School Year: 2022-23

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sunrise Continuation High School	16739321630078	04/01/2022 and revised 1/11/2023	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program
X Comprehensive Support and Improvement

Schoolwide Program: The purpose of a Schoolwide Program is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards. The improved achievement is to result from improving the entire educational program of the school.

Comprehensive Support and Improvement (CSI: The Every Student Succeeds Act (ESSA) requires the district, in partnership with stakeholders, to develop and implement a plan to improve student outcomes to be identified for CSI. California will use the Dashboard to determine school eligibility for Comprehensive Support and Improvement. School eligibility is based on Low graduation rate and not less than the lowest-performing five percent of Title I schools.

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

Reef Sunset Unified has worked to align district and school plans, which support all local, state, and federally funded programs. We have provided site leadership with professional development to support implementation for aligning programs and resources. SPSA goals are aligned to those estabished via the Local Control and Accountability Plan and adjusted to reflect site needs and individuality. The three goals are as follows:

LCAP Goal 1: The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards based instruction.
CA State Priorities 2, 4, 7, 8

Focus:

1. Early Literacy

2. English Language Development

3. Student Engagement - Trauma Informed Practices/ Culturally Responsive Teaching

LCAP Goal 2: The District will provide engaging and rigorous learning environments where students feel safe and want to be in school.

CA State Priorities 1, 5, 6

Focus:

1. District Wide data team protocol as part of Multi-Tiered System of Support (MTSS)

2. Student Engagement- Social-emotional Learning/

3. Facilities Master Plan

LCAP Goal 3:   The District will foster a culture of student, parent and community involvement by building and maintaining positive participation and relationships.
CA State Priority 3

Focus:

1. Student Engagement- Social-emotional Learning/ Trauma Informed Practices/ Culturally Responsive Teaching/Capturing Kids Hearts

2. Family Engagement and development of the Family Engagement Center.

3. Student Services: school psychologist, counseling, mental health, health, foster & homeless youth

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The district has a stakeholder engagement LCAP survey that is offered to determine needs. Stakeholders have made alternative education services one of the actions within the LCAP goals (Goal 2 Action 2). A good Alternative Education program seems to be of great importance to the citizens of Avenal and having options for students having difficulties in the traditional comprehensive setting. RSUSD administered several local surveys to communicate with stakeholders. 22-23 SPSA is aligned to the 21-22 survey results, and input acquired from Alt Ed, School Site Council, ELAC, students, and staff. The following surveys were sent out:

LCAP survey- Parents, students, community members, staff
California Healthy Kids Survey for staff and students
Alt Ed WASC survey

Distance Learning and Continuity Survey- teachers
Needs Assessment Survey- Parents, students, community members, staff
CTE/ROP interests survey- Students

The following is a summary of the feedback obtained from the surveys administered and filtered by the stakeholder group :

Students:
Students expressed concern about when they would be able to return to in person classes, they prefer to learn in a traditional model/face to face.
Students have been affected socially and emotionally, they feel that it has been hard to go without social interaction.
Trouble adjusting to remote learning
Social emotional supports
Frustration with technology and connectivity issues.
Distractions at home and technology issues causing frustration.
Upon reopening we should keep in mind that students might have social anxiety and we need to make safety a priority.
Upon reopening students asked for tutoring and time to adjust.

Staff:
Webcams
Additional screen
Upgraded technology
Student headphones
Manipulatives
WiFi/Connectivity
Zoom District Subscription

Accountability
Social activities/opportunities for students
Communication (website, SLACK, media, Distance learning expectations video)
Smaller document camera
Earbuds or Headphones for students and instructional aides w/noise canceling
Game/trivia app to help students socialize during social distancing.
Internet infrastructure
Safety/facilities/lighting
Nutrition- providing healthier breakfast/lunch options for students
SEL lessons for teachers
Science curriculum - how to bring labs to home
Science supplemental online resources - gizmos,sci studies weekly, mystery sci
Need for data center
Updated phone system
Standardization of classrooms - inventory what classrooms have
Amplification systems
Ipiros USB connections
Student engagement
Go Guardians
Tech technicians for technology support
Technology(multiple devices) for teachers or TV screens, multiple monitors
Student internet
ESL and SPED technology(headphones or earbuds)
Instructional Aide Support
Professional learning: student engagement, technology software and platforms

Parents/Community/Board:
WiFi/Connectivity
Independence, responsibility and accountability for their student
No adult supervision for students
Technology use and need for training
Responsibility of older students supervising younger siblings
Difficulty for students to concentrate at home
54% feel that distance learning should continue to be an option when reopening occurs
Improvements in technology to make distance learning easier, including reliable internet connection, appropriate tools and devices
Upon reopening safety should be the priority (PPE equipment) followed by academic support for learning loss and SEL
Tutors for students
Setting expectations for students, be on time, eat before class, take work/classes seriously,
Provide opportunities for parents to pick up materials after 4:30 for parents that work
Improved communication
They are in agreement with Renaissance, communications contract, and technology upgrades (server/LTE devices)
Suggestion: provide hot lunches daily instead of prepackaged lunches once a week
Small groups interventions should be put in place upon reopening
Provide teachers with appropriate technology tools
Consider tablets for younger students and SPED students that struggle with Chromebooks and/or keyboards
Additional screens for teachers
Support for substitute teachers teaching in a distance learning format

Parent engagement
Parent professional learning
Prioritizing the use of SEL lessons, making it a daily requirement
Communication and access for parents and students seeking support for mental health, social-emotional assistance
Apptegy- access for SEL/Mental health
Communication- making sure office staff knows who to direct the public to
Provide high school students with access to clubs
Make sure the attendance/engagement process is clear and easy for staff
Classroom management and distance learning expectations
Providing opportunities for students to socialize

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations take place on a regular basis for informal feedback but teachers are also on a formal observation schedule. Classroom observations were based on individual teacher schedule depending on teacher status (i.e. tenure, intern, etc). At a minimum, observations take place once a month, but in some cases observations took place weekly. Formal observations require post observation meetings where we discuss findings, data, and next steps. Improvement plans are provided as needed based on observation and evaluation results. Observation results affect contract renewals and/or teacher invitation to return.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Sunrise uses CAASPP interim and summative assessments, ELPAC, STAR, and curriculum embedded benchmark assessments within the curriculum to monitor progress, modify instruction, and improve student achievement. Teachers have PLC meetings once a week where they are monitor student progress and adjust instruction accordingly.   Because CAASPP participation rate will be low, we will be using a lot of local assessment data to monitor student progress throughout the year but expect participation rate to increase for this school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use prescriptive assessments embedded in the Edgenuity curriculum that help determine where a student should begin in the course based on prior knowledge. As the student continues the course students are given assessments in order for the student to move on. There are some components within those assessments that require teacher grading and intervention. The teacher continuously monitors student progress and intervenes as needed. Unit tests are also used to check for understanding and modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Alt Ed teachers attend all professional development opportunities and trainings offered by the District. Teachers are also given opportunities to attend outside professional development opportunities based on current need. In order to be aligned to the comprehensive high school and district goals, Alt Ed now collaborates with and attends staff meetings, PD opportunities and instructional rounds at Avenal High School. With new staff, there will be strong emphasis on teacher training and support.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Staff is fully credentialed and given appropriate training before implementing new programs or adopting new instructional materials. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional strategy coaches):
The Kings County office of Education Curriculum and Instruction department is providing experts in the areas of: Science. The Kings County Office of Education is providing experts in the areas of ELD training, implementation, and coaching. The Reef-Sunset U.S.D. Curriculum and Instruction Department is providing support through training in achievement teams districtwide. Classroom observations, feedback, and classroom coaching are also being provided to teachers.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Alignment of curriculum, instruction, and materials to content and performance standards Staff Development in:
- Numeracy content and strategies
- Technology
- ELD – Teaching English Learners
- Data Analysis and Assessment
- ELA state standards & foundational skills
- Math state standards
- NGSS- Next Generation Science Standards

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Administration is available to offer teacher support on a regular basis. Classroom observations, both formal and informal occur regularly to provide feedback on a continual basis. Professional Learning Communities are also designed for teacher collaboration.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are given designed PLC time every Wednesday after school (early dismissal for students). Because we are a small school, all teachers meet to collaborate, plan, and differentiate instruction for the week. Teachers discuss challenges as they arise and modify instruction as needed. Teachers analyze current data to monitor student learning and student achievement throughout the year. Teachers' collaboration:

- Regularly scheduled time for teacher collaboration on early release dates throughout the school year.
- Teachers will plan and reflect on lessons in order to strengthen instruction
- Teachers will collaborate and plan for instructional alignment between both sites, such as formative/summative assessments and syllabi.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All of the curriculum, instruction, and materials used by Sunrise High School are aligned to content from the California State Standards and the California State Frameworks. The curriculum goals for Sunrise High School were developed through the collaboration with the District Office and other schools in the Reef-Sunset Unified School District. The most recent adoption of Instructional Materials in the Reef-Sunset U.S.D. was at a Board Meeting on September 17, 2020.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All schools in the Reef-Sunset U.S.D. adhere to or exceed the recommended instructional minutes for reading/languages arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All schools in the Reef-Sunset U.S.D. provide for lesson pacing schedules and Master schedule flexibility for sufficient numbers of intervention courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

On September 17, 2020 the Reef-Sunset U.S.D. School Board adopted the following instructional materials for Sunrise High School:
McGraw-Hill: StudySync; 2016
Pearson: iLit ELL; 2017
McGraw-Hill: Integrated Math I, II, III; 2019
Curriculum Press: Calculus; 2005
Holt, Rinehart, and Winston: Modern Biology; 2007
AGS Publishing: Biology Cycles of Life; 2006
Holt, Rinehart, and Winston: Chemistry; 2007
Pearson: Physical Science - Concepts in Action; 2007
Delmar: Agriscience; 2007
Prentice-Hall: Conceptual Physics; 2001
Glencoe/McGraw-Hill: AP Biology; 2011
Pearson: Fundamentals of Anatomy & physiology, 11th Edition; 2018
McGraw-Hill: Networks Geography - Human and Physical World;2018
Modern World; 2018
McGraw-Hill: U.S History and Geography - Continuity & Change; 2018
Democracy; 2018
Spanish - 1 Holt Ven Conmigo!; 2003
Positive Prevention Plus Sexual Health Education for America's Youth; 2018
Thomson-Wadsworth-Garners Art through the Ages (12th); 2005
Carolina Biological; 2019

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools in the Reef-Sunset U.S.D. provide for SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students use standards based curriculum to complete classroom assignments. Teachers differentiate instruction based on student need and data analysis.

RSUSD recognizes the need to support English learners to ensure students have instructional supports and scaffolds in core instruction to ensure students' access to grade-level content. As emphasized by the Council of the Great City Schools in Addressing Unfinished Learning After COVID-19 School Closures, "Teachers should therefore resist the inclination to 'water down' instruction and assignments for ELL students—and other students with specialized learning needs. These students require the same challenging work and cognitive demands as their peers in order to develop academic skills and grow as scholars." Sunrise High School understands that for English learners, language and content development are simultaneous and will be considered in context of math and literacy instruction. Additional support to English learners will include telephone calls, meetings held on digital platforms, online options for data tracking, and documentation of services, supports, and accommodations provided. In addition, the district will consider non-technology-based strategies, such as providing instructional packets or assigning projects and written assignments to English learners. To ensure EL students are showing growth in the area of reading, regularly scheduled i-Ready and Star Reading assessments allow teachers to remotely monitor student progress and identify areas for improvement and further support. The ability to view i-Ready and Star results online also provides the opportunity to verify the proper reclassification of EL students and guide the reclassification monitoring process. School staff also provide bilingual interpretation and translation to help families communicate with teachers and understand online classroom assignments and expectations for distance learning.

Designated and Integrated English Language Development
The goal for English learners is to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners will receive designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. English learners will be identified through the home language survey and ELPAC initial assessment. As RSUSD engages in Distance Learning, lessons will include specific considerations to address appropriate supports and scaffolds necessary for language development as well as formative measures to note progress toward English proficiency. Planning for small group collaboration will be imperative for ELs to authentically practice language and receive feedback.

In addition to integrating ELD scaffolds and supports into all distance learning lessons, there will be Designated ELD built into daily lessons. The time for Designated ELD is indicated within each daily schedule. Students will be grouped into Emerging, Expanding, and Bridging proficiency levels based off of ELPAC results. Teachers are expected to use the district adopted Designated ELD materials. Research based supplementary materials and strategies which support Reading, Writing, Speaking, and Listening may be used, as needed. English Language Development minutes and curriculum will be included in the daily schedules and ELD supports will also be integrated into the curriculum. Special education students identified as English Learners will continue to have an IEP which includes ELD. Students not identified as an EL will be provided with grade level appropriate work to complete during the ELD block.

The RTI Reading ELD core curriculum for TK-12 will continue to be implemented to support language acquisition. Teachers will be supported by a teacher on special assignment to provide curriculum and instructional support to EL students through English Language Development Strategies. Classroom microphone and speaker systems in each classroom will be maintained to help increase students abilities to hear consonant sounds and to speed up their acquisition of the English language.

The Ellevation monitoring platform will be used to access data needed to make instructional decisions for English learners. Ellevation organizes all English learning information and data into one dashboard to allow teachers, coaches, and administrators to collaborate on individual English learner instruction, communicate with parents, and access district wide aggregate assessment data. Data from Ellevation will be used in PLC meetings to monitor student progress and help to identify students for reclassification.

DELAC meetings will continue to be offered through a virtual platform, zoom, to continue supporting the families of EL students by informing them of resources available for their children and seeking their input regarding programs and services. Additionally, each school site will conduct ELAC meetings to gather parent input. The feedback shared during these meetings will inform the supports needed at each school .

Special education, related services, and accommodations required by an individualized education program.
If a child has an IEP, the teacher, working with Special Education teachers and other resource teachers, will modify the lessons according to the child's IEP. Special Education teachers will connect with each family to develop a Distance Learning Plan.
Counselors and appropriate support staff will be particularly focused on students that are considered high risk of special needs or circumstances. Their role is to reach out and develop individual learning plans as needed to assist and accommodate for the identified student. The learning plans will be individualized to provide any additional support that will help the student transition to a successful distance learning module as well as adjust socially and emotionally. Student services and support staff will communicate with and share the plan with site admin and the teacher assigned to the student. Teachers will be asked to make reasonable accommodations or work out additional supports as described in the individual learning plans, It is important to note that ILP's will not be necessary for all students in these categories but will be considered and developed if deemed necessary by the team.

Special education students will receive instruction through distance learning or in-person instruction. Students are identified for special education services through a comprehensive evaluation to determine eligibility. Students previously qualified for special education services are identified through regular reports in AERIES, notice from the families and/or the county when placement happens, or information received on the enrollment packet/emergency cards. A team of educators will routinely monitor their progress in all areas, including but not limited to academic, behavioral, social/emotional and health/medical. Services to address the needs of special education students are driven by goals and objectives that are developed through the IEP team and measured by standardized and informal assessments and observations. During remote learning, this process will include adjustments or accommodations needed to support students in the remote environment. Special education service providers maintain frequent contact with students and families via phone, text, e-mail and video conferencing. Special Education teachers also have ongoing and frequent contact with a student's general education teachers and teams. District assessments, teacher observations, and communication with parents are used to determine progress towards academic or behavioral goals. The special education team will address the unique needs of each student through both formal and informal means in a collaborative team process.

To ensure students identified as foster youth are successful during remote learning, the district liaison makes sure that each student has what they need in order to be successful in a remote learning environment. Site liaisons provide support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programs, including

school transitions, to minimize disruptions in enrollments for foster youth. Differentiated graduation requirements are provided as allowed and or necessary.

Students who are experiencing homelessness are also provided with the support they need to be successful during remote learning. The district's McKinney-Vento Liaison coordinates to assist with the identification of students and reach out to families to provide information and resources. The liaison conducts needs assessments with all families experiencing homelessness within a week of enrollment, and connects families to school- and community-based supports through a referral process. We use our Mc Kinney-Vento funds, other local, state and/or federal funds allowed to aid this population of students, on top of general funds where committed/applicable. We apply differentiated graduation requirements as allowed/necessary. The district has a goal to increase outreach to these families specifically to connect them with resources to support remote learning, such as low-cost internet services, online tutorials for distance learning tools, and resources for basic needs.

Evidence-based educational practices to raise student achievement

All staff have been trained in research based KAGAN student engagement and instructional educational practices to raise student achievement.
Functional Behavioral Assessment -Based Interventions to alleviate behavior problems that interfere with academic achievement
Check and Connect- to alleviate behavior problems that interfere with academic achievement.
SEL Frameworks- to address social emotional issues that interfere with academic achievement.
Sunrise will continue to offer alternative education pathways to successful course completion and certifications for at-risk students. Edgenuity and other core and supplemental materials will be made available to Alternative Education to provide students with opportunities for initial credit or credit recovery Edgenuity's ELA, math, science, social studies, world languages, Advanced Placement®, CTE, and elective courses which are designed to help students in grades 9–12 meet the rigor of Common Core and state standards, as well as our state's graduation requirements. Edgenuity courses will be used for initial credit or credit recovery as well as content or concept recovery in order to ensure subject-area mastery. Certificated staff and classified instructional aides will provide support for at-risk students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Fortunately we consider ourselves to be "resource rich" at Sunrise High School. We work closely with Avenal Police Department RSUSD mental health counselors, Prevention/Intervention Counselor, Kings View, Community members, Kings Community Action Organization/food distribution, Avenal State Prison, Avenal Adult School, Champions, Responsible Athletes Program and Wonderful Co. All entities contribute in one way shape or form to assist under-achieving students, whether its through funding, community service opportunities, mental health services, or other.

