in the lives of Santa Cruzans. Among the traditional offerings that provide a sense of connection to the school for students and families are our Cardinal Regiment Marching Band, athletics, dance, activities, and student-led clubs - including a Latino Student Union, the Black Student Union, and the Rainbow Alliance for LGBTQ+ students and allies. SCHS also seeks student voice in decision-making through the Principal's Advisory Committee, a multi-grade level group that helps surface areas of need and provides input into solutions. Another student voice opportunity is the Cardinal Advisory on Race and Equity. SCHS also has a robust Peer Tutoring Program. Parents and guardians are invited to participate in the community of SCHS as members of our parent-run organizations: PTA, Cardinal Club, Band Boosters, and English Learners Advisory Committee.

The challenges of restarting school in the post-pandemic climate have been numerous. SCHS has experienced an uptick in chronic truancy, disciplinary suspensions, and mental health conditions; all of these interfere with students' access to their education. In response, SCHS has created some more robust interventions: a full-time mental health counselor, a full-time school community coordinator, social workers and social work interns, strengthened partnerships with outside mental health providers, training of full staff and a dedicated teacher team in the practices of motivational interviewing and restorative justice, and an intervention team (that takes a case study approach to students who are struggling with attendance, behavior, and academic success). Our ongoing data team works to support data-driven decision-making for teams that work to improve outcomes for all students in all 3 SPSA goal areas. These actions were validated in our 2023 WASC full self study. In addition, our WASC visiting team identified areas of focus: development of a consistent set of best practices for the use of Cardinal Connect (a dedicated advisory time within the bell schedule in all classes), professional development for the staff in social emotional learning in the classroom setting (MTSS Tier 1 setting - meaning all students receive this intervention), and to increase parent engagement with a focus on under-represented populations. The windfall of approximately \$120,000 in the 2023-2024 school year for Visual and Performing Arts will allow SCHS to increase elective offerings that provide a magnet for students to connect to school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student participation data (clubs, activities, athletics) match demographics	2022-2023 Baseline Data on Percent Participation in Athletics & Leadership 2022-2023:	Leadership: Increase size of Leadership class by 10% (3 students).

Metric/Indicator**Baseline****Expected Outcome**

	<p>Athletics: 41% Athletics Participation as a Percent of Total Population = 36% Overall Female participation in athletics: 14.9% Overall Hisp/Lat participation in athletics: 7.4%</p> <p>Composition of Athletes: Male 58.3% Female 41.7%; White 70% Hisp/Lat 16.7% Af Am 7.5% Asian 5.8%</p> <p>Composition of Leadership (N,%): Male 8, 24% Female 27, 76%; White 17, 49% Hisp/Lat 8, 23% Af Am 5, 14% Asian 5, 14%</p> <p>2021-2022: Athletes Participation as a Percent of Total Population = 59% Overall Female participation in athletics: 24.3% Overall Hisp/Lat participation in athletics: 12.6%</p> <p>Composition of Athletes: Male 58.73% Female 41.27%; White 63.5% Hisp/Lat 21.5% Af Am 5.7% Asian 7.26% Pac Is 1.08% East Asian 0.61%</p> <p>Composition of Leadership (N, %): Male 6, 25%; Female 18, 75%; White 14, 58%; Hisp/Lat 9, 38%; Asian Indian 1, 4%; Af Am 1, 4%.</p>	<p>Increase % of male participation in Leadership by 10%, Maintain Subgroup participation in Leadership.</p> <p>Athletics: Increase overall % of female participation by 5%, Increase overall Hispanic/Latino % of participation by 5%</p>
<p>Chronic Absenteeism All students/Students with Disabilities/Socioeconomically Disadvantaged/English Learners/Hispanic/</p>	<p>2018-2019 Baseline data on chronic absenteeism: All students 11.6% (134/1158) H/L 15.8% (53/335) Af Am 3.6% (1/28) SED 17.2% (53/309) SWD 24.3% (26/107) EL 20.5% (8/39) RFEP 12.9% (23/178) Ever EL 14.3% (31/217) HMLS 37.5% (3/8) Migrant 20.8% (5/24) Foster 0% (0/1)</p> <p>2020-2021 Baseline data: All students 3.0% (33/1095) H/L 5.3% (18/342) Af Am 0.0% (0/33) SED 4.7% (18/379) SWD 6.2% (6/97)</p>	<p>Decrease chronic absenteeism rate by 1% of base percent in each demographic group with N > 30 students</p>

