



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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Zoe Barnum High School	12-75515-1232057	5/12/2026	

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

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

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

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

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

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

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Plan Description

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

To meet the federal requirements of the Every Student Succeeds Act (ESSA), California maintains a comprehensive state-level plan that guides local educational agencies. In response, Eureka City Schools develops its Local Control and Accountability Plan (LCAP) to outline how the district will specifically address the mandates defined within that state framework. At the site level, the Zoe Barnum High School Single Plan for Student Achievement (SPSA) is developed by the school's leadership group—comprising both administration and certificated staff—to align district-wide LCAP goals with the unique needs of our continuation high school students. This plan serves as a roadmap to bridge academic gaps for students striving to meet graduation requirements, while simultaneously addressing student motivation, classroom engagement, and instructional practices that prepare students for diverse career and post-secondary opportunities.

To ensure these goals are met with precision, Zoe Barnum stakeholders engage in a rigorous analysis of multiple data sets to provide evidence-based recommendations for both academic and social-emotional growth. The Instructional Leadership Team (ILT) and other key stakeholders maintain a continuous focus on the LCAP, Comprehensive Assessment of Leadership for Learning (CALL) survey results, and feedback from student and parent surveys. Additionally, the team evaluates the School Improvement Plan (SIP), the California Healthy Kids Survey (CHKS), and the SPSA to ensure a holistic view of school performance. The specific interventions, strategies, and activities outlined in the SIP are centered on five critical pillars: academic progress, attendance, social-emotional learning (SEL), behavior, and engagement. These pillars form the primary focus areas for the school's ongoing needs assessments and root cause analyses, ensuring that every resource is directed toward the most impactful student outcomes.

Educational Partner Involvement

How, when, and with whom did your Zoe Barnum High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

To meet the federal requirements of the Every Student Succeeds Act (ESSA), California maintains a comprehensive state-level plan that guides local educational agencies. In response, Eureka City Schools develops its Local Control and Accountability Plan (LCAP) to outline how the district will specifically address the mandates defined within that state framework. At the site level, the Zoe Barnum High School Single Plan for Student Achievement (SPSA) is developed by the school's leadership group—comprising both administration and certificated staff—to align district-wide LCAP goals with the unique needs of our continuation high school students. This plan serves as a roadmap to bridge academic gaps for students striving to meet graduation requirements, while simultaneously addressing student motivation, classroom engagement, and instructional practices that prepare students for diverse career and post-secondary opportunities.

Stakeholder groups, including teachers, classified staff, parents, and students, were elected in September 2025 for a one-year term. To ensure a collaborative and inclusive planning process, the school consulted with the following stakeholders:

School Site Council (SSC): Met monthly and consisted of one parent (with inconsistent attendance, one teacher, one administrator, 1-2 students, and one community member.

Families and Community: Participated in four distinct family feedback events held throughout the 2025–2026 school year.

Student Body: Engaged in feedback sessions conducted four times during March 2026.

Zoe Barnum High School utilizes external partnerships for continuous alignment with the district vision for the Portrait of a Graduate. Eureka City Schools is committed to providing our future graduates with vital life skills, ensuring they become effective communicators, independent critical thinkers, responsible collaborators, community engagers, global stewards, and resilient learners. To support this, Zoe Barnum continues to work with consultants who utilize research and evidence-based practices for increasing school achievement and improvement. Through the rigorous collection of data, these external service providers assist in developing strategies for implementing practices that support the LCAP, SPSA, and CAASPP readiness.

The specific interventions, strategies, and activities outlined in the School Improvement Plan (SIP) are centered on five critical pillars: academic progress, attendance, social-emotional learning (SEL), behavior, and engagement. These pillars

form the primary focus areas for the school's ongoing needs assessments and root cause analyses, ensuring that every resource is directed toward the most impactful student outcomes.

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.

Zoe Barnum High School continues to utilize the California School Dashboard to identify and address systemic inequities as part of our Comprehensive Support and Improvement (CSI) process. For the current 2024–2025 reporting period, the following performance categories have been identified as high-priority areas for intervention, currently reporting in the Red or Orange status:

Suspension Rate: for 24-25 was 14.6%, indicating a need for enhanced restorative justice practices and expanded Social-Emotional Learning (SEL) supports to improve school climate and keep students in the classroom.

