

# 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
Somerset Continuation High School	19643031938190	October 31, 2023	December 14, 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)

Schoolwide Program

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.

The Every Student Succeeds Act (ESSA), signed into law in 2015, was established to ensure that every student has access to a high quality education. Provisions for ESSA include students receiving high academic standards that will prepare them to succeed in college and careers; the administration of annual statewide assessments that measure students' progress toward those high standards; support for students including evidence based interventions; and engaging in equitable practices for students designated as disadvantaged and high need. Somerset High School, which holds the distinction as a California Model Continuation High School, employs a team of dedicated professionals, both comprised of certificated and classified staff. Somerset High School held several public meetings with the School Site Council, and the English Learner Advisory Council to create the school plan that addressed ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state and local programs. The school's plan entails implementing its newly adopted Theory of Action that intentionally focuses on staff establishing and maintaining meaningful and authentic relationships with all students; embracing the process of continuous improvement that entails taking advantage of professional development opportunities; doing the work of a professional learning community; incorporating the school-wide learner outcomes daily in instruction coupled with utilizing Positive Behavior Interventions and Supports and Social Emotional Learning with fidelity leading to a safe culture. With the implementation of Somerset's Theory of Action, student then will graduate on time with the ability and skills to communicate effectively, think critically and lead productive lives.

# 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).

In September 2023, Somerset High School qualified for Title I funding based on its low income ranking with a poverty rate of 77%. A Title I Needs Assessment Survey was subsequently administered to all stakeholders and the following is the outcome: When asked if Somerset is a safe place to learn, 31% strongly agreed; 56% agreed and 12% were neutral. With regards to school attendance, over 56% of the respondents strongly agreed that Somerset places emphasis on the importance of attendance, whereas 43% just agreed. Schools utilize a variety of methods to offer social-emotional support to students: counselor, case manager, PBIS, restorative practices, SEL curriculum. Based on the survey, the following percentages reflect the ways Somerset offers support for social-emotional learning to students: counselor- 100%; case manager - 62%; PBIS - 87%; restorative practices - 18%; SEL curriculum - 68%. Bellflower Unified School District's LCAP Goal 2 is to provide all students with a guaranteed, viable curriculum through effective data driven instruction practices to ensure all students are college and/or career ready. In consideration of LCAP Goal 2, 31% of the respondents strongly agreed and 68% agreed that instruction at Somerset is guided by California Standards and students learn using the adopted curriculum. On the question in the manner which Somerset provides academic support for students, intervention teachers and instructional aides both came in at 75%, whereas the percentage for tutoring before school and digital platforms were 31% and 50%, respectively. Next, stakeholders were asked if Somerset provides professional development for support instructional practices and district initiatives - seventy five strongly agreed and 25% agreed. With regards to communication, schools tend to utilize a wide-range of communication tools to reach out to stakeholders to advocate for the success of students. These consist of website, social media, blackboard, phone call, letters/fliers and email. According to the survey, the top three methods Somerset uses to communicate to stakeholders were email - 93%, followed by website, social media and phone call, both at 81%.

The Bellflower Unified School District collaborated with Panorama Education, which help schools and districts collect feedback from stakeholders in the areas of teaching social emotional learning, school climate and promoting healthy family-school relationships. Somerset High School also collected feedback from students, parents and teachers regarding various aspects of school operations, communication, and student preparedness. In the area of social emotional learning, 100 % of Somerset teachers responded favorably to a number of questions such as: How thoroughly do you feel you know all the content you teach?; How confident are you that you can engage students who typically are not motivated?; How confident are you that you can help your school's most challenging students to learn. Eighty-eight percent of the teachers responded favorably to the question of grit and how confident are you that you can support your students' growth and development. In terms of social emotional learning (SEL) in particular, the question was asked - how supportive has the school been to your growth as a teacher? Fifty percent said extremely supportive, 25% said quite supportive and 25% responded somewhat supportive. This was down 11% from the last survey. And when surveyed as to how valuable are the social-emotional learning (SEL) professional development opportunities, 62% stated that they were extremely valuable, 12% indicated quite valuable and 25% somewhat valuable. This was also down from the last survey - 25%. The Panorama SEL Survey (Competencies), which speaks to how well students perceive their own social-emotional skills, contain five topics: self management, social awareness, grit, emotional regulation and growth management. Fifty percent of the students responded favorably to the question of how well students manage their emotions, thoughts and behaviors in different situations. The average for the district was 49%. For social awareness and how well student consider the perspectives of others - 56%. For grit and how well students are able to persevere through setbacks to achieve long-term goal - 44%. Emotional regulation and growth mindset came in at 50% and 46%, respectively. With regards to the SEL Survey (Environmental and Supports), which provided feedback students had for their school in the area of teacher-student relationships, a sense of belonging, respect and school connectedness, 53% of the students stated there is a strong social connection between teachers and students which also includes beyond the classroom. When asked how much students feel that they are valued members of the school community, 40% responded favorably. When asked to respond about respect, 84% said Somerset are respectful. And the question was posed of how connected do you feel to the adults at your school only 40 % responded favorably which is up 14 percentage points from the last survey.

## Classroom Observations

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

Generally there are two types of classroom observations: informal and formal. Informal classroom observations are unscheduled visits by the principal and occurs daily. During these visits, the principal collects quick data pertaining to the district's instructional initiatives. i.e. strategic interactive instruction; standards and measurable objectives; student engagement; Thinking Maps; use of technology. Formal classrooms observations are scheduled visits and are held based on a teachers' tenure. Probationary teachers are evaluated every year during the probationary period. Teachers with less than five years of experience are evaluated every other year and teachers with more than fifteen years of experience are formally evaluated every five years. A summary of the findings reveal that teachers effectively implement district-wide instructional initiatives.

## 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)

Somerset High School students are administered California's system of assessments known as CAASPP: California Assessments of Student Performance and Progress. Under the umbrella of CAASPP is the Smarter Balanced Summative Assessments (SBAC) which is administered to eleventh grade students. The SBAC is a computer based tests that allow students to show what they know and are able to do. It is based on the California State Standards (CCSS) for English Language Arts/Literacy (ELA) and mathematics and has three components designed to support teaching and learning throughout the year: the summative assessments, the interim assessments, and the Digital Library of formative assessments. Other assessments administered by Somerset include the district's Informative On-Demand Writing Assessment, the NWEA Measure of Academic Performance (MAP) Growth Assessments, and the English Language Proficiency Assessments (ELPAC). The on-demand writing assessments, which are administered twice a year, are a powerful tool that helps teachers and administrators better understand, track, and evaluate student writing performance and growth over the course of the school year. The NWEA Map Growth Assessment is a computer adaptive test administered in the fall and spring. It is designed to measure student achievement in the moment and growth over time. Teachers are able to receive results immediately that show what students know and are able to do which helps them to personal lessons and target specific skills. The English Language Proficiency Assessments for California (ELPAC) is the mandated state test for determining English language proficiency (ELP). It is administered as an initial assessment to newly enrolled students whose primary language is not English, as indicated on a home language survey; and annually as a summative assessment to students who have been previously identified as EL students. The ELPAC is also a computer-based that assess the four domains of listening, speaking, reading, and writing.

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

Somerset High School teachers use data from curriculum-embedded assessments, diagnostics, formative assessments, oral discussions, inquiry, and presentations to guide and modify instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the teachers meet highly qualified requirements in the subject areas they teach.

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

Somerset High School teachers participate in on-going professional development sponsored by the district and outside educational agencies, and they have access to adopted textbooks, technology-based materials, and tests designed for and used by students as principal learning resources which meets the content requirement for a full course of study.

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

Somerset High School teachers engage in continuous growth and development with regards to content standards and assessing student performance. Somerset's principal continues to attend the principal coaching sessions with Phil Marzano of Marzano Resources for guidance in employing the High Reliability School framework. In utilizing the HRS framework teachers, in PLC's, work collaboratively considering four critical questions: 1. What is it we want students to learn? 2. How will we know if students are learning? How will we respond when students don't learn? 4. How will we extend learning for students who are highly proficient? Somerset also ensures that teacher's professional needs are met through staff development and professional growth opportunities.

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

Somerset High School teachers receives on-going instructional assistance and support from the district TOSAs; site and district administration; and collaborating with colleagues in their PLCs. There is also support for teachers on the district's Curriculum and Instruction website.

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

Teachers regularly collaborate within their subject area and across the curriculum during PLC collaboration time.

## Teaching and Learning

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

In PLCs and staff meetings, staff continually align and assess the effectiveness of curriculum, instruction, and materials and their effectiveness in helping students achieve and master the content and state performance standards.

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

Somerset High School adheres to the recommended instructional minutes for reading/language arts and mathematics.

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

Somerset High School's master schedule allows for teachers, with approval, to assume extra period assignments for intervention courses.

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

All materials are standards-based and all students have access to standards based instructional materials in all subjects.

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

Somerset High School is using adopted and standards-aligned instructional materials, including intervention materials such as English 3D, to help all high school students access standard aligned core courses.

