



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Moorpark High School	56739405633250	Nov 4 2024	December 16, 2024

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

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

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

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

This plan is being used by Moorpark High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Moorpark High School is not a Title I school

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.

This plan is being used by Moorpark High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Moorpark High School is not a Title I school

Moorpark Unified School District Mission

The Moorpark Unified School District is committed to ensuring academic excellence for our students through highly effective teaching and leadership, innovative 21st Century Learning Environments, and connecting with every student, every day.

Moorpark High School Mission:

Prepare Each Student for College and Career Readiness

Moorpark High School Vision:

Empowering each student to thrive in their future academic and professional endeavors, equipped with the skills and confidence to succeed in College and Career pathways

Moorpark High School Core Values:

Excellence

Equity

Achievement

Inclusivity

Safety

Community

Educational Partner Involvement

How, when, and with whom did Moorpark 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

English Learner Advisory Committee (ELAC):

This committee met on October 30, 2024. Parents were invited to attend by email, Parent Square calls, personal phone call, social media and postings on campus. These meetings discussed the School Plan for Student Achievement (SPSA) in-depth and received input from the parents in attendance that evening. Input received on October 30th and was provided to the School Site Council (SSC) on Nov 7, 2024. Future meetings are scheduled on February 19, 2025 and April 2, 2025 to gather input on progress toward the goals.

School Site Council (SSC):

This committee met on Nov 7, 2024 to review input from numerous stakeholders including parents, faculty, and the English Learner Advisory Committee (ELAC). Parents were invited to attend by email, personal phone call, and postings on campus. This meeting discussed the SPSA in-depth including analysis of 23-24 data and goals as well as additional data from what was available for the previous school year considering that the CA Dashboard data was not yet released. The group discussed greatest strengths, needs, and performance gaps. These performance gaps were then used as the basis for the new goals developed. Input was received from the parents, student and staff in attendance.

Faculty at Large:

The faculty met on August 15, 2024 and on October 16, 2024. Input received from those meetings was provided to the SSC on Nov 5, 2024. The SPSA will continue to be addressed and monitored for progress toward goals at future faculty meeting dates.

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.

N/A

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.

2025 Dashboard performance indicates that performance for Moorpark High School was in red or orange categories:

Red Category:

English Learner Progress – This indicator remained in the red category, with 23.2% of English Learners making progress, reflecting a 3.5% decline from the prior year. Both English Learners and Long-Term English Learners performed in the red category. English Learners made progress at a rate of 23.2% (? 3.5%), while Long-Term English Learners made progress at 33.3% (maintained).

Orange Category:

Suspension Rate – This indicator remained an area of concern with 5% of students suspended at least one day, a slight 0.2% decrease from the prior year. Students with Disabilities and English Learners were in the red category for suspensions, with 11.1% of each group suspended at least once (SWD: maintained; EL: ? 1.9%). Hispanic and Long-Term English Learners were in the orange category, with Hispanic students at 6.7% suspended (maintained) and LTEL students at 10.7% suspended (? 2.4%). Socioeconomically Disadvantaged students were in the yellow category at 8% suspended (? 0.3%), while White students were also in yellow at 2.8% suspended (maintained).

Mathematics – The overall Mathematics indicator remained in the green category, but several student groups fell into the orange category. Students with Disabilities performed at 147.7 points below standard (? 53.2), while Hispanic students scored 77.5 points below (? 33.4), and Socioeconomically Disadvantaged students were 88.7 points below standard (? 37.5). English Learners were in the red category at 149.3 points below standard (? 4.6).

Science – While the overall Science indicator was in the green category, English Learners and Students with Disabilities were both in the orange category. English Learners scored 37 points (? 0.7), and Students with Disabilities scored 40.1 points (? 1.9). Hispanic students were in the green category at 51.3 points

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.

Students with Disabilities consistently performed at least two levels below the All Students group across multiple indicators, while English Learners also showed performance two or more levels lower in Math, Suspension, and College and Career, and Hispanic and Socioeconomically Disadvantaged students were two levels below in ELA.

Other Needs

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

Data collected through the WASC final report was also used to develop actions/strategies that address pupil outcomes. WASC data included:

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Moorpark 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.16%	0.22%	0.18%	3	4	3
African American	0.87%	0.55%	0.89%	16	10	15
Asian	4.38%	4.56%	5.38%	81	83	91
Filipino	1.19%	0.99%	0.83%	22	18	14
Hispanic/Latino	54.46%	55.30%	54.29%	1007	1007	918
Pacific Islander	0.11%	0.11%	%	2	2	
White	33.15%	32.78%	32.88%	613	597	556
Two or More Races	5.68%	5.49%	5.56%	105	100	94
Not Reported	0%	%	%	0		
Total Enrollment				1849	1821	1691

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	461	433	396
Grade 10	481	465	407
Grade 11	466	467	441
Grade 12	441	456	447
Total Enrollment	1,849	1,821	1,691