During distance learning meetings with stakeholders have been streamed via Zoom to allow remote participation in public hearings, local governing board meetings, parent, student, and staff group meetings . Translation services in parent meetings at the school site and for DELAC parent meetings is provided. Our district technology department streams all public hearings and board meetings via Zoom. The Zoom link for participation is posted 72 hours prior to each meeting on our district website, at the district office, and each school site. The district will purchase a Zoom license which will include Zoom translation services for remote public meetings and hearings. Each RSUSD family received a hot spot in March 2020 which they are familiar with using to make WiFi accessible. Additionally, we are upgrading our district website to make it more user friendly and easier for families to locate information.

As we return to in person, we will consider letting people attend remotely via zoom.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and community members participate and are invited to conferences, School Site Council meetings, ELAC meetings, school social events where we discuss school happenings and events. Together we plan and analyze the effectiveness of current plans to monitor student progress. We assess needs, and address those needs by creating an action plan and allocating appropriate funds.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

We purchase supplemental material which includes interventions, for ELA, ELD, and Math.

Fiscal support (EPC)

The District provides each school site with a complete budget and provides each school with LCAP, Title I, Title II, and Title III funds support for academic and intervention needs.

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

Sunrise High School staff is a small school environment that welcomes parent involvement and stakeholder input. Parents are invited to town halls, school site council meetings/ELAC, parent-teacher conferences, and special events
on-campus for events regularly where we discuss upcoming events, current campus news, and concerns. Parents are also invited to all ELAC and School Site Council Meetings on the first Wednesday of every month. In addition to verbal input, parents are provided the opportunity to voice their needs through the LCAP survey, administered once a year. School Principal has an open-door policy and parents/community members, as well as teachers/staff, are welcome to share, opinions, and concerns at any time. Parents have expressed the need for students to be successful socially, mentally, and to be productive members of society. Because of this, we have thoughtfully added opportunities for students to be exposed to learning opportunities outside campus through academic field trips. Finally, the district office and community members have also been able to share ideas with Sunrise staff regarding district initiatives and community needs. Social open house events are held bi-monthly and parents/community members are asked to provide input throughout the year using this forum. Staff members meet every Wednesday for PLC's. The administration holds staff meetings on the first Wednesday of the month during the scheduled PLC time.
SPSA is aligned to the District LCAP goals and works with stakeholders to prioritize funding allotment based on a needs assessment specific to our population. LCAP survey results are used to guide the decision-making process of our SPSA. Students are also allowed to participate by forming a part of our School Site Council.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Funding and resources are allocated to sites based on enrollment. As a district, Sunrise High School has one of the lowest enrollment numbers. Because enrollment numbers are low, we have a small budget to work with despite having the most at risk students in the entire district. Students that attend continuation school, seek this alternative placement as a last effort to recover credits and/or graduate with a high school diploma. The needs of our students are different, and although having a small family like environment helps tremendously we find that there are inequities in funding when it comes to the amount of resources needed to help our students succeed. The types of students that we serve are in need of intense intervention. We make good use of our Title budgets to address most of our needs but CSI funds will be used to offer interventions, supports, and resources that our population of students need, This is determined by a needs assessment and stakeholder input collected as well as data analysis.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0%	%	%	0		
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	100%	100.0%	100%	27	23	31
Pacific Islander	0%	%	%	0		
White	0%	%	%	0		
Multiple/No Response	0%	%	%	0		
			Total Enrollment	27	23	31

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Grade 10	1		3
Grade 11	14	3	10
Grade 12	12	20	18
Total Enrollment	27	23	31

Student Enrollment by Grade Level

Conclusions based on this data:

1. Total enrollment increased 27 students in 19-20 tp 31 students in 21-22 .

2. 11th grade enrollment increased from 20-21 to 21-22 from 3 students to 10.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	15	12	10	55.6%	52.20%	33.3%
Fluent English Proficient (FEP)	8	5	10	29.6%	21.70%	33.3%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. 33.3% of students were Fluent English Proficient in 21-22, and increase of 11.6%

2. Number of English Learners decreased from 52.20% to 33.3%

3. Integrated and Designated ELD program will be enhanced and will include professional development, intervention programs, and supplemental material.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	12	6	13	6	*	13	6	*	13	50		100.0
All Grades	12	6	13	6	*	13	6	*	13	50		100.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	*	*	2482.	*	*	0.00	*	*	23.08	*	*	15.38	*	*	61.54
All Grades	N/A	N/A	N/A	*	*	0.00	*	*	23.08	*	*	15.38	*	*	61.54

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 23% of students met standard in ELA for the 21-22 school year.

2. 62% of students scored "standard not met" in ELA for the 21-22 school year

3. lack of scores for the 20-21 school year make 21-22 ELA scores a baseline to monitor growth.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	12	6	13	8	*	13	8	*	13	66.7		100.0
All Grades	12	6	13	8	*	13	8	*	13	66.7		100.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	*	*	2403.	*	*	0.00	*	*	0.00	*	*	7.69	*	*	92.31
All Grades	N/A	N/A	N/A	*	*	0.00	*	*	0.00	*	*	7.69	*	*	92.31

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 922% of students scored "standard not met" in math for the 21-22 school year.

2. Math continues to be a major need.

3. lack of scores for the 20-21 school year make 21-22 ELA scores a baseline to monitor growth.

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
10	*		*	*		*	*		*	*		4
11	*	*	*	*	*	*	*	*	*	5	*	4
12	*	*	1508.7	*	*	1487.6	*	*	1529.5	9	8	14
All Grades										16	9	24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	0.00	*	*	42.86	*	*	28.57	*	*	28.57
All Grades	0.00	*	4.17	6.25	*	37.50	37.50	*	33.33	56.25	*	25.00

*Note: Total Number of Students column — 10: * , * ; 11: * , * , * ; 12: * , * , 14; All Grades: 16, * , 24*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	7.14	*	*	57.14	*	*	7.14	*	*	28.57
All Grades	0.00	*	12.50	25.00	*	45.83	25.00	*	20.83	50.00	*	20.83

*Note: Total Number of Students column — 10: * , * ; 11: * , * , * ; 12: * , * , 14; All Grades: 16, * , 24*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10	*		*	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	0.00	*	*	21.43	*	*	35.71	*	*	42.86	*	*	14
All Grades	0.00	*	4.17	12.50	*	20.83	37.50	*	37.50	50.00	*	37.50	16	*	24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	0.00	*	*	64.29	*	*	35.71	*	*	14
All Grades	0.00	*	0.00	37.50	*	70.83	62.50	*	29.17	16	*	24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	57.14	*	*	14.29	*	*	28.57	*	*	14
All Grades	6.25	*	50.00	56.25	*	29.17	37.50	*	20.83	16	*	24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Reading Domain Percentage of Students by Domain Performance Level for All Students												
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	7.14	*	*	35.71	*	*	57.14	*	*	14
All Grades	0.00	*	16.67	37.50	*	25.00	62.50	*	58.33	16	*	24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Writing Domain Percentage of Students by Domain Performance Level for All Students												
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	7.14	*	*	64.29	*	*	28.57	*	*	14
All Grades	0.00	*	8.33	62.50	*	66.67	37.50	*	25.00	16	*	24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 41.67% of all grades scored a level 3 or above for overall language.

2. 58% of all grades scored "beginning" in the ELPAC reading domain.

3. 50% of all grades scored "well developed" in the ELPAC speaking domain

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**
30	**90.0**	**33.3**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Sunrise Continuation High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	10	33.3
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	27	90.0
Students with Disabilities	1	3.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian		
Filipino		
Hispanic	30	100.0
Two or More Races		
Pacific Islander		
White		

Conclusions based on this data:

1. 3.3% of students at Sunrise High School are students with disabilities and served by a credentialed case manager.

2. 90% of students at Sunrise High School are socioeconomically disadvantaged making Title I funding crucial.

3. 33.3% of students at Sunrise High School are English Learners. Integrated and designated ELD is included in the master schedule to service these students.

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).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	**Graduation Rate** No Performance Level	**Suspension Rate** Medium
Mathematics No Performance Level		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Information for most areas are not available due to low enrollment.

