



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Zoe Barnum High School	12-75515-1232057	5/31/2024	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Zoe Barnum High School for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

A state level plan is created to meet the federally mandated Every Student Succeeds Act (ESSA). Eureka City Schools then creates the LCAP to address how students in our district will meet the requirements defined in the ESSA State Plan. Zoe Barnum High School's SPSA is developed by the school's leadership group (administration & all site teachers) and uses the goals from our district's LCAP to create targets based on the unique needs of our continuation high school students at Zoe Barnum High School. Our SPSA addresses both the academic gaps evident in their progress as they strive to meet the graduation requirements set by Eureka City Schools and addresses student's motivation, classroom engagement, and instructional practices, while preparing our students for careers and/or post-secondary educational opportunities. Zoe Barnum Stakeholders will analyze multiple data sets to provide recommendations for supporting academic and social/emotional growth in all students. The Instructional Leadership Team and other stakeholders will focus on LCAP, CALL survey results, student and parent survey results, School Improvement Plan (SIP), CHKS, and SPSA. The interventions/strategies/ activities outlined in the SIP will focus on; academic progress, attendance, SEL, behavior, and engagement strategies) which will also be the focus areas for our needs assessment and root cause analysis.

Educational Partner Involvement

How, when, and with whom did your Zoe Barnum High 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

Stakeholder groups (teachers, classified, parent, and students) were elected in September of 2023 for a one year term. The school consulted with the following stakeholders:
School Site Council team monthly (2 parents, 1 teacher, 1 administrator, 3 students and 1 community member).
Family and community members at family feedback events held 4 times during the 2023/2024 school year.
Students feedback sessions conducted 4 times during the month of March 2024.
Zoe Barnum High School will use external partnerships for continuous alignment with the district vision for Portrait of a Graduate. Eureka City Schools is committed to providing our future graduates with vital life skills. These skills are essential for them to become effective communicators, independent critical thinkers, responsible collaborators, community engagers, global stewards, and resilient learners. Zoe Barnum High School will continue to work with consultants who utilize research and evidence-based practices for increasing school achievement and improvement. Through the collection of data, external service providers will help develop strategies for implementing practices that support the LCAP, SPSA, and CAASPP readiness.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Zoe Barnum High School will align to the district strategic plan, Zoe Barnum SPSA, and Local Control Accountability Plan (LCAP). We will use information gleaned from the Comprehensive Assessment for Leadership and Learning (CALL) survey, Instructional Leadership Collaboration team protocols including the leadership team to plan and evaluate program effectiveness. Zoe Barnum High School will use the LCAP annual measurable outcomes, the School Plan for Student Achievement (SPSA), CAASPP results, and the California Healthy Kids Survey (CHKS) to monitor the implemented processes to increase student achievement. These processes will be reviewed annually. Use of data from the California Dashboard, along with local indicators will be monitored.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The following areas reported Red or Orange on performance category:

Suspension Rate - 6.9%

Math Progress - 246.2 Below Standards

Graduation Rate - 58.20%

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The following areas reported Red or Orange on performance category:

Suspension Rate - 6.9%

Math Progress - 246.2 Below Standards

Graduation Rate - 58.20%

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Zoe Barnum High School has qualified for the Local Control Funding Formula Equity Multiplier. This funding will be used for the provision of evidence-based services and supports for students. The use of these funds will be documented through the LCAP and aligned to improvement.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Zoe Barnum High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	9.59%	9.33%	6.76%	7	7	5
African American	2.74%	0%	2.70%	2	0	2
Asian	2.74%	1.33%	%	2	1	
Filipino	%	0%	%	0	0	
Hispanic/Latino	20.55%	20%	24.32%	15	15	18
Pacific Islander	2.74%	2.67%	%	2	2	
White	46.58%	50.67%	52.70%	34	38	39
Multiple/No Response	15.07%	16%	12.16%	11	12	9
Total Enrollment				73	75	74

