School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Monica High School	19-64980-1938000	May 20, 2025	June 24, 2025

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 Santa Monica High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. Although Santa Monica High School does not receive Title I funding, this SPSA has been developed in alignment with the vision of improving academic outcomes for all students. It reflects SMMUSD's policy and ongoing commitment to educational equity and excellence.

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

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Plan Description

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

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The focus of our school is to increase college and career readiness through implementing a guaranteed and viable curriculum, incorporating academic language and evidence-based writing, and implementing student engagement strategies. The three main goals of the school are in line with the District's LCAP goals and are:
1. All graduates are socially just and ready for college and careers.
2. English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.
3. All students and families engage in safe, well-maintained schools that are culturally responsive and focused on future ready learning.

Specific indicators for goal #1 are students will utilize critical thinking to make sense of problems and persevere in solving them, and students will communicate clearly, effectively, and with evidence-based reasons. To support these indicators, the staff engages in the cycle of inquiry within Professional Learning Community (PLC) teams, focused on academic language, critical thinking, and future ready skills. All staff will work on strategies to foster word consciousness and engagement of students in their classrooms using current best practices. Additionally, a team of teachers actively participates in the CARPE College Access Network. This network's focus is to improve college access for traditionally underrepresented students. The team learns and applies evidence-based ways to increase FAFSA completion and Cal Grant awardance, enhance the college application/selection process, foster a sense of belonging, and decrease "summer melt".

The specific indicator for goal #2 is students will be able to use academic language to access the content area and engage in evidence-based writing (move from speaking to writing). The staff practices that will foster this goal is incorporation of academic talk strategies, use of sentence frames, and incorporation of academic word banks.

For goal #3, the first specific indicator is students will feel safe at school and in their classes to take risks and engage in learning. The staff practices for this indicator include utilizing restorative practice and community building strategies to foster a sense of belonging in the learning spaces, and incorporation of student-oriented instruction activities. An additional specific indicator is students will have a balanced workload, and supports for stress and time management. The staff practice fostering this part of the goal is first and foremost, the refinement and utilization of a support period in the school day which we call Flex-Time. Other practices include utilizing Google Classroom to communicate homework, deadlines, and upcoming assessments. Additionally, PLC teams will have discussions focused on grading practices in an effort to normalize experiences across campus.

Throughout the year, the following data will be used to help monitor progress:
- A minimum of four Cycles of Inquiry will take place two first semester and two second semester
- Common Formative Assessment Data
- Benchmark and Interim Assessment Data
- Enrollment in advanced classes/retention rates
- Classroom walkthroughs and observations (learning walks)
- Student, staff and community surveys
- Attendance data

Educational Partner Involvement

How, when, and with whom did Santa Monica 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

The school principal consults with SMMUSD educational services to understand the SPSA process. The Director of Assessment, Research and Evaluation supports the school with data and information regarding the school site. The school principal conducts monthly meetings with the member of the school site council. The meeting dates, agendas and minutes are posted on the school website for community viewing. These meetings are all open to the public.

The SPSA was shared with both School Site Council and ELAC. When the School Site Council reviewed the SPSA, they provided some feedback with regards to data analysis and asked questions around student supports and classroom practices. Similarly, when ELAC reviewed the SPSA, they asked for some clarity on assessments. They also shared the need for greater awareness around CTE Programs and course options. Based on the questions and feedback from both groups, some strategies were clarified and/or adjusted.

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.

Although our school consistently surpasses county and state benchmarks for academic achievement, as indicated by CAASPP results and local assessments, we continue to face challenges in effectively meeting the needs of certain student subgroups. These include English Learners, Socio-Economically Disadvantaged students, African American and Hispanic students, and Students with Disabilities. Addressing the needs of these groups remains a top priority and is guiding our decisions around resource allocation and targeted intervention strategies.

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 California School Dashboard indicates that the only performance indicator currently rated in the "orange" category is English Learner Progress. In response, our Site Leadership Team (SLT) identified this as a key area for growth and prioritized professional development in the spring to address it. The focus centered on integrating language objectives into lesson planning and helping students use precise academic language. With guidance from our Instructional Coach, staff implemented strategies to build word consciousness among students, enrich learning environments with language, deliver explicit instruction of Tier 2 and Tier 3 vocabulary across all subjects, and provide meaningful, language-rich experiences for all learners.

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.

According to the California School Dashboard, the English Language Arts indicator shows that African American students, English Learners, and Students with Disabilities are performing two or more levels below the overall student population. To support these subgroups and address the opportunity gap, teachers have emphasized the use of precise academic language through explicit instruction of Tier 2 and Tier 3 vocabulary across all subject areas, while also providing rich, language-driven learning experiences.

In Mathematics, the Dashboard data reveals that African American, English Learners, Hispanic students, and Students with Disabilities similarly perform two or more levels below the "all student" group. In response, the math department has implemented targeted support during Flex-Time and focused on delivering instruction through multiple modalities. These

efforts aim to strengthen students' ability to communicate mathematical reasoning through meaningful, language-rich experiences.

Additionally, the College and Career Indicator reflects that English Learners and Long-Term English Learners are two or more performance levels below their peers. To address this disparity, the school has expanded Career Technical Education (CTE) course offerings and pathways. Teachers have been intentional in communicating these opportunities directly to students within these subgroups, ensuring they are aware of and can access the pathways and supports available to them.

Other Needs

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

Other data sources highlight chronic absenteeism as a significant area requiring attention. In response, faculty have begun reflecting on the existing attendance policy with the goal of encouraging regular attendance. Additionally, the school has allocated resources to enhance communication with families of chronically absent students and to provide some targeted support aimed at improving student attendance.

Surveys

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

Throughout the school year, the school utilizes a variety of surveys to gather meaningful feedback from students, parents, and staff, which informs planning and decision-making. These include, but are not limited to, the California Healthy Kids Survey, the Hanover Survey, a Community Schools Assessment Survey, and the Senior Exit Survey. These tools provide valuable insights into school climate, student well-being, academic experiences, and educational partner engagement.

Student Feedback:
Recent student feedback has highlighted both strengths and areas for growth in the school's climate and culture. In 2025, survey results showed:
61% of students reported feeling a sense of belonging at school.
53% of students indicated feeling empowered to ask questions and express their thoughts comfortably.
65% of students reported not experiencing racism or discrimination, suggesting progress toward building a more inclusive and respectful environment.
Additionally, over the past three years, the school has been monitoring student access to campus resources and support systems, particularly in the areas of social-emotional health. This data has helped identify needs and inform decisions to strengthen student support structures and mental health services.

On the 2024 Senior Exit Survey, feedback from graduating students provided insight into their perceptions of college and career readiness, as well as their overall school experience. This input has been instrumental in refining academic and counseling programs and expanding career pathway opportunities.

Parent Feedback:
On the 2025 Climate and Culture Survey, parents expressed satisfaction with school communication and the welcoming atmosphere. 71% of parents reported feeling welcomed on campus as well as reporting they feel equipped with resources to support their student's educational needs. 68% of parents report they believe the school effectively communicates with parents. At the same time, some requested more consistent updates on student progress.