Mathematics Progress: Performance remains a significant challenge at 246.2 points below the standard, necessitating targeted instructional strategies and data-driven math interventions.

Graduation Rate: 2022 was reported as 58.2%, which drives our intensive focus on credit recovery, personalized student tracking, and expanded post-secondary career pathways. In 2023/2024 that rose to 72.65 and in 2024/2025 rose to 84.6%

College and career indicator: For the 2024/2025 school year was reported as 24.3% which is up from the previous due to a reporting error.

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.

Based on the provided information regarding Zoe Barnum High School's performance on the California School Dashboard, there are specific indicators where student performance significantly lags behind the "all student" average.

As of the current 2024–2025 reporting period, the following state indicators are identified as high-priority areas due to being at the Red or Orange performance levels:

Suspension Rate: The current rate is 14.6%, placing it in a high-priority performance category.

Mathematics Progress: Student performance is significantly impacted, reporting at 246.2 points below the standard.

College and career: This indicator will see a large shift over the years as the Big Picture Learning program reports which students are engaging in activities related to internships and career experiences.

These performance gaps represent systemic inequities that the school addresses through its Comprehensive Support and Improvement (CSI) and Single Plan for Student Achievement (SPSA) frameworks. By aligning site-level interventions with the Eureka City Schools Strategic Plan and the LCAP, Zoe Barnum focuses on data-driven strategies—such as credit recovery and social-emotional learning supports—to bridge these achievement gaps and improve outcomes for all student groups.

Other Needs

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	6.76%	7.46%	8.16%	5	5	4
African American	2.70%	2.99%	2.04%	2	2	1
Asian	%	2.99%	%		2	
Hispanic/Latino	24.32%	22.39%	26.53%	18	15	13
Pacific Islander	%	1.49%	%		1	
White	52.70%	43.28%	36.73%	39	29	18
Multiple/No Response	12.16%	17.91%	26.53%	9	12	13
Total Enrollment				74	67	49

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 10	2	3	1
Grade 11	23	27	15
Grade 12	49	37	33
Total Enrollment	74	67	49

Conclusions based on this data:

1. Most of our students are 11th and 12th graders and have significant credit deficiencies. We are seeing a slight uptick in the number of 11th grade students.
2. Enrollment has remained steady.
3. The program is also looking at taking more 10th grade students.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	7	7	6	8.0%	9.5%	12.2%
Fluent English Proficient (FEP)	0	2	1	4.0%	0.0%	2.0%
Reclassified Fluent English Proficient (RFEP)	0	2		4.0%	0.0%	

Conclusions based on this data:

1. There has been a slight decline in the number of students but an increase in the percentage. This is consistent with previous years data.

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	36	24	35	26	19	33	26	19	31	72.2	79.2	94.3
All Grades	36	24	35	26	19	33	26	19	31	72.2	79.2	94.3

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	2471.	2525.	2449.	0.00	0.00	3.23	11.54	31.58	6.45	26.92	26.32	25.81	61.54	42.11	64.52
All Grades	N/A	N/A	N/A	0.00	0.00	3.23	11.54	31.58	6.45	26.92	26.32	25.81	61.54	42.11	64.52

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	*	*	6.45	*	*	45.16	*	*	48.39
All Grades	*	*	6.45	*	*	45.16	*	*	48.39

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	*	*	0.00	*	*	19.35	*	*	80.65
All Grades	*	*	0.00	*	*	19.35	*	*	80.65

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	*	*	9.68	*	*	64.52	*	*	25.81
All Grades	*	*	9.68	*	*	64.52	*	*	25.81

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	*	*	6.45	*	*	58.06	*	*	35.48
All Grades	*	*	6.45	*	*	58.06	*	*	35.48

Conclusions based on this data:

1. Student assessment rates are up to 94.5 % for last school year.
2. For the 24/25 school year the percentage of students that met the standard dropped and the percentage of students that did not meet the standard rose.
3. A higher percentage of students were classified as "not met" in the Overall Achievement for All Students

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	36	23	34	25	18	32	25	18	31	69.4	78.3	94.1
All Grades	36	23	34	25	18	32	25	18	31	69.4	78.3	94.1