Conclusions based on this data:

1. Moorpark High School has seen a decrease in enrollment in the last 3 years.
2. Hispanic/Latino students continue to count for more than 50% of the student population.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	75	83	90	4.1%	4.6%	5.3%
Fluent English Proficient (FEP)	571	555	514	30.9%	30.5%	30.4%

Conclusions based on this data:

1. At Moorpark High School, the percentage of English Learners had a slight increased compared to the previous 2 years.
2. The percentage of Fluent English Proficient students has remained relatively stable over the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	459	451	427	435	416	412	435	416	412	94.8	92.2	96.5
All Grades	459	451	427	435	416	412	435	416	412	94.8	92.2	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2587.	2575.	2613.	20.69	20.43	30.83	34.94	30.05	32.52	24.37	22.84	17.72	20.00	26.68	18.93
All Grades	N/A	N/A	N/A	20.69	20.43	30.83	34.94	30.05	32.52	24.37	22.84	17.72	20.00	26.68	18.93

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	24.60	21.39	31.80	57.24	54.81	53.40	18.16	23.80	14.81
All Grades	24.60	21.39	31.80	57.24	54.81	53.40	18.16	23.80	14.81

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	24.60	24.52	32.04	54.48	50.96	49.27	20.92	24.52	18.69
All Grades	24.60	24.52	32.04	54.48	50.96	49.27	20.92	24.52	18.69

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	10.57	11.54	15.53	75.63	71.63	72.09	13.79	16.83	12.38
All Grades	10.57	11.54	15.53	75.63	71.63	72.09	13.79	16.83	12.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	18.16	20.43	27.43	69.89	62.26	58.74	11.95	17.31	13.83
All Grades	18.16	20.43	27.43	69.89	62.26	58.74	11.95	17.31	13.83

Conclusions based on this data:

1. ELA results show consistent improvement over the past three years, indicating that current literacy and writing initiatives are positively impacting student performance.
2. Students are demonstrating noticeable gains in reading comprehension and writing skills. Continued emphasis on analysis, clarity, and academic writing will help move more students into higher achievement levels.
3. Participation in CAASPP testing has remained high, providing reliable data for monitoring progress.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	457	451	427	435	416	411	435	416	411	95.2	92.2	96.3
All Grades	457	451	427	435	416	411	435	416	411	95.2	92.2	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2552.	2567.	2589.	11.49	16.59	19.46	15.40	14.90	18.00	22.99	21.39	24.33	50.11	47.12	38.20
All Grades	N/A	N/A	N/A	11.49	16.59	19.46	15.40	14.90	18.00	22.99	21.39	24.33	50.11	47.12	38.20

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	13.33	20.91	22.63	42.99	35.82	42.58	43.68	43.27	34.79
All Grades	13.33	20.91	22.63	42.99	35.82	42.58	43.68	43.27	34.79

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	13.79	16.35	18.49	60.46	57.21	55.47	25.75	26.44	26.03
All Grades	13.79	16.35	18.49	60.46	57.21	55.47	25.75	26.44	26.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	11.49	13.46	16.06	61.15	59.13	62.77	27.36	27.40	21.17
All Grades	11.49	13.46	16.06	61.15	59.13	62.77	27.36	27.40	21.17

Conclusions based on this data:

1. Math performance has shown steady improvement over the past three years, reflecting progress in conceptual understanding and application of mathematical skills.
2. Students are showing growth in applying mathematical concepts and solving real-world problems. Continued focus on reasoning and modeling will support deeper understanding and higher levels of achievement.
3. Participation in math testing has remained strong and consistent across years, providing dependable data to monitor progress.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1541.9	1515.5	1544.0	1551.3	1509.2	1539.4	1532.1	1521.4	1548.0	19	26	24
10	1520.0	1513.4	1495.5	1502.0	1497.9	1474.9	1537.5	1528.4	1515.6	21	20	22
11	1544.0	1473.8	1501.9	1547.7	1443.7	1490.9	1539.7	1503.4	1512.5	17	17	14
12	1519.3	1502.1	1493.4	1502.8	1493.9	1475.1	1535.3	1509.8	1511.4	16	15	16
All Grades										73	78	76

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	21.05	15.38	8.33	31.58	15.38	37.50	21.05	34.62	29.17	26.32	34.62	25.00	19	26	24
10	23.81	10.00	0.00	28.57	45.00	22.73	9.52	5.00	45.45	38.10	40.00	31.82	21	20	22
11	17.65	0.00	14.29	35.29	29.41	21.43	17.65	11.76	7.14	29.41	58.82	57.14	17	17	14
12	12.50	6.67	0.00	31.25	26.67	31.25	12.50	20.00	12.50	43.75	46.67	56.25	16	15	16
All Grades	19.18	8.97	5.26	31.51	28.21	28.95	15.07	19.23	26.32	34.25	43.59	39.47	73	78	76