Metric/Indicator	Baseline	Expected Outcome
	EL 4.5% (2/44) RFEP 5.1% (9/178) Ever EL 5.0% (11/222) HMLS 5.6% (6/107) Migrant 8.3% (1/12) Foster 50.0% (1/2) 2021-2022 Baseline data: All students 17.8% (213/1194) H/L 23.2% Af Am 25.8% SED 24.1% SWD 25.2% EL 22.7% RFEP 18.0% Ever EL 19.0% HMLS 25.0% Migrant 33.3% Foster 100%	
Suspension Rate	2019-20 Overall Suspension Rate 1.1% 2019-20 Latinx Suspension Rate 2.1% 2022-2023 Overall Suspension Rate 3.0% 2022-2024 Latinx Suspension Rate 1.1%	Given the challenges of returning to in-person learning, the goal is to maintain the overall student suspension rate in 21-22 and decrease the suspension rate for Latinx students in 21-22 by 0.4% to 1.7%

Planned Strategies/Activities

Strategy/Activity 1

1.1 Increase engagement in athletics, school activities, and clubs

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing throughout the 2023-2024 school year

Person(s) Responsible

Site administration, activities director, athletic director

Proposed Expenditures for this Strategy/Activity

Amount	43735
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	.40 FTE Activities Director-- Continue to increase student involvement in school-based activities and governance. Supports the development and sponsorship of student clubs.
Amount	142753
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Full Time athletic director --provides support and program coordination. Develops and maintains athletic code of ethics and monitors academic standing.
Amount	2000
Source	Donations
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	CA Association of Directors of Activities (CADA) Leadership Fair (funded by SCHS PTA)

Strategy/Activity 2

1.2 Provide social emotional support for all students

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing throughout the 2023-2024 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	170408
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	1.0 Social Emotional Counselor
Amount	5503
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Stipend for Social Work Intern

Strategy/Activity 3

1.3 Provide connections for students, families, and community members with an emphasis on improving attendance and school program participation

Students to be Served by this Strategy/Activity

All Students, English Learners and Hispanic/Latino students

Timeline

Ongoing throughout the 2023-2024 school year

Person(s) Responsible

Site administration, Counselors, School Community Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	44599
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	60% of Parent / School Community Coordinator provides translation for staff and conducts outreach to families
Amount	29733
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	40% of Parent / School Community Coordinator provides translation for staff and conducts outreach to families

Strategy/Activity 4

1.4 Improve schoolwide and Tier 1 classroom strategies to increase student connectedness and build student-teacher relationships

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing during the 2023-24 School Year

Person(s) Responsible

Principal, Assistant Principals, Counselors, Social Emotional Counselor

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	MIRJ (Motivational Interviewing with Restorative Justice) will provide professional development to SCHS staff over the course of the school year. This will include full staff trainings and implementation group coaching.
Amount	2000

Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Send site team to PBIS conference in October 2023
Amount	1500
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipend for PBIS Coordinator
Amount	2000
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly compensation for PBIS team
Amount	3000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Mindfulness training for staff and students

Strategy/Activity 5

1.5 Maintain an ongoing venue for student voice in surfacing issues, problems-solving, and shared decision-making through student advisory committees (Principal’s Advisory Committee and Cardinal Advisory on Race and Equity)

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing during the 2023-2024 school year

Person(s) Responsible

Principal
Assistant Principal
Activities Director

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Materials and refreshments for Principal's Advisory Committee meetings (7 per school year)

Amount	2000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for Cardinal Advisory on Race and Equity (CARE)
Amount	2000
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Refreshments for Principal's Advisory Committee

Strategy/Activity 6

1.6 Provide an opening day community-building school year kick-off

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing 2023-2024

Person(s) Responsible

Principal, Assistant Principals, Activities Director

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Donations
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Motivational community building speaker
Amount	2000
Source	Donations
Budget Reference	0000: Unrestricted
Description	T-shirts for all students
Amount	3000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for opening day assembly

Strategy/Activity 7

1.7 Provide mentorship to incoming students and opportunities for peer-to-peer leadership through Link Crew and Peer Tutoring

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing throughout school year

Person(s) Responsible

Principal, Assistant Principal, Link Crew Leaders

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	EWR for certificated Link Crew Leader
Amount	1500
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	EWR for classified Link Crew Leader

Strategy/Activity 8

1.6 Expand Visual and Performing Arts offerings to increase student engagement with school

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing 2023-2024

Person(s) Responsible

Administration, teachers

Proposed Expenditures for this Strategy/Activity

Amount	57748
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide 2 enrichment classes (AP Music Theory & Electronic Music) and support band director position
Amount	25633

Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide one class in Play Productions
Amount	12647
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide one class in Jewelry Production
Amount	24190
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental VAPA materials and supplies

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Strategic Focus Areas: Mathematics, Academic Literacy, and English Learner Progress

Goal Statement

We will provide a highly effective and aligned instructional program designed for the success of all students.

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.

Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Basis for this Goal

Santa Cruz High School has been a relatively high achieving school as measured by our aggregate CAASPP scores in Mathematics and English Language Arts, Advanced Placement exam results, graduation rate, and A-G completion rate. However, in all of these metrics, disparities exist between demographic groups at our school. Santa Cruz High School has a robust academic counseling program that reaches all students with a thorough, universal counseling curriculum around college and career readiness. In 2022-2023, Santa Cruz High School participated in the Measuring Student Learning Project from the Riverside County Office of Education. This provided the school with the data to understand the baseline status of the learning program with respect to A-G completion of all subgroups (transcript analysis), teacher and student perceptions of grading, uniform adoption of course-level standards, alignment of course syllabi, and degree to which academic performance factors are reflected in gradebooks (as distinct from non-academic factors such as behaviors). 2022-2023 also marks the end of the three years that Santa Cruz High School has participated in the Santa Cruz County College and Career Commitment's (SCCCC or "S5C") Grading Inquiry Project Action Research Teams (GIP-ART).

In the 2023 WASC self-study, SCHS committed to a focus on providing a Tier 1 academic program that provides a guaranteed and viable curriculum for all students. SCHS will provide alignment in syllabi, course standards, and proficiency levels; this will be accomplished through Professional Learning Community (PLC) focus on collective analysis of student work on common formative and summative assessments (data cycles) and in exploration and adoption of equitable grading practices. In classrooms, the focus for 2023-2024 and beyond will be on implementing high impact instructional strategies that result in more equitable access to learning, focused especially on English Learners, students with disabilities, and underrepresented groups. Our WASC self-study charges Santa Cruz High School with developing and implementing a consistent set of best practices for the use of Cardinal Connect as a means of differentiating for students' diverse student learning needs. As well, the 2023 WASC report identified the need to move forward with adopting equitable grading practices as identified by our GIP-ART cohorts. Supporting all of the school's efforts will be the expanded role of the Data Team in providing actionable data for the school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC English Language Arts	2018-19 Data: All: 46.4 points above standard Low Income: 1.8 points above standard SPED: 98.3 points below standard	Improve 3 points or more All: 46.2 points above standard Low Income: 13.5 points below standard SPED: 87.9 points below standard

Metric/Indicator	Baseline	Expected Outcome
	Hispanic/Latino: 7.8 points below standard 2021-22 Data: All: 43.2 points above standard Low Income: 16.5 points below standard SPED: 90.9 points below standard Hispanic/Latino: 11.1 points below standard	Hispanic/Latino: 8.1 points below standard
SBAC Math	2018-19 Data: All: 33.3 points above standard Low Income: 7.2 points below standard SPED: 132.3 points below standard Hispanic/Latino: 22.2 points below standard 2021-22 Data: All: 0 points above standard Low Income: 53.6 points below standard SPED: 146.2 points below standard Hispanic/Latino: 61.6 points below standard	Improve 3 points or more All: 3 points above standard Low Income: 50.6 points below standard SPED: 143.2 points below standard Hispanic/Latino: 58.6 points below standard
A-G Rates	2021-2022 Baseline: 82% are A-G, 4 year college eligible	Maintain A-G completion rate
Advanced Placement Testing Data	2021-2022 Baseline: 68% of scores were at 3 or higher	Increase % scoring 3 or higher by 3%
Graduation Rate	2021-22 Baseline: All: 97.4% Low Income: 94.5% Students with Disabilities: 92% Hispanic/Latinx: 97.7%	Increase overall rate by 1%, Low Income and Students with Disabilities by 2%, maintain His/Lat rate
English Learner Progress	2021-22 Baseline: 69.4% making progress toward English proficiency 11.1% decreased by 1 or more levels 19.4% maintained at 2L, 2H, 3L, 3H level 13.9% maintained at 4 level 55.6% grew 1 or more levels	Maintain % making progress

Planned Strategies/Activities

Strategy/Activity 1

2.1 Provide professional development and support for high impact instructional strategies to be employed in all classrooms.

Students to be Served by this Strategy/Activity

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

Timeline

Ongoing throughout the 2023-2024 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Full staff and departmental professional development in high impact instructional strategies
Amount	6000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide release time for departments and course teams to align instructional practices (syllabi, common assessments, instructional strategies, examining student work)
Amount	23,400
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for SCHS SCIL team
Amount	1000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Professional learning materials for SCIL team

Strategy/Activity 2

2.2 Support and expand adoption of equitable grading practices campuswide

Students to be Served by this Strategy/Activity

All students, low income, Special Education, Hispanic

Timeline

Ongoing throughout the 2023-2024 school year

Person(s) Responsible

Administration, Equitable Grading Team members, SCIL

Proposed Expenditures for this Strategy/Activity

Amount	9600
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly pay for Equitable Grading Team members to provide training and facilitate exploration of equitable grading practices with the goal of expanding their implementation course-, department-, and campus-wide.
Amount	1000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Books and materials for Equitable Grading Team