2. Suspension Rate is medium

3. Suspension rate has qualified us for comprehensive school improvement funding. The plan will include Individual Learning Plans, Behavior Intervention Plans, Counseling, and SEL lessons.
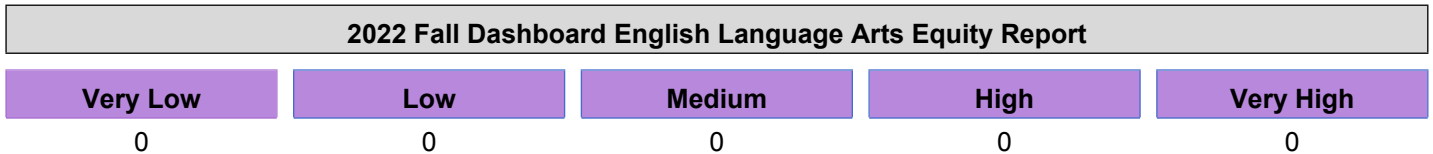
School and Student Performance Data

Academic Performance
English Language Arts

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Level 2 Students	No Performance Level 1 Student	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level 2 Students	

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino

Hispanic	Two or More Races	Pacific Islander	White

Hispanic

No Performance Level
2 Students
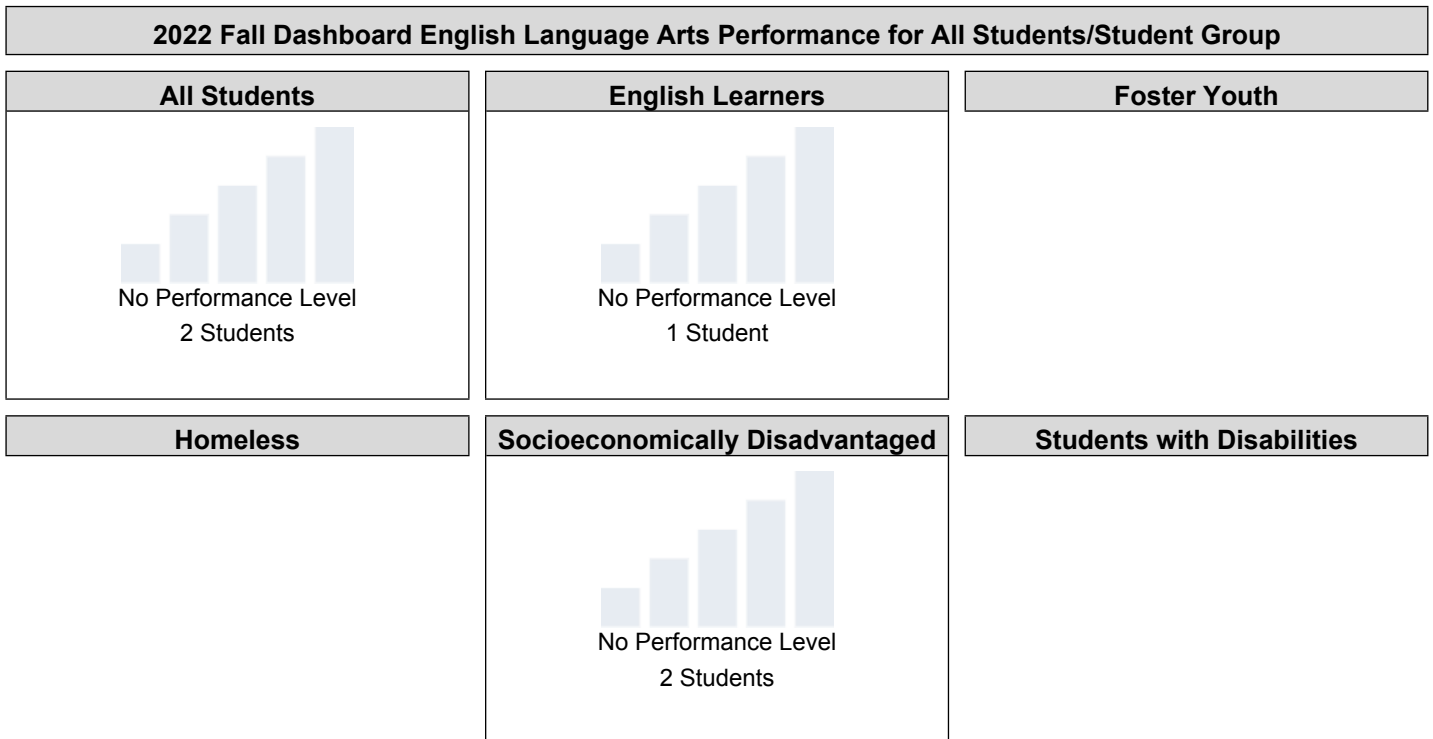
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1 Student	0 Students	0 Students

Conclusions based on this data:

1. Information is not available due to confidentiality

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).
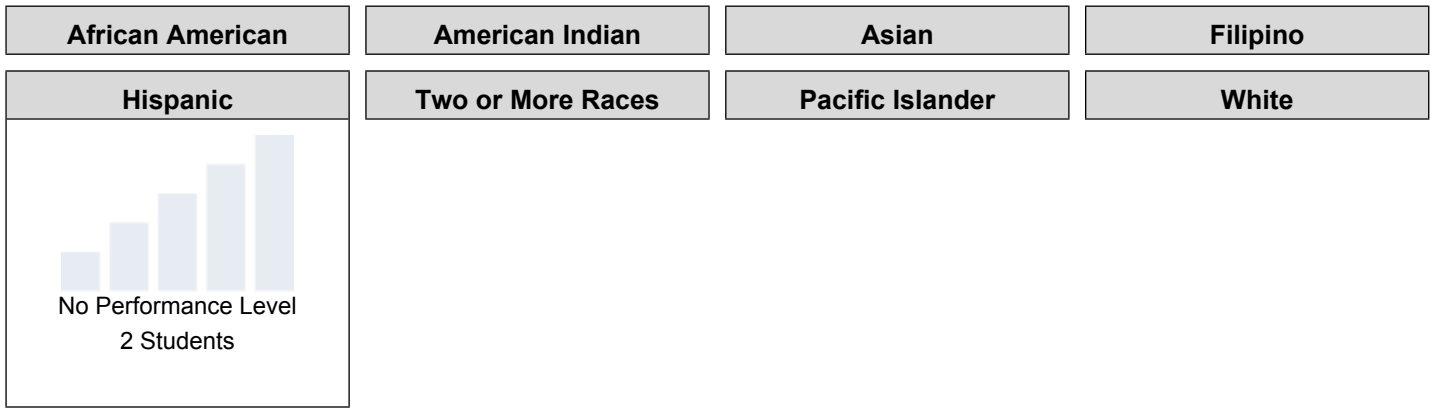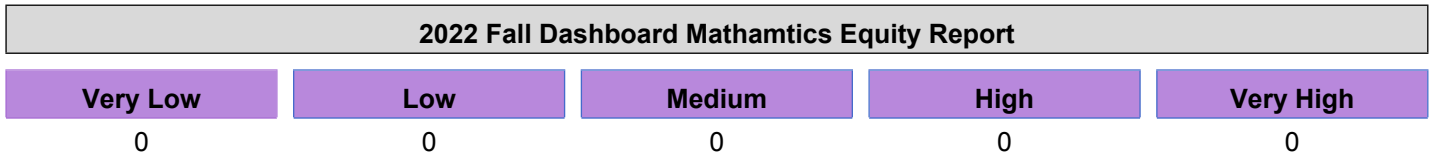
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

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 for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Level 2 Students	No Performance Level 1 Student	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Level 2 Students	