## Opportunity and Equal Educational Access

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

A universal approach to teaching is used for LTEL and EL students in order to help bridge the achievement gap for under-performing students at Somerset High School.

Evidence-based educational practices to raise student achievement

Somerset High School uses research based educational practices to raise student achievement which include Strategic Interactive Instruction (SII), English 3D, SII, PLC;s and writing backed by text based evidence.

## Parental Engagement

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

Resources available from family, school, district and communtiy to assist under-achieving students include one-on-one academic counseling from Somerset's academic counselor; Somerset's Social Emotional Learning counselor, Wellness Center and the SEL curriculum; and Somerset's after school intervention in ELA and math.

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)

Somerset uses staff meetings, SSC and ELAC to involve students and parents in the planning and implementation of effective school programs.

## Funding

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

Both EIA/LEP, Concentration Grant funds and Supplemental Funds for ELs provide services that enable underperforming students to meet the standard.

Fiscal support (EPC)

Somerset receives substantial fiscal support from the district that allows Somerset to hold interventions such as Intersession both in the fall and spring.

## 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

Somerset High School consulted with the following educational partners: teachers, classified staff, students, and parents. Teachers and classified staff were introduced to the 2023-2024 SPSA at the staff meeting held on October 20, 2023 and again on October 31, 2023 at the combined School Site Council and English Learner Advisory Council meeting. Parents of the School Site Council, Parent Advisory Council, and English Learner Advisory Council were given opportunities to consult and modify the SPSA on October 31, 2023. Students were also given an opportunity to modify and consult concerning the SPSA for 2023-2024 school year during the same meeting.

# Resource Inequities

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

In the section on surveys, it was noted that Somerset High School recently qualified for Title I funding based on its low-income ranking with a poverty rate of 77%. This now welcomed designation and statistical fact constitutes as a resource inequity. According to the California Department of Public Health, the 2023 federal poverty guideline for a two person household is \$14,580; three person household - \$24,860; four person household - \$30,000. Also, the latest data from the Public Policy Institute for California reports that the Latino poverty rate in California increased to 16.9%, which is up from 13.5% in the fall of 2021. This is noteworthy due to Somerset's Hispanic/Latino enrollment percentage rate which currently stands at 75%. Families that fall within the federal poverty guidelines tend to have: low educational levels; less disposal income; housing and employment challenges; issues with transportation. As a result, financial resources may not be available for increased supplemental learning opportunities; student engagement and learning beyond the classroom declines or does not exist due to inadequate residential space or supervision; student absenteeism increases. All of these factors has an impact student achievement.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	0
African American	11.94%	14.06%	12%	16	18	13
Asian	0.75%	0.78%	%	1	1	0
Filipino	0.75%	0.78%	.02%	1	1	3
Hispanic/Latino	77.61%	71.88%	75%	104	92	79
Pacific Islander	%	1.56%	.02%	0	2	3
White	5.97%	8.59%	.05%	8	11	6
Multiple/No Response	2.99%	1.56%	.009%	4	2	1
Total Enrollment				134	128	105

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	1		
Grade 10	1	4	
Grade 11	11	23	18
Grade 12	121	101	87
Total Enrollment	134	128	105

### Conclusions based on this data:

1. Somerset High School experienced a decline in student enrollment in the 2023-24 school year.
2. Somerset High School's decline in enrollment is attributed to a decline in enrollment district wide. Also, Somerset's decline in enrollment can be attributed to the additional credit recovery classess at the comprehensive sites.
3. The two major student groups by ethnicity are Hispanic/Latino and African American.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	33	34	26	24.6%	26.6%	28
Fluent English Proficient (FEP)	40	23	0	29.9%	18.0%	0
Reclassified Fluent English Proficient (RFEP)	0		15	0		16

### Conclusions based on this data:

1. The total number of English Learners students at Somerset High School grew slightly in 23-24.
2. Currently, Somerset do not have any English Learner FEP students enrolled. For 22-23, there were a total of 23.
3. The number of students that received the status as Reclassified Fluent English Proficient increased significantly in 23-24.



# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8	*			0			0					
Grade 11	53	71	80	0	62	77	0	62	77	0.0	87.3	96.3
All Grades	54	71	80	0	62	77	0	62	77	0.0	87.3	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2469.	2492.		0.00	6.49		9.68	12.99		35.48	28.57		54.84	51.95
All Grades	N/A	N/A	N/A		0.00	6.49		9.68	12.99		35.48	28.57		54.84	51.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		1.61	7.79		54.84	57.14		43.55	35.06
All Grades		1.61	7.79		54.84	57.14		43.55	35.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	3.90		38.71	38.96		61.29	57.14
All Grades		0.00	3.90		38.71	38.96		61.29	57.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		1.61	2.60		62.90	75.32		35.48	22.08
All Grades		1.61	2.60		62.90	75.32		35.48	22.08

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>		3.23	5.19		59.68	61.04		37.10	33.77
<b>All Grades</b>		3.23	5.19		59.68	61.04		37.10	33.77

**Conclusions based on this data:**

1. In the overall achievement for all students, the mean scale score increased by 23 points in 22-23. What contributed to this increase was 6.49 percent of the students exceeded the standard.
2. When considering the different testing strands: reading, writing, listening and research/inquiry, Somerset students' strongest area is listening where 75% of students performed at or near standard. This is up twelve percentage points from last year. The lowest strand is writing where 57% were below standard. However, this is an improvement from the previous year where 61% below standard. More practice in writing, backed by text based evidence coupled with a strengthening of writing conventions is necessary to raise the writing strand. The school remains focused on writing backed by text based evidence. This specific focus is facilitated by a school wide effort to use the RACE model of writing backed by text based evidence.
3. Overall, for ELA, Somerset saw an increase in the number of students above standard in 22-23.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8	*			0			0					
Grade 11	53	74	80	0	66	77	0	66	77	0.0	89.2	96.3
All Grades	54	74	80	0	66	77	0	66	77	0.0	89.2	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2426.	2439.		0.00	0.00		0.00	0.00		6.06	12.99		93.94	87.01
All Grades	N/A	N/A	N/A		0.00	0.00		0.00	0.00		6.06	12.99		93.94	87.01

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		15.15	15.58		84.85	84.42
All Grades		0.00	0.00		15.15	15.58		84.85	84.42

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		46.97	48.05		53.03	51.95
All Grades		0.00	0.00		46.97	48.05		53.03	51.95

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		53.03	54.55		46.97	45.45
All Grades		0.00	0.00		53.03	54.55		46.97	45.45

### Conclusions based on this data:

- While there was an improvement in the percentage of the number of students not meeting the standard in 22-23, the percentage remains high. Somerset students' most challenging area is in the application of mathematical

concepts and procedures. Nearly 85% of the students were below standard. With regards to the other strands, roughly 55% of the students were at or near standard in the area of communicating reasoning and 48% percent were at or near standing in applying the appropriate tools and strategies to solve real world and mathematical problems.

2. Post observation discussions from district led Instructional Rounds revealed a lack of rigor as to the contributing factor to the low test scores.
3. Based on the data and findings, Somerset administration has already begun having conversations about increasing the rigor, and it is the goal to increase student performance in math by offering after school intervention.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	1568.4	1578.2	*	1560.9	1570.7	*	1575.6	1585.2	8	20	13
12	1570.8	1580.1	1573.7	1575.0	1577.1	1581.7	1566.3	1582.5	1565.1	28	18	18
All Grades										36	38	32

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	15.00	23.08	*	40.00	53.85	*	40.00	23.08	*	5.00	0.00	*	20	13
12	25.00	22.22	22.22	28.57	50.00	38.89	39.29	27.78	27.78	7.14	0.00	11.11	28	18	18
All Grades	22.22	18.42	21.88	38.89	44.74	46.88	33.33	34.21	25.00	5.56	2.63	6.25	36	38	32

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	25.00	30.77	*	55.00	53.85	*	15.00	15.38	*	5.00	0.00	*	20	13
12	35.71	38.89	33.33	50.00	50.00	44.44	14.29	11.11	16.67	0.00	0.00	5.56	28	18	18
All Grades	33.33	31.58	34.38	55.56	52.63	46.88	11.11	13.16	15.63	0.00	2.63	3.13	36	38	32

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	10.00	7.69	*	20.00	23.08	*	50.00	69.23	*	20.00	0.00	*	20	13
12	3.57	11.11	0.00	21.43	22.22	33.33	53.57	55.56	38.89	21.43	11.11	27.78	28	18	18
All Grades	2.78	10.53	3.13	19.44	21.05	28.13	58.33	52.63	53.13	19.44	15.79	15.63	36	38	32

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	5.00	7.69	*	85.00	84.62	*	10.00	7.69	*	20	13
12	0.00	16.67	5.56	82.14	83.33	72.22	17.86	0.00	22.22	28	18	18
All Grades	0.00	10.53	6.25	86.11	84.21	78.13	13.89	5.26	15.63	36	38	32