* 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	2415.	2436.	2398.	0.00	0.00	0.00	0.00	0.00	3.23	0.00	22.22	0.00	100.0	77.78	96.77
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	3.23	0.00	22.22	0.00	100.0	77.78	96.77

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	*	*	0.00	*	*	12.90	*	*	87.10
All Grades	*	*	0.00	*	*	12.90	*	*	87.10

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	*	*	0.00	*	*	25.81	*	*	74.19
All Grades	*	*	0.00	*	*	25.81	*	*	74.19

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	*	*	3.23	*	*	29.03	*	*	67.74
All Grades	*	*	3.23	*	*	29.03	*	*	67.74

Conclusions based on this data:

1. Math and English CAASPP scores continue to decline overall, with majority of students in the "standard not met."
2. The percentage of the enrolled students taking the CAASPP increased in 2023-2024 and in 24/25 it reached 94.1%
3. Communicating Reasoning & Problem Solving & Modeling/Data Analysis seem to be relative strengths.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	5	*	*
12	*	*	*	*	*	*	*	*	*	*	5	*
All Grades										8	7	5

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
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. ELPAC result were not calculated for the 24/25 school year.

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.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
67	80.6%	10.4%	1.5%
Total Number of Students enrolled in Zoe Barnum High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	10.4%
Foster Youth	1	1.5%
Homeless	28	41.8%
Socioeconomically Disadvantaged	54	80.6%
Students with Disabilities	14	20.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	3%
American Indian	5	7.5%
Asian	2	3%
Filipino	0	0.0%
Hispanic	15	22.4%
Two or More Races	12	17.9%
Pacific Islander	1	1.5%
White	29	43.3%

Conclusions based on this data:

1. Zoe Barnum High School's percentage of socioeconomically disadvantaged students is significantly higher than the district's, with 80.6%.

2. Zoe's EL population percentage is lower than the district's overall percentage.
3. SWD rates are higher than the district rate

School and Student Performance Data

Overall Performance

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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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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Graduation rate have begun to increase at Zoe Barnum High School and have increase to over 84%. This marker will be a baseline for the years to come.
2. College and career readiness are also areas we are striving to improve. ZBHS is implementing a number of initiatives to raise this score. The inclusion of Big Picture Learning and the onboarding of support staff will hopefully raise the CCI in years to come.
3. While the suspension rate for 24/25 was poor, this years suspension rates show a significant improvement based on the building of new culture and methodologies.

School and Student Performance Data

Academic Performance English Language Arts

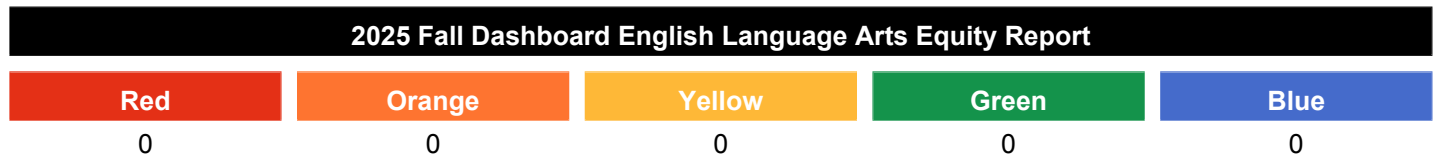
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This section provides number of student groups in each level.



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		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>134.1 points below standard</div> <div>Declined 23 points</div> <div>21 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>3 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>136.3 points below standard</div> <div>14 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>139.2 points below standard</div> <div>Declined 47.4 points</div> <div>19 Students</div>

Students with Disabilities  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	African American  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	American Indian  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
Asian  <p>No Performance Color</p> <p>0 Students</p>	Filipino  <p>No Performance Color</p> <p>0 Students</p>	Hispanic  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
Two or More Races  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	Pacific Islander  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	White  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>

Conclusions based on this data:

1. There was a 23 point decline in the overall scores this year.
2. These scores are in line with previous year's assessment data.