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Hispanic

No Performance Level
2 Students
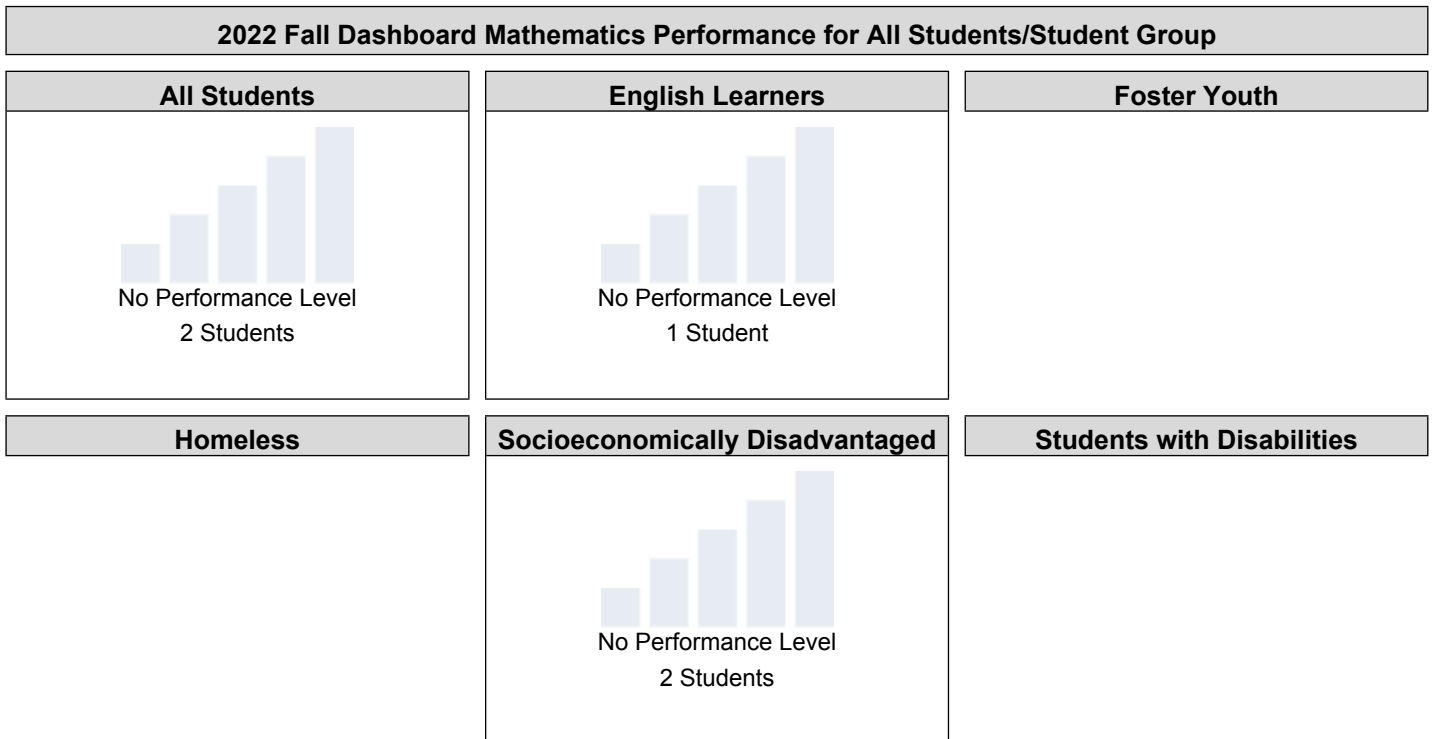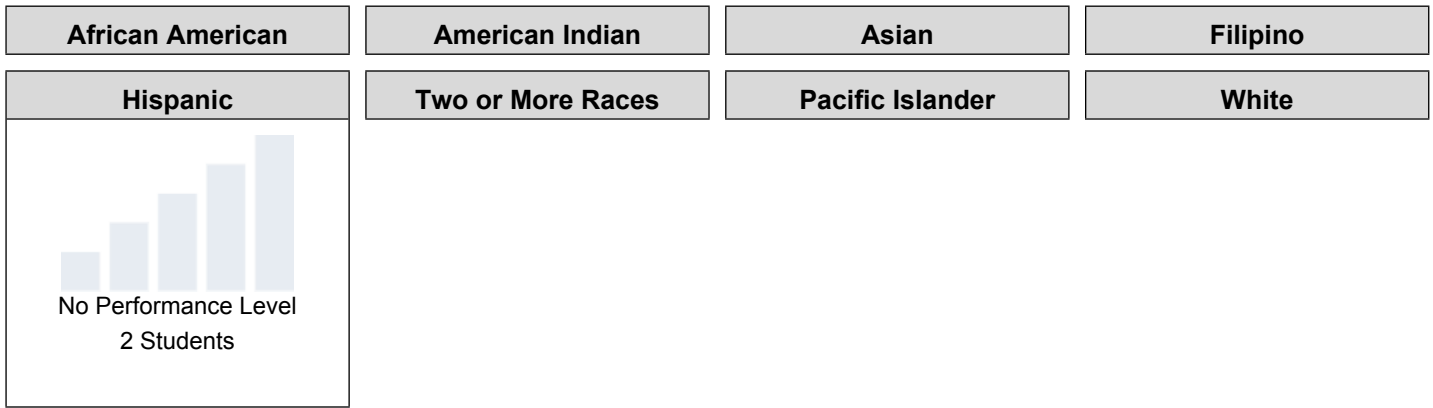
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
1 Student	0 Students	0 Students

Conclusions based on this data:

1. Information is not available due to confidentiality

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

English Learner Progress
No Performance Level
50.0 making progress towards English language proficiency
Number of EL Students: 12 Students
Performance Level: No Performance Level
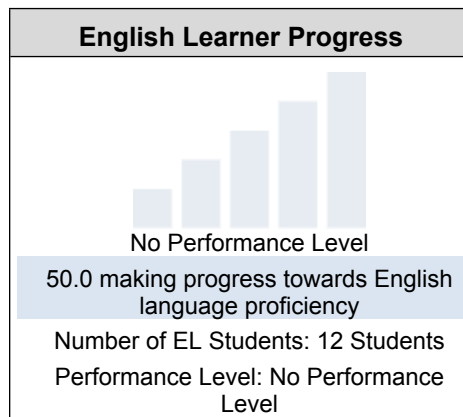
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
3	3	1	5

Conclusions based on this data:

1. No performance level

2. 75% of students maintained or progressed at least one ELPI Level

3. 25% of students decreased one ELPI level.

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.
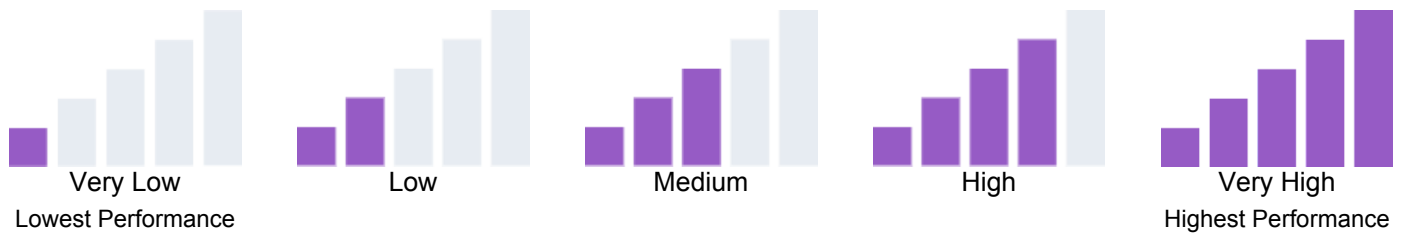
Conclusions based on this data:

1. College/Career data was not reported in 2022

2. Students will have access to A-G courses

3. CTE courses will be offered for students in order to exposure and availability
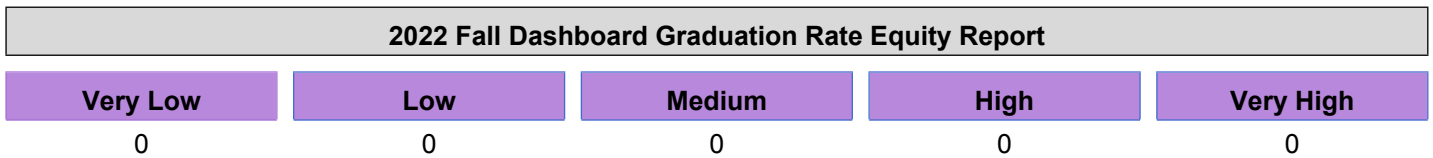
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. NO data available

School and Student Performance Data
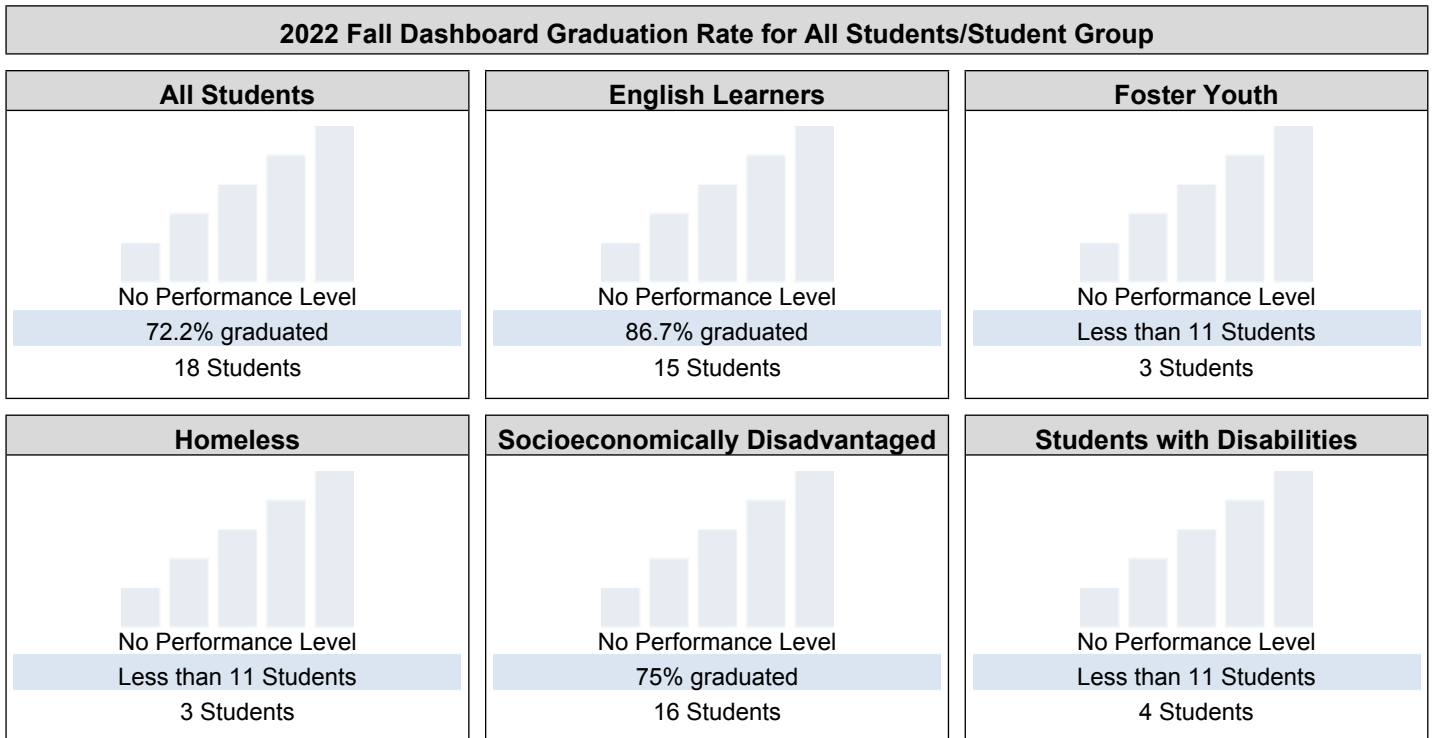
Academic Engagement
Graduation Rate