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	70.00	76.92	*	25.00	23.08	*	5.00	0.00	*	20	13
12	78.57	61.11	88.89	21.43	38.89	11.11	0.00	0.00	0.00	28	18	18
All Grades	77.78	65.79	84.38	22.22	31.58	15.63	0.00	2.63	0.00	36	38	32

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	20.00	15.38	*	45.00	69.23	*	35.00	15.38	*	20	13
12	7.14	16.67	16.67	50.00	55.56	44.44	42.86	27.78	38.89	28	18	18
All Grades	5.56	18.42	15.63	55.56	50.00	56.25	38.89	31.58	28.13	36	38	32

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	5.00	7.69	*	90.00	92.31	*	5.00	0.00	*	20	13
12	14.29	27.78	16.67	82.14	61.11	77.78	3.57	11.11	5.56	28	18	18
All Grades	11.11	15.79	12.50	86.11	76.32	84.38	2.78	7.89	3.13	36	38	32

#### Conclusions based on this data:

1. From 21-22 to 22-23 the overall mean score on the ELPAC increased slightly for juniors and decreased slightly for seniors. The gain for juniors was approximately equal in both oral and written language.
2. For 22-23, the overall language percentage for students at each performance level for all students was the following: Level 4 - 22%; Level 3 - 45%; Level 2 - 25%; Level 1 - 6%. Somerset High School had more students who tested at Level 3 which means these students' English learner proficiency skills were moderately developed, indicating that they can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. The next highest percentages was at level 2 (somewhat developed). Somerset does have Level 4 students among its EL population. Twenty three percent of juniors and 22% of seniors tested at Level 4, respectively.
3. With regards to ELPAC's domains- listening, speaking, reading, and writing: at Level 4, the speaking domain for both eleventh and twelfth grade students were significantly higher than the other domains, 77% and 89%, respectively. This is an increase from 21-22. At Level 2/3, the percentages of the eleventh grade students'

listening, reading and writing skills was high at 84%. In the category of well developed, the speaking domain had the highest percentage followed by the reading, writing and listening domains.



# 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
134	86.6	24.6	0.7
Total Number of Students enrolled in Somerset 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.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	24.6
Foster Youth	1	0.7
Homeless	1	0.7
Socioeconomically Disadvantaged	116	86.6
Students with Disabilities	13	9.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	11.9
American Indian		
Asian	1	0.7
Filipino	1	0.7
Hispanic	104	77.6
Two or More Races	4	3.0
Pacific Islander		
White	8	6.0

**Conclusions based on this data:**

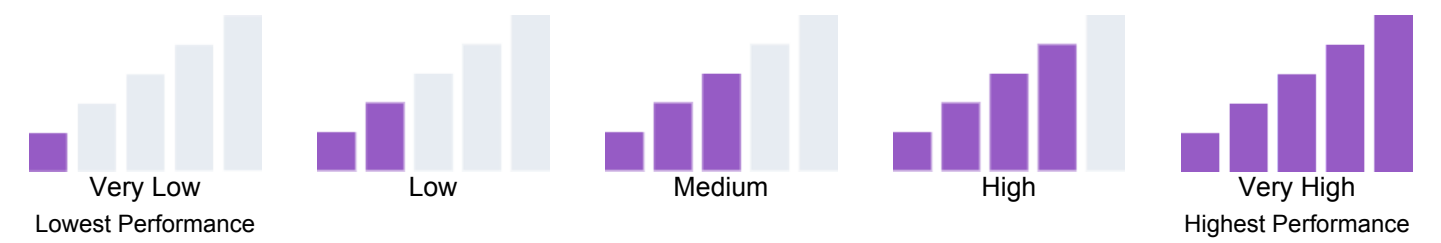
1. The largest sub-group for Somerset High School is students that are Socioeconomically Disadvantaged at 73.8%.
2. The largest ethnic group at Somerset High School is Hispanic at 67.2%. The second largest is African-American at 16.9%. The third largest is White at 9.8%
3. Somersets Students with Disabilities group is at 14.8% and English Learners are at 23.5% of the total student population.

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

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

**Conclusions based on this data:**

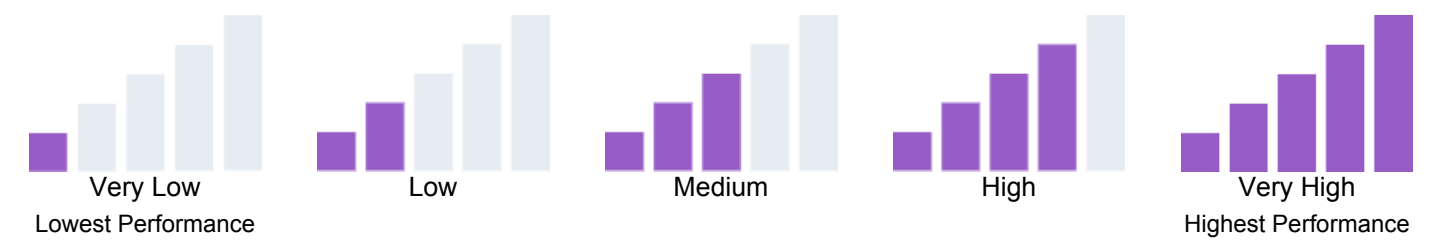
1. Conclusions based on this data will be updated after the release of the California School Dashboard data.

# School and Student Performance Data

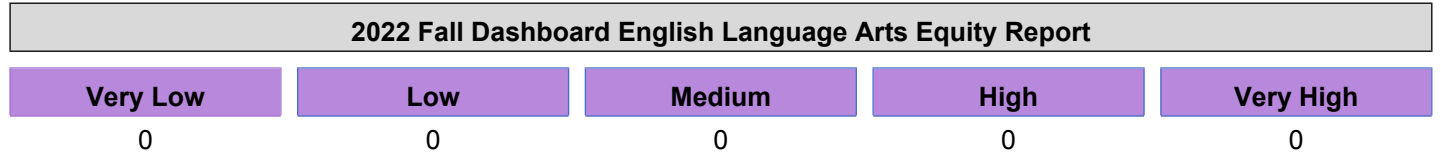
## Academic Performance English Language Arts

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

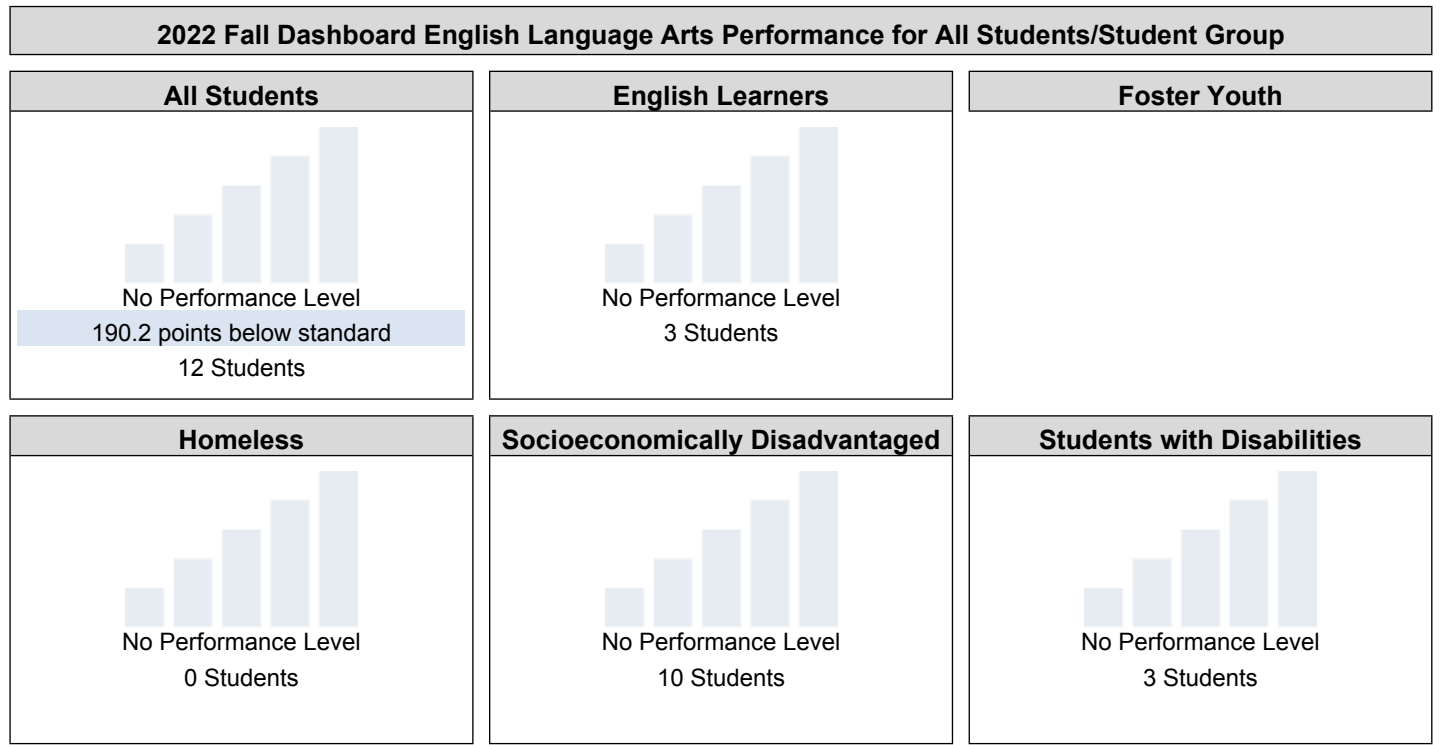
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