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 10	3	1	2
Grade 11	31	33	23
Grade 12	39	41	49
Total Enrollment	73	75	74

Conclusions based on this data:

1. Most of our students are 11th and 12th graders and have significant credit deficiencies. We are seeing a slight uptick in the number of 11th grade students.
2. Enrollment has remained steady.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	6	6	7	1.4%	8.2%	9.5%
Fluent English Proficient (FEP)	4	3	0	7.2%	5.5%	0.0%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Due to the small number of students, no trend was identified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	45	36	24	28	26	19	28	26	19	62.2	72.2	79.2
All Grades	45	36	24	28	26	19	28	26	19	62.2	72.2	79.2

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2461.	2471.	2525.	3.57	0.00	0.00	10.71	11.54	31.58	21.43	26.92	26.32	64.29	61.54	42.11
All Grades	N/A	N/A	N/A	3.57	0.00	0.00	10.71	11.54	31.58	21.43	26.92	26.32	64.29	61.54	42.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

- 20-21 Year was approximately the average of the previous two years.
- Our standard Met and Standard Nearly Met has increased over the years. The standard not met has decreased from the previous years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	45	36	23	27	25	18	26	25	18	60.0	69.4	78.3
All Grades	45	36	23	27	25	18	26	25	18	60.0	69.4	78.3

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2432.	2415.	2436.	3.85	0.00	0.00	0.00	0.00	0.00	11.54	0.00	22.22	84.62	100.0	77.78
All Grades	N/A	N/A	N/A	3.85	0.00	0.00	0.00	0.00	0.00	11.54	0.00	22.22	84.62	100.0	77.78

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

- 1. Math and English CAASPP scores continue to decline overall, with majority of students in the "standard not met."
- 2. The percentage of the enrolled students taking the CAASPP increased in 2023-2024.
- 3. Communicating Reasoning & Problem Solving & Modeling/Data Analysis seem to be relative strengths.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	5	*
12	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										*	8	7

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. We have no results from the ELPAC.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
74	85.1%	9.5%	5.4%
Total Number of Students enrolled in Zoe Barnum 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	9.5%
Foster Youth	4	5.4%
Homeless	17	23%
Socioeconomically Disadvantaged	63	85.1%
Students with Disabilities	12	16.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	2.7%
American Indian	5	6.8%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	18	24.3%
Two or More Races	9	12.2%
Pacific Islander	0	0.0%
White	39	52.7%

Conclusions based on this data:

1. Zoe Barnum High School's percentage of socioeconomically disadvantaged students is significantly higher than the district's, with 85.1%.

2. Zoe's EL population percentage is much lower than the district's overall percentage.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Red</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>Red</div>		

Conclusions based on this data:

1. Graduation rate have begun to increase at Zoe Barnum High School and have increase by 14.4%.
2. College and career readiness are also areas we are striving to improve. Zoe Barnum students are focused on credit recovery and struggle to access those programs used to measure this category: Career Technical Education Pathway Completion
Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics
Advanced Placement Exams
International Baccalaureate Exams
College Credit Course (formerly called Dual Enrollment)
a–g Completion
State Seal of Biliteracy
Military Science/Leadership

School and Student Performance Data

Academic Performance English Language Arts

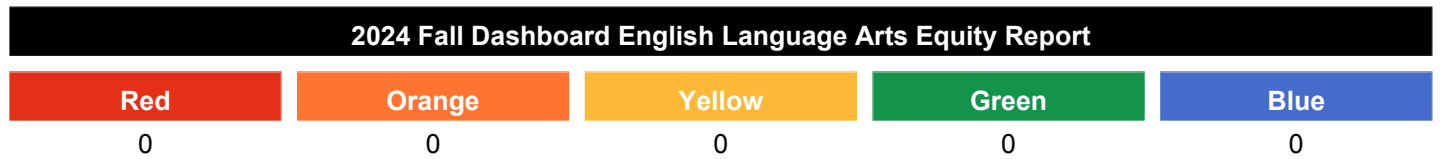
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>111.1 points below standard</div> <div>Increased 65.6 points</div> <div>17 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>91.7 points below standard</div> <div>Increased 69.0 points</div> <div>14 Students</div>