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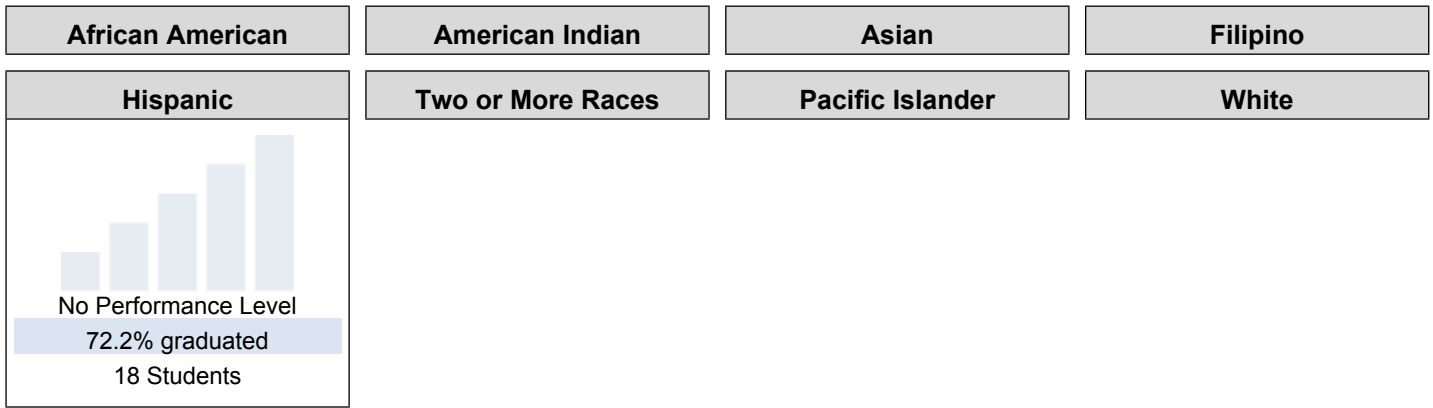
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Level	No Performance Level	No Performance Level
72.2% graduated	86.7% graduated	Less than 11 Students
18 Students	15 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	75% graduated	Less than 11 Students
3 Students	16 Students	4 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino

Hispanic	Two or More Races	Pacific Islander	White

Hispanic

No Performance Level

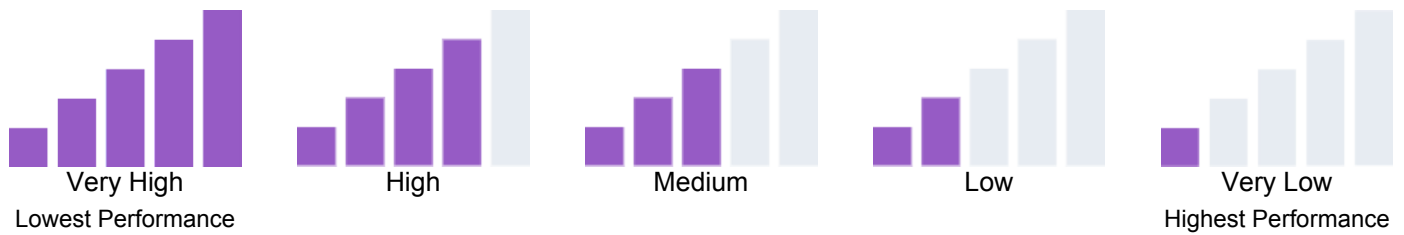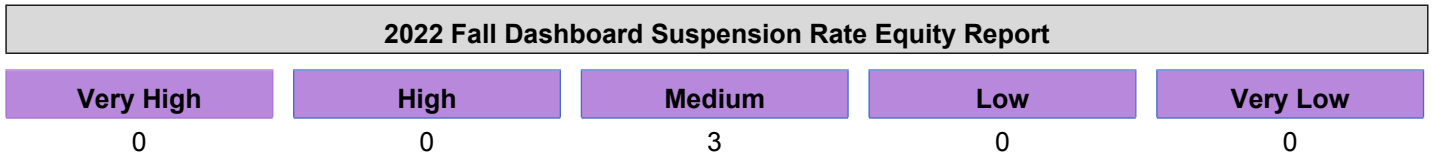72.2% graduated

18 Students

Conclusions based on this data:

1. Status level not available

2. Graduation rate increased from 55.6% in 20-21 to 72.2% in 21-22.

3. 86.7% of English Learners graduated compared to 72.2% of all students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
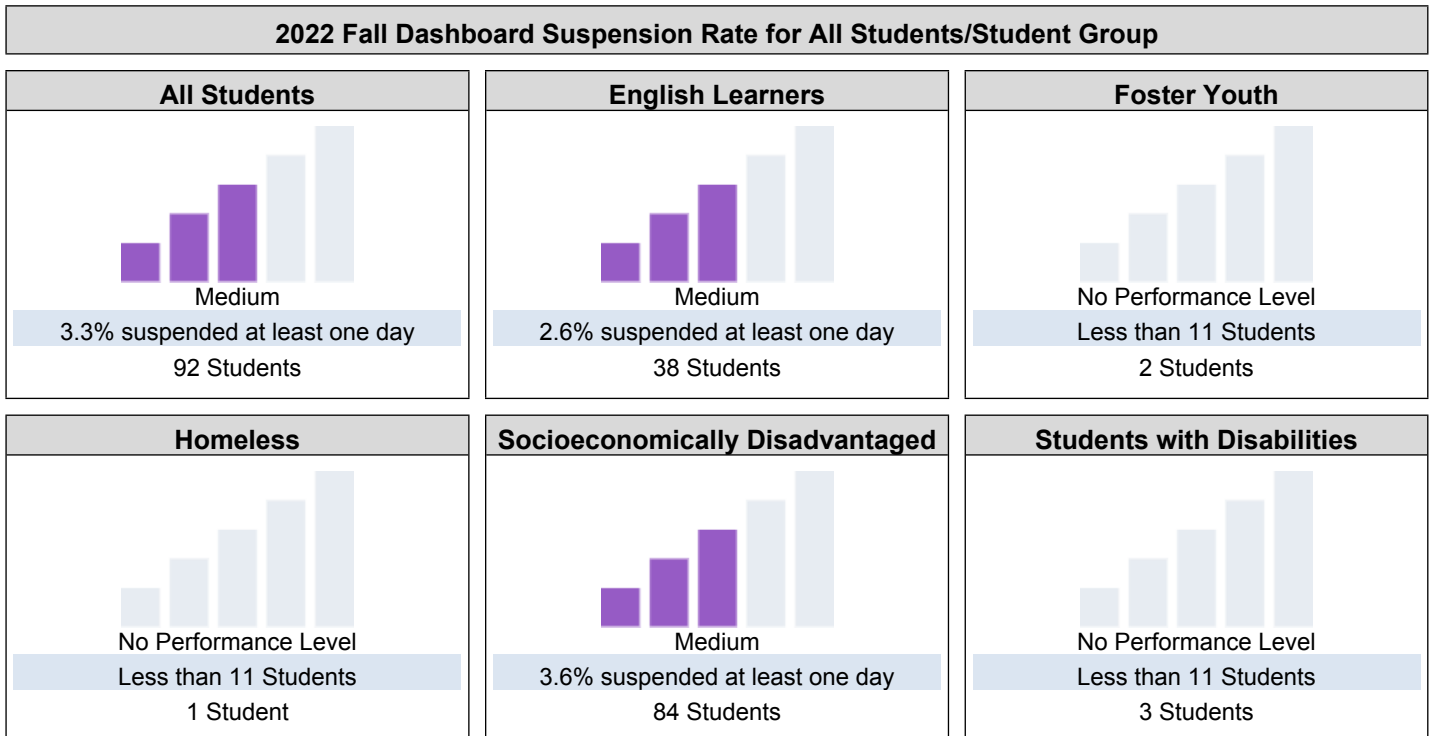
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
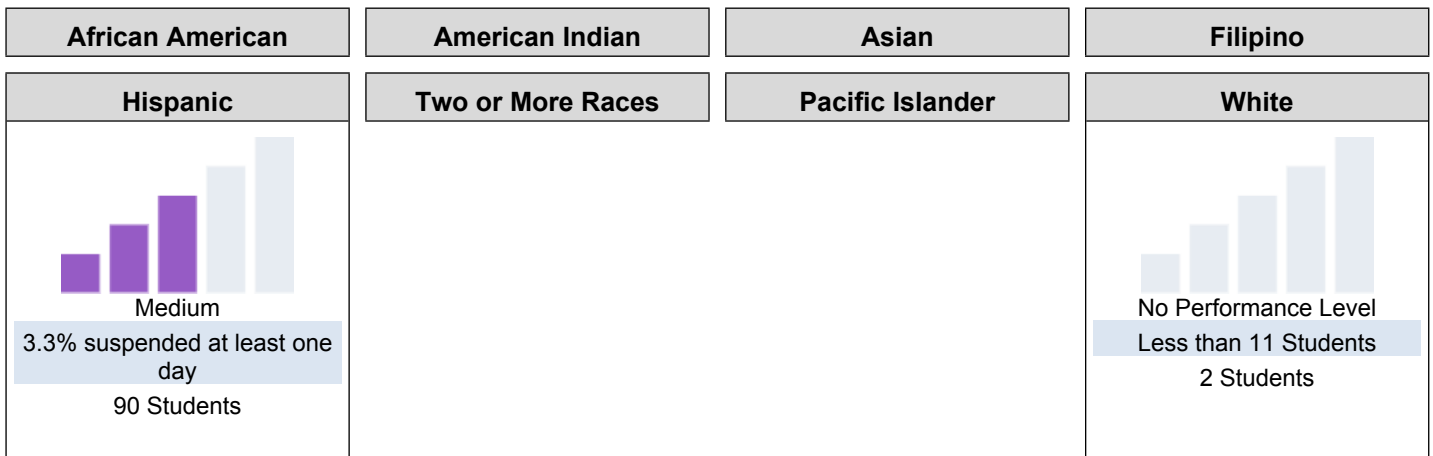
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	3	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
3.3% suspended at least one day	2.6% suspended at least one day	Less than 11 Students
92 Students	38 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	No Performance Level
Less than 11 Students	3.6% suspended at least one day	Less than 11 Students
1 Student	84 Students	3 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**

Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Hispanic

Medium

3.3% suspended at least one day

90 Students

White

No Performance Level

Less than 11 Students

2 Students

Conclusions based on this data:

1. Suspension rate (level) reported as Medium in 21-22 school year

2. 3.3% of all students were suspended at least once.

3. Suspension rates will be addressed through the CSI plan, which will include counseling, SEL lessons, and a soft skills course.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 2: Implementation of State Standards, 4: Pupil Achievement, 7: Course Access, 8: Other Pupil Outcomes

LEA/LCAP Goal

The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards based instruction.

Goal 1

Improve student achievement through:
a. College and Career Readiness
b. Support for students through academic advising
c. Project based activities
d. Student engagement
e.   English Language Development
Students will be given the tools to succeed in college, career and life through high expectations, intervention supports, individual learning plans, and intense goal and action planning.

Identified Need

Academic Achievement in ELA, Math and College and Career Readiness and ELD.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metrics State Priority 2: 2A.. Implementation of State Standards 1. English Language Arts 2. Math 3. English Language Development 4. Career Technical Education 5. Health Education Content Standards 6. History-Social Science 7. Model School Library Standards 8. Physical Education Model Content Standards 9. Next Generation Science Standards 10. Visual and Performing Arts 11. World Language	CAASPP ELA- Standard Exceeded- 0% Standard Met- 23.08% Standard Nearly Met- 15.38% Standard Not Met- 61.54% STAR reading assessment scale score 11th grade 2021-22: 867 2022-23: 1029 12th grade 2021-22: 522 2022-23: 991 CAASPP Math- Standard Exceeded- 0% Standard Met- 0% Standard Nearly Met- 7.69% Standard Not Met- 92.31%	CAASPP ELA- Standard Exceeded- 0% Standard Met- 25% Standard Nearly Met- 20% Standard Not Met- 55% STAR reading assessment scale score 11th- 1064 12th- 1026 CAASPP Math- Standard Exceeded- 0% Standard Met- 10% Standard Nearly Met- 25% Standard Not Met- 65% STAR math assessment scale score

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2B. EL access to CCSS and the ELD standards	STAR math assessment scale score 11th grade 2021-22: 757 12th grade 2022-23: 1015 12th grade 2021-22: 661 12th grade 2022-23: 1020 ELD- ELPAC: Level 4- 4.17% Level 3- 37.50% Level 2- 33.33% Level 1- 25% College/Career Readiness- 0 CTE classes offered	11th- 1045 12th- 1055 ELD- ELPAC: Level 4- 10% Level 3- 40% Level 2- 40% Level 1- 10% College/Career Readiness- 1 CTE class offered
Metrics State Priority 4 Pupil Achievement 1. Statewide Assessments 2. Pupils completing UC or CSU entrance requirements or CTE standards 3. EL progress as measured by ELPAC 4. EL reclassification rate	100% access to A-G requirements 100% access to CTE courses ELD- ELPAC: Level 4- 4.17% Level 3- 37.50% Level 2- 33.33% Level 1- 25%	100% access to A-G requirements 100% access to CTE courses ELD- ELPAC: Level 4- 10% Level 3- 40% Level 2- 40% Level 1- 10%
Metrics State Priority 7 Course Access: 7A) 1. Course Access for Grades 9-12	100% Access to all courses	100% Access to all courses
7B) Programs and services developed and provided for unduplicated students	Services provided for unduplicated students 100% unduplicated pupils access to programs and services	Services provided for unduplicated students 100% unduplicated pupils access to programs and services
7C) Programs and services developed and provided for individuals with exceptional needs	SPED services IEP- 100% participation	SPED services IEP- 100% participation
Metrics State Priority 8 Pupil Outcomes 1. ELA 2.Math	CAASPP ELA- Standard Exceeded- 0% Standard Met- 23.08% Standard Nearly Met- 15.38%	CAASPP ELA- Standard Exceeded- 0% Standard Met- 25% Standard Nearly Met- 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3. Science 4. Social Science 5. Physical Education (5th; 7th; and 9th grades.) 6.Visual and Performing Arts 7.CTE 8. Applied Arts 9. Electives as applicable.	Standard Not Met- 61.54% STAR reading assessment scale score 11th grade 2021-22: 867 2022-23: 1029 12th grade 2021-22: 522 2022-23: 991 CAASPP Math- Standard Exceeded- 0% Standard Met- 0% Standard Nearly Met- 7.69% Standard Not Met- 92.31% STAR math assessment scale score 11th grade 2021-22: 757 12th grade 2022-23: 1015 12th grade 2021-22: 661 12th grade 2022-23: 1020 ELD- ELPAC: Level 4- 4.17% Level 3- 37.50% Level 2- 33.33% Level 1- 25% College/Career Readiness - 0% students enrolled in at least one CTE course. 100% Access to all courses	Standard Not Met- 55% STAR reading assessment scale score 11th- 1064 12th- 1026 CAASPP Math- Standard Exceeded- 0% Standard Met- 10% Standard Nearly Met- 25% Standard Not Met- 65% STAR math assessment scale score 11th- 1045 12th- 1055 ELD- ELPAC: Level 4- 10% Level 3- 40% Level 2- 40% Level 1- 10% College/Career- 100% of students enrolled in at least one CTE course 100% Access to all courses
2b: English Learners/ English Language Development	ELPAC Level 4- 4.17% Level 3- 37.50% Level 2- 33.33% Level 1- 25%	ELPAC- Level 4- Increase to 10% Level 3-Increase to 40% Level 2-Decrease to 30% Level 1-Decrease to 20%
2c: English Learner Progress	42% of English Learners progressed at least one ELPI level.	60% of English Learners progress at least one ELPI level.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students to include English Learners, Low Income, and Homeless