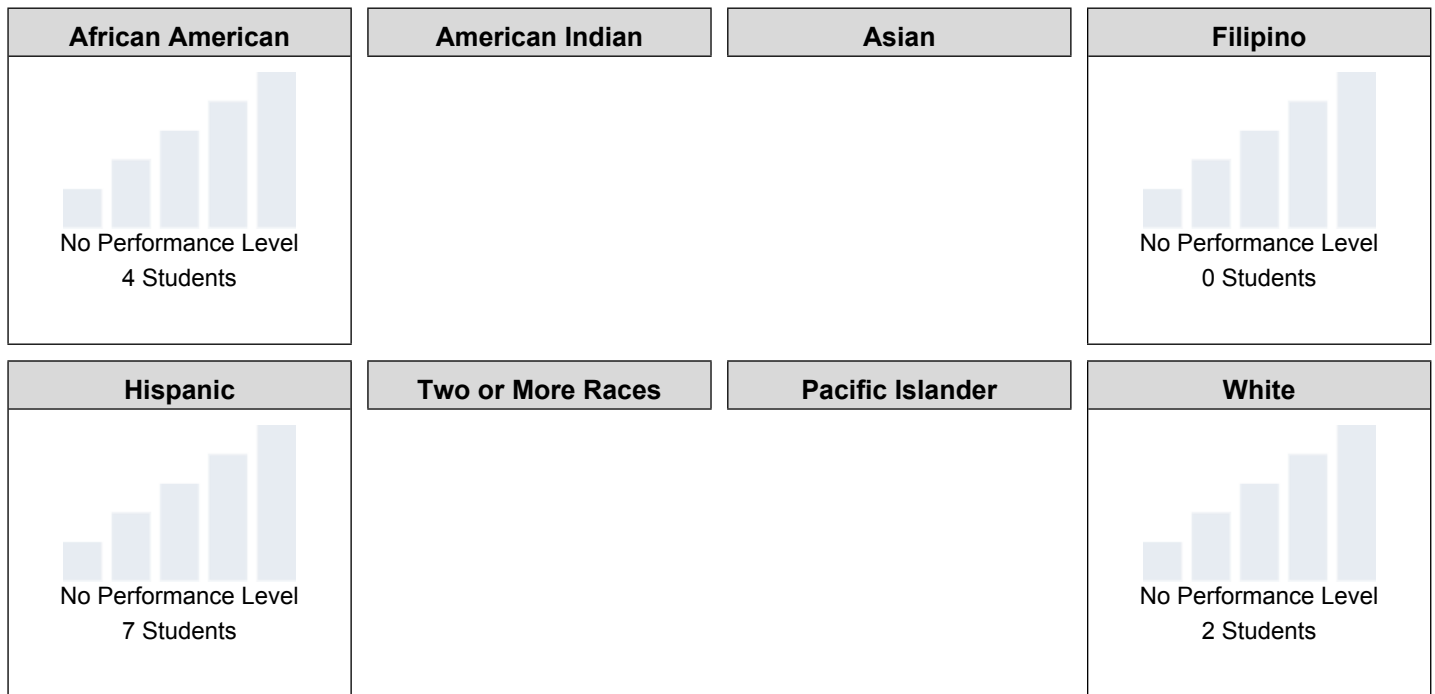
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
3 Students	0 Students	7 Students

#### Conclusions based on this data:

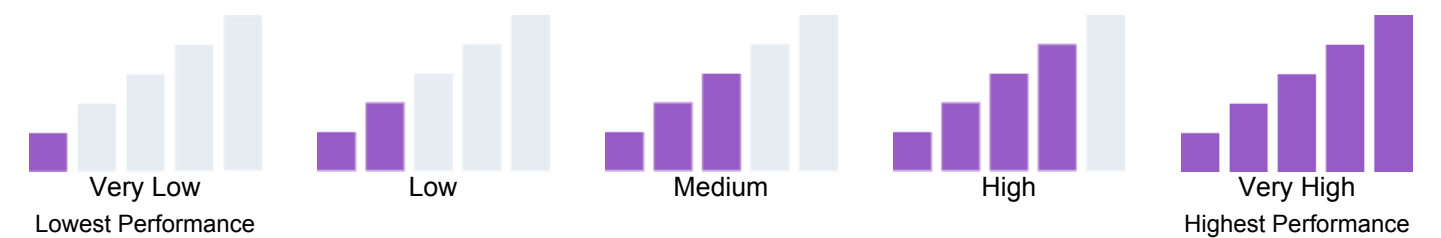
1. Somerset will do the following to raise achievement in ELA. First, continued use of the RACE method in backing arguments with evidence. Second, Somerset students will use in formative assessments SBAC style multiple choice questions and have the extra requirement of backing up their multiple choice selection with text based evidence.
2. Somerset will put all LTELs into ESL 120 and Eng 72 as dual enrollment courses that will remediate and help EL students raise their achievement in English.
3. Somerset High School will use ILIT 20 as a universal screener to track achievement in ELA for all students and show improvement in the important reading comprehension area. Interventions in reading comprehension will be based off of this universal screener.

# School and Student Performance Data

## Academic Performance Mathematics

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

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



This section provides number of student groups in each level.

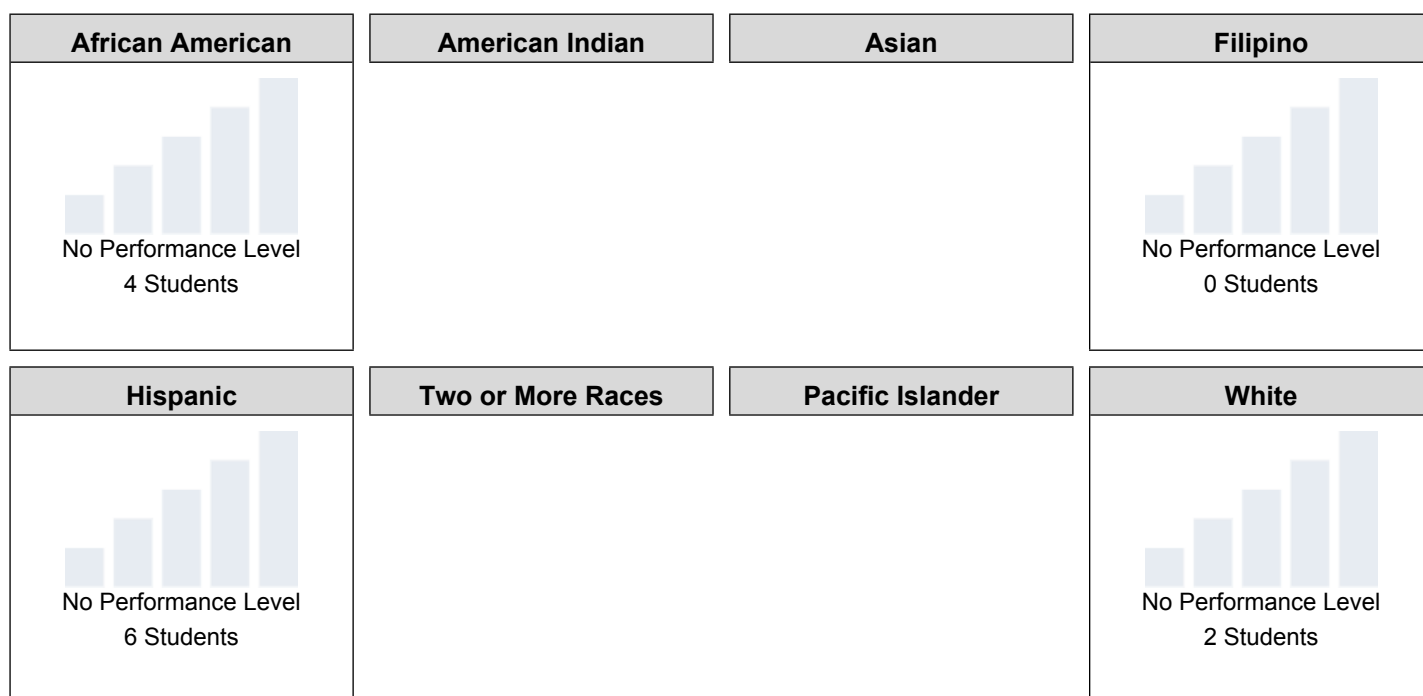
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

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
<p>No Performance Level 226.7 points below standard 11 Students</p>	<p>No Performance Level 2 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level 0 Students</p>	<p>No Performance Level 9 Students</p>	<p>No Performance Level 3 Students</p>



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
2 Students	0 Students	7 Students

#### Conclusions based on this data:

1. Somerset will do the following to raise achievement in Mathematics. First, continued use of the RACE method in backing arguments with evidence. Second, Somerset students will use in formative assessments SBAC style multiple choice questions and have the extra requirement of backing up their multiple choice selection with text based evidence or other valid evidences to prove conceptual proficiency in mathematics.
2. Somerset will use ALEKs universal math screener to assess math level. The data from ALEKs will help us form math intervention classes that will address skill deficits in mathematics.
3. Students will continue to learn in a blended model with direct instruction and will increase the number of discovery type lesson and project based learning lessons in mathematics that help students not only master procedural concepts but also master conceptual concepts.