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	42.11	19.23	16.67	31.58	30.77	45.83	5.26	26.92	20.83	21.05	23.08	16.67	19	26	24
10	28.57	30.00	0.00	28.57	25.00	59.09	4.76	5.00	18.18	38.10	40.00	22.73	21	20	22
11	41.18	11.76	28.57	23.53	23.53	14.29	5.88	5.88	7.14	29.41	58.82	50.00	17	17	14
12	18.75	20.00	25.00	37.50	33.33	18.75	6.25	6.67	6.25	37.50	40.00	50.00	16	15	16
All Grades	32.88	20.51	15.79	30.14	28.21	38.16	5.48	12.82	14.47	31.51	38.46	31.58	73	78	76

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	0.00	4.17	10.53	19.23	37.50	57.89	34.62	20.83	31.58	46.15	37.50	19	26	24
10	9.52	0.00	4.55	28.57	25.00	4.55	23.81	45.00	36.36	38.10	30.00	54.55	21	20	22
11	5.88	0.00	7.14	5.88	5.88	14.29	58.82	23.53	14.29	29.41	70.59	64.29	17	17	14
12	6.25	0.00	0.00	12.50	0.00	0.00	25.00	46.67	37.50	56.25	53.33	62.50	16	15	16
All Grades	5.48	0.00	3.95	15.07	14.10	15.79	41.10	37.18	27.63	38.36	48.72	52.63	73	78	76

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	21.05	7.69	8.33	57.89	57.69	75.00	21.05	34.62	16.67	19	26	24
10	14.29	5.00	0.00	52.38	50.00	63.64	33.33	45.00	36.36	21	20	22
11	5.88	0.00	7.14	64.71	35.29	35.71	29.41	64.71	57.14	17	17	14
12	0.00	0.00	0.00	43.75	46.67	37.50	56.25	53.33	62.50	16	15	16
All Grades	10.96	3.85	3.95	54.79	48.72	56.58	34.25	47.44	39.47	73	78	76

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	83.33	50.00	50.00	0.00	23.08	25.00	16.67	26.92	25.00	18	26	24
10	61.90	60.00	31.82	0.00	0.00	40.91	38.10	40.00	27.27	21	20	22
11	58.82	41.18	42.86	17.65	0.00	21.43	23.53	58.82	35.71	17	17	14
12	56.25	60.00	43.75	6.25	0.00	6.25	37.50	40.00	50.00	16	15	16
All Grades	65.28	52.56	42.11	5.56	7.69	25.00	29.17	39.74	32.89	72	78	76

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	5.26	3.85	20.83	42.11	38.46	33.33	52.63	57.69	45.83	19	26	24
10	19.05	10.00	4.55	33.33	50.00	22.73	47.62	40.00	72.73	21	20	22
11	5.88	0.00	0.00	35.29	29.41	21.43	58.82	70.59	78.57	17	17	14
12	12.50	0.00	0.00	37.50	26.67	37.50	50.00	73.33	62.50	16	15	16
All Grades	10.96	3.85	7.89	36.99	37.18	28.95	52.05	58.97	63.16	73	78	76

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	0.00	0.00	68.42	65.38	79.17	31.58	34.62	20.83	19	26	24
10	0.00	0.00	0.00	61.90	65.00	63.64	38.10	35.00	36.36	21	20	22
11	17.65	0.00	7.14	52.94	35.29	42.86	29.41	64.71	50.00	17	17	14
12	6.25	0.00	0.00	50.00	53.33	43.75	43.75	46.67	56.25	16	15	16
All Grades	5.48	0.00	1.32	58.90	56.41	60.53	35.62	43.59	38.16	73	78	76

Conclusions based on this data:

1. Overall ELPAC results show steady progress in students' English language development. More students are moving from lower to higher performance levels, especially in oral language proficiency.
2. Students continue to show stronger performance in speaking and listening compared to reading and writing.
3. While gains are evident, reading and writing remain areas for targeted support. Focused literacy instruction and integrated ELD strategies will help students strengthen comprehension and written expression skills.

School and Student Performance Data

Student Population

The 2025 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 provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1691	38.6%	5.3%	0.1%
Total Number of Students enrolled in Moorpark 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	90	5.3%
Foster Youth	1	0.1%
Homeless	9	0.5%
Socioeconomically Disadvantaged	653	38.6%
Students with Disabilities	287	17%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	0.9%
American Indian	3	0.2%
Asian	91	5.4%
Filipino	14	0.8%
Hispanic	918	54.3%
Two or More Races	94	5.6%
Pacific Islander	0	0.0%
White	556	32.9%

Conclusions based on this data:

1. There has been an increase in the percentage of students identified as socioeconomically disadvantaged (36%) and students with disabilities (16%) over the past few years. This trend underscores the need for expanded academic supports, intervention programs, and equitable resource access.
2. While English Learners, foster youth, and homeless students make up a small portion of enrollment, they remain high-priority groups. Focused supports and progress monitoring are essential to ensure these students achieve growth and maintain access to college and career pathways.