School and Student Performance Data

Academic Performance Mathematics

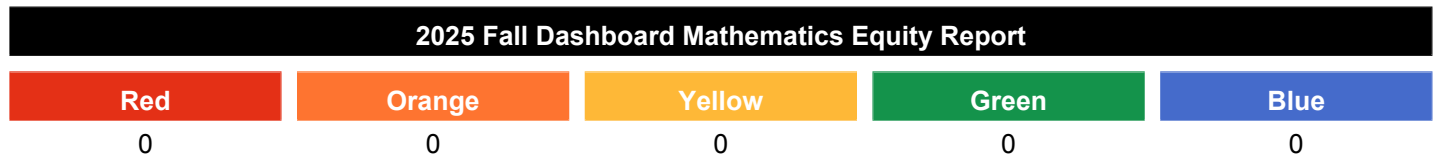
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This section provides number of student groups in each level.



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		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>246 points below standard</div> <div>Declined 29.2 points</div> <div>21 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>3 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>249 points below standard</div> <div>14 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>257.9 points below standard</div> <div>Declined 49.5 points</div> <div>19 Students</div>

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. Student apathy towards the testing process coupled with completion percentage penalties drives this score down,
2. mathematic instruction also shifts to more functional mathematic application which is not an emphasis in the assessment.
3. These scores are in line with previous year's assessment data.

School and Student Performance Data

Academic Performance Science

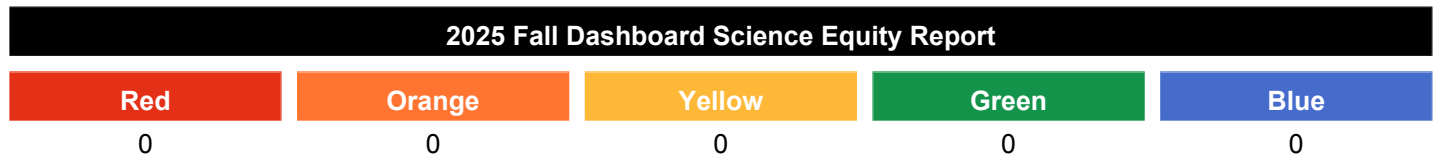
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This section provides number of student groups in each level.



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		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>29.5 science points</div> <div>Maintained 0.7 points</div> <div>27 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>26.2 science points</div> <div>Declined 4.2 points</div> <div>13 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>27.9 science points</div> <div>Maintained 1.2 points</div> <div>23 Students</div>

Students with Disabilities  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	African American  <p>No Performance Color</p> <p>0 Students</p>	American Indian  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
Asian  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	Filipino  <p>No Performance Color</p> <p>0 Students</p>	Hispanic  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
Two or More Races  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	Pacific Islander  <p>No Performance Color</p> <p>0 Students</p>	White  <p>No Performance Color</p> <p>32.5 science points</p> <p>Increased 4.3 points</p> <p>14 Students</p>

Conclusions based on this data:

1. These metrics were maintained for the most part.
2. most metric are not calculated because fewer than 11 student are taking the assessment.

School and Student Performance Data

Academic Performance English Learner Progress

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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	Long-Term English Learner Progress
<div></div> <div>No Performance Color making progress.</div> <div>Number Students: 5 Students</div>	<div></div> <div>No Performance Color making progress.</div> <div>Number Students: 3 Students</div>

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

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

Conclusions based on this data:

1. We have no EL Progress data.

School and Student Performance Data

Academic Performance College/Career Report

The 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.

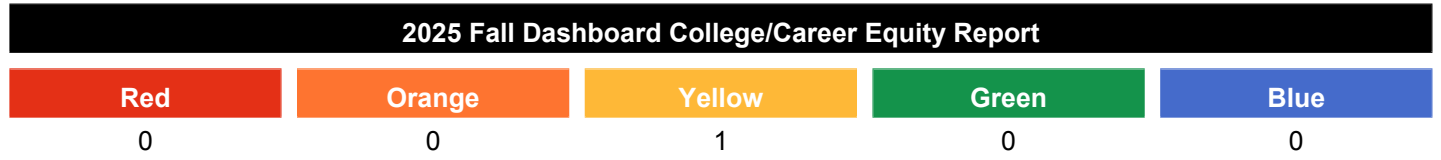
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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		
<div>All Students</div> <div> Yellow</div> <div>Prepared 24.3%</div> <div>Increased 21%</div> <div>37 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>4 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Prepared 18.8%</div> <div>Increased 14.9%</div> <div>16 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>Prepared 26.5%</div> <div>Increased 23%</div> <div>34 Students</div>