Teacher Feedback:

Teachers shared appreciation for collaborative structures and professional development focused on improving instructional practice. However, there is ongoing interest in additional support for meeting the needs of diverse learners and having more dedicated time for collaboration and instructional planning.

Overall, the feedback collected from all educational partner groups plays a vital role in shaping the school's goals and fostering a supportive, inclusive, and high-performing learning environment for all students.

Classroom Observations

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

During the school year, a variety of classroom observations were conducted to support instructional improvement and ensure alignment with school-wide goals. The administration team conducted both formal and informal observations on a regular basis, including scheduled evaluation visits as well as frequent walkthroughs. Department Chairs and Teacher Leaders also engaged in peer observations and provided feedback focused on instructional strategies, student engagement, and the use of academic language.

Observations occurred multiple times throughout the year, with most classrooms being visited multiple times during the year. These visits focused on evidence of clear learning objectives, student engagement, and the integration of academic vocabulary, particularly to support English Learners.

Key findings from these observations indicated that teachers are increasingly incorporating language objectives into their lessons and are using multiple instructional strategies to support active student learning. However, there is still a need for continued professional development in the areas of academic discourse, scaffolding for diverse learners, and the use of data to guide instruction.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The Santa Monica High School Site Leadership Team (SLT) has selected three primary areas of focus that align with the three LCAP and SPSA goal areas:

To address college and career readiness, the SLT has identified a focus on creating high-functioning Professional Learning Communities (PLC) teams focusing on the cycle of inquiry to improve student learning. Using the assessment data, the PLC teams will go through the inquiry cycle, creating common learning experiences to address students' learning needs and monitor progress of student learning. The PLC teams will maintain a common course website with course descriptions, expectations, and pacing. Additionally, we look at the CAASPP Summative Data. A summary of the data we review is below.

2023-2024 CAASPP SUMMARY DATA

57% of grade 11 students met/exceeded standard in mathematics
43% did not meet or nearly met standard in mathematics

84% of grade 11 students met/exceeded standard in English Language Arts (ELA)
16% did not meet or nearly met standard in ELA

58% of grade 11 students (with some grade 12) met/exceeded standard in Science on the CAST
42% did not meet or nearly met standard in Science on the CAST

Summary student data will be reviewed with staff and within departments during Fall 2024

To address the needs of of English Learners, the SLT has identified a variety of strategies. These include a school-wide focus on academic language; the use of academic engagement strategies; additional academic tutors; student shadowing; learning walks and a series of professional development workshops to increase teacher understanding of how best to serve our English Learners along with effectively implementing a multi-tiered system of supports. One area of data used to monitor this need is our ELPAC Data.

2023-2024 ELPAC SUMMARY DATA
32% of English Learners scored a Level 4 on their Overall Language with only 51% of English Learners making progress on their language development according to the ELPAC results.

Finally to ensure that all students engage in schools that are safe, well-maintained and family-friendly, the SLT has identified a focus on investment strategies during first two weeks of school, the continued implementation of Restorative practices, the use of circles in classrooms to foster community, and the application of culturally responsive teaching practices.

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

Data is used by our Professional Learning Community (PLC) teams during their cycle of inquiry. Each PLC team uses common assessments, reflects on the data, and then creates learning experiences to address the identified areas of need in student learning. Additionally, Math and English teachers use agreed upon interim assessments to track progress towards mastery of the state standards over time.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Santa Monica 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	0.07%	0.04%	%	2	1	
African American	6.52%	7.06%	6.76%	183	189	174
Asian	4.85%	5.79%	5.91%	136	155	152
Filipino	0.68%	0.6%	0.62%	19	16	16
Hispanic/Latino	34.75%	35.51%	35.10%	975	951	903
Pacific Islander	0.11%	0.11%	0.08%	3	3	2
White	42.30%	40.4%	40.85%	1,187	1082	1051
Two or More Races	10.33%	10.42%	10.49%	290	279	270
Not Reported	0.39%	0.07%	0.19%	11	2	5
			Total Enrollment	2,806	2678	2573

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	728	634	583
Grade 10	691	712	626
Grade 11	668	666	688
Grade 12	719	666	676
Total Enrollment	2,806	2,678	2,573

Conclusions based on this data:

1. Our three largest subgroups are Hispanic/Latino (35%), Two or More Races (10%), and African American/Black (7%).

2. The majority of our students are white (41%).

3. The overall enrollment has declined, but demographic breakdown has remained fairly consistent.

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	140	122	106	5.7%	5.0%	4.1%
Fluent English Proficient (FEP)	614	618	615	22.4%	21.9%	23.9%
Reclassified Fluent English Proficient (RFEP)	333	345	334	13.0%	12.9%	13.0%

Conclusions based on this data:

1. The percent of English Learners has decreased slightly over the last three years from 5.7% to 4.1% of our overall student population.

2. The number of Fluent English Proficient students has remained relatively consistent from 2021-2024 which was 24% of the overall student population in the 2023-24 school year.

3. The percent of Reclassified Fluent English Proficient students has remained consistent at 13% from 2021-2024.

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.

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	659	661	680	586	638	649	585	638	647	88.9	96.5	95.4
All Grades	659	661	680	586	638	649	585	638	647	88.9	96.5	95.4

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

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	2670.	2680.	2680.	51.79	55.96	54.87	30.26	27.12	28.90	9.91	10.03	9.43	8.03	6.90	6.80
All Grades	N/A	N/A	N/A	51.79	55.96	54.87	30.26	27.12	28.90	9.91	10.03	9.43	8.03	6.90	6.80

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	47.01	45.77	50.39	46.84	47.96	41.58	6.15	6.27	8.04
All Grades	47.01	45.77	50.39	46.84	47.96	41.58	6.15	6.27	8.04

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	53.16	55.49	56.11	37.95	37.46	36.32	8.89	7.05	7.57
All Grades	53.16	55.49	56.11	37.95	37.46	36.32	8.89	7.05	7.57

Listing 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	27.35	29.00	27.67	65.81	66.30	66.31	6.84	4.70	6.03
All Grades	27.35	29.00	27.67	65.81	66.30	66.31	6.84	4.70	6.03

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	40.85	50.94	43.28	52.82	44.20	51.62	6.32	4.86	5.10
All Grades	40.85	50.94	43.28	52.82	44.20	51.62	6.32	4.86	5.10

Conclusions based on this data:

1. Of the 4 claims, listening had the lowest percent of students above standard in 2023-24 with 28%.

2. In 2023-24, the claims with the highest increase in percent of students above standard was reading with an increase of 4.6%. The claim with the largest decrease in students above standard was research and inquiry with a decrease of 7.6%.

3. In 2023-2024, the overall participation rate on this CAASPP Test was 95.4%, relatively consistent with the previous year.