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Green

English Learner Progress



Red

College/Career



Blue

Conclusions based on this data:

1. Overall ELA achievement levels and Graduation Rates are high, and both have blue indicators on the dashboard.
2. Overall Math achievement is substantial and is in the green indicator.
3. English Learner Progress continues to be an area of need. This indicator was in the red.

School and Student Performance Data

Academic Performance English Language Arts

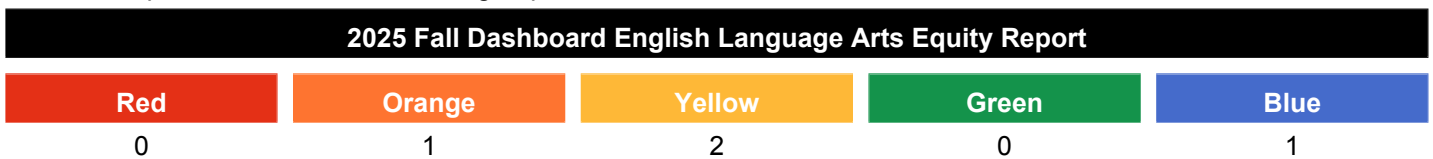
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>34.2 points above standard</p> <p>Increased 46.4 points</p> <p>406 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>83.5 points below standard</p> <p>Increased 23.7 points</p> <p>28 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>16.2 points below standard</p> <p>Increased 54.7 points</p> <p>149 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>88.7 points below standard</p> <p>Increased 43.9 points</p> <p>66 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>124.1 points above standard</p> <p>Increased 63.4 points</p> <p>21 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>0.1 points below standard</p> <p>Increased 52.7 points</p> <p>200 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>53.3 points above standard</p> <p>Increased 52.1 points</p> <p>30 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>60 points above standard</p> <p>Increased 18.3 points</p> <p>148 Students</p>

Conclusions based on this data:

1. MHS overall ELA performance improved significantly, rising to 34.2 points above standard with a 46.4-point increase from last year
2. Although key student groups showed growth, English Learners (83.5 points below), RFEP students (45 points below), Students with Disabilities (88.7 points below), and Socioeconomically Disadvantaged students (16.2 points below) all remain below standard and continue to need targeted support.
3. Hispanic students made strong progress with a 52.7-point increase, but remain 0.1 points below standard, indicating the need for continued assistance to reach and maintain proficiency.

School and Student Performance Data

Academic Performance Mathematics

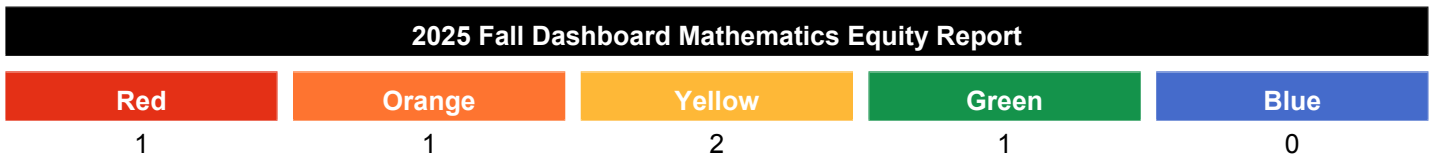
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>36.3 points below standard</p> <p>Increased 29.5 points</p> <p>408 Students</p>	<p>English Learners</p>  <p>Red</p> <p>149.3 points below standard</p> <p>Declined 4.6 points</p> <p>30 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>88.7 points below standard</p> <p>Increased 37.5 points</p> <p>149 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>147.7 points below standard</p> <p>Increased 53.2 points</p> <p>66 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>52 points above standard</p> <p>Increased 23.8 points</p> <p>22 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>77.5 points below standard</p> <p>Increased 33.4 points</p> <p>201 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>14 points below standard</p> <p>Maintained -1.2 points</p> <p>30 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>2.6 points below standard</p> <p>Increased 6.2 points</p> <p>148 Students</p>

Conclusions based on this data:

1. MHS overall Math performance improved, rising to 36.3 points below standard with a 29.5-point increase from last year.
2. Several key student groups remain well below standard in Math, including English Learners (149.3 points below, ? 4.6), Students with Disabilities (147.7 points below, ? 53.2), Hispanic students (77.5 points below, ? 33.4), and Socioeconomically Disadvantaged students (88.7 points below, ? 37.5), indicating the continued need for targeted Math intervention.
3. While White students improved slightly to 2.6 points below standard and Asian students performed well at 52 points above standard, persistent achievement gaps remain across subgroups, especially between EL/RFEP students and their peers.