Strategy/Activity 3

2.3 Support high quality academic counseling curriculum

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing 2023-2024 school year

Person(s) Responsible

Administration, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Counselor education including but not restricted to the UC / CSU Conferences
Amount	1000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies needed for family outreach events

Strategy/Activity 4

2.4 Provide comprehensible actionable data for use by groups in evaluating success of programs and in decision-making

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing 2023-2024 school year

Person(s) Responsible

Site administrators, SCIL, Data Team

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide hourly pay for members of the Data Team

Strategy/Activity 5

2.5 Provide instructional software and materials to improve delivery of instruction

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing 2022-2023 school year

Person(s) Responsible

Adminstrators

Proposed Expenditures for this Strategy/Activity

Amount	2160
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	On-line Health curriculum
Amount	13000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Turnitin software provides draft coaching for students, rubric scoring for teachers, and originality checks for both students and teachers
Amount	5300

Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of Nearpod software
Amount	6200
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of Teachers Pay Teachers software
Amount	1850
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of Kuta software

Strategy/Activity 6

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

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing 2023-2024 school year

Person(s) Responsible

Adminstration

Proposed Expenditures for this Strategy/Activity

Amount	137516
Source	ESSER
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1.4 FTE to reduce class sizes in 9 sections

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Strategic Focus Areas: Mathematics, Academic Literacy, and English Learner Progress

Goal Statement

Provide targeted interventions for all students to have equitable access to learning with a focus on English Learners, Hispanic/Latino students, Students with Disabilities, and Socio-Economically Disadvantaged students.

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.
 Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Basis for this Goal

Santa Cruz High School has created a number of programs and strategies aimed at assisting students in achieving academic success. The school has a full-time Response to Intervention (RTI) Coordinator who oversees the academic Multi-Tiered System of Support (MTSS) in Mathematics and English Language Arts. The school utilizes a Math Plus intervention program for students who are struggling in Integrated Math 1. Peer tutors, trained by a Peer Tutoring Coordinator, staff both the Math Plus classes and the Learning Center, where students are provided with subject area peer tutoring. Students in need of interventions are identified through the work of the Intervention Team, which takes a multi-modal approach to rectifying the underlying causes of students' lack of success, whether attendance-, behavior-, social-emotional-, or academic-related. Santa Cruz High School's English Language Development (ELD) program provides support for newcomer and long-term English learners. One of the ELD instructors provides monthly full-staff training in Integrated English Language Development strategies. The school employs a full-time Credit Recovery teacher, who provides support for students to repeat courses needed for graduation and A-G completion. The school has a 4-year AVID program, with each grade level class running the full school year because it is spiraled with a required A-G course, at the Honors or AP level where appropriate for the grade level.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CASSPP ELA	2021-2022 % Met + Exceeded Data:	2022-2023 Goals:
All Students	68% of All students	3% Increases in percent of students meeting and exceeding in All students and in specific subgroups to narrow achievement gaps
White	79% of White students	71% of All students
Hispanic/Latinx	47% of Hispanic/Latinx students	82% of White students
2 or More Races	0% of EL students	50% of Hispanic/Latinx students
RFEP	39% of RFEP students	42% of RFEP students
Ever ELs	42% Low Income students	42% of Ever EL students
Low Income	19% of SPED students	45% Low Income students
Special Education	2018-2019 % Met + Exceeded Data:	22% of SPED students
	71.4% of All students	
	82.0% of White students	
	47.5% of Hispanic/Latinx students	
	72.7% of 2+ race students	
	42.9% of RFEP students	
	36.6% of Ever EL students	
	54.4% Low Income students	

