



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Maria High School	42-69310-4236030	June 3, 2026	June 17, 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 Santa Maria High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

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

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Plan Description

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

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

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

The goals and action items within Santa Maria High School's SPSA are aligned with our district's LCAP, as well as the goals and actions of our school's WASC Action Plan. The idea is to have each of these three plans support our district's Strategic Objectives. We are always focused on leveling the playing field for the significant portion of our student population who are disadvantaged by poverty, English as a second language, or low reading proficiency levels. It is the intent of this SPSA to monitor the progress of these students by utilizing graduation rate, A-G completion rate, SBAC ELA, SBAC Math, English Learner reclassification rates as our main indicators of this plan's effectiveness.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The composition of the School Site Council is made to collect information from the three main facets of stakeholders, students, parents, and school staff. Per requirement annually, we reviewed the SPSA with the ELAC committee and built our decisions based on student achievement data, staff surveys, and input from parent and community members.

Resource Inequities

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

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

With our student body being more than 80% qualified for free and reduced lunch, and nearly 90% being either an English learner or a reclassified English learner there is a great deal of support needed in order to provide a quality education to ALL students. We have focused our achievement on four main indicators to success. Advancement of English learners' proficiency, graduation rates, A-G completion rates, and achievement indicated by SBAC ELA and SBAC Math. All of these indicators have been on a steady pattern of growth over past years (with some expected inconsistencies due to the COVID pandemic) however, our assessment results still linger below state averages. It is the purpose of this plan to elevate our results to meet and exceed state averages.

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.

Our CAASP results in Math are in the orange, CAASP results in English are also orange, English Learner progress is also in the yellow range.

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.

none

Other Needs

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

Our school district has adopted a data monitoring system where interim common assessments are given by like-course teachers and reviewed systematically as a PLC to determine best teaching practices..

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Santa Maria 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	0.23%	0.13%	0.10%	7	4	3
African American	0.16%	0.19%	0.19%	5	6	6
Asian	0.26%	0.16%	0.26%	8	5	8
Filipino	0.80%	0.76%	0.81%	25	24	25
Hispanic/Latino	97.01%	97.39%	97.48%	3017	3061	3016
White	1.38%	1.24%	1.07%	43	39	33
Multiple/No Response	0.10%	0.13%	0.03%	3	4	1
Total Enrollment				3110	3143	3094

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	725	867	819
Grade 10	765	734	850
Grade 11	795	749	677
Grade 12	825	793	748
Total Enrollment	3,110	3,143	3,094

Conclusions based on this data:

1.

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	634	675	703	20.8%	20.4%	22.7%
Fluent English Proficient (FEP)	2190	2,189	2113	69.9%	70.4%	68.3%

Conclusions based on this data:

1.

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	835	760	710	798	708	659	788	705	656	95.6	93.2	92.8
All Grades	835	760	710	798	708	659	788	705	656	95.6	93.2	92.8

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	2504.	2549.	2551.	6.09	9.36	14.79	21.83	34.04	29.73	27.54	27.23	24.39	44.54	29.36	31.10
All Grades	N/A	N/A	N/A	6.09	9.36	14.79	21.83	34.04	29.73	27.54	27.23	24.39	44.54	29.36	31.10

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	9.35	13.19	16.92	56.34	60.14	56.10	34.31	26.67	26.98
All Grades	9.35	13.19	16.92	56.34	60.14	56.10	34.31	26.67	26.98

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	8.67	13.62	17.43	40.36	55.89	48.93	50.97	30.50	33.64
All Grades	8.67	13.62	17.43	40.36	55.89	48.93	50.97	30.50	33.64

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	5.49	9.08	9.15	67.43	73.76	71.65	27.08	17.16	19.21
All Grades	5.49	9.08	9.15	67.43	73.76	71.65	27.08	17.16	19.21

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	9.82	12.77	16.01	65.69	69.79	65.55	24.49	17.45	18.45
All Grades	9.82	12.77	16.01	65.69	69.79	65.55	24.49	17.45	18.45

Conclusions based on this data:

1. The comparison between the 2020-21 and 2021-22 data points show a moderate decline in the overall performance between the two cohorts of students. There are some bright spots such as a moderate increase in the number of students scoring "at or near standards", however, the margins are too small to be a strong indicator of the effectiveness of our campus strategies. There have been a lot of changes and improvements to our ELA/ELD programs in the years since our last data point (due to COVID-related cancellations) with CAASP testing so I anticipate improvement when we see the results from the 2023 testing.