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	659	660	680	589	629	649	589	629	647	89.4	95.3	95.4
All Grades	659	660	680	589	629	649	589	629	647	89.4	95.3	95.4

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard 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	2629.	2623.	2638.	27.33	26.55	30.60	23.77	24.32	26.28	18.85	20.19	17.00	30.05	28.93	26.12
All Grades	N/A	N/A	N/A	27.33	26.55	30.60	23.77	24.32	26.28	18.85	20.19	17.00	30.05	28.93	26.12

Concepts & Procedures Applying mathematical concepts and procedures									
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	32.26	30.68	32.35	38.88	38.00	42.57	28.86	31.32	25.08
All Grades	32.26	30.68	32.35	38.88	38.00	42.57	28.86	31.32	25.08

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	32.77	28.78	32.61	53.82	55.80	53.79	13.41	15.42	13.60
All Grades	32.77	28.78	32.61	53.82	55.80	53.79	13.41	15.42	13.60

	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	27.33	27.34	29.41	59.42	56.28	55.26	13.24	16.38	15.33
All Grades	27.33	27.34	29.41	59.42	56.28	55.26	13.24	16.38	15.33

Conclusions based on this data:

1. In both the claims of communicating mathematical reasoning and problem solving, the majority of students ranked in the At or Near Standard Categories (55% and 54%, respectively), indicating a need to provide students enhanced opportunity and support in these areas.

2. In 2023-2024, 56.9% of the students that tested scored standard exceeded or met, which is an increase from 50.9% the previous year.

3. In 2023-24, the percent of students below standard decreased in all three claims. There was also a decrease of 2.8% in the percent of studetns in the overall standard not met category.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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
9	1550.5	1570.3	1569.7	1554.1	1586.1	1584.3	1546.6	1553.8	1554.6	22	26	12
10	1593.2	1597.6	1579.9	1608.9	1620.1	1596.9	1577.1	1574.8	1562.3	43	17	23
11	1608.9	1607.7	1570.2	1629.7	1627.8	1574.9	1587.7	1586.9	1565.0	37	36	18
12	1634.1	1599.9	1621.8	1662.6	1621.5	1653.7	1605.1	1577.6	1589.3	30	28	22
All Grades										132	107	75

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores 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
9	15.00	30.77	16.67	40.00	42.31	41.67	35.00	11.54	25.00	10.00	15.38	16.67	20	26	12
10	46.51	35.29	30.43	34.88	35.29	43.48	13.95	23.53	21.74	4.65	5.88	4.35	43	17	23
11	45.95	38.89	22.22	29.73	44.44	33.33	21.62	13.89	27.78	2.70	2.78	16.67	37	36	18
12	56.67	32.14	50.00	36.67	39.29	31.82	6.67	25.00	13.64	0.00	3.57	4.55	30	28	22
All Grades	43.85	34.58	32.00	34.62	41.12	37.33	17.69	17.76	21.33	3.85	6.54	9.33	130	107	75

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
9	30.00	42.31	50.00	40.00	34.62	25.00	20.00	15.38	25.00	10.00	7.69	0.00	20	26	12
10	72.09	41.18	52.17	16.28	47.06	34.78	9.30	11.76	13.04	2.33	0.00	0.00	43	17	23
11	67.57	63.89	55.56	21.62	25.00	22.22	10.81	8.33	11.11	0.00	2.78	11.11	37	36	18
12	76.67	50.00	77.27	23.33	39.29	13.64	0.00	7.14	4.55	0.00	3.57	4.55	30	28	22
All Grades	65.38	51.40	60.00	23.08	34.58	24.00	9.23	10.28	12.00	2.31	3.74	4.00	130	107	75

Oral Language — Percentage of Students at Each Performance Level for All Students

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
9	10.00	11.54	8.33	15.00	15.38	16.67	50.00	46.15	41.67	25.00	26.92	33.33	20	26	12
10	13.95	11.76	13.04	41.86	35.29	17.39	32.56	35.29	56.52	11.63	17.65	13.04	43	17	23
11	13.51	11.11	5.56	32.43	33.33	27.78	37.84	44.44	22.22	16.22	11.11	44.44	37	36	18
12	20.00	7.14	18.18	40.00	35.71	31.82	36.67	35.71	31.82	3.33	21.43	18.18	30	28	22
All Grades	14.62	10.28	12.00	34.62	29.91	24.00	37.69	41.12	38.67	13.08	18.69	25.33	130	107	75

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
9	0.00	11.54	16.67	75.00	69.23	58.33	25.00	19.23	25.00	20	26	12
10	4.65	11.76	4.35	90.70	76.47	86.96	4.65	11.76	8.70	43	17	23
11	13.51	13.89	0.00	75.68	72.22	66.67	10.81	13.89	33.33	37	36	18
12	20.00	10.71	13.64	80.00	78.57	68.18	0.00	10.71	18.18	30	28	22
All Grades	10.00	12.15	8.00	81.54	73.83	72.00	8.46	14.02	20.00	130	107	75

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
9	70.00	88.46	91.67	25.00	3.85	8.33	5.00	7.69	0.00	20	26	12
10	90.00	94.12	86.96	5.00	5.88	13.04	5.00	0.00	0.00	40	17	23
11	91.89	97.22	88.89	5.41	0.00	0.00	2.70	2.78	11.11	37	36	18
12	100.00	92.86	95.45	0.00	3.57	4.55	0.00	3.57	0.00	30	28	22
All Grades	89.76	93.46	90.67	7.09	2.80	6.67	3.15	3.74	2.67	127	107	75

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
9	15.00	19.23	16.67	30.00	38.46	41.67	55.00	42.31	41.67	20	26	12
10	23.26	35.29	17.39	58.14	47.06	60.87	18.60	17.65	21.74	43	17	23
11	25.00	13.89	11.11	50.00	61.11	44.44	25.00	25.00	44.44	36	36	18
12	30.00	10.71	18.18	53.33	57.14	54.55	16.67	32.14	27.27	30	28	22
All Grades	24.03	17.76	16.00	50.39	52.34	52.00	25.58	29.91	32.00	129	107	75

	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**
9	0.00	0.00	0.00	80.00	88.46	91.67	20.00	11.54	8.33	20	26	12
10	2.33	5.88	0.00	86.05	88.24	86.96	11.63	5.88	13.04	43	17	23
11	24.32	19.44	11.11	70.27	75.00	61.11	5.41	5.56	27.78	37	36	18
12	26.67	10.71	18.18	73.33	75.00	77.27	0.00	14.29	4.55	30	28	22
All Grades	13.85	10.28	8.00	77.69	80.37	78.67	8.46	9.35	13.33	130	107	75

Conclusions based on this data:

1. Between the 2022-23 school year and the 2023-24 school year, the grade with the greatest increase in the the overall mean score for the summative assessment was twelfth grade (1599.9 to 1621.8). Conversely, the grade with the largest decrease in the overall mean score was eleventh grade (1607.7 to 1570.2).

2. In 2023-24, the total number of students tested decreased by 32 students with the largest declines in ninth and eleventh grade.

3. In 2023-24, the domain with the highest percentage of students at Well Developed is speaking (90.7%). This is consistent with the strength in the previous two year.