Metric/Indicator	Baseline	Expected Outcome
	<p>16.4% of SPED students</p> <p>Groups with fewer than 11 students: Af Am, Nat Am, Asian, ELs, Filipino, Homeless, Pac Islander</p>	
<p>CASSPP Math All Students White Hispanic/Latinx 2 or More Races RFEP Ever ELs Low Income Special Education</p>	<p>2021-2022 % Met + Exceeded Data: 49% of All students 60% of White students 28% of Hispanic/Latinx students 0% of EL students 24% of RFEP students 27% Low Income students 6% of SPED students</p> <p>2018-2019 % Met + Exceeded Data: 63.5% of All students 72.3% of White students 42.6% of Hispanic/Latinx students 54.5% of 2+ race students 54.3% of RFEP students 48.8% of Ever EL students 54.4% Low Income students 8.0% of SPED students</p> <p>Groups with fewer than 11 students: Af Am, Nat Am, Asian, ELs, Filipino, Homeless, Pac Islander</p>	<p>2022-2023 Goals: 3% increases in percent of students meeting and exceeding in All students and in each subgroup 52% of All students 63% of White students 31% of Hispanic/Latinx students 27% of RFEP students 3% of EL students 30% Low Income students 9% of SPED students</p>
<p>A-G Completion Rate</p>	<p>Percent A-G, 4-year college eligible 2018-19 74% 2019-20 72% 2020-21 73% 2021-22 75%</p> <p>2020-21 Subgroups: White 87%, H/L 40%, AA 56%, EL 50%, RFEP 53%, SED 52%, SPED 29%</p> <p>2021-22 Subgroups not available</p>	<p>2022-23 Goal: 78% are A-G, 4-year college eligible</p> <p>Increase subgroup % by 3% for underrepresented groups</p>
<p>Advanced Placement Testing Data</p>	<p>2018-19 78% scores were 3 or higher 2019-20 72% scores were 3 or higher 2020-21 69% of scores were 3 or higher 2021-22 68% of scores were 3 or higher.</p> <p>2018-19 Disaggregated Data: Asian 87.3% scores were 3 or higher Af/Am 71.4% scores were 3 or higher H/L 77.0% scores were 3 or higher 2+ Races: 78.6% scores were 3 or higher White 85.6% scores were 3 or higher</p> <p>2021-22 Disaggregated Data not available</p>	<p>2023-2024 Goal 74% scores at 3 or higher</p>

Metric/Indicator	Baseline	Expected Outcome
Graduation Rate	<p>2018-19 Graduation Rates All Students 94.7% Hispanic/Latinx: 94.5% White: 95.7% 2 or More Races: 81.3% Low Income: 95.2% Students with Disabilities: 70.8%</p> <p>2020-2021 Graduation Rates All Students - 94.1% Hispanic/Latinx - 92.75% White - 95.8% 2 or More Races - too few students to report Low Income - 91.18% Students with Disabilities - 76.19%</p> <p>2021-2022 Graduation Rates All Students - 94.7% Hispanic/Latinx - 97.7% White - 95.8% 2 or More Races - too few students to report Low Income - 94.5% Students with Disabilities - 92%</p> <p>African American, Asian, Filipino, and Homeless subgroups were too small to be statistically significant.</p>	<p>2023-24 Goals</p> <p>All: 96.7% (increase 2%) Low Income: 97.5% (increase 3%) Students with Disabilities: 92% (maintain level) Hispanic/Latinx: 97.7% (maintain level)</p>

Planned Strategies/Activities

Strategy/Activity 1

3.1 Provide academic and college readiness support for identified students, including ELs, socio-economically disadvantaged, and Hispanic/Latino students.

Students to be Served by this Strategy/Activity

Socioeconomically disadvantaged students
Hispanic/Latino students
African American students

Timeline

Ongoing throughout the 2023-2024 school year

Person(s) Responsible

Administration
AVID Teachers
AVID Counselor

Proposed Expenditures for this Strategy/Activity

Amount	55610
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.5 FTE for 3 sections of AVID
Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra hourly pay for presenting evening events to promote and inform about college readiness
Amount	2000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide financial support for PSAT and AP test fees for AVID and other socioeconomically disadvantaged students
Amount	1000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	11th and 12th grade AVID teacher attendance at the UC/CSU conferences

Strategy/Activity 2

3.2 Provide academic support for English Learners through designated and integrated English Language Development (ELD and iELD).

Students to be Served by this Strategy/Activity

English Learner Students

Timeline

Ongoing throughout the 2023-2024 school year

Person(s) Responsible

Building administration, SCIL, English Language Development Teacher

Proposed Expenditures for this Strategy/Activity

Amount	25374
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	EL support coordination and presentation of iELD training to full staff

Amount	25374
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	One section of Newcomer ELD
Amount	25374
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	One section of ELD 3
Amount	25374
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	One section of Language & Literature ELD Support
Amount	13635
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	bilingual paraeducator

Strategy/Activity 3

3.3 Provide support for differentiation in classrooms, identification of students in need of support, and coordination of student enrollment in peer tutoring and math interventions

Students to be Served by this Strategy/Activity

All

Timeline

Ongoing throughout the 2023-2024 school year

Person(s) Responsible

Administration
 Counselors
 RTI Coordinator
 Math Plus Teacher
 Peer Tutoring Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	28452
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	0.33 FTE Math Plus sections
Amount	133512
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Full time RTI coordinator

Strategy/Activity 4

3.4 Provide Credit Recovery to provide students with opportunity to retake courses needed for graduation and for A-G completion

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing 2023-2024 school year

Person(s) Responsible

Administration
Counselors
Credit Recovery Teacher

Proposed Expenditures for this Strategy/Activity

Amount	70904
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1.0 Credit Recovery teacher