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	835	760	710	802	710	652	795	708	649	96.0	93.4	91.8
All Grades	835	760	710	802	710	652	795	708	649	96.0	93.4	91.8

* 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	2480.	2508.	2510.	2.89	3.11	2.77	7.55	10.59	12.94	17.36	21.89	21.88	72.20	64.41	62.40
All Grades	N/A	N/A	N/A	2.89	3.11	2.77	7.55	10.59	12.94	17.36	21.89	21.88	72.20	64.41	62.40

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	5.04	5.52	5.08	27.08	36.54	35.90	67.88	57.93	59.01
All Grades	5.04	5.52	5.08	27.08	36.54	35.90	67.88	57.93	59.01

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	2.89	4.66	4.31	55.97	59.75	54.24	41.13	35.59	41.45
All Grades	2.89	4.66	4.31	55.97	59.75	54.24	41.13	35.59	41.45

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	2.64	3.11	4.47	57.23	65.06	61.94	40.13	31.82	33.59
All Grades	2.64	3.11	4.47	57.23	65.06	61.94	40.13	31.82	33.59

Conclusions based on this data:

1. The comparison between the 2020-21 and 2021-22 data points show a moderate increase in the overall performance between the two cohorts of students achieving "% above standards". There have been many changes and improvements to our mathematics programs in the years since our last data point (due to COVID-related cancellations) with CAASP testing so I anticipate improvement when we see the results from the 2022 testing.

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://www.cde.ca.gov/ta/tg/eng/elpac/) 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
9	1525.4	1510.9	1506.0	1509.9	1487.9	1480.7	1540.4	1533.3	1530.7	188	196	210
10	1525.9	1510.4	1510.1	1516.0	1487.4	1482.9	1535.3	1532.8	1536.9	184	174	175
11	1527.5	1506.0	1501.1	1511.5	1486.5	1471.6	1543.0	1525.1	1530.1	177	149	147
12	1507.8	1508.8	1510.1	1494.2	1489.8	1484.7	1520.9	1527.3	1535.0	100	114	96
All Grades										649	633	628

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	14.36	8.25	6.67	37.23	31.44	30.48	18.09	24.74	28.10	30.32	35.57	34.76	188	194	210
10	16.76	9.30	9.30	29.05	30.81	31.40	20.11	22.09	24.42	34.08	37.79	34.88	179	172	172
11	12.50	8.84	4.86	31.82	22.45	23.61	19.89	25.17	25.00	35.80	43.54	46.53	176	147	144
12	9.18	7.08	2.11	23.47	24.78	31.58	19.39	26.55	21.05	47.96	41.59	45.26	98	113	95
All Grades	13.73	8.47	6.28	31.36	27.96	29.31	19.34	24.44	25.28	35.57	39.14	39.13	641	626	621

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	26.60	16.49	13.33	30.32	33.51	30.95	13.83	16.49	20.00	29.26	33.51	35.71	188	194	210
10	31.28	17.44	16.86	24.58	30.81	23.84	11.17	15.70	23.26	32.96	36.05	36.05	179	172	172
11	21.59	18.37	15.28	32.95	23.81	22.92	10.80	17.01	17.36	34.66	40.82	44.44	176	147	144
12	22.45	14.16	10.53	24.49	34.51	30.53	12.24	10.62	17.89	40.82	40.71	41.05	98	113	95
All Grades	25.90	16.77	14.33	28.55	30.67	27.05	12.01	15.34	19.97	33.54	37.22	38.65	641	626	621

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	6.38	1.55	3.81	20.74	24.23	20.48	39.36	33.51	36.19	33.51	40.72	39.52	188	194	210
10	6.15	4.07	4.07	18.44	22.09	24.42	39.11	31.40	30.81	36.31	42.44	40.70	179	172	172
11	5.11	2.04	2.78	19.89	12.24	13.19	35.23	34.69	34.72	39.77	51.02	49.31	176	147	144
12	2.04	1.77	4.21	11.22	11.50	12.63	30.61	38.05	33.68	56.12	48.67	49.47	98	113	95
All Grades	5.30	2.40	3.70	18.41	18.53	18.68	36.82	34.03	33.98	39.47	45.05	43.64	641	626	621