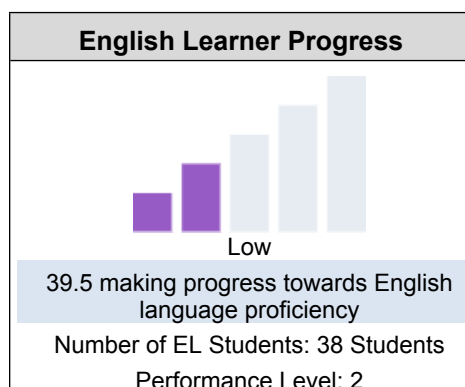
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.3%	34.2%	13.2%	26.3%

#### Conclusions based on this data:

1. Somerset High School will continue to push LTEL students to Level 4 by focusing on reading comprehension through English 3D and ILit 20 curriculum.
2. Somerset High School will continue to hold data chats that will clarify both graduation and reclassification criteria to students and help them make solid goals toward graduation and reclassification.
3. Somerset LTELs will take ESL 120 and Eng 72 as a both a remediation and credit recovery opportunity on their journey towards reclassification to fluency.

# 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. Somerset High School will increase the number of students becoming college and career ready by assessing career goals and enrolling students in the appropriate CTE and dual enrollment courses within Somerset High School, in CALAPS, and at Cerritos College.
2. Somerset High School will increase the number of dual enrollment courses offered on campus from 1 to a total of three courses.
3. Somerset High School will increase, during the school day, one more CTE pathway in construction to be added to pathways in CAD and Graphic Design And Production.

## 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

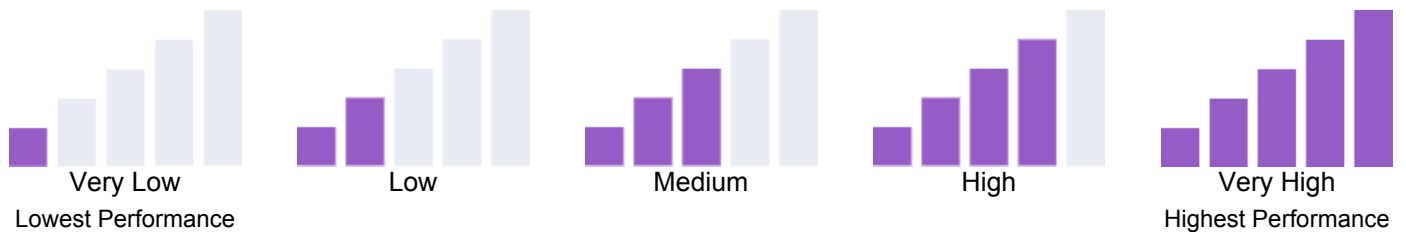
### Conclusions based on this data:

1. Somerset High School will continue using A2A and other district attendance interventions with fidelity.
2. Somerset High School will work toward increasing school connectivity by encouraging participation in ASB, Leo's Club, Key Club and other service organizations to encourage increased attendance.
3. Somerset will continue to improve the learning environment by showing true care to all students academically, socially, and emotionally.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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



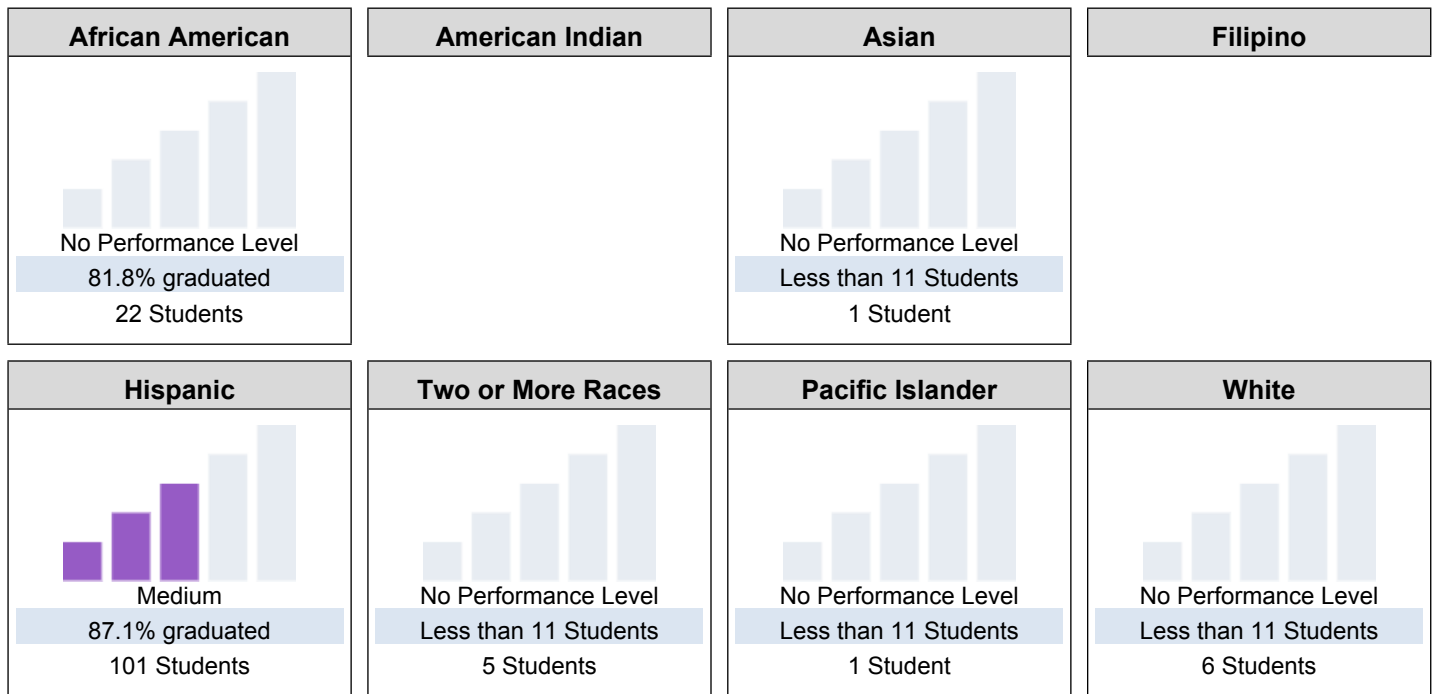
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	3	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	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Medium</p> <p>83.9% graduated</p> <p>137 Students</p>	<p>Medium</p> <p>81.8% graduated</p> <p>33 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>No Performance Level</p> <p>78.6% graduated</p> <p>14 Students</p>	<p>Medium</p> <p>83.8% graduated</p> <p>136 Students</p>	<p>No Performance Level</p> <p>71.4% graduated</p> <p>14 Students</p>

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity



### Conclusions based on this data:

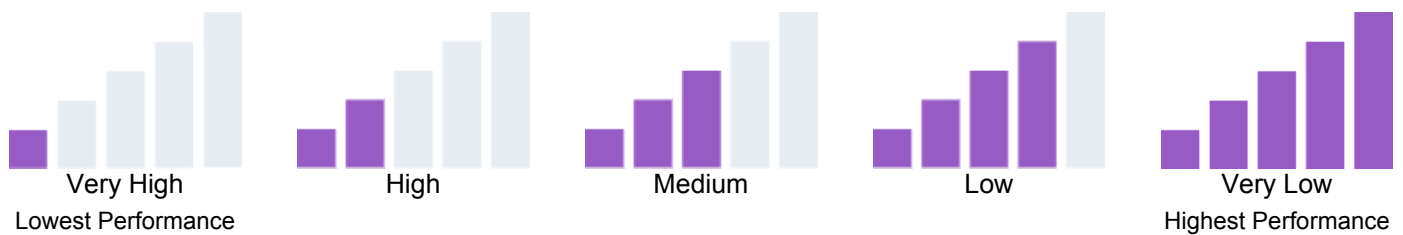
1. Somerset High School will increase the number of credit recovery opportunities offered through online opportunities, Dual enrollment classes, CTE, CALAPS classes, and through clearer instruction in existing classes.
2. Somerset High School will open a GED class on-site and also become a testing site for the CHSPE for students younger than 18.
3. Somerset High School will strengthen that path for students who do not graduate on-time a clear path to graduation through adult re-entry or other post secondary diploma opportunities.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

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

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



This section provides number of student groups in each level.