School and Student Performance Data

Academic Performance Science

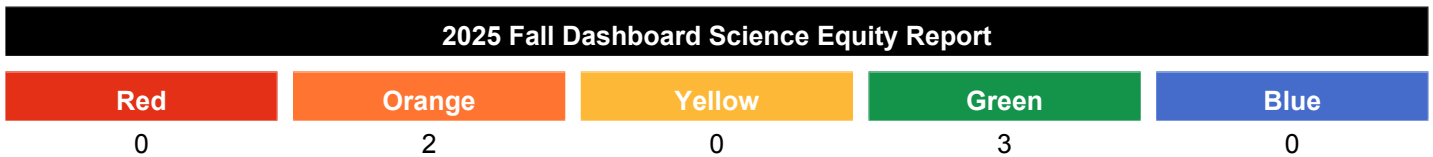
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>57.5 science points</p> <p>Maintained 1 points</p> <p>417 Students</p>	<p>English Learners</p> <p> Orange</p> <p>37 science points</p> <p>Maintained -0.7 points</p> <p>32 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>50.4 science points</p> <p>Increased 4.2 points</p> <p>153 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>40.1 science points</p> <p>Maintained 1.9 points</p> <p>68 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>70.9 science points</p> <p>Maintained 1.2 points</p> <p>22 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>51.3 science points</p> <p>Increased 2.4 points</p> <p>208 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>61.1 science points</p> <p>Maintained 0.1 points</p> <p>30 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>62.6 science points</p> <p>Declined 5.6 points</p> <p>150 Students</p>

Conclusions based on this data:

1. The science indicator is for informational purposes only this year. However, overall the indicator is green with students scoring 57.5 points above standard.
2. All student groups also scored above standard. with scores ranging from 37 to 70.9 points above standard.
3. English learners and students with disabilities continue to have the highest need for support in this academic area.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 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 provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 23.2 making progress. Number Students: 69 Students	Long-Term English Learner Progress  Red 33.3 making progress. Number Students: 39 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 27.5%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 49.3%	Maintained ELPI Level 4 2.9%	Progressed At Least One ELPI Level 20.3%

Conclusions based on this data:

- English Learner Progress declined overall, with only 23.2% of EL students making progress toward English proficiency, a 3.5% decrease from last year.
- Long-Term English Learners are also struggling, with only 33.3% making progress, showing no significant improvement and remaining well below expectations for language growth.
- These low progress rates for both current ELs and LTELs indicate an urgent need to strengthen designated and integrated ELD instruction, as well as supports that accelerate reclassification and academic language development.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

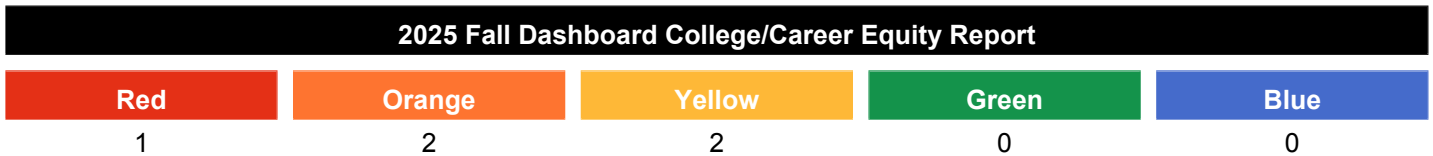
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>Prepared 59.5%</p> <p>Increased 13.3%</p> <p>442 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>Prepared 18.8%</p> <p>Increased 12.5%</p> <p>32 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Prepared 28.6%</p> <p>Increased 23.8%</p> <p>21 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>Prepared 40.5%</p> <p>Increased 10.4%</p> <p>227 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>Prepared 16%</p> <p>Increased 9.9%</p> <p>75 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Prepared 73.7%</p> <p>Declined 12.7%</p> <p>19 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>Prepared 44.6%</p> <p>Increased 11.7%</p> <p>260 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Prepared 80%</p> <p>Maintained -1%</p> <p>25 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>Prepared 81.1%</p> <p>Increased 23.4%</p> <p>127 Students</p>

Conclusions based on this data:

1. Overall College and Career Readiness improved significantly, with 59.5% of students meeting the “Prepared” level, representing a 13.3% increase from the previous year
2. While several groups showed growth, key student groups remain below the schoolwide average, including English Learners with 18.8% prepared (? 12.5) and Students with Disabilities with 16% prepared (? 9.9), indicating the need for continued support in pathway completion and academic readiness.
3. Hispanic students demonstrated improvement with 44.6% prepared (? 11.7), but gaps persist compared to White students at 81.1% prepared, showing the need to expand access to AP, CTE, Dual Enrollment, and other college- and career-aligned opportunities.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.



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.