Students with Disabilities  <p>No Performance Color</p> <p>Prepared 36.4%</p> <p>Increased 29.2%</p> <p>11 Students</p>	African American  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	American Indian  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
Asian  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	Filipino  <p>No Performance Color</p> <p>0 Students</p>	Hispanic  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>
Two or More Races  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	Pacific Islander  <p>No Performance Color</p> <p>0 Students</p>	White  <p>No Performance Color</p> <p>Prepared 17.6%</p> <p>Increased 14.6%</p> <p>17 Students</p>

Conclusions based on this data:

1. The rise for this indicator was a false positive. An error in reporting of the freshman seminar class inflated this number and will likely drop next year as this is fixed.

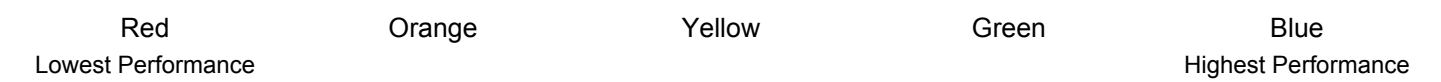
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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 California dashboard does not have data for ZOE in the 25/25 school year.

School and Student Performance Data

Academic Engagement Graduation Rate

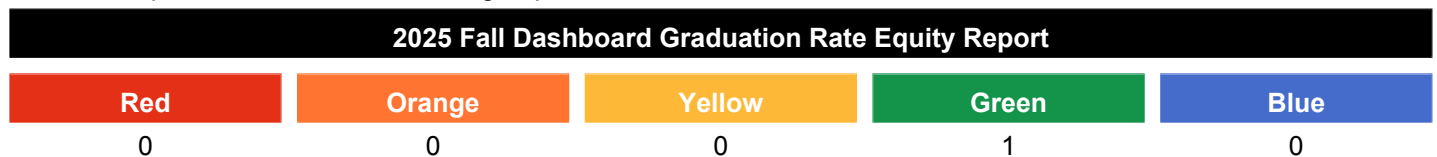
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This section provides number of student groups in each level.



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		
All Students Green 84.6% graduated Increased 12% 39 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 83.3% graduated Increased 10.3% 18 Students	Socioeconomically Disadvantaged Green 86.1% graduated Increased 15.4% 36 Students

Students with Disabilities  No Performance Color 91.7% graduated Increased 25% 12 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 77.8% graduated Increased 10.1% 18 Students

Conclusions based on this data:

1. Graduation rates have risen significantly over the last 2-3 years. This was due to the influx of CSI monies which allowed for expansion of staff and instructional methods.
2. increased staff and support has lead to better attendance and higher graduation rates

School and Student Performance Data

Conditions & Climate Suspension Rate

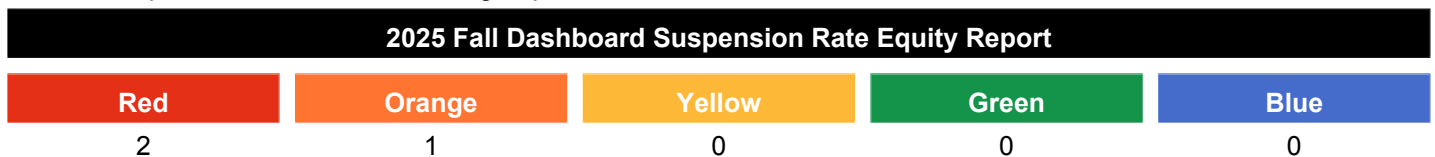
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This section provides number of student groups in each level.