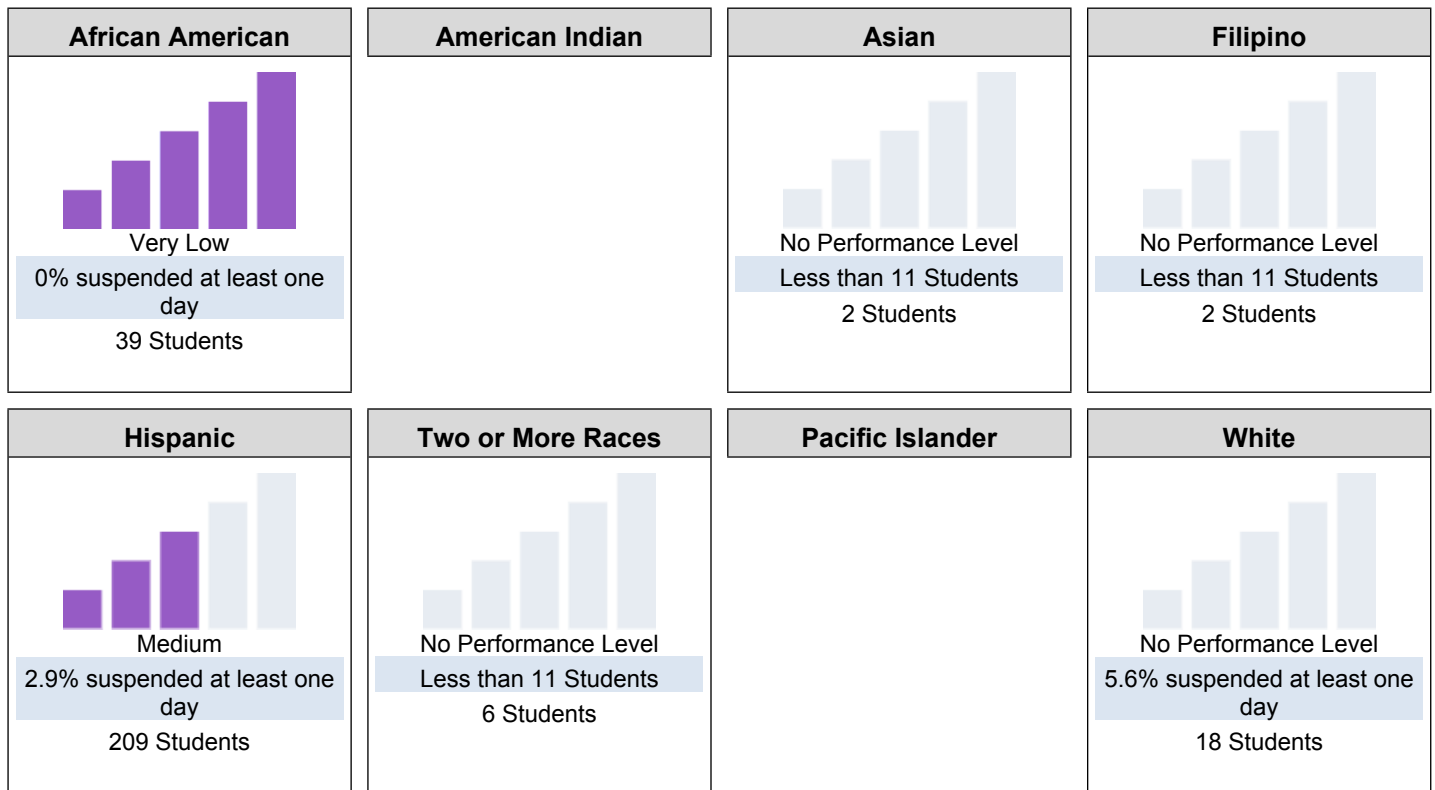
2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	4	0	1

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
<p>Medium</p> <p>2.5% suspended at least one day</p> <p>276 Students</p>	<p>Medium</p> <p>2.9% suspended at least one day</p> <p>69 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Medium</p> <p>2.6% suspended at least one day</p> <p>228 Students</p>	<p>Medium</p> <p>2.9% suspended at least one day</p> <p>34 Students</p>



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Somerset High School will collaboratively, with all stakeholders create alternate consequences to suspendable offenses that focus on changing behaviors toward the positive. These changes will increase positive behaviors and decrease the number of suspensions.
2. Somerset High School will continue to implement Gotcha's as a way to celebrate positive behaviors
3. Somerset will continue to implement student recognition programs such as the Super Saint, BLOC buster and U-turn.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 1: Provide all students safe, collaborative conditions for learning.

## Goal 1

Somerset High School will maintain safe, collaborative conditions for learning all students and continue to grow its Social Emotional Learning Program by expanding social emotional learning counseling services, resources and curriculum to equip students with skills to cope with everyday challenges, navigate relationships and manage emotions.

## Identified Need

Social-Emotional curriculum and materials.

Staff Social Emotional Learning professional development and training.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Wellness Center assessment and evaluation	Somerset's Wellness Center is furnished, operative is frequently visited by students.	When students visit Somerset's Wellness Center they will be able to benefit from a variety of tools and resources to help them manage their emotions.
SEL Counselor data	The number of students visiting the Wellness Center.	Better management of emotions Establishment of healthy relationships Better decision making Achievement of academic goals
Emergency Storage Supplies	When inventory was conducted during the completion of the 2022-23 Comprehensive School Safety Plan, there were items that needs replacing and and missing from inventory.	Somerset High School's Safety Committee will have conducted an inventory of the Emergency Storage Container to ensure Somerset has the items needed to ensure safety needs are being met.
Emergency Drill Schedule	Drop Drills Fire Drills Evacuation Drills Lock Down Drills	Students and staff knowledge of emergency disaster procedures

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

### Strategy/Activity

Assess current status of Wellness Center: material and supplies, resources.

Monthly meetings to analyze data collected from Wellness Center visits.

### 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)

579

#### Source(s)

Supplemental (EL) Grant  
4000-4999: Books And Supplies

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

Take inventory of Emergency Storage Container to ensure their are adequate supplies and equipment for emergency disasters.

Conduct Emergency Disaster Drills.

Consult with Day Custodian regarding the necessary custodial supplies.

### 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)

947

#### Source(s)

SISS

	4000-4999: Books And Supplies
933	SISS 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Somerset High School's Wellness Center officially opened this school year and with addition of the Wellness Center, which is serviced by our SEL Counselor, students now have access to a welcoming, non-academic environment where they can feel comfortable, regulate their emotions, receive support, and engage in discussions with the SEL Counselor regarding their well-being.

Somerset teachers continue to incorporate the School-Wide Learner Outcomes - The 4 C's - daily with lessons. One of the 4 C's, communicators, corresponds directly with one of the social emotional competency - relationship skills - in that it helps students to establish and maintain healthy and rewarding relationships. This involves communicating clearly, listening, cooperating, resisting social pressure, addressing conflict constructively and reaching out for help when needed.

Somerset High School continues to partner with Community Family Guidance. The therapist from CFG continues to schedule and hold one-on-one sessions with students needing counseling support.

Somerset High School incorporated Help Line Youth Counseling into its instructional program: A counselor from Help Line Youth Counseling meets with Somerset's Orientation Students twice a week for fifty minutes and the counselor engages students in a variety of topics pertaining to Social Emotional Learning. At the end of each class, students complete a reflection journal and respond to the following questions: What points stood out in today's lesson? 2. How can you apply the topic to your life. 3. How would you meet those challenges?

Somerset High School obtained the Social Emotional Curriculum Learning called School Connect from the District. Features and highlights of the curriculum was presented to Somerset teachers and it is being implemented every BLOC.

Overall, the implemented strategies have had an positive impact on students' self awareness, self-management, social awareness, relationship skills, and responsible decision making skills.

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

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

No changes will be made to this goal, annual outcomes, metrics, or strategies to achieve this goal as a result of this analysis.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 2: Provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

## Goal 2

- 1. Somerset High School will provide after school academic intervention in ELA and Math to increase students' content knowledge and skills leading to an increase in academic performance as measured by the NWEA Map Growth and local writing benchmark assessments.
- 2. Somerset High School will provide all English Learners with quality Tier 1 integrated and designated ELD instruction daily preparing students to increase language proficiency levels as measured by the English Language Proficiency Assessments for California (ELPAC).

## Identified Need

Committed certificated staff member.

Academic intervention training and materials.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Map Growth Norms and Comparatice Data; SBAC and ELPAC assessments	Individual Class Reports IXL Diagnostics	Increase in RIT scores of NWEA
Instructional Rigor	Writing Prompts	Students increasing performance on Summative assessment

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

### Strategy/Activity

Continue to incorporate common core lessons in ELA and Math and making explicit reference to the standards being taught.

Continue to implement instructional strategies to improve learning i.e. Thinking Maps, Quick Writes, Annotating Text.

Continue the curricular focus writing backed by texted based evidence with evaluation of writing by PLC's.