Students with Disabilities  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	African American  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	American Indian  <p>No Performance Color 0 Students</p>
Asian  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	Filipino  <p>No Performance Color 0 Students</p>	Hispanic  <p>No Performance Color Less than 11 Students</p> <p>3 Students</p>
Two or More Races  <p>No Performance Color Less than 11 Students</p> <p>5 Students</p>	Pacific Islander  <p>No Performance Color 0 Students</p>	White  <p>No Performance Color Less than 11 Students</p> <p>8 Students</p>

Conclusions based on this data:

1. Zoe Barnum High School students not done well historically on the CAASPP ELA and continue to struggle.

School and Student Performance Data

Academic Performance Mathematics

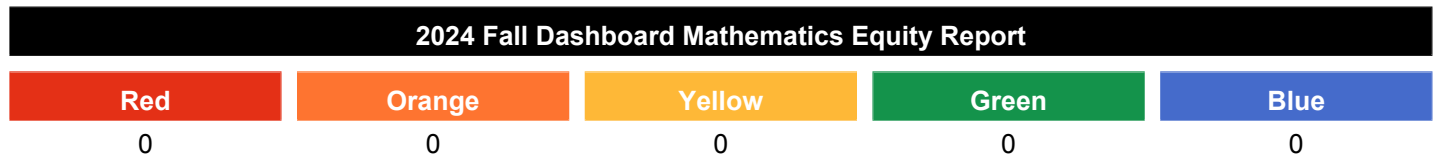
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>216.8 points below standard</div> <div>Increased 47.4 points</div> <div>17 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>208.4 points below standard</div> <div>Increased 43.4 points</div> <div>14 Students</div>

Students with Disabilities  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	African American  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	American Indian  <p>No Performance Color 0 Students</p>
Asian  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	Filipino  <p>No Performance Color 0 Students</p>	Hispanic  <p>No Performance Color Less than 11 Students</p> <p>3 Students</p>
Two or More Races  <p>No Performance Color Less than 11 Students</p> <p>5 Students</p>	Pacific Islander  <p>No Performance Color 0 Students</p>	White  <p>No Performance Color Less than 11 Students</p> <p>8 Students</p>

Conclusions based on this data:

1. Zoe Barnum High School students not done well historically on the CAASPP Math and continue to struggle.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>No Performance Color making progress.</div> <div>Number Students: 7 Students</div>	<div></div> <div>No Performance Color making progress.</div> <div>Number Students: 7 Students</div>

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.

2024 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

Conclusions based on this data:

1. We have no EL Progress data.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

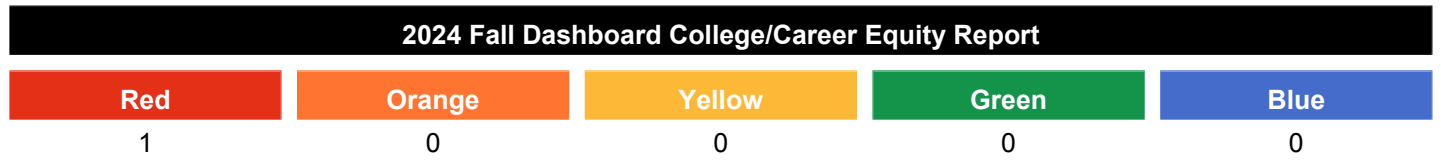
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>3.3 Prepared</div> <div>Declined 2.3</div> <div>61 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students 0</div> <div>7 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students 0</div> <div>6 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students 0</div> <div>5 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>3.8 Prepared</div> <div>Declined 6.2</div> <div>26 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>3.5 Prepared</div> <div>Declined 2.7</div> <div>57 Students</div>