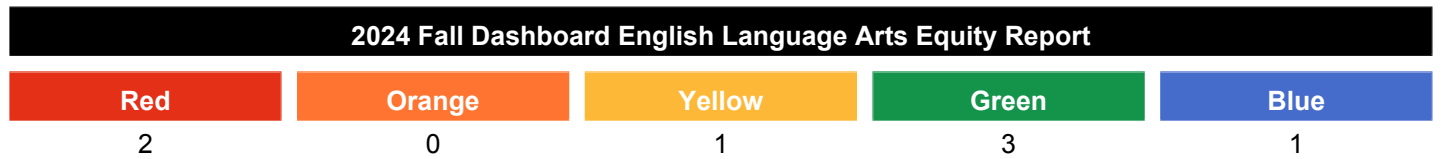# School and Student Performance Data

Student Population

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,573	**31.3%**	**4.1%**	**0.2%**
Total Number of Students enrolled in Santa Monica 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	106	4.1%
Foster Youth	5	0.2%
Homeless	23	0.9%
Socioeconomically Disadvantaged	806	31.3%
Students with Disabilities	344	13.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	174	6.8%
American Indian	0	0.0%
Asian	152	5.9%
Filipino	16	0.6%
Hispanic	903	35.1%
Two or More Races	270	10.5%
Pacific Islander	2	0.1%
White	1,051	40.8%

Conclusions based on this data:

1. The two highest student group populations by race is White at 1,051 (41%) and the second highest student group by race is Hispanic at 903 (35.1%) of our student population.

2. Of the 2,573 students, 31.3% of the population is socioeconomically disadvantage and 4.1% of the students are English Learners.

3. Of the students on our campus, 13.4% of the population are identified to be students with disabilities.

School and Student Performance Data

Overall Performance

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Green		
English Learner Progress Orange		
College/Career Green		

Conclusions based on this data:

1. The academic performance of our English Language Arts is at the high level on our Dashboard.

2. Our graduation rate is in the high level on our 2024 Fall Dashboard Overall Performance for All Students.

3. The English Language Progress area of the Dashboard is the lowest category in the orange level.

School and Student Performance Data

Academic Performance
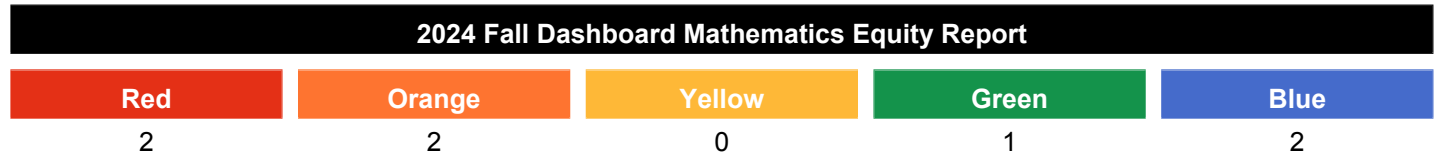## English Language Arts

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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	0	1	3	1

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		

All Students	**English Learners**	**Long-Term English Learners**
Blue	Red	No Performance Color
96.6 points above standard	71.0 points below standard	128.7 points below standard
Maintained 1.7 points	Declined 25.4 points	Declined 64.2 points
639 Students	33 Students	14 Students

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Less than 11 Students	Less than 11 Students	55.9 points above standard
		Increased 13.7 points
1 Student	7 Students	228 Students

Students with Disabilities	African American	American Indian
Red	Yellow	No Performance Color
91.1 points below standard	1.3 points above standard	0 Students
Declined 28.1 points	Declined 11.9 points	
87 Students	38 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
137.7 points above standard	Less than 11 Students	36.8 points above standard
Declined 16.7 points		Declined 24.6 points
37 Students	1 Student	216 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Blue
129.3 points above standard	0 Students	131.9 points above standard
Declined 5.6 points		Increased 6.1 points
74 Students		279 Students

Conclusions based on this data:

1. The data from the Dashboard revealed that our subgroups that performed in the lower status level on ELA were Students With Disabilities (91.1 points below standard) and English Learners (71.0 points below standard).

2. The data from the Dashboard revealed that all subgroups for race/ethnicity were above standard.

3. Overall our students performed 96.6 points above standard on ELA.

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.

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	0	1	2

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		

All Students	English Learners	Long-Term English Learners
Green	Red	No Performance Color
9.5 points above standard	162.1 points below standard	205.7 points below standard
Increased 14.1 points	Declined 5.7 points	Declined 19.3 points
640 Students	34 Students	14 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Less than 11 Students	Less than 11 Students	48.6 points below standard
		Increased 27.5 points
1 Student	8 Students	229 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
185.6 points below standard	117.3 points below standard	0 Students
Increased 8.6 points	Declined 24.9 points	
87 Students	38 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
61.9 points above standard	Less than 11 Students	68.0 points below standard
Declined 14.4 points		Maintained 2.3 points
38 Students	1 Student	217 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
63.5 points above standard	0 Students	57.2 points above standard
Increased 20.4 points		Increased 22.6 points
73 Students		279 Students

Conclusions based on this data:

1. The data from the Dashboard revealed that some of our subgroups performed in the very low status level on Mathematics. The two subgroups are Students With Disabilities (185.6 points below standard) and English Learners (162.1 points below standard).

2. On the Dashboard Mathematics Performance by Race/Ethnicity, the subgroup in the lower levels are Hispanic, in the orange range, and African America, in the red range.

3. According to the Dashboard for Fall of 2024, our subgroups that there was an increase in the points moving towards standard, meaning a decrease in the points below standard, were Socioeconomically Disadvantaged (increased by 27.5 points), White (increased by 22.6 points), Two or More Races (increased by 20.4 points), and Students With Disabilities (increased by 8.6 points)

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.

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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**
Orange	Orange
51.4% making progress.	46.8% making progress.
Number Students: 72 Students	Number Students: 47 Students

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**
18.1%	25%	13.9%	36.1%

Conclusions based on this data:

1. Of the 72 students who are English Learners, 51.4% of the students are making progress towards English language proficiency.

2. The data revealed that 36.1% progressed at least one ELPI Level.

3. The data indicates that 18.1% of English Learners decreased one ELPI level.

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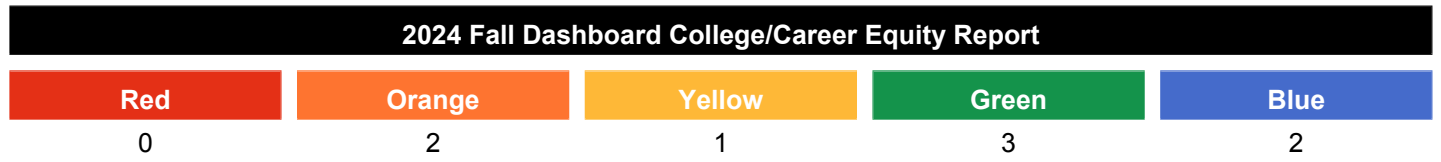
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	3	2

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		
All Students	**English Learners**	**Long-Term English Learners**
Green	Orange	Orange
65.8 Prepared	26.2 Prepared	22 Prepared
Increased 4.7	Maintained 1.7	Declined 3.5
666 Students	61 Students	50 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Less than 11 Students 0	Less than 11 Students 0	49.8 Prepared
		Increased 6.6
1 Student	7 Students	259 Students

Students with Disabilities	African American	American Indian
Yellow	Green	No Performance Color
19.3 Prepared	42.9 Prepared	0 Students
Increased 4.8	Increased 8.2	
83 Students	35 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
78.6 Prepared	Less than 11 Students 0	51.9 Prepared
Declined 3		Increased 5.4
28 Students	5 Students	239 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
83.3 Prepared	0 Students	74.9 Prepared
Increased 2		Increased 3.5
72 Students		287 Students

Conclusions based on this data:

1. According to the Fall 2024 Dashboard data, 65.8 percent of all students were prepared for college or careers.

2. The data indicates that the subgroups for race/ethnicity with the highest percent of students prepared are Two or More Races (83.3%), Asian (78.6%), and White (74.9%).