Incorporate FEV Tutoring

Incorporate Clear Fluency

### **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)

2000

Source(s)

Supplemental (EL) Grant  
1000-1999: Certificated Personnel Salaries

572

Supplemental (EL) Grant  
3000-3999: Employee Benefits

### **Strategy/Activity 2**

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

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

All students

Strategy/Activity

Supplemental support to improve English Learner and Foster Youth academic achievement

Miscellaneous classroom supplies

### **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)

1087

Source(s)

Supplemental (EL) Grant  
4000-4999: Books And Supplies

250

SISS  
4000-4999: Books And Supplies



# Annual Review

## SPSA Year Reviewed: 2022-23

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.

Members of Somerset's PBIS Team attended the 9th Annual PBIS Virtual Symposium in March, 2023 sponsored by CalTAC PBIS. Topics included Meaningfully Engaging all Students in Culturally Responsive PBIS Implementation and Using a Systems Approach to Overcome HS MTSS/PBIS Implementation Barriers.

Somerset's PBIS Team continues to meet monthly. All meetings are very engaging and all members provide input.

Somerset High teachers utilize the SW-Positive Behavioral Teaching Matrix which provides students with the knowledge of expected behaviors across multiple school settings.

Several ASB students attended a Leadership Conference at Universal Studios in February, 2023. Students engaged in activities to build leadership skills which they applied to the role as student leaders. This has contributed to the positive school culture Somerset is experiencing.

Somerset High School' held the 2nd Annual "Super Friday," This event was held the Friday before the Super Bowl and it included tailgating activities and a barbeque. All students enjoyed the experience and events like these and have had a positive effect on school culture.

Somerset's "Gotchas" are still be awarded. Teachers nominate students who model the schoolwide learner outcomes - 4 C's. At the end of each BLOC a drawing is held where three winners are selected. The students' name are announced over the school's intercom system and they receive tangible awards.

Tier 2 and Tier 3 support is provided to Somerset students by the School Psychologist and by the District's Behavior Intervention Specialists.

With implementation of the PBIS strategies, students continue to demonstrate an understanding of classroom and school-wide behavioral expectations which has resulted a decline in office referrals and suspensions.

The district has purchased and ordered PBIS signage and posters for all classrooms and offices.

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

After a review of Somerset's Supplement and Concentration Budgets in the Spring 2023, Somerset will reallocate budgeted expenditures to include additional strategies/activities to meet the articulated goal. Additional strategies will include incentives associated with PBIS. This may also

include the addition of on-campus student store called the Halo where items used as incentives are stored.

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 will be no changes made to this goal, the annual outcomes, metrics or strategies to achieve this goal as a result of this analysis.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 2: Provide all students with with a guaranteed, viable curriculum through effective, data driven instructional practices to ensure all students are college and/or career ready.

## Goal 3

In accordance with Somerset High School's newly established Theory of Action, Somerset's instructional personnel will embrace the process of continuous improvement that entails taking advantage of professional development opportunities in order to improve instructional practices and to ensure that all students are college and/or career ready.

## Identified Need

Teacher compliancy and buy-in

Growth Mindset

Meaningful and releveant instructional professional development information

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Meetings	Professional development workshop calendar	Imroved teaching practices Increased student acheivement
District and Site Instructional Rounds	Percentage of teachers attending professional development trainings or workshops	Higher attendance rates Higher graduation rates

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

### Strategy/Activity

CCEA and CADA Conferences

BUSD Curriculum and Instruction Website

Professional Development Workshops

## Digital Subscription

### 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)
14054	Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures
550	Supplemental (EL) Grant 4000-4999: Books And Supplies
1350	Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries
387	Supplemental (EL) Grant 3000-3999: Employee Benefits
650	SISS 5000-5999: Services And Other Operating Expenditures
250	SISS 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

While Somerset High School continues to utilize the Multi-Tiered System of Support framework, Somerset lacks the staff in order to effectively implement strategies/activities and achieve articulated goals.

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

School Site Council to make proposal to the PBIS committee members to take MTSS responsibilities as well so stated strategies/activities can be effectively implemented.

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

There will be no changes made to this goal, the annual outcomes, metrics or strategies to achieve this goal as a result of this analysis.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 2: Provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

## Goal 4

Somerset High School will expand, enhance, and enrich its curricular and co-curricular programs by providing new learning opportunities and by improving the physical environment of classrooms in order to increase equitable access to college/career readiness opportunities.

## Identified Need

Technology and classroom equipment

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Enrich LA Ranger Program curriculum	Phase I of Garden	Increased learning experiences
Installation of new classroom technology	Activities and assignments in Careers and Study Skills class	Improved academic performance
	Classroom environments	Increased career options for students

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

### Strategy/Activity

Phase II of Garden Project.

Enrich LA Ranger Program.

### 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	Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures
4575	Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures

## Strategy/Activity 2

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

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

All students

### Strategy/Activity

Science classroom mobile lab

Modify careers curriculum to include digital photography

Incorporate into lessons hand-held whiteboard for students

Supplemental support to improve academic achievement for English Learners and Foster Youth

### 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)
11344	Supplemental (EL) Grant 4000-4999: Books And Supplies
2000	Supplemental (EL) Grant 4000-4999: Books And Supplies

## Strategy/Activity 3

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

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

All students.

### Strategy/Activity

Outfit classrooms with flexible seating

### 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)

15562

Source(s)

Concentration Grant  
4000-4999: Books And Supplies

#### **Strategy/Activity 4**

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

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

All students

Strategy/Activity

Field Learning Experiences including registration contracts

##### **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)

8678

Source(s)

Concentration Grant  
5000-5999: Services And Other Operating Expenditures

1000

Supplemental (EL) Grant  
5800: Professional/Consulting Services And Operating Expenditures

1350

Supplemental (EL) Grant  
1000-1999: Certificated Personnel Salaries  
Substitutes for Field Learning Experiences

387

Supplemental (EL) Grant  
3000-3999: Employee Benefits

#### **Strategy/Activity 5**

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

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

All students

Strategy/Activity

Install new computers in computer lab to allow for installation of the latest software

Toner for classrooms

Classroom material and supplies to support CTE program



**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)
23000	Title I Part A: Allocation 4000-4999: Books And Supplies
1000	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Licensing services related to computer hardware
945	Supplemental (EL) Grant 4000-4999: Books And Supplies
1721	Supplemental (EL) Grant 4000-4999: Books And Supplies

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Student transiton support for the Cerritos College Complete Program

Spring Awards

Materials used to recognize the achievements of graduates

Ceremony to recongize graduates

**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)
363	Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures
500	Concentration Grant

	5800: Professional/Consulting Services And Operating Expenditures
3100	Supplemental (EL) Grant 4000-4999: Books And Supplies
1500	Supplemental (EL) Grant
643	Supplemental (EL) Grant 3000-3999: Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

All English Language Arts lessons have been delivered using Common Core State Standards. Formal and informal classroom observations have been conducted and there was evidence that students were receiving quality Tier 1 instruction that integrates foundational skills, vocabulary development, reading comprehension, literary analysis and writing. For example, our ELA instructor have used instructional strategies to teach students the layers of creating a personal narrative. Students learned how to use theme, setting, character and plotline as a springboard to writing their own personal narrative.

The ELA instructor was observed engaging students in group annotation; incorporating RACES strategies; exercising thinking and speaking skills, reading comprehension and the use of Google Classroom.

The quality Tier 1 in ELA students are receiving has resulted in a Somerset student winning an BRAVO Award that entailed writing an essay.

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

After a review of Somerset's Supplement and Concentration Budgets in the Spring 2023, Somerset will reallocate budgeted expenditures to include additional strategies/activities to meet the articulated goal. Additional strategies will include the purchase of novels to improve reading comprehension, vocabulary and literacy.

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 will be no changes made to this goal, the annual outcomes, metrics or strategies to achieve this goal as a result of this analysis.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 3: Provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.

## Goal 5

Somerset High School will increase educational partner involvement by providing ongoing communication, hosting school related events, and by creating an on-campus School Community Center.

## Identified Need

Somerset High School has identified and named the location of its on campus School Community Center.

Resource information, brochures, pamphlets, etc.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Creation and design phases	Parent Involvement	Increase in parent and educational partner involvement

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

### Strategy/Activity

Design and furnishings for School Community Center

Creation of Parent Resource Center within SCC

Parent Workshops

## 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)
6500	Title I Part A: Allocation 4000-4999: Books And Supplies
1000	Concentration Grant 4000-4999: Books And Supplies
5072	Title I Part A: Allocation 6000-6999: Capital Outlay
592	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures

## Strategy/Activity 2

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

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

All students

### Strategy/Activity

Back to School Night

Vision Night

Annual Turkey Day Event

### 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)
2500	SISS 5700-5799: Transfers Of Direct Costs
450	SISS 5700-5799: Transfers Of Direct Costs

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

All Math lessons have been delivered using Common Core State Standards. Informal classroom observations have been conducted and there was evidence that students were receiving quality Tier 1 instruction via the IXL curriculum.

Somerset's math instructor is continuing with the intentional teaching of mathematical procedures through direct instruction that help students explain to the teacher and other students proper procedures to solve mathematics; The intentional teaching of academic vocabulary in math through that go over important vocabulary in the solving of mathematics.