Students with Disabilities  No Performance Color 7.1 Prepared Maintained 0.5 14 Students	African American  No Performance Color Less than 11 Students 0 1 Student	American Indian  No Performance Color Less than 11 Students 0 3 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 7.1 Prepared 0 14 Students
Two or More Races  No Performance Color Less than 11 Students 0 9 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 3 Prepared Declined 7.7 33 Students

Conclusions based on this data:

1. Our percentage of students who are college/career ready has dropped. Our BPL imitative (internships) have continued to gain momentum. Since January of 2022, the school has placed 33 students in internships within the community. In addition, students have done job shadow and other visitations to review career possibilities they may be interested in.

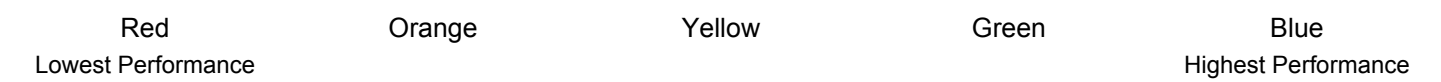
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

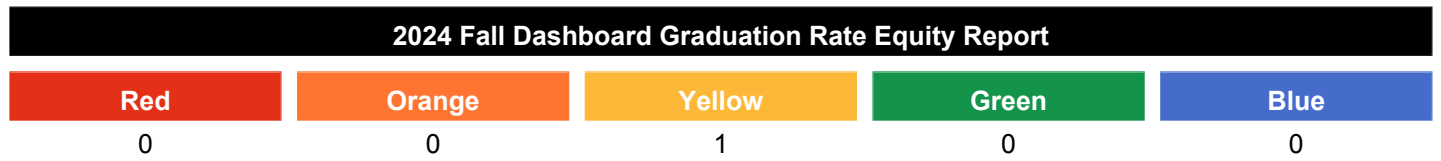
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>72.6% graduated</div> <div>Increased 14.4%</div> <div>62 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>7 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>73.1% graduated</div> <div>Increased 15.9%</div> <div>26 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>70.7% graduated</div> <div>Increased 11.5%</div> <div>58 Students</div>

Students with Disabilities  No Performance Color 66.7% graduated Increased 53.3% 15 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 78.6% graduated 14 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 67.6% graduated Maintained 0.2% 34 Students

Conclusions based on this data:

1. Graduation Rate has improved slightly over the last couple of years.

School and Student Performance Data

Conditions & Climate Suspension Rate

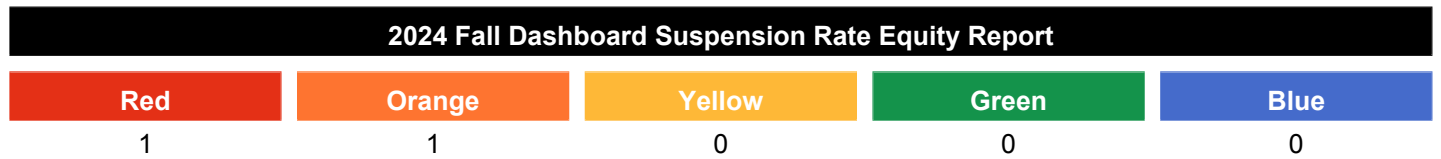
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>13.2% suspended at least one day</div> <div>Increased 6.3%</div> <div>106 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>7 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>17.6% suspended at least one day</div> <div>Increased 7.1%</div> <div>34 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>14.7% suspended at least one day</div> <div>Increased 6.4%</div> <div>95 Students</div>

Students with Disabilities  No Performance Color 10.7% suspended at least one day Declined 3.6% 28 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 12.5% suspended at least one day Increased 8.3% 24 Students
Two or More Races  No Performance Color 20% suspended at least one day Increased 13.8% 20 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 10% suspended at least one day Increased 8% 50 Students