3. The data indicates that the subgroups with the lowest percent of students prepared are English Learners (26.2%), and Long-Term English Learners (22%).
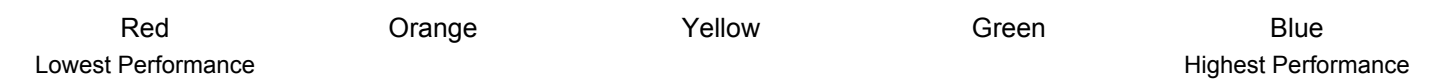
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report
Red	Orange	Yellow	Green	Blue

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. No data was available in this section for Santa Monica High School.

School and Student Performance Data

Academic Engagement
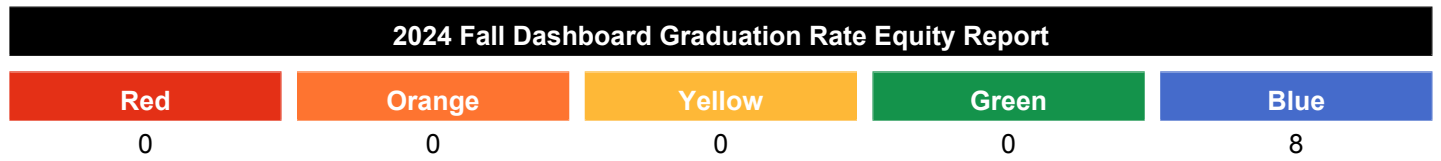## Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	8

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		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Blue	Blue
98.4% graduated	100% graduated	100% graduated
Increased 2%	Increased 8.8%	Increased 3.9%
668 Students	62 Students	50 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	99.6% graduated
		Increased 5.3%
1 Student	7 Students	260 Students

Students with Disabilities	African American	American Indian
Blue	Blue	No Performance Color
95.2% graduated	100% graduated	0 Students
Increased 7.1%	Maintained 0%	
84 Students	35 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
100% graduated	Fewer than 11 students - data not displayed for privacy	99.2% graduated
Increased 2.6%	5 Students	Increased 4.2%
28 Students		241 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
98.6% graduated	0 Students	97.2% graduated
Maintained 0.3%		Increased 1%
72 Students		287 Students

Conclusions based on this data:

1. The data revealed indicates that the graduation rate for all students is 98.4%, with all subgroups in the blue range.

2. The data reveals that the subgroups with the lowest graduation rate is students with disabilities (95.2%).

3. The data indicates that 100% students in subgroups of English Learners, African America, and Asian graduated.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	3	4	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Orange	Yellow
2.7% suspended at least one day	6.4% suspended at least one day	2.9% suspended at least one day
Declined 1%	Increased 4.2%	Maintained 0.2%
2620 Students	110 Students	69 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	15.6% suspended at least one day	4.9% suspended at least one day
5 Students	Increased 7.6%	Maintained 0%
	32 Students	907 Students

Students with Disabilities	African American	American Indian
Yellow	Orange	No Performance Color
6.8% suspended at least one day	6.5% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 1.4%	Increased 0.3%	1 Student
369 Students	184 Students	

Asian	Filipino	Hispanic
Green	No Performance Color	Green
0.7% suspended at least one day	0% suspended at least one day	3.6% suspended at least one day
Declined 0.6%	Maintained 0%	Declined 1.3%
153 Students	18 Students	910 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
1.5% suspended at least one day	Fewer than 11 students - data not displayed for privacy	1.9% suspended at least one day
Declined 0.7%	2 Students	Declined 1.2%
275 Students		1077 Students

Conclusions based on this data:

1. The data indicates that the overall suspension rate is 2.7%, meaning 2.7% of the student body has been suspended at least one day.

2. The data reveals that some subgroups saw an increase in the percent being suspended at least one day. These subgroups English Learners, African American, and Homeless.

3. The data indicates that 4.9% of our students that are socioeconomically disadvantaged were suspended at least once.

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.

Improve learning for all students across the curriculum.
Increase the percent of BIPOC students scoring met or exceeds by 5% on the ELA and Math CAASSP by the end of the 2025-26 school year, and close the opportunity gap by looking at diagnostic and interim assessments throughout the year, by focusing on professional development on academic language and engagement, supporting teacher collaboration for norming grading practices, and providing specific students support as needed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.

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.

Increase overall achievement in CAASPP ELA and Math scores. More specifically, increase performance of our significant subgroups to decrease the opportunity gap. For ELA, the subgroups that we want to look at include Students with Disabilities and English Learners. For Math, the subgroups that we want to look at include Students with Disabilities, English Learners, African America, and Hispanic. Specific attention to identify and address the discrepancy between ELA and Math performance is important.

Increase in all students who are placed in the "prepared" level on the College/Career indicator. Based on the 2024 Fall Dashboard, 65.8% of all students were placed in the "prepared" level. Additionally, increase performance of our significant subgroups to decrease the achievement gap including English Learners and Students with Disabilities.

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
CAASPP ELA Overall (met or exceeded)	84%	87%
CAASPP Math Overall (met or exceeded)	57%	60%
CA Dashboard College and Career	66%	69%

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	Provide resources and supplies to allow for engaging lessons developing future ready skills.	All students will be served by this strategy and the activities that we are doing.	1420 Restricted Lottery

				Supplies for the Project Lead the Way pathway and Engineering Academy. 5000 Restricted Lottery Supplies and consumables for engaging, hands-on lessons. 6000 Restricted Lottery Online subscriptions and books to support research and reading comprehension. 12000 Restricted Lottery Supplies for visual and performing arts classes.
1.2	Provide support for departments as they focus on depth of knowledge with structured collaborative conversations and project based learning to promote critical thinking and problem solving for all students.	All students will be served by this strategy and the activities that we are doing.		Provide an expert teacher planning and department chair coordination time to develop professional development (PD) in project based learning and incorporating structured collaborative conversations in the classroom to aligned to the curricular goals of every department. (no budget cost) 10,803.60 Site Formula Funds Provide support for PLCs to collaborate through the cycle of inquiry to incorporate project based learning and structured collaborative conversations to benefit all students. (36 subs at $300.10 each)
1.3	Provide PD calendar that reflects department, schoolwide/House meetings, thereby enhancing frequency of collaborative planning, review of student work, and development, commitment, discussion, and response to results of common formative assessments. Provide additional planning opportunities to support collaboration around alignment of goals, strategies, grading, and practice.	All students will be served by this strategy and the activities that we are doing.		3087.00 Site Formula Funds Provide subject-alike collaborative teams time to collaborate around development of common essential standards, key lesson and/or rubric development, formative assessments, analysis of student work, and responsive next steps to further student mastery. (i.e. English norming baseline essays) (Formula, 36 hours at $85.75)