2025 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. The 2024 CA School Dashboard has not yet been released and therefore we do not have chronic absenteeism data.
2. Average daily attendance has stayed flat for MHS. We have increased ADA from 2022-23 to 2023-24
3. Chronic Absenteeism has decreased for MHS from 2022-23 to 2023-24 to YTD 2024-25.

School and Student Performance Data

Academic Engagement Graduation Rate

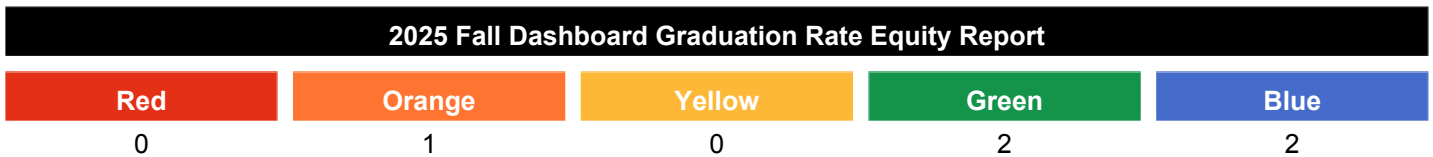
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>95.3% graduated</p> <p>Maintained -0.2%</p> <p>443 Students</p>	<p>English Learners</p> <p>Green</p> <p>90.6% graduated</p> <p>Increased 2.7%</p> <p>32 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>95.2% graduated</p> <p>Maintained 0%</p> <p>21 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>93.9% graduated</p> <p>Maintained -0.5%</p> <p>228 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>85.5% graduated</p> <p>Declined 2.4%</p> <p>76 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>84.2% graduated</p> <p>Declined 6.7%</p> <p>19 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>95.4% graduated</p> <p>Maintained -0.1%</p> <p>261 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>96% graduated</p> <p>Maintained 0.8%</p> <p>25 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>96.9% graduated</p> <p>Increased 1.1%</p> <p>127 Students</p>

Conclusions based on this data:

1. The overall graduation rate at MHS remains strong at 95.3%, showing stable performance with only a 0.2% change from the previous year
2. While most student groups are graduating at high rates, Students with Disabilities have a significantly lower rate at 85.5%, reflecting a 2.4% decline and indicating the need for additional academic and support interventions
3. Hispanic students (95.4%) and English Learners (90.6%) continue to graduate at strong rates, but gaps persist when compared to White students at 96.9%, suggesting continued focus on supports that ensure all subgroups stay on track to graduate

School and Student Performance Data

Conditions & Climate Suspension Rate

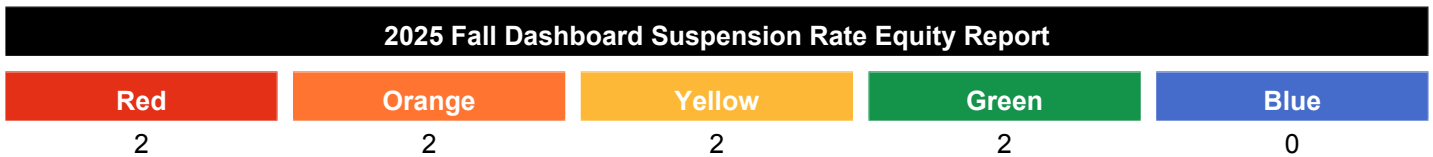
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>5% suspended at least one day</p> <p>Maintained -0.2%</p> <p>1740 Students</p>	<p>English Learners</p> <p>Red</p> <p>11.1% suspended at least one day</p> <p>Increased 1.9%</p> <p>99 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>10.7% suspended at least one day</p> <p>Declined 2.4%</p> <p>56 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>8% suspended at least one day</p> <p>Declined 0.3%</p> <p>704 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>11.1% suspended at least one day</p> <p>Maintained -0.1%</p> <p>306 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>13.3% suspended at least one day</p> <p>15 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined 2.5%</p> <p>92 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>7.1% suspended at least one day</p> <p>Increased 7.1%</p> <p>14 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>6.7% suspended at least one day</p> <p>Maintained -0.2%</p> <p>951 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>3.2% suspended at least one day</p> <p>Declined 2.8%</p> <p>95 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>2.8% suspended at least one day</p> <p>Maintained 0%</p> <p>570 Students</p>

Conclusions based on this data:

1. The overall suspension rate at MHS is 5%, which remained essentially unchanged from last year with a 0.2% decrease, indicating that suspension levels continue to be an area of concern
2. Significant disparities exist across student groups, with English Learners and Students with Disabilities both at 11.1% suspended, and Hispanic students at 6.7%, all of which are higher than the schoolwide rate and signal a need for targeted behavior and engagement support.

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.

Academic Achievement Increase academic achievement so that all students are career/college ready upon graduation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase academic achievement for all students so they are career/college ready upon graduation.

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.