Conclusions based on this data:

1. Suspension rates have declined. Other means of correction are used by administration when possible.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Readiness

Achieve high academic achievement and college and career readiness for all students at Zoe Barnum High School by strengthening curriculum, teacher instructional practices, and academic performance. Implementation of Project-Based Learning and student internships aligned with State and District standards to enhance college and career readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Improve student attendance with a focus on chronic absenteeism and graduation rates for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the typical enrollment pattern at Zoe Barnum High School, where students often join in their eleventh-grade year with credit deficiencies and substantial gaps in their learning, our primary objective is to offer pertinent and impactful learning experiences. Our institution is committed to actively engaging, mentoring, teaching, and providing opportunities tailored to the needs of students who may not have thrived in conventional learning settings.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students proficient on the CAASPP (English/Language Arts)	163.8 points below standard	100 points below standard
Percentage of students proficient on the CAASPP (Mathematics)	264.2 points below standard	200 points below standard
Graduation Rate (2023)	59.2% (2022-23)	86%
California Dashboard for College and Career Readiness	All: 5.6% SED: 6.3%	20%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	PBL Training and Implementation: Provide professional development and PLC collaboration time to support PBL aligned to CA standards and CTE frameworks in alignment with Big Picture Learning	All Students	45,400.00 Comprehensive Support and Improvement 5000-5999: Services And Other Operating Expenditures Funded out of CSI

1.2	Provide training and coaching to staff in interest-based internships and project-based learning to increase classroom engagement and produce meaningful projects within the local community.	All Students	0.00 Comprehensive Support and Improvement 5000-5999: Services And Other Operating Expenditures See strategy 1.1
1.3	Teacher will attend Trainings/ conferences in state standards and/or attend the Big Picture Learning (BPL) Leadership Annual Conference and site visits	All Students	7,000.00 Comprehensive Support and Improvement 5000-5999: Services And Other Operating Expenditures Travel expenses funded out of CSI
1.4	Curriculum Revision: Revise unit plans and syllabi to include interdisciplinary, standards-based projects	All Students	0.00 Comprehensive Support and Improvement 5000-5999: Services And Other Operating Expenditures See strategy 1.1
1.5	Project Exhibition Nights: Host student showcases to present projects to families and community partners.	All Students	4,519.00 Comprehensive Support and Improvement 4000-4999: Books And Supplies Funded from CSI
1.6	Internship Program Expansion: Coordinate internship opportunities aligned to student career goals (CTE Career Guidance Tech)	All Students	75,083.00 Comprehensive Support and Improvement 2000-2999: Classified Personnel Salaries Funded from CSI - Career Guidance Tech 24,514.00 Comprehensive Support and Improvement 7000-7439: Other Outgo Indirect at 6.18% for the entire resource. Added to this action instead of splitting across multiple actions.

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation and effectiveness of the strategies/activities were lower than anticipated due to the resignation of the Math tech and the very low engagement in Big Picture Learning. We are repiloting the Big Picture Learning and have completed a visioning plan to ensure a strong implementation. We have planned training with the organization and site visits to see school in the full implementation model. We plan to replace the use of Lit/Math Techs with a career tech counselor who can support students in obtaining internships, college and career readiness, and engagement with school.

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

There were insignificant differences between the intended implementation and the budget expenditures to implement the strategies/activities.

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

The changes that will be made to this goal will be to hire a career tech counselor who can add tiered supports to students. This position can target students who need supports with internships/work, academic guidance and support, and attendance support. These changes will be found in the funding transferred from the math/lit tech position to the career tech counselor position.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Maintain graduation rate above 80%