Strategy/Activity 5

3.5 Provide a robust peer tutoring program to support students in academic classes and to create leadership opportunities for peer tutors

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024 school year

Person(s) Responsible

Administration
Counselors
Teachers
Peer Tutor Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	2460
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Peer tutoring coordinator
Amount	13635
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Peer tutors hourly pay
Amount	1000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Materials and supplies for after-school study sessions

Strategy/Activity 6

3.6 Use of student data to determine supports needed for individual students and evaluate the effectiveness of interventions and the school program

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024 school year

Person(s) Responsible

Administration
 RTI Coordinator
 Intervention Team
 Data Team

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for Intervention Team
Amount	4800
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Hourly pay for Data Team members

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Student participation data (clubs, activities, athletics) match demographics</p>	<p>Leadership: Increase size of Leadership class by 10% (3 students). Increase % of male participation in Leadership by 10%, Maintain Subgroup participation in Leadership.</p> <p>Athletics: Increase overall % of female participation by 5%, Increase overall Hispanic/Latino % of participation by 5%</p>	<p>Leadership: The Leadership class was increased by 11 students. Male participation declined by 1%. Subgroup participation changes: Hisp/Lat declined by 15%, AfAm increased by 10%, Asian increased by 10%.</p> <p>Athletics: Overall athletics participation increased by 18% Female participation increased by 9.4% His/Lat participation decreased by 5.2%</p> <p>Changes in Composition of Athletes: Male participation declined by 0.43% Female participation increased by 0.43% White participation increased by 6.5% Hisp/Lat participation decreased by 4.8% Af Am participation increased by 1.8% Asian participation decreased by 1.46%</p>
<p>Chronic Absenteeism All students/Students with Disabilities/Socioeconomically Disadvantaged/English Learners/Hispanic/</p>	<p>Decrease chronic absenteeism rate by 1% of base percent in each demographic group with N > 30 students</p>	<p>Chronic absenteeism increased by 14.8% overall Subgroup increases: H/L 17.9% Af Am 25.8% SED 19.4% SWD 19% EL 18.2% RFEP 12.9% Ever EL 17.7% HMLS 19.4% Migrant 25% Foster 50%</p>
<p>Suspension Rate</p>	<p>Given the challenges of returning to in-person learning, the goal is to maintain the overall student</p>	<p>2022-2023 Overall Suspension Rate 3.0%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	suspension rate in 21-22 and decrease the suspension rate for Latinx students in 21-22 by 0.4% to 1.7%	2022-2024 Latinx Suspension Rate 1.1%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services
1.1 Provide students with involvement opportunities in activities, athletics, and service to the school community.	1.1 Provide students with involvement opportunities in activities, athletics, and service to the school community.
1.2 Provide wellness opportunities and support for all students	1.2 Provide wellness opportunities and support for all students
1.3 Provide connections for students, families and community	1.3 Provide connections for students, families and community
1.4 Provide Professional Development in Anti-racist Practices. Contract with outside provider to provide full staff PD and small group coaching. Continue the work of the student-led group on micro-agressions Cardinal Advisory on Race and Equity (CARE). Provide release time for social emotional staff teams to prepare presentations to the full staff.	This strategy was partially addressed through the use of PD in Motivational Interviewing & Restorative Justice. For students, this was carried out through the district-level Superintendent's Advisory on Race and Equity
1.5 Maintain an ongoing venue for student voice in surfacing issues, problem-solving, and shared decision-making through the Principal's Advisory Committee and the Cardinal Advisory on Race and Equity.	1.5 Maintain an ongoing venue for student voice in surfacing issues, problem-solving, and shared decision-making through the Principal's Advisory Committee and the Cardinal Advisory on Race and Equity.
1.6 Create Opening Day Assembly and special activities, including T-shirt or other universal item and lunch	1.6 Create Opening Day Assembly and special activities, including T-shirt or other universal item and lunch
1.7 Provide students with opportunities for peer-to-peer leadership through Link Crew and Peer Tutoring	1.7 Provide students with opportunities for peer-to-peer leadership through Link Crew and Peer Tutoring

Analysis

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

Overall, planned strategies and activities were well implemented. The one exception was in the strategies to address antiracism. This work needs to be carried out with care and utilizing the right level of expertise.

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

The Leadership class metrics were exceeded. Most Athletics metrics were met. The chronic attendance rate increased greatly. The suspension rate also grew rather than decreasing as hoped.

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

Not applicable

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.