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		
All Students  Red 14.6% suspended at least one day Increased 1.4% 96 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  Orange 17.1% suspended at least one day Declined 0.6% 41 Students	Socioeconomically Disadvantaged  Red 15.9% suspended at least one day Increased 1.1% 82 Students

Students with Disabilities  No Performance Color 16.7% suspended at least one day Increased 6% 24 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 12% suspended at least one day Declined 0.5% 25 Students
Two or More Races  No Performance Color 15.8% suspended at least one day Declined 4.2% 19 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Red 13.9% suspended at least one day Increased 3.9% 36 Students

Conclusions based on this data:

1. Suspension rates have declined. Other means of correction are used by administration when possible. New culture and instructional methods play a part in this result.
2. The site has onboarded Big Picture learning which develops deep social and emotional relationships with students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

College and Career Readiness

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 6.3 Percentage of students classified as College and Career Ready- reported on the CCI Indicator.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students proficient on the CAASPP (English/Language Arts)	134 points below standard 24-25	100 points below standard
Percentage of students proficient on the CAASPP (Mathematics)	246 points below standard 24-25	200 points below standard
Graduation Rate (2023)	84.6% (2024-2025)	86%
California Dashboard for College and Career Readiness	All: 24.3% SED: 26.5%	25) 20% The baseline data was inflated due to a reporting error. 20% is still an adequate goal measure.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	PBL Training and Implementation: Provide professional development and PLC collaboration time to support PBL aligned to CA standards and CTE frameworks in alignment with Big Picture Learning	All Students	0.00 None Specified 5000-5999: Services And Other Operating Expenditures Formerly Funded under CSI

1.2	Provide training and coaching to staff in interest-based internships and project-based learning to increase classroom engagement and produce meaningful projects within the local community.	All Students	0.00 None Specified 5000-5999: Services And Other Operating Expenditures Formerly Funded under CSI
1.3	Teacher will attend Trainings/ conferences in state standards and/or attend the Big Picture Learning (BPL) Leadership Annual Conference and site visits	All Students	0.00 None Specified 5000-5999: Services And Other Operating Expenditures Formerly Funded under CSI
1.4	Curriculum Revision: Revise unit plans and syllabi to include interdisciplinary, standards-based projects	All Students	0.00 None Specified 5000-5999: Services And Other Operating Expenditures Formerly Funded under CSI
1.5	Project Exhibition Nights: Host student showcases to present projects to families and community partners.	All Students	0.00 None Specified 4000-4999: Books And Supplies Formerly Funded under CSI
1.6	Internship Program Expansion: Coordinate internship opportunities aligned to student career goals (CTE Career Guidance Tech)	All Students	75,083.00 Equity Multiplier 2000-2999: Classified Personnel Salaries Formerly Funded under CSI 0.00 None Specified 7000-7439: Other Outgo Formerly Funded under CSI

Annual Review

SPSA Year Reviewed: 2025-26

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.

1. Academic Progress (CAASPP Targets)

ELA: The strategy of integrating ELA into PBL is historically more effective than in math. By targeting a 34-point gain (moving from 134 to 100 points below standard), the school is leveraging the fact that students can practice reading and writing through their internship interests.

Mathematics: The effectiveness here is the most challenging. The school has set a bold target of a 46-point gain. The implementation of "Math Techs" and specialized tutors (as noted in district LCAP data) is intended to provide the intensive, one-on-one intervention required to bridge such a massive gap (246 points below standard).

2. Graduation Rate (The Leading Indicator)

Success: The 84.6% baseline is remarkably high for a continuation school where students arrive "credit deficient." This suggests the current implementation of personalized learning and mentoring is highly effective at student retention.

Target: The goal to reach 86% is incremental and realistic, focusing on the small percentage of students who may still be disengaged or facing external barriers to attendance.

3. College and Career Readiness (CCI)

Honest Recalibration: The decision to lower the target to 20% following a reporting error demonstrates a commitment to data integrity.

Effectiveness: The effectiveness of the internship program isn't just measured by a dashboard number, but by the "Career Ready" portion of the indicator. By aligning internships with State and District standards, the school ensures that students are earning the specific "Prepared" designations (like CTE pathway completion) that move the needle on the California Dashboard.