Although our College and Career Readiness Indicator increased by 13% and is now at 59.5%, there is still a need to improve performance in ELA and Math, especially for our RFEP, SPED, and EL students.

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
College and Career Readiness Indicator	2024-25 59.5% met at least one indicator	2025-26 62% to meet at least one indicator
CAASPP ELA	2024-2025 63% Met or Exceeded	2025-26 70% meet or exceed
CAASPP Math	2024-25 37% Met or Exceeded	2025-26 40% meet or exceed
A-G Completion Rate	2023-24 193	2024-25 200 a-g completers
AP Exam Pass Rate	2024-25 89%	2025-26 93% exam pass rate
CTE Pathway Completers	2024-25 114	2025-26 130 pathway completers

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	Academic Intervention (LCAP 1.1) Academic interventions are provided before school and provided in core subject matters.	At Risk Students	15000 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.2	Structured Academic Support program for students that have failed due to low achievement.	At Risk Students	24000 LCFF - Supplemental
1.3	Unduplicated Students College readiness Support - Provide AVID programming and field trips (LCAP 1.2)	English Learners & Low-Income students	12939 LCFF - Supplemental
1.4	Bilingual Liaison (LCAP 1.9) Provide bilingual support to long-term ELs.	Long-Term English Learners English Learners Reclassified Students	15000 Title III
1.5	Professional development aligned to promoting and supporting progress on student achievement	All Students	0 LCFF - Supplemental
1.6	PLC training for staff on data collection and data analysis to support academic growth for all students	All Students English learners Students with disabilities At-risk students	0 LCFF - Supplemental
1.7	Dedicated time for analysis and discussion of data to inform and guide instructional practice that is focused on student achievement.	All Students English Learners Students with disabilities At-risk students	0 LCFF - Supplemental
1.8	Provide time for staff to develop common formative assessments and curriculum maps.	All Students	0 LCFF - Supplemental
1.9	Implement a bell schedule with embedded time for interventions.	All Students	0 LCFF - Supplemental

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.

Staff have received, and continue to receive, targeted professional development aligned to our schoolwide goals. This includes training on effective PLC strategies to strengthen collaboration during department and subject-alike meetings and to guide conversations on helping students meet essential standards. Training on IAB implementation, originally focused on ELA and Math, has expanded to include Science and support for English Learners. Additionally, staff are receiving PD on the effective use of AI to enhance instruction, reteaching, and reassessment practices. Together, these efforts have increased alignment, strengthened collaboration, and improved our ability to use data to support student achievement.

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

There were no major differences between implementations and budgeted expenditures

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

MHS will continue to keep this goal and maintain a strong focus on academic outcomes. In addition, the school is implementing a new strategy to support this work by adjusting the bell schedule to embed dedicated time for reteaching and reassessing during the school day. This strategy, outlined in Section 1.9 of the SPSA, is intended to provide consistent, structured support to help students meet essential standards and improve overall achievement.

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.

Engagement

Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth.

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.

Based on the Moorpark High School Climate Survey of 2024-25, 90% of our parents felt well-informed, and 80% of our parents felt listened to. 84.6% of our students felt connected to their school or teacher and 79% of students felt they were listened to and felt welcome to our school. This is an engagement goal to ensure that students and families continue to feel engaged and that the environment is conducive to learning.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Students Chronically Absent	Year: 2024-25 Data Source: Data Quest 15%	Year: 2025-26 Data Source: Data Quest 11%
Percentage of Students Suspended or Expelled One or More Times	Year: 2024-25 Data Source: CA Dashboard 5.2% Suspended	Year: 2025-26 Data source: CA Dashboard 4% or less Suspended
Percentage of Parents that Feel Well Informed and Communicated With about Their Child's Progress	Year: 2024-25 Data Source: Parent Survey 90% Agree or Strongly Agree	Year: 2025-26 Data Source: Parent Survey 93% or greater Agree or Strongly Agree
Percentage of Students that Feel Well Informed about Their Grades and Progress	Year: 2024-25 Data Source: Student Survey 92% Agree or Strongly Agree	Year: 2025-26 Data Source: Student Survey 96% of Greater Agree or Strongly Agree
Percentage of Parents that Feel Listened to and Welcomed when Calling or Visiting School	Year: 2024-25 Data Source: Parent Survey 80% Agree or Strongly Agree	Year: 2025-26 Data Source: Parent Survey 85% or greater Agree or Strongly Agree

Percentage of Students that Feel Listened to and Welcomed at School	Year: 2024-25 Data Source: Student Survey 79.7% Agree or Strongly Agree	Year: 2025-26 Data Source: Student Survey 83% of Greater Agree or Strongly Agree
Percentage of Students that Feel Connected to their School and Teachers	Year: 2024-25 Data Source: Student Survey 80% Agree or Strongly Agree	Year: 2025-26 Data Source: Student Survey 85% of Greater Agree or Strongly Agree
Percentage of Students Who Felt Staff are Involved and Care about their Academic Progress	Year: 2024-25 Data Source: Student Survey 85% Agree or Strongly Agree	Year: 2025-06 Data Source: Student Survey 90% of Greater Agree or Strongly Agree
Percentage of Students who reported Their Teachers Believe that They are Capable of Succeeding	Year: 2024-25 Data Source: Student Survey 90% Agree or Strongly Agree	Year: 2025-26 Data Source: Student Survey 92% of Greater Agree or Strongly Agree