Zoe Barnum High School strives to create a safe, equitable, and culturally responsive learning environment by prioritizing hands-on, project-based learning and community partnerships. Zoe Barnum High School will conduct interviews, focus groups, and surveys to gather feedback on teaching methods and enhance student engagement. Zoe Barnum High School will continue to strengthen community ties to offer real-world learning experiences and foster holistic student development.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3.3: Graduation rates as a percentage for four year adjusted cohort.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In the last two years, ZBHS has been able to stay above the 80% mark with the help of our CARE Specialist and Covid Credit Reductions. 2022-23, both of these have been eliminated.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Staff implement a schedule that is more flexible for students who are behind in credits. Clear differentiation of core classes and credit recovery opportunities and internships were put in place. Further refinement will be explored.	All Students	0.00 Comprehensive Support and Improvement None Specified See strategy 1.1 32,284 Title I 1000-1999: Certificated Personnel Salaries Teacher Vacancy - Pos 1131 = 0.334 FTE 16,590 Title I 2000-2999: Classified Personnel Salaries

			Math Tech Vacancy - Pos 802 = 0.375 FTE
2.2	Improve and expand our incentive system to encourage positive behavior and attendance. Incentives will recognize and encourage students for being safe, respectful, and responsible, and for daily, weekly, monthly, and quarterly attendance.	All Students	4,000 Title I 4000-4999: Books And Supplies
2.3	Project-Based Learning Integration: Provide training and structured PLC time to embed culturally relevant PBL into curriculum.	All Students	25,000.00 Comprehensive Support and Improvement 5000-5999: Services And Other Operating Expenditures Travel for conferences focused on CBE funded from CSI
2.4	Stakeholder Feedback Collection: Conduct student and family focus groups, interviews, and surveys to guide instructional improvement.	All Students	20,000.00 Comprehensive Support and Improvement 5800: Professional/Consulting Services And Operating Expenditures Partner ship with WestEd paid for by CSI Funds
2.5	Community Partnership Expansion: Collaborate with local organizations to provide guest speakers, service learning, job shadowing, and mentoring, college and career exploration.	All Students	30,000.00 Comprehensive Support and Improvement 5000-5999: Services And Other Operating Expenditures Transportation, speaker costs paid for by CSI Funds

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of this goal is still in progress and we are seeing success in graduation rates with an increase of 14% from the previous year. We have recognized students for attendance and achievements through our positive behavior interventions and supports. While we are working on practices for alignment toward engagement practices, we will continue to launch Big Picture Learning to bring internships to our students. We have held two additional events to collect feedback from families and students.

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

The major differences in reaching this goal has been the contract for partnership with Big Picture Learning. The contract has been renewed for this year with plans to continue into the following year. The addition of a CTE career guidance tech to support this implementation will ensure the program is meeting the needs of the students.

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

The changes that will be made to this goal, outcomes, metrics, or strategies will be continued training on culturally responsive teaching practices, bolstering out MTSS team and data collection to target areas of need, and incorporate Big Picture Learning into our campus.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family, Student, and Community Engagement

To engage our parents and community in a collaborative partnership that supports the success of our students. Enhance interpersonal relationships among students and between students and the school through the ongoing promotion of a sense of belonging and the implementation of trauma-informed practices and care. Utilization of evidence based resources and personnel will help to support these efforts effectively

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP GOAL 4: Reduce suspension rates and increase a sense of belonging by creating a positive and inclusive school climate where all students feel valued, supported, and connected.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the typical enrollment pattern at Zoe Barnum High School, where students often join in their eleventh-grade year with credit deficiencies and substantial gaps in their learning, our primary objective is to offer pertinent and impactful learning experiences. Our institution is committed to actively engaging, mentoring, teaching, and providing opportunities tailored to the needs of students who may not have thrived in conventional learning settings.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Engage students in regular and multiple field trips to local colleges (CR, HSU) or trades workplaces (CR Building Program, Frederick and Charles Beauty College, etc.)	All Students	0 Comprehensive Support and Improvement 5000-5999: Services And Other Operating Expenditures See strategy 2.5
3.2	Building additional elective offerings and supporting current electives to develop after school programs.	All Students	2,945 Title I 4000-4999: Books And Supplies
3.3	Family Engagement Events: Host culturally inclusive family nights, student showcases, and community resource fairs.	All Students	613.00 Title I Part A: Parent Involvement