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

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

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

The majority of this goal was funded through the CSI funding source which was discontinued this year. Funds will be spent through Sep 30th of 2026.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Maintain graduation rate above 80%

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The 24-25 graduation rate was 84.6% While this is a significant increase in the overall rate from two years ago (58%) it is establishing a baseline that can be improved upon.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Staff implement a schedule that is more flexible for students who are behind in credits. Clear differentiation of core classes and credit recovery opportunities and internships were put in place. Further refinement will be explored.	All Students	0.00 None Specified None Specified Was formerly CSI funded. 18,425 Title I 1000-1999: Certificated Personnel Salaries Teacher Vacancy - Pos 1131 = 0.334 FTE 16,368 Title I 2000-2999: Classified Personnel Salaries Math Tech Vacancy - Pos 802 = 0.375 FTE

2.2	Improve and expand our incentive system to encourage positive behavior and attendance. Incentives will recognize and encourage students for being safe, respectful, and responsible, and for daily, weekly, monthly, and quarterly attendance.	All Students	4,000 Title I 4000-4999: Books And Supplies
2.3	Project-Based Learning Integration: Provide training and structured PLC time to embed culturally relevant PBL into curriculum.	All Students	0.00 None Specified 5000-5999: Services And Other Operating Expenditures Was formerly CSI funded.
2.4	Stakeholder Feedback Collection: Conduct student and family focus groups, interviews, and surveys to guide instructional improvement.	All Students	0.00 None Specified 5800: Professional/Consulting Services And Operating Expenditures Partner ship with WestEd was paid for by CSI Funds
2.5	Community Partnership Expansion: Collaborate with local organizations to provide guest speakers, service learning, job shadowing, and mentoring, college and career exploration.	All Students	0.00 Comprehensive Support and Improvement 5000-5999: Services And Other Operating Expenditures Transportation, speaker costs was paid for by CSI Funds

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of this goal is still in progress and we are seeing success in graduation rates with an increase of 12% from the previous year. We have recognized students for attendance and achievements through our positive behavior interventions and supports. While we are working on practices for alignment toward engagement practices, we will continue to launch Big Picture Learning to bring internships to our students. We have held four total events to collect feedback from families and students (Back to school, Open house, Pizza with the principal, Data Walk, Winter Feast)

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Family, Student, and Community Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Engage students in regular and multiple field trips to local colleges (CR, HSU) or trades workplaces (CR Building Program, Frederick and Charles Beauty College, etc.)	All Students	0 Comprehensive Support and Improvement 5000-5999: Services And Other Operating Expenditures Was formerly CSI funded.
3.2	Building additional elective offerings	All Students	2,945 Title I 4000-4999: Books And Supplies
3.3	Family Engagement Events: Host culturally inclusive family nights, student showcases, and community resource fairs.	All Students	458.00 Title I Part A: Parent Involvement

			4000-4999: Books And Supplies 0.00 None Specified 4000-4999: Books And Supplies Was formerly CSI funded.
3.4	Trauma-Informed Training: Provide staff PD on trauma-informed and relationship-centered practices.	All Students	0.00 None Specified 5000-5999: Services And Other Operating Expenditures Was formerly CSI funded.
3.5	Belonging & Inclusion Activities: Facilitate student-led clubs, advisory activities, and schoolwide campaigns promoting inclusion.	All Students	0.00 None Specified 4000-4999: Books And Supplies Was formerly CSI funded.

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation of the strategies/activities have been slowly increasing due to creating a climate of belonging on campus. With partnership with our community schools liaison and our MTSS team, we have been able to review data and address students needs. We have been able to increase the amount of events for our families to engage with the school and offering feedback. For the 25/26 school year there have been three large scale family events to elicit feedback regarding data for the metrics of this goal.

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

Suspension rates have dropped dramatically and student sense of belonging has risen as well. This is due primarily to getting students into the community and driving a sense of professional responsibility.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Belonging- Equity Multiplier

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	MTSS and SEL training for staff	CSI Subgroups	0.00 None Specified 5800: Professional/Consulting Services And Operating Expenditures Was formerly CSI funded.
4.2	Culturally Responsive Curriculum	Tier 1 School Wide	0.00 None Specified 4000-4999: Books And Supplies

			Was formerly Equity Multiplier funded.
4.3	Restorative Practice Support Specialist	All including Tier 2 and 3 as a focus	0.00 None Specified 2000-2999: Classified Personnel Salaries Was formerly CSI funded. Now will be a combination of Title 1 and Equity Multiplier Funded (pos 1158 = 1.00 FTE) Title 1 money is in Goal 1, Equity Multiplier money is in goal 5.
4.4	Motivational speaker for beginning of school year to work with staff	All students	0.00 None Specified 5800: Professional/Consulting Services And Operating Expenditures Was formerly CSI funded.