Strategy/Activity

Provide and expand college and career readiness. Students will attend college visits/virtual field trips and activities. A CTE Course was added to the schedule. Events such as career month will consist of speakers from different academic and vocational institutions, research projects, direct instruction, and classroom assignments directly related to college and career readiness such as financial aid, resume building, and career opportunities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries certificated extra duty for intervention
3,000.00	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Substitute teachers for PD time

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students to include English Learners, Low Income, and Homeless

Strategy/Activity

All students, including the EL students have an individual learning plan (ILP) for more focused learning. Each student's program is fit to the student needs. Goal setting folders will be supplied to all students to track academic progress.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1339.00	Title I 4000-4999: Books And Supplies ILP Materials and Supplies
1062.00	Title III 4000-4999: Books And Supplies Instructional materials for EL students ILP's
2000.00	Comprehensive Support and Improvement (CSI)

	5000-5999: Services And Other Operating Expenditures Educational Field Trips for EL students

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

EL students will take standards based study trips (or virtual) to expand learning opportunities and first hand exposure to content explored in the classroom with emphasis on reading and literature. Students will be provided art supplies for integrating art activities and project based learning within ELA , Math, and other core subjects. ELD support integrated and designated ELD supplemental materials, supplies and resources will be provided. Additional Aide support will be provided to EL's for small group intervention.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1062.00	Title III 5000-5999: Services And Other Operating Expenditures ELD support/ Field trips
2000.00	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Extra duty assignments for Aide to provide small group intervention for EL's
12,000.00	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Consultants/contracts with county for EL training
2000.00	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Extra duty assignments for clerk to monitor attendance for intervention groups, tutoring, and outreach.
2000.00	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Classified Sub salaries for PD relief

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

SHS provided College and Career Readiness opportunities as planned through purchases of materials and supplies, exposure to college and career field trips,educational activities, and learning events. Students also had Individual Learning Plans (ILP's) to set goals and monitor educational progress with the guidance of SHS staff. ILP meeting were scheduled once a quarter. Materials and supplies were purchased as needed. Students were exposed to potential career options, and had the opportunity to ask questions, do research, and reflect. ILP's helped students set goals, and establish action plans to reach those educacional goals with the support of staff.

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

Due to Covid-19 and safety protocols, some intended activities were not executed, as well as expenditures.

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

Goal 1 Activity 2 : ILP funding will be split to prioritize English Learners. Title I will focus on Low Income students, whereas Title III will focus on EL's.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priorities 1: Basic, 5: Pupil Engagement, 6: School Climate

LEA/LCAP Goal

The District will provide engaging and rigorous learning environments where students feel safe and want to be in school.

Goal 2

The school will provide engaging, learning experiences for students in order to improve school climate and student engagement through a multi-tiered system of support (MTSS) and social emotional learning.

Identified Need

School has been qualified for CSI assistance due to high suspension rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	72.2% Graduation Rate (all)	Increase to 82%
Suspension Rate-All Students	3.3% Suspension Rate (all) Level Medium	Decrease suspension rate to 2%
Chronic Absenteeism Rates	NO data available - Chronic Absenteeism Rate	
High School Dropout Rates	12%- 18-19 High School Dropout Rate	Decrease to 8%
Pupil Expulsion Rates	0%- 18-19 Pupil Expulsion Rate	Maintain at 0%
The teachers of the school are appropriately assigned and fully credentialed in the subject areas for the pupils they are teaching.	100% of teachers are fully credentialed	100% of teachers are fully credentialed
Every pupil in the school has sufficient access to the standards-aligned instructional materials	100% of students have sufficient access to standards-aligned instructional materials	100% of students have sufficient access to standards-aligned instructional materials
School facilities are maintained in good repair.	100% School facilities are maintained in good repair.	100% School facilities are maintained in good repair.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students to include English Learners, Low Income, and Homeless.

Strategy/Activity

Safety and School Climate related activities: professional development for staff, intervention assemblies/speaker, field trips, communication and transportation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2947.00	Title I 5000-5999: Services And Other Operating Expenditures Professional Development
3000.00	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures WASC Membership
8,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Professional development for staff
7000.00	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Educational Field Trips for At Risk Students
15,099	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Consulting /contracts with county for Unit Development
1608.00	Title I 4000-4999: Books And Supplies Recognitions and Incentives for Academics, Behavior, and Attendance

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students to include English Learners, Low Income, and Homeless.

Strategy/Activity

Counseling and SEL group for students, as identified through "Check and Connect" and intervention criteria set by AERIES point system.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Materials and supplies for check and connect mentors/students

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Staff was unable to attend professional development opportunities as planned due to COVID-19. Field Trips were also suspended due to COVID-19.

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

Due to COVID-19, RSUSD remained in Distance Learning. Some intended activities were not executed, as well as expenditures.

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

Goal 2 Action 2 was added in response to CSI designation. Staff will be trained on SEL and behavior intervention strategies. Counseling will be added for students as identified through Check and Connect and MTSS.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 3

LEA/LCAP Goal

The District will foster a culture of student, parent and community involvement by building and maintaining a

Goal 3

Parents will be able to participate in a variety of positive, relationship building opportunities and events, i.e school based interactive activities.
Partnerships will be added to include CTE opportunities for the students that will provide training, and/or potential job placement.

Identified Need

There is a need to have effective partnerships and communication with parents, community, and local colleges and workforce agencies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3A: Parental Involvement	10% parent participation rate- Attendance	15% participation rate
3B: Parental involvement for unduplicated students	10% parent participation rate- Attendance	15% participation rate
3C: Parent involvement for students with Exceptional needs	10% parent participation rate- Attendance	15% participation rate
CTE enrollment/participation	0% participation in CTE Courses	100% participation in CTE Courses

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students to include English Learners, Low Income, and Homeless.

Strategy/Activity

Interactive activities and events for parents on school campus to promote parent engagement and support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
95.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies parent involvement/parent engagement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students to include English Learners, Low Income, and Homeless.

Strategy/Activity

Partner with PLTW and local agencies to offer CTE courses designed to provide a skillset that will prepare them for the workforce and potential job placement in the future. Options include but not limited to: Work experience, dual enrollment, internships, externships

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,000.00	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures CTE contracts PLTW
35,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Materials and supplies for PLTW engineering courses
20,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Contracts or fees for local agency partnerships related to CTE, Dual enrollment or internships (i.e WHC)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Activities were executed as much as possible given much limitation due to COVID-19 and distance learning.

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

Reef Sunset offered distance learning due to COVID-19 at which time some intended activities were not executed, as well as expenditures.

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

CTE and partnerships with PLTW were added in Goal 3 Action 2

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 3: Parent Involvement

LEA/LCAP Goal

The District will foster a culture of student, parent and community involvement by building and maintaining positive participation and relationships.

Goal 4

Parents will be able to participate in a variety of positive, relationship building opportunities and events, i.e school based interactive activities. School will also provide informational materials and books for parents.

Identified Need

There is a need to have effective partnerships and communication with parents and community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3A: Parental Involvement	10% parent participation rate- Attendance	15% participation rate
3B: Parental involvement for unduplicated students	10% parent participation rate- Attendance	15% participation rate
3C: Parent involvement for students with Exceptional needs	10% parent participation rate- Attendance	15% participation rate

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students to include English Learners, Low Income, and Homeless.

Strategy/Activity

Interactive activities and events for parents on school campus to promote parent engagement and support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

SHS will continue to promote parent participation and engagement by developing opportunities for positive interactions on campus, input on Individual Learning Plans, and student achievement.

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

There are no significant differences between intended implementation and actual implementation but more funding was budget for expenditures to support effective implementation of actions.

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.

There were no significant changes to any of the above.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$13,908.00
Total Federal Funds Provided to the School from the LEA for CSI	$136,099.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$144,212.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$136,099.00
Title I	$5,894.00
Title I Part A: Parent Involvement	$95.00
Title III	$2,124.00

Subtotal of additional federal funds included for this school: $144,212.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $144,212.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	147.00	52.00
Title I	11,743.00	5,849.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	136,099.00
Title I	5,894.00
Title I Part A: Parent Involvement	95.00
Title III	2,124.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,000.00
2000-2999: Classified Personnel Salaries	6,000.00
4000-4999: Books And Supplies	40,104.00
5000-5999: Services And Other Operating Expenditures	90,108.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	8,000.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	6,000.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	36,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	86,099.00

4000-4999: Books And Supplies	Title I	2,947.00
5000-5999: Services And Other Operating Expenditures	Title I	2,947.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	95.00
4000-4999: Books And Supplies	Title III	1,062.00
5000-5999: Services And Other Operating Expenditures	Title III	1,062.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,463.00
Goal 2	38,654.00
Goal 3	74,095.00

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

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Estela Jimenez	Principal
Laura Espinoza	Classroom Teacher
Jeny Linares	Other School Staff
Erica Rodriguez	Parent or Community Member
Estela Cano	Parent or Community Member
Damariz Mejia	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.