			4000-4999: Books And Supplies 1,500.00 Comprehensive Support and Improvement 4000-4999: Books And Supplies Funded through CSI
3.4	Trauma-Informed Training: Provide staff PD on trauma-informed and relationship-centered practices.	All Students	30,000.00 Comprehensive Support and Improvement 5000-5999: Services And Other Operating Expenditures Funded through CSI
3.5	Belonging & Inclusion Activities: Facilitate student-led clubs, advisory activities, and schoolwide campaigns promoting inclusion.	All Students	7000.00 Comprehensive Support and Improvement 4000-4999: Books And Supplies Funded through CSI

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation of the strategies/activities have been slowly increasing due to creating a climate of belonging on campus. With partnership with our community schools liaison and our MTSS team, we have been able to review data and address students needs. We have been able to increase the amount of events for our families to engage with the school and offering feedback.

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

There have not been minor increases to the intended implementation and budget expenditures due to increasing the amount of events held through the year.

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

The changes that will be made to the goal will be to develop cut points for interventions centered around academics, behavior, and social emotional learning. We will continue training on belonging and culturally responsive teaching practices to shift the culture on campus and to engage families with the school.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Belonging- Equity Multiplier

Create structured Tiers of Intervention guided by the MTSS framework to support the whole student in areas of attendance, academics, behavior and social emotional needs

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP GOAL 3: Improve student attendance with a focus on chronic absenteeism and graduation rates for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the population and demographics of our students, creating an MTSS framework that supports the whole child will support our chronically absent students, McKinney-Vento student groups, our foster and homeless group, and our socioeconomically disadvantaged student population. This will provide differentiated support to students by implementing evidence-based interventions at varying levels of intensity to effectively address their academic, behavioral, and social-emotional needs.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implantation of PBIS on Campus	Documentation and progress monitoring of students academics, behavior, and well being.	Increasing attendance by 10%
MTSS framework and team	Regular MTSS meetings with outcomes focused on data.	Addressing tier 3 and Tier 2 needs by 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	MTSS and SEL training for staff	CSI Subgroups	10,000.00 Comprehensive Support and Improvement 5800: Professional/Consulting Services And Operating Expenditures Funded with CSI
4.2	Culturally Responsive Curriculum	Tier 1 School Wide	15,000.00 Equity Multiplier

			4000-4999: Books And Supplies Funded with CSI
4.3	Restorative Practice Support Specialist	All including Tier 2 and 3 as a focus	67,984 Comprehensive Support and Improvement 2000-2999: Classified Personnel Salaries Funded with CSI (pos 1158 = 1.00 FTE)
4.4	Motivational speaker for beginning of school year to work with staff	All students	10,000.00 Comprehensive Support and Improvement 5800: Professional/Consulting Services And Operating Expenditures Funded with CSI

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation is in the beginning phases. Our MTSS team is meeting regularly and implementing practices that target students based on attendance and academics. Through this team we have been able to develop roles and responsibilities of the team members and responses to behaviors from support staff at the various tiers.

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

The changes to the implementation and budget for this goal have been an increase due to bringing in motivational speakers, SEL recourse materials to be used in the classroom, and continued training in MTSS for the campus.