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

The primary funding of this goal was CSI and in the 25/26 school year the school will have to cancel the SEL curriculum that was purchased. Staff needs will be shifted to Title funding and Equity Multiplier funding.

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

The changes that will be made to this goal will be the data will be progress monitored quarterly based on the cut points for interventions. These changes will be found in the measurable outcomes. Funding for this goal has substantially decreased due to lack of CSI funding. Priorities have been shifted to Title 1 and EM monies

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCFF Equity Multiplier

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rates as a percent for 4 year adjusted cohort.	Zoe: 84.6% graduation rate Zoe SED: 86.1% graduation rate Zoe SWD: 91.7%	By the 2026-27 school year, the given percentage of all students and subgroups listed below will increase the overall high school graduation rate as measured by the Dashboard and Data Quest: Zoe All: maintain the new baseline Zoe SED: maintain the new baseline.
Percentage of students classified as college and career ready - prepared on the CCI Indicator.	2023.2024: Zoe All: 24.3% SED: 26.5%	By the 2026-2027 school year, Zoe will increase to 20% prepared for all students and SED students. This will be accomplished by increasing the district's percentage by at least 5% annually over the next three years. (The number from the baseline data is incorrect due to a reporting error regarding courses that were taken at EHS. The baseline this goal is written for is based on the metric of 6.3%)
Points below or above standard in math to reach the state average. CAASPP and Dashboard	All: 246 points below standard in math.	By the 2026-2027 school year, all students will be at the listed points for

		Math CAASPP as measured by the CA Dashboard: All: 200 points below standard.
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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
5.1	Restorative Practice Support Specialist	All with a focus on SED sub group.	55,281.09 Equity Multiplier Funding for this position is split between this goal and goal 2.
5.2	Intervention Support - Lit Tech and Math Tech	All with a focus on SED sub group.	0.00 None Specified 1000-1999: Certificated Personnel Salaries Was formerly CSI funded. Is accounted for in other goals.
5.3	Supplemental materials for scaffolding student achievement in ELA/Math	All students	0.00 None Specified 4000-4999: Books And Supplies May have formerly been CSI funded.

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

The major differences will be in personnel, staff, books and supplies to be added to the classrooms. CSI funding has been discontinued and t

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$172,560.09
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$41,738.00
Title I Part A: Parent Involvement	\$458.00

Subtotal of additional federal funds included for this school: \$42,196.00

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

State or Local Programs	Allocation (\$)
Comprehensive Support and Improvement	\$0.00
Equity Multiplier	\$130,364.09
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$130,364.09

Total of federal, state, and/or local funds for this school: \$172,560.09

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement	0.00
Equity Multiplier	130,364.09
None Specified	0.00
Title I	41,738.00
Title I Part A: Parent Involvement	458.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	18,425.00
2000-2999: Classified Personnel Salaries	91,451.00
4000-4999: Books And Supplies	7,403.00
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
7000-7439: Other Outgo	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement	0.00
	Equity Multiplier	55,281.09

2000-2999: Classified Personnel Salaries	Equity Multiplier	75,083.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
2000-2999: Classified Personnel Salaries	None Specified	0.00
4000-4999: Books And Supplies	None Specified	0.00
5000-5999: Services And Other Operating Expenditures	None Specified	0.00
5800: Professional/Consulting Services And Operating Expenditures	None Specified	0.00
7000-7439: Other Outgo	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	18,425.00
2000-2999: Classified Personnel Salaries	Title I	16,368.00
4000-4999: Books And Supplies	Title I	6,945.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	458.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	75,083.00
Goal 2	38,793.00
Goal 3	3,403.00
Goal 4	0.00
Goal 5	55,281.09

School Site Council Membership

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

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

Name of Members	Role
Paul Claussen	Principal
Peter Perata	Classroom Teacher
Nicholas Pelascini	Other School Staff
Evan Morden	Parent or Community Member
Jeray Barrios-Morales	Secondary Student
Unfilled	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on 05/20/2026.

Attested:



Principal, Paul Claussen on 05/20/2026



SSC Chairperson, Pete Perata on 05/20/2026

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/>

Updated by the California Department of Education, October 2023