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	Parent and Family Engagement (LCAP 2.4) Offer informal (Principal Chats) and formal opportunities for parent and family engagement.	All Students	165 LCFF - Supplemental
2.2	Comprehensive Approach to Health and Wellness (LCAP 2.7) Additional counselor hours at the site and the implementation a virtual and physical wellness center supported by two part-time counselors and 20 wellness center peer mentors.	All Students	0 District Funded
2.3	Update workshops and resources to reflect any changes to graduation requirements, state guidelines, or school policies.	All Students	0 LCFF - Supplemental
2.4	Host parent workshops through the Wellness Center and College Office, focusing on academic support strategies, student well-being, and resources available for at-risk students.	At Risk Students	0 LCFF - Supplemental

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.

Teachers are implementing more SEL strategies inside the classroom. The wellness center and college office are providing more workshops for families and students.

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

There were no major differences between implementations and budgeted expenditures.

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

Moorpark High School will keep this goal and continue focusing on school culture and engagement.

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.

Maintain 21st Century Learning Environment

Maintain 21st Century Learning Environments in which all students feel safe and have access to high quality instruction and academic settings.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal. (Priority 1 and 2)

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.

This is a maintenance goal to ensure that students and families continue to feel safe and that the environment is conducive to learning.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Parents Reporting that Their Child Feels Safe at School	Year: 2024-25 Data Source: Parent Survey 90% Agree or Strongly Agree	Year: 2025-26 Data Source: Parent Survey 94% or greater Agree or Strongly Agree
Percentage of Students Reporting that They Feel Safe at School	Year: 2024-25 Data Source: Student Survey 87% Agree or Strongly Agree	Year: 2025-26 Data Source: Student Survey 90% of Greater Agree or Strongly Agree
Percentage of Parents Reporting that School is Clean and Inviting	Year: 2024-25 Data Source: Parent Survey 98% Agree or Strongly Agree	Year: 2025-26 Data Source: Parent Survey 98% or greater Agree or Strongly Agree
Percentage of Students Reporting that School is Clean and Inviting	Year: 2024-25 Data Source: Student Survey 83% Agree or Strongly Agree	Year: 2025-26 Data Source: Student Survey 86% of Greater Agree or Strongly Agree

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	Safety Plans and Training (LCAP 3.2) Develop and implement site safety plans which outline the frequency and content of safety drills and trainings.	All Students	0 LCFF - Supplemental
3.2	Access to Materials (LCAP 3.3) Maintain standards-aligned, MUSD board adopted curriculum, to ensure each student has appropriate access to instructional materials.	All Students	0 LCFF - Supplemental
3.3	Appropriately Assigned Teachers (LCAP 3.4) Review teacher assignments each trimester to ensure that teachers are appropriately assigned, to the greatest extent possible.	All Students	0 LCFF - Supplemental
3.4	Facilities in Good Repair (LCAP 3.5) Continue to implement annual inspection of facilities to ensure standards of safety, cleanliness, and access. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner.	All Students	0 LCFF - Supplemental

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.

School safety protocols are introduced and reinforced throughout the year. Two Active Assailant drills each year in addition to two evacuation drills. There are also monthly safety trainings at the county office.

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

There were no major differences between implementations and budgeted expenditures.

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

Moorpark High School will keep this goal to ensure that students and families continue to feel safe and that the environment is conducive to learning.

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
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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
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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
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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
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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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$67,104.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title III	\$15,000.00

Subtotal of additional federal funds included for this school: \$15,000.00

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF - Supplemental	\$52,104.00

Subtotal of state or local funds included for this school: \$52,104.00

Total of federal, state, and/or local funds for this school: \$67,104.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	52,104.00
Title III	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCFF - Supplemental	52,104.00
	Title III	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	66,939.00
Goal 2	165.00
Goal 3	0.00

School Site Council Membership

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

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

Name of Members	Role
Zasha Endres	Principal
Amber Margolis	Parent or Community Member
Lindsey Boyd	Parent or Community Member
Jesse Garcia	Other School Staff
Chris Kilbane	Classroom Teacher
Kyle Ray	Classroom Teacher
Maria Valdivia	Classroom Teacher
Emma Smith	Secondary Student
Bryan Jimenez	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name




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 11/13/25.

Attested:



Principal, Zasha Endres on 11/13/25



SSC Chairperson, Chris Kilbane on 11/13/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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