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

The changes that will be made to this goal will be the data will be progress monitored quarterly based on the cut points for interventions. These changes will be found in the measurable outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCFF Equity Multiplier

Zoe Barnum High School students will strive for student success by utilizing support resources to improve suspension rate, graduation rates, academic-SEL performance and post secondary readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Focus Goal 1.5: Increase the number of students who graduate college and career ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To allow for equity and access, Zoe Barnum serves students who face significant challenges and barriers to education, such as socio-economic disadvantages, behavioral issues, or the need for a flexible learning environment. The goals and utilizing equity multiplier funds will ensure Zoe students have equitable access to quality education and resources. These goals focus on improving student outcomes, such as suspension rates, graduation rates, academic performance, SEL, and post-secondary readiness, essential for student success. Hire a restorative practices support specialist to assist students needing tier 2 and 3 interventions, collaborate with teachers to address chronic absenteeism, and develop engagement strategies.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rates as a percent for 4 year adjusted cohort.	Zoe:58.2% graduation rate Zoe SED: 59.2% graduation rate Zoe SWD: 13.3%	By the 2026-27 school year, the given percentage of all students and subgroups listed below will increase the overall high school graduation rate as measured by the Dashboard and Data Quest: Zoe All: 86.4% or more Zoe SED: 83.7% graduation rate.
Percentage of students classified as college and career ready - prepared on the CCI Indicator.	2023.2024: Zoe All: 5.6% SED: 6.3%	By the 2026-2027 school year, Zoe will increase to 20% prepared for all students and SED students. This will be accomplished by increasing the district's percentage by at least 5% annually over the next three years.
Points below or above standard in math to reach the state average. CAASPP and Dashboard	All: 264.2 points below standard in math.	By the 2026-2027 school year, all students will be at the listed points for Math CAASPP as measured by the CA Dashboard: All: 200 points below standard.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Restorative Practice Support Specialist	All with a focus on SED sub group.	0.00 Comprehensive Support and Improvement Funded by CSI in Goal 4
5.2	Intervention Support - Lit Tech and Math Tech	All with a focus on SED sub group.	63,191.00 Comprehensive Support and Improvement 1000-1999: Certificated Personnel Salaries .6 from CSI
5.3	Supplemental materials for scaffolding student achievement in ELA/Math	All students	50,000.00 Other 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation for this goal is new. We are in the beginning stages of increasing our Math/ELA CAASPP scores through resource materials.

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

The major differences will be in personnel staff and book and supplies to be added to the classrooms.

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

The metrics for this goal will be increased Math/ELA scores on the CAASPP.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$542,623.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$55,819.00
Title I Part A: Parent Involvement	\$613.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$56,432.00

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 (\$)
Comprehensive Support and Improvement	\$421,191.00
Equity Multiplier	\$15,000.00
Other	\$50,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$486,191.00

Total of federal, state, and/or local funds for this school: \$542,623.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement	421,191.00
Equity Multiplier	15,000.00
Other	50,000.00
Title I	55,819.00
Title I Part A: Parent Involvement	613.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	95,475.00
2000-2999: Classified Personnel Salaries	159,657.00
4000-4999: Books And Supplies	85,577.00
5000-5999: Services And Other Operating Expenditures	137,400.00
5800: Professional/Consulting Services And Operating Expenditures	40,000.00
7000-7439: Other Outgo	24,514.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement	0.00
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement	63,191.00

2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement	143,067.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement	13,019.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement	137,400.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement	40,000.00
7000-7439: Other Outgo	Comprehensive Support and Improvement	24,514.00
None Specified	Comprehensive Support and Improvement	0.00
4000-4999: Books And Supplies	Equity Multiplier	15,000.00
4000-4999: Books And Supplies	Other	50,000.00
1000-1999: Certificated Personnel Salaries	Title I	32,284.00
2000-2999: Classified Personnel Salaries	Title I	16,590.00
4000-4999: Books And Supplies	Title I	6,945.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	613.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	156,516.00
Goal 2	127,874.00
Goal 3	42,058.00
Goal 4	102,984.00
Goal 5	113,191.00

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
Adriana West	Principal
Peter Perata	Classroom Teacher
Nicholas Pelascini	Other School Staff
Evan Morden	Parent or Community Member
Kai Lund	Secondary Student
Amber Lund	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on 05/20/2025.

Attested:



Principal, Adriana West on 05/20/2025



SSC Chairperson, Pete Perata on 05/20/2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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