SCHS will be continuing to focus on improving metrics in athletics, leadership, Link Crew, Peer tutoring, and MIRJ. We will be adding work in PBIS and Mindfulness, with an aim of improving the suspension rates and attendance. These are in goal 1 in the 23-24 SPSA.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC English Language Arts	<p>Improve 3 points or more</p> <p>All: 49.4 points above standard</p> <p>Low Income: 4.8 points above standard</p> <p>SPED: 95.3 points below standard</p> <p>Hispanic/Latino: 4.8 points below standard</p>	<p>2021-22 Data:</p> <p>All: 43.2 points above standard</p> <p>Low Income: 16.5 points below standard</p> <p>SPED: 90.9 points below standard</p> <p>Hispanic/Latino: 11.1 points below standard</p>
SBAC Math	<p>Improve 3 points or more</p> <p>All: 36.3 points above standard</p> <p>Low Income: 4.2 points below standard</p> <p>SPED: 129.3 points below standard</p> <p>Hispanic/Latino: 19.2 points below standard</p>	<p>2021-22 Data:</p> <p>All: 0 points above standard</p> <p>Low Income: 53.6 points below standard</p> <p>SPED: 146.2 points below standard</p> <p>Hispanic/Latino: 61.6 points below standard</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services
2.1 Implement Multi-Tiered Systems of Support for academics through MTSS Coordinators that coordinate interventions, monitor student progress and provide teachers with ongoing data to inform instruction.	2.1 Implement Multi-Tiered Systems of Support for academics through MTSS Coordinators that coordinate interventions, monitor student progress and provide teachers with ongoing data to inform instruction.
2.2 Provide identified students with additional academic intervention and support. This includes academic support sections, the before and after school learning center support, and credit recovery.	2.2 Provide identified students with additional academic intervention and support. This includes academic support sections, the before and after school learning center support, and credit recovery.
2.3 Professional Development and Professional Learning Communities - provide and facilitate professional development and collaboration in the following areas: Integrated English Language Development, High Impact Instructional Strategies, Standards Based Learning, Priority Standards and Common Assessments	2.3 Professional Development and Professional Learning Communities - provide and facilitate professional development and collaboration in the following areas: Integrated English Language Development, High Impact Instructional Strategies, Standards Based Learning, Priority Standards and Common Assessments
2.4 Instructional software and materials - Purchases of instructional software and materials targeting learning loss and enrichment activities	2.4 Instructional software and materials - Purchases of instructional software and materials targeting learning loss and enrichment activities

**Planned
Actions/Services**

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

**Actual
Actions/Services**

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

Analysis

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

Planned strategies/activities were well implemented.

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

In ELA, there were relatively small declines in the SBAC scores from 2018-19 to 2021-22, with vulnerable subgroups exhibiting more significant declines.
In Math, there were large declines in SBAC scores for all groups, demonstrating that pandemic learning losses more heavily impacted Math learning and retention.

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

Not applicable

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 real changes will be made to this goal and the annual outcomes will be scaled downward to address the new baselines.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CASSPP ELA All Students White Hispanic/Latinx 2 or More Races RFEP Ever ELs Low Income Special Education	2021-2022 Goals: Increases in percent of students meeting and exceeding in All students and in specific subgroups to narrow achievement gaps 74% of All students 84% of White students 56% of Hispanic/Latinx students 77% of 2+ race students 47% of RFEP students 42% of Ever EL students 59% Low Income students 21% of SPED students	2021-2022 Goals: Increases in percent of students meeting and exceeding in All students and in specific subgroups to narrow achievement gaps Actual Outcomes: 68% of All students 79% of White students 47% of Hispanic/Latinx students 0% of EL students 39% of RFEP students 42% Low Income students 19% of SPED students Data not available: 2+ race students Ever EL students
CASSPP Math All Students White Hispanic/Latinx 2 or More Races RFEP Ever ELs Low Income Special Education	2021-2022 Goals: 3% increases in percent of students meeting and exceeding in All students and in each subgroup 66% of All students 75% of White students 45% of Hispanic/Latinx students 57% of 2+ race students 57% of RFEP students 51% of Ever EL students 57% Low Income students 11% of SPED students	2021-2022 Goals: 3% increases in percent of students meeting and exceeding in All students and in each subgroup Actual Outcomes: 49% of All students 60% of White students 28% of Hispanic/Latinx students 0% of EL students 24% of RFEP students 27% Low Income students 6% of SPED students Data not available: 2+ race students Ever EL students
A-G Completion Rate	2021-22 Goal: 75% are A-G, 4-year college eligible Improve H/L and SED rate by 5% (subgroups over 10 students)	82% are A-G, 4 year college eligible H/L & SED A-G rate not available
Advanced Placement Testing Data	2021-2022 Goal	2021-2022 Actual Outcome:

Metric/Indicator	Expected Outcomes	Actual Outcomes
	76% scores at 3 or higher Improve H/L number of 3+ scores to 82%, 2+ Races number of 3+ scores to 83%	68% of scores were at 3 or higher Data not available for H/L, 2+ Races
Graduation Rate	2021-22 Goals All: 96.7% (increase 2%) Low Income: 98.2% (increase 3%) Students with Disabilities: 74.8% (increase 4%) Hispanic/Latinx: 97.5% (increase 3%)	2021-22 Actual Outcome: All: 97.4% (increase 0.7%) Low Income: 94.5% (decrease 3.7%) Students with Disabilities: 92% (increase 17.2%) Hispanic/Latinx: 97.7% (increase 0.2%)

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services
3.1 Provide academic support for identified students, including first generation, English learners, socio-economically disadvantaged	3.1 Provide academic support for identified students, including first generation, English learners, socio-economically disadvantaged
3.2 Supporting English Learner students with academic intervention and support	3.2 Supporting English Learner students with academic intervention and support
3.3 Professional development and training for full staff in Integrated English Language Development	3.3 Professional development and training for full staff in Integrated English Language Development
3.4 Integrated ELD training with WestEd and with ELD teacher team	Strategy not implemented

Analysis

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

Due to the necessity of limiting initiatives undertaken, it was determined that work with WestEd would be postponed.

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

There were decreases in important measures of learning - CAASPP, Advanced Placement. Graduation rates held steady and A-G completion increased.

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

Not applicable

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.

In 2023-24, SCHS plans to focus RTI on math, supported by work of the Intervention Team and the Data Team.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Align curriculum and instructional methods to provide a guaranteed and viable curriculum for all students. Develop a systematic means to collect and analyze student data to inform instruction and school programs. This data will be used by all teachers to modify instruction, both short and long term, to support higher levels of student achievement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Departments routinely work in course-alike groups to implement standards-based learning practices:</p> <ol style="list-style-type: none"> 1. priority standards, 2. proficiency scales, 3. aligned tasks and rubrics, 4. collaborative inspection and scoring of student work, 5. aligned scope and sequence in each course, 6. shared assessments with aligned scoring. 	<p>All departments will complete at least four data cycles for one or more priority standards. At least one of these cycles will include a collective scoring session.</p>	<p>Most departments completed 3-4 data cycles.</p>
<p>Use of research-backed teacher clarity strategies</p>	<p>All teachers will exhibit some level of use of teacher clarity strategies. Most teachers will exhibit a high level of the use of teacher clarity strategies.</p>	<p>Most teachers used teacher clarity strategies.</p>

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services
<p>4.1 Provide and facilitate professional development and collaboration in the following areas: High Impact Instructional Strategies, focusing on teacher clarity Priority Standards and Common Assessment leading to equitable grading practices including but not limited to mastery-based grading</p>	<p>4.1 Provide and facilitate professional development and collaboration in the following areas: High Impact Instructional Strategies, focusing on teacher clarity Priority Standards and Common Assessment leading to equitable grading practices including but not limited to mastery-based grading</p>
<p>4.2 Provide support for Grading Inquiry Project Action Research Team Cohort 2</p>	<p>4.2 Provide support for Grading Inquiry Project Action Research Team Cohort 2</p>
<p>4.3 Form Data Committee for ongoing production of data representations to aid in data-based decision-making and progress monitoring</p>	<p>4.3 Form Data Committee for ongoing production of data representations to aid in data-based decision-making and progress monitoring</p>

Analysis

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

This goal was well-implemented. Since it was a WASC year, the school was not able to focus completely on these instructional goals.

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

Because resources were focused on the WASC Full Visit, the effectiveness of these strategies was somewhat limited.

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

None

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

The school will focus professional development on Teacher Clarity in 2023-24. A Grading for Equity Team will be formed to disseminate best practices with more equitable grading. The SCIL team will work toward alignment of syllabi and gradebooks in addition to aiming for the completion of 4 data cycles per year in all departments.

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	1,253,479.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	621,726.00
Donations	11,000.00
ESSER	137,516.00
LCFF - Base	127,881.00
LCFF - Supplemental	326,846.00
Lottery: Instructional Materials	28,510.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,000.00
1000-1999: Certificated Personnel Salaries	873,806.00
2000-2999: Classified Personnel Salaries	281,473.00
4000-4999: Books And Supplies	61,200.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	28,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	407,668.00
2000-2999: Classified Personnel Salaries	District Funded	172,868.00
4000-4999: Books And Supplies	District Funded	24,190.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	17,000.00
0000: Unrestricted	Donations	2,000.00
5000-5999: Services And Other Operating Expenditures	Donations	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	7,000.00
1000-1999: Certificated Personnel Salaries	ESSER	137,516.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	79,010.00
2000-2999: Classified Personnel Salaries	LCFF - Base	48,871.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	249,612.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	59,734.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	4,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	28,510.00

School Site Council Membership

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

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 10/20/21.

Attested:



Principal, Michelle Poirier on May 17, 2023



SSC Chairperson, Cathy McDougall on May 17, 2023