Somerset's math instructor continues to refine assessment practices and integrate technology into lessons.

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

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 will be no changes made to this goal, the annual outcomes, metrics or strategies to achieve this goal as a result of this analysis.

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$122,391.00

## 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 (\$)
Title I Part A: Allocation	\$36,164.00

Subtotal of additional federal funds included for this school: \$36,164.00

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 (\$)
Concentration Grant	\$35,678.00
SISS	\$5,980.00
Supplemental (EL) Grant	\$44,569.00

Subtotal of state or local funds included for this school: \$86,227.00

Total of federal, state, and/or local funds for this school: \$122,391.00

# 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
Clifford Higgins	Principal
Belinda Davila	Other School Staff
Jill Adams	Classroom Teacher
Paula Ortega	Parent or Community Member
Felice Vogt	Parent or Community Member
Karina Valles Torres	Secondary Student

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



# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

Imelda Torr

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/31/2023.

Attested:

Clifford Higgins  
Paula Ortega

Principal, Clifford Higgins on 10/31/23

SSC Chairperson, Paula Ortega on 10/31/23



**Somerset High School**  
**School Site Council Meeting Minutes**  
**October 31, 2023, 4:00 p.m., School Community Center**

**Present:** Imelda Torres (DELAC/ELAC representative), Karina Valles Torres, Belinda Davila, Clifford Higgins, Paula Ortega

**Absent:** Felice Vogt

**Started meeting at 4:05 pm**

**Agenda**

**1.0 Reviewing, Discussion and Voting of School Plan for Student Achievement (SPSA)**

- SPSA is the blueprint used to increase student achievement and performance through funding categorized by the Local Control and Accountability Plan (LCAP)
- Identified 5 Goals:
  - LCAP Goal 1: Provide all students safe collaborative conditions for learning.
    - SPSA Goal 1: Somerset High School will maintain safe, collaborative conditions for learning for all students and continue to grow its Social Emotional Learning Program by expanding social emotional learning counseling services, resources and curriculum to equip students with skills to cope with everyday challenges, navigate relationships and manage emotions.
    - Need: Social Emotional curriculum and materials; Staff Social Emotional Learning professional development and training. Use funding to support Wellness Center-materials and supplies, emergency storage container, emergency disaster drills.
  - LCAP Goal 2: Provide all students with a guaranteed viable curriculum through effective data-driven instructional practices to ensure all students are college and/or career ready.

- SPSA Goal 2.1: Somerset High School will provide after school academic intervention in ELA and Math to increase students' content knowledge and skills leading to an increase in academic performance as measured by the NWEA Map Growth and local writing benchmark assessments.
- SPSA Goal 2.2: Somerset High School will provide all English Learners with quality Tier 1 integrated and designated ELD instruction daily, preparing students to increase language proficiency levels as measured by the English Language Proficiency Assessments for California (ELPAC).
- Need: Committed certificated staff member; Academic intervention training and materials.
- Funding source: Supplemental Grant and School Instructional Support Services
- SPSA Goal 3: In accordance with Somerset High School's newly established Theory of Action, Somerset's instructional personnel will embrace the process of continuous improvement that entails taking advantage of professional development opportunities in order to improve instructional practices and to ensure that all students are college and/or career ready.
- Theory of Action:
  - If we: Establish and maintain meaningful and authentic relationships with all students.
- Need: Teacher compliance and buy-in, Growth Mindset, Meaningful and relevant instructional professional development information.
- SPSA Goal 4: Somerset High School will expand, enhance, and enrich its curricular and co-curricular programs by providing new learning opportunities and by improving the physical environment of classrooms in order to increase equitable access to college/career readiness opportunities
- Need: Technology and classroom equipment, Science Classroom Mobile lab, Modify careers curriculum to include digital photography, incorporate into lessons hand-held whiteboard for students, supplemental support to improve academic achievement for English Learners and Foster Youth,

Install new computer hardware in the computer lab to allow for installation of the latest software, toner for classrooms, classroom material and supplies to support the CTE program.

- LCAP Goal 3: Provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.
  - SPSA Goal 5: Somerset High school will increase educational partner involvement by providing ongoing communication and with the creation of an on-campus School Community Center.
  - Need: Furniture for School Community Center, SSC decor, creation of parent Resource Center within SCC, Parent Workshops
- Budget Summary: \$122,391
  - Title One: \$36,164
  - Concentration Grant: \$35,678
  - SISS: \$5980
  - Supplemental: \$44,569
- Signature of approval
  - Paula Ortega and Imelda Torres signed SPSA in approval.


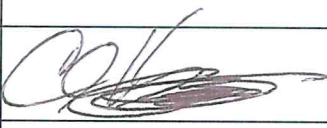
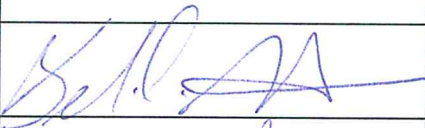

2.0 Next meeting: Wednesday, November 15, 2023 at 4:00 p.m., School Community Center

Meeting Adjourned: 4:52 p.m.

**Somerset High School**

**October 31, 2023**

**School Site Council Sign In**

Role	Member Name	Signature	Phone	Email
Parent	Paula Ortega		562-502-0798	paula.ortega0813@gmail.com
Parent	<del>Victoria Alvarado</del>			victoriaalvarado10@gmail.com
Parent	<del>Melissa Molina</del> Felice Vogt		310-308-4330	melissa.vallerie@yahoo.com 2smile55@gmail.com
Parent	<del>Avani Hernandez</del>			avani_hernandez@yahoo.com
Principal	Clifford Higgins		562-804-6548	chiggins@busd.k12.ca.us
Teacher	Jill Adams		562-804-6548	jadams@busd.k12.ca.us
Counselor	Belinda Davila		562-804-6548	bdavila@busd.k12.ca.us
Classified	Stephanie Gaude		562-804-6548	sgaude@busd.k12.ca.us

**Other Attendees– Non-Voting**

Parent	Imelda Torres DELAC / ELAC	Imelda Torres	562 8413475	torresimelda968@gmail.com
Student	Karina Valles Torres	Karina Valles T.	(562) 841-3419	valleskarina@busd.k12.ca.us



**Bellflower Unified School District**  
**School Parent and Family Engagement Policy**  
**Somerset High School**  
**2023-24**



Somerset High School with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of students in the school, the following requirements:

Describe how parents and family members of students in the school are involved in jointly developing, distributing to, a written school parent and family engagement policy:

- School Site Council (SSC) collaborates to write and review the School Parent and Family Engagement Policy annually.
- The School Parent and Family Engagement Policy is uploaded into Data Confirmation through Aeries to be distributed to all families in the school at the beginning of the year.

Describe how parents and family members of students in the school, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary:

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may share their suggestions or concerns with SSC as they are reviewing and updating the School Parent and Family Engagement Policy.

Describe how parents and family members of students in the school can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

- BUSD's Local Control and Accountability Plan (LCAP) is shared with multiple parent advisory groups: District Advisory Group, Parent Advisory Committee, and District English Language Advisory Committee. During each presentation of the LCAP, opportunities for parents to comment and discussions to provide input are fostered.
- BUSD's LCAP survey solicits input from all educational partners including staff, parents, and community members. Comments are collected in a digital format and addressed accordingly through our advisory committees as the LCAP is reviewed and updated.
- BUSD shares educational partners' feedback and BUSD responses to the feedback at all advisory committee meetings, with the Board of Education, and submits this information to the State with the LCAP as part of the educational partners feedback section.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening, or other ways to provide assistance, with categorical funds provided for transportation, child care, or home visits, as such services relate to parental involvement:

- Somerset High School will send out meeting notices via blackboard, email, and personal phone calls to offer a flexible number of meetings. The school will also take advantage of student morning drop off and after school pick-up to offer a flexible number of meetings.

**Bellflower Unified School District**  
**School Parent and Family Engagement Policy**  
**Somerset High School**  
**2023-24**



Describe how parents and family members of students in the school are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parent and family engagement policy:

- All parents are welcome to attend English Learning Advisory Committee (ELAC) meetings. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. ELAC reviews and provides input for the School Plan for Student Achievement, which includes all school programs.
- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement and the School Parent and Family Engagement Policy.

Describe how the school is providing parents and family members of students in the school timely information about school programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

- During Back to School Night, teachers share with parents their syllabus which includes information about course curriculum, type of assessments used, grading policy and class expectations.
- During annual parent conferences, the adopted curriculum, academic assessments, and individual achievement data which includes achievement levels as measured by California State content standards and how they pertain to each individual student.
- During Parent and Student Orientation meetings, parents and students are provided information and the necessary forms to complete the enrollment process into Somerset High School. The Orientation consists of the delivery of information such as the school calendar, bell schedule, school policies, how credits are earned and how parents can get involved in their child's education.

Somerset High School's School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of students in the school on 5-17-23. The school will distribute the policy to all parents and family members annually on or before 7-19-23.

Typed Name of Principal: Clifford Higgins

Signature of Principal:

Date: 5-17-23