1.4	Administration and SLT will conduct learning walks to monitor implementation of engagement strategies and to determine areas of growth that need attention.	All students will be served by this strategy and the activities that we are doing.	As much as possible, Teacher Leaders and Department Chairs will have a common prep built into their schedule to allow for learning walks to occur. (No budget cost)
1.5	Develop a master schedule that supports collaboration.	All students will be served by this strategy and the activities that we are doing.	Enhance frequency of collaboration between co-teachers within general ed/special ed collaborative classes, by embedding daily common planning time for partners into the master schedule (No budget costs) 9003.00 Site Formula Funds Collaboration time for instructional planning and data analysis for PLC teams to enhance their cycle of inquiry. (30 subs at $300.10 each)
1.6	Develop a master schedule that promotes content knowledge and alignment of practice by special education teachers to the learning expectations and opportunities provided by their general ed colleagues.	All students will be served by this strategy and the activities that we are doing.	Schedule SAI teachers to also teach at least one general ed/special ed collaborative course in that same subject area. Provide common planning time for the team, both within the structure of the master schedule, as well as additional release time. (No site cost, District Special Ed Department to pay for release time to provide each team additional collaborative time) 9603.20 Site Formula Funds Collaboration time for developmental planning and goal setting for special education students (16 subs each semester - Fall and Spring at $300.10 each) 3430.00 Stretch Grant (Ed Foundation)

				Collaboration time for co-teachers, content and special education teacher, to discuss classroom expectations, roles, and supports. (40 hours at $85.75 each)
1.7	Reduce class size in targeted math and English courses.	All students in the targeted courses will be served by this strategy and the activities that we are doing.		Add additional sections to reduce class size of English 9P, English 10 P, Algebra P, and Geometry P (As FTE allows)
1.8	Provide English and Math students support to underrepresented students in advanced courses.	All student groups, specifically EL, African American/Black, Latino/Hispanic and socioeconomically disadvantage will be impacted by the strategies put in place to support student learning.		10,000.00 Site Formula Funds

Recruit and train, through summer workshops, additional equity champions to serve as AP teachers. 3773.00 Site Formula Funds

Provide summer bootcamp for potential AP students, specifically BIPOC and low SES backgrounds, that could be successful in their first AP class with additional support throughout the course of the year. (2 teachers 22 hours each at $85.75)

Provide a space for volunteers to work one-on-one with 11th grade AP students to develop their writing skills during their English class. (no cost - volunteers) 1372.00 Site Formula Funds

Provide additional summer hours for Advisors to input schedule changes, which include students that are late opting into AP classes due to bootcamp participation. (Formula, 16 hours at $85.75) 3000.00 Site Formula Funds

Provide small group support for students in need of support from a writing coach throughout the school year. The support can occur during |

			class or Flex-Time and can either be arranged by the teacher or the student.
1.9	Provide after school intervention support and library/technology/supply support.	All students will be served by this strategy and the activities that we are doing.	4000.00 Site Formula Funds Provide students access to technology, printing, paper, and study/project resources free through the library. 10,050.00 Parent-Teacher Association (PTA) Provide after school support by teachers from Samohi to supervise peer tutoring in the library (supplemented by PTSA) 10,050.00 Parent-Teacher Association (PTA) Provide after school math support by math teachers from Samohi in the library two days a week. (Supplemented by PTSA) 9430.00 Stretch Grant (Ed Foundation) Provide students after-school credit recovery opportunities through APEX online courses.
1.10	Strengthen and calibrate techniques within the AVID program by providing relevant professional development on the AVID strategies, and fostering a relationship with our Samohi CARPE Team.	Students in the AVID program will be served by this strategy and the activities that we are doing.	6000 Site Formula Funds Support and grow the AVID program by providing registration for teachers to attend the local AVID conference.
1.11	Offer a variety of AP courses and assessments for students to participate in.	All students will be served by this strategy and the activities that we are doing.	500 Site Formula Funds Provide students access to AP testing through College Board membership. 9003.00 Stretch Grant (Ed Foundation) Provide supervision and support for the variety of AP tests and students with accommodations. (30 subs at $300.10 each)

1.12	The school will offer a support period built into the school day to provide students and opportunity for content support, enrichment, or mental health support.	All students will be served by this strategy and the activities that we are doing.	Offer a bell schedule that allows for a support period, called Flex-Time, two times a week. 7900.00 Parent-Teacher Association (PTA) Provide scheduling technology software to allow students choice in signing up for the session based on their needs. (PTSA funded) 1500 Site Formula Funds Provide scheduling technology software to allow students choice in signing up for the session based on their needs. (supplement to PTSA funds)
1.13	The school will offer a personalized Project-Based Learning (PBL) Pathway that pairs students with professional industry internships that connects interests to field work, and to build skills and a professional network.	Students that chose this pathway will be served by multiple strategies to support their learning through project-based learning.	Develop and integrate rigorous real world projects aligned with state standards. Develop individualized interest based learning plans for all students. Provide students with the opportunity to enhance their learning with SMC courses (dual enrollment). Offer a bell schedule that allows for a one-day a week field experience with a mentor/expert in an area of the student's interest.
1.14	Enhance College Counselor outreach and support for under-represented students.	All student groups, specifically EL, African American/Black, Latino/Hispanic and socioeconomically disadvantage will be impacted by the strategies put in place to support student learning.	College Counselors will target under-represented students who are not self-advocating for support, and provide them dedicated support time. (no budget cost)

				5000.00 Stretch Grant (Ed Foundation) College Counselors will provide local college visits for under-represented students, while including our AVID students. 1000.00 Site Formula Funds Provide transportation and entrance for interested students to the Black College Expo with the support of BSU for organizing the event. CARPE team, including the College Counselors, will conduct college prep empathy interviews to assess students needs. (no budget cost) 32,000.00 Stretch Grant (Ed Foundation) Guided professional development with CARPE consultant to assist team in reflection and collaboration on action steps for outreach to address student needs. Team also hosts events, such as AppFest, during the Flex-Time and several Saturdays during first semester to help all students complete college applications and provide assistance with the process. (monthly check-in meetings plus two sub out days per semester) 1523.50 Site Formula Funds Support Advisor growth in college ready expectations by supporting attendance at both UC and CSU Conferences.

Annual Review

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 strategies and activities implemented under Goal 1 demonstrate a comprehensive, multi-faceted approach to improving student achievement across the curriculum, with an emphasis on equity and access for BIPOC and underrepresented student groups. The school has effectively invested in professional development, collaborative planning time, and curriculum-aligned resources, all of which aim to build future-ready skills through project-based learning, academic language development, and critical thinking.

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

A key difference between the intended implementation and the actual budgeted expenditures last year was the need for additional funding to support teacher collaboration, largely due to increases in salary costs. Additionally, rising registration fees for conferences limited the number of staff who could participate in valuable professional development opportunities.

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 key adjustments made include increasing funding for conference registrations and teacher collaboration hours. To accommodate these changes, certain expenditures were reallocated to the Stretch Grant, and the PTSA provided additional support specifically for the scheduling technology.

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.

> **Improve Equity and Access for All**
> Increase the percent of students that reclassify by 3% utilizing the districts reclassification process by the end of the 2025-26 school year and increase the performance of subgroups to address the achievement gap by looking by focusing on providing professional development on academic language, specific ELL strategies to utilize during designated and integrated ELD, and engaging students in the classroom.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum.

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.

> On the 2023-2024 ELPAC summary data, 32% of English Learners scored a Level 4 on their Overall Language with only 51% of English Learners making progress on their language development according to the ELPAC results.
>
> Based on the CA Dashboard, 18% of EL students decreased one ELPI Level and 25% of EL students maintained their ELPI Level of 1, 2L, 2H, 3L or 3H.
>
> On the 2024 Fall Dashboard, English Learners were red range for both the ELA and Math Academic Performance. Additionally, only 26.2% of English Learners were placed at the "prepared" level on the College/Career Indicator.
>
> To address the needs of of English Learners, the SLT has identified a variety of strategies. These include a school-wide focus on academic language; the use of academic engagement strategies; additional academic tutors; student shadowing; learning walks and a series of professional development workshops to increase teacher understanding of how best to serve our English Learners along with effectively implementing a multi-tiered system of supports. One area of data used to monitor this need is our ELPAC Data.

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
ELPAC Reclassification Data	9.8%	12.8%
CA Dashboard English Language Acquisition Results progressing at least one ELPI Level	36.1%	40%

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	Each departmental administrator meets with the department chair to discuss English Language Learners' progress made on pre-assessments, common formative assessments, the effectiveness of the EL strategies implemented within the integrated ELD instruction, and the use of engagement strategies. The team will consistently reflect on progress and strategies to address areas of need.	All student groups, specifically EL, will be impacted by the strategies put in place to support student learning.	Departmental administrators will schedule bi-weekly meetings with the department chair. (No budget cost)
2.2	Schedule beginning and intermediate ELD students, as well as students who no longer need ELD English, but who still require additional support, in cohorts as defined by the ELD coordinator.	Students in the beginning and intermediate EL program will be served by this strategy and the activities that we are doing.	Teams of administration and educators led by the ELD Coordinator will explore SST-like reclassification and pre-CELDT testing/progress meetings for and in support of EL students.
2.3	Provide on-going support for teachers on tools to scaffold instruction for English Learners.	All student groups, specifically EL, will be impacted by the strategies put in place to support student learning.	1800.60 Site Formula Funds Provide teachers coverage to engage in learning walks for on-going support around utilizing the sentence frames, questions, and other research-based strategies know to support EL students in daily instruction. (6 subs at $300.10 per sub) 600.00 Restricted Lottery Provide relevant study resources and materials to assist in preparing for the PSAT/SAT assessments. (ELAC Recommendation) 4000.00 Restricted Lottery Provide relevant learning resources and materials to assist teachers in scaffolding instruction during engaging, hands-on lessons.
2.4	Teacher Leaders will increase efficacy in strategies to support EL students, observations of EL cohorts across each curricular department, support of EL cohort teachers, and coordination and communication with the ELD coordinator, and ELD teachers around faculty and student needs based	Students in the beginning and intermediate EL program will be served by this strategy and the	Alter the master schedule to allow for daily common planning and communication

| on these observations, as well as co-development of PD to support the highest priority needs observed. | activities that we are doing. | between teacher leaders, ELD coordinator, and both ELD teachers (Beginning, Intermediate, and Advanced). Since subject matter cohorts are scheduled during a different period throughout the day, and we want teacher leaders to have the opportunity to collectively observe each, arrange the master schedule to allow the 5 teacher leaders to have their teacher leader period staggered throughout the day, in addition to their common planning period. |

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 Goal 2 strategies has been effective in strengthening support for English Learners. Key actions include regular data reviews between administrators and department chairs, targeted cohort scheduling, and an increase of professional development focused on academic language and scaffolded instruction. Teacher leaders collaborate closely with the ELD coordinator, and the master schedule adjusted to support consistent planning and observation. These efforts will enhance instructional practices and contribute to progress toward improving reclassification rates and ELPI outcomes.

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

A key difference between the intended implementation and the actual budgeted expenditures last year was the need for additional funding to support teacher collaboration, largely due to increases in salary costs. Additionally, ELAC asked for the PSAT/SAT materials for more students which increased the cost.

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 key adjustments made include increasing funding for teacher professional development hours and the study materials for PSAT/SAT based on the ELAC recommendation. To accommodate these changes, certain expenditures in other goals were reallocated to the Stretch Grant.

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.

Provide a safe and engaging school for students.
64% of students have indicated that they feel connected to school and have an adult they can go to on campus. Our team would like to increase 10% in the 2025-26 school year by building community and culture in the classroom through providing professional development to teachers on infusing restorative practice, engagement strategies, and culturally responsive teaching in the classroom.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

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.

Increase the percentage of students in grade ninth (62%) and eleventh (66%) who indicate they have a caring adult on campus they can turn to as reported in the CA Healthy Kids Survey.

Increase the percentage of students who feel school connectedness from the current 64% for both ninth and eleventh grade as reported in the CA Healthy Kids Survey.

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
CA Healthy Kids Survey -- school connectedness	64%	74%
CA Healthy Kids Survey -- caring adult on campus	64%	74%

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	Implement structured collaborative conversations and project-based learning using critical thinking, and citing evidence from multiple nonfiction, and authentic sources from diverse backgrounds, across every department school-wide.	All student groups, specifically EL, African American/Black, Latino/Hispanic and socioeconomically disadvantage, will be impacted by the strategies put in place to support claims-based writing.	3500.00 Restricted Lottery

Upgrade library holdings to support implementation of CCSS across all curricular areas, as informed by each Collaborative Team within the Samohi PLC. 4043.00 American Book Drive |

			Augment library holdings to represent our diverse population and interests.
3.2	Support student growth by supporting every department in the implementation of engaging lessons and facilitating speaking the same "common" language around expectations that writing and collaborative conversations regarding reading, and analysis in every area, be evidence-based. School-wide implementation supports student understanding of expectations, and generalization of process.	All students will be served by this strategy and the activities that we are doing.	55,000.00 Site Formula Funds Provide paper, ink, and copier access, including provisions for maintenance agreements, for generation of teaching materials and readings aligned to CCSS. 4000 Site Formula Funds Provide support from writing coaches for students with writing in the classroom, writing lab, college essays, etc.
3.3	Continue to grow as a school dedicated to Restorative Practice.	All students will be served by this strategy and the activities that we are doing.	Provide level 1 restorative justice training for all new teachers. Offer advanced levels of training in restorative justice practices for interested staff members. (district funded)
3.4	Use Samohi PLC teams as the vehicle to effectively refine and enhance teaching practices, for engaging classrooms focused on approaching students' needs from a variety of perspectives, increasing people's involvement and comfort along with enhancing the respect people show for others who are different.	All students will be served by this strategy and the activities that we are doing.	Focused professional development on diversity, equity and inclusion including teaching practices and the impact on classrooms. This professional development will occur at both the district and site level. (District funded) Provide professional development with the support of the district for PLC teams to focus on implementing the social justice standards, restorative practices, and/or project based learning 14,000.00 Site Formula Funds Provide teachers with support for attending conferences or trainings focused on creating

			engaging classrooms focused on approaching students' needs from a variety of perspectives, increasing people's involvement and comfort along with enhancing the respect people show for others who are different. (subs or registration)
3.5	Support PD planning, PD implementation, and PD follow-up for social justice standards and civic action implementation.	All students will be served by this strategy and the activities that we are doing.	1800.60 Site Formula Funds Provide willing PLC teams time to incorporate the ACES requirement into the curriculum guide and plan for implementation of the adjusted course. (6 subs at $300.10 each)
3.6	Support student learning through access to supplies and tools conducive to future-ready skills.	All students will be served by this strategy and the activities that we are doing.	5000.00 Parent-Teacher Association (PTA) Provide supplies to support a well-maintained and equipped learning environment. 20,000.00 Site Formula Funds Provide general office supplies and necessary maintenance agreements to support the school community. 1500.00 Restricted Lottery Provide teachers with learning resources and materials through the Mobile Museum to engage students in learning opportunities incorporating future-ready skills. 12000.00 Parent-Teacher Association (PTA) Provide tech support to maintain learning environments conducive to future-ready skills.
3.7	Maintain a safe campus while providing services to students and the community.	All students will be served by this strategy and the activities that we are doing.	4800.00 Site Formula Funds Support a well-maintained school website that allows parents and community members to know what is occurring on campus as well as services provided.

			500.00 Parent-Teacher Association (PTA) Support Security Team with maintaining welcoming, but safe, entrance gates. 1000.00 Site Formula Funds Support Security Team through the repair and maintenance of safety equipment. 2500.00 Site Formula Funds Provide supplies and resources for the Health Office in order to assist the students.
3.8	Support teachers and their content delivery in Freshmen Seminar.	All students will be served by this strategy and the activities that we are doing.	Form and meet with Freshmen Seminar planning committee, consisting of key Freshmen Seminar teachers, to focus on current cultural needs, maintain critical components of the Facing History curriculum, implement concepts from the Ethnic Studies curriculum, and maintain from the Civic Democracy Initiative. (District funded)
3.9	Support new student to Samohi coming after their freshmen year by providing an opportunity for a Health course.	All students coming to the school their sophomore year or later.	1886.50 Site Formula Funds Provide student new to Samohi after their freshmen year with an option to meet their Health course during Flex-Time. (22 hours at $85.75 hourly)
3.10	Cultivate interest, recruit, hire, and prepare teachers interested in teaching Computer Science, and STEM-based classes in the future.	All students will be served by this strategy and the activities that we are doing.	Provide summer PD for teachers to set foundation of year 4 of the Project Lead the Way Engineering Pathway. (No budget cost) Recruit and hire teachers interested in teaching Computer Science and STEM courses. (No budget cost)

			Work with SMC to establish computer and tech based pathways across four semesters. (No budget cost) 1500.00 Site Formula Funds PLTW year 4 project development and consumable supplies.
3.11	The school will offer a Project-Based Learning (PBL) Pathway that focuses on learning through the lens of student interests through integrating rigorous real-world projects.	Students that chose this pathway will be served by multiple strategies to support their learning through project-based learning.	PBL Pathway provides a do, learn, thrive, fueled by a culture of curiosity, growth, and joy of learning. Student engage in a progressive and inspiring educational experiences that cultivates a personal commitment to learning, independent thinking, and community. PBL Pathway provides a smaller classroom environment where students benefit from having their voices heard and are able to maintaining strong relationships with teacher advisors. PBL Pathway updates the individualized learning plan every trimester to address the student's interests, talents and needs. PBL Pathway allows for one-on-one meetings between student and teacher/advisor to build and maintain a strong relationship and for the purposes of academic advisement.

Annual Review

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 Goal 3 has been comprehensive and effective in promoting a safe, inclusive, and engaging school environment. Key strategies focused on professional development in restorative practices, culturally responsive teaching, and student engagement techniques.

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

A key difference between the intended implementation and the actual budgeted expenditures last year was the need for additional funding to support teacher collaboration, largely due to increases in salary costs. In order to make these adjustments, there is an increase in funding from the Stretch Grant.

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.

While progressing in this goal, the key changes to this goal include shifting the focus to structured collaboration through PLCs, curriculum updates reflecting diverse perspectives, and support for project-based learning in order to build stronger connections between students and staff. The use of updated library materials, writing support, and campus-wide safety improvements further supported the goal.

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.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

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
4.1			

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.

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

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

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.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

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

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.

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

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

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	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$315,879.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

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 ($)

Subtotal of additional federal funds included for this school: $

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 ($)
American Book Drive	$4,043.00
Parent-Teacher Association (PTA)	$45,500.00
Restricted Lottery	$34,020.00
Site Formula Funds	$173,453.00
Stretch Grant (Ed Foundation)	$58,863.00

Subtotal of state or local funds included for this school: $315,879.00

Total of federal, state, and/or local funds for this school: $315,879.00

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
American Book Drive	4043.00	0.00
Site Formula Funds	173,453.00	0.00
Stretch Grant (Ed Foundation)	58,863	0.00
Parent-Teacher Association (PTA)	45,500.00	0.00
Restricted Lottery	34,020.00	0.00

Expenditures by Funding Source

Funding Source	Amount
American Book Drive	4,043.00
Parent-Teacher Association (PTA)	45,500.00
Restricted Lottery	34,020.00
Site Formula Funds	173,453.00
Stretch Grant (Ed Foundation)	58,863.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	American Book Drive	4,043.00
	Parent-Teacher Association (PTA)	45,500.00
	Restricted Lottery	34,020.00
	Site Formula Funds	173,453.00
	Stretch Grant (Ed Foundation)	58,863.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	176,448.30

Goal 2	6,400.60
Goal 3	133,030.10

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

4 Classroom Teachers

3 Other School Staff

4 Parent or Community Members

5 Secondary Students

Name of Members	Role
Marae Cruce	Principal
Jonah Dworkin	Secondary Student
Grayson Fitzgerald	Secondary Student
Shayna Kadish	Secondary Student
Lily McGrath	Secondary Student
Teddy Forrer (alternate)	Secondary Student
Steve Abrams	Parent or Community Member
Stephan Corbel	Parent or Community Member
Tova Larsen	Parent or Community Member
Kyo Yamashiro	Parent or Community Member
Jordana Benone	Classroom Teacher
Kathleen Faas	Classroom Teacher
Veronica Garcia-Hecht	Classroom Teacher
Mele LeVeaux	Other School Staff
Michelle Lyles	Other School Staff
Isabelle Martinez	Other School Staff
Breanna Snyder	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 5/20/2025.

Attested:

	Principal, Ms. Marae Cruce on 5/20/2025
	SSC Chairperson, Ms. Mele LeVeaux on 5/20/2025

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.

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-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 (S*ections: 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 (S*ections: 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 (S*ections: 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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