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	18.62	9.28	5.77	55.32	58.76	54.81	26.06	31.96	39.42	188	194	208
10	23.16	12.79	10.47	50.28	50.58	47.67	26.55	36.63	41.86	177	172	172
11	10.86	11.64	3.52	54.86	41.10	40.85	34.29	47.26	55.63	175	146	142
12	9.47	11.50	1.06	41.05	42.48	45.74	49.47	46.02	53.19	95	113	94
All Grades	16.38	11.20	5.84	51.65	49.44	48.21	31.97	39.36	45.94	635	625	616

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	48.65	31.09	35.71	20.00	30.57	27.14	31.35	38.34	37.14	185	193	210
10	50.29	31.40	39.53	15.43	29.07	25.00	34.29	39.53	35.47	175	172	172
11	42.86	35.62	38.89	21.71	22.60	18.75	35.43	41.78	42.36	175	146	144
12	42.86	37.50	36.84	17.35	22.32	29.47	39.80	40.18	33.68	98	112	95
All Grades	46.60	33.39	37.68	18.80	26.81	24.96	34.60	39.81	37.36	633	623	621

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	9.09	10.36	7.18	50.80	40.41	49.28	40.11	49.22	43.54	187	193	209
10	10.67	7.56	9.30	48.88	45.35	46.51	40.45	47.09	44.19	178	172	172
11	5.68	2.72	5.56	40.34	44.22	37.50	53.98	53.06	56.94	176	147	144
12	3.09	4.42	3.16	26.80	38.05	37.89	70.10	57.52	58.95	97	113	95
All Grades	7.68	6.72	6.77	43.73	42.24	44.03	48.59	51.04	49.19	638	625	620

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	2.13	0.52	1.44	68.09	66.49	67.79	29.79	32.99	30.77	188	194	208
10	2.26	1.17	0.58	66.67	61.40	73.84	31.07	37.43	25.58	177	171	172
11	15.43	3.45	7.69	50.86	55.17	53.85	33.71	41.38	38.46	175	145	143
12	11.34	4.42	10.64	43.30	57.52	58.51	45.36	38.05	30.85	97	113	94
All Grades	7.22	2.09	4.05	59.18	60.83	64.83	33.59	37.08	31.12	637	623	617

Conclusions based on this data:

1. Again it has been several years since we have been able to assess our students progress due to COVID related delays and cancellations. We have made significant improvements in our ELD program over the past years and look forward to significant improvements seen if the data results from the 2022 ELPAC administration.

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
3143	91.3%	21.5%	0.3%
Total Number of Students enrolled in Santa Maria 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	675	21.5%
Foster Youth	9	0.3%
Homeless	555	17.7%
Socioeconomically Disadvantaged	2869	91.3%
Students with Disabilities	435	13.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.2%
American Indian	4	0.1%
Asian	5	0.2%
Filipino	24	0.8%
Hispanic	3061	97.4%
Two or More Races	4	0.1%
Pacific Islander	0	0.0%
White	39	1.2%

Conclusions based on this data:

- Based on the data above, our targeted student populations are the English learners, foster youth, and socioeconomically disadvantage youth.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In reviewing the data, the focus will continue the school's performance for English language arts and Mathematics.

School and Student Performance Data

Academic Performance English Language Arts

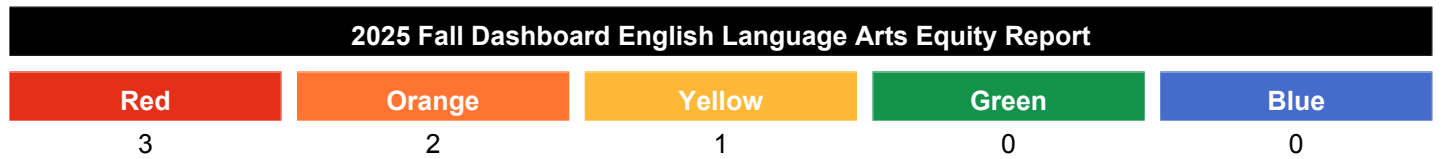
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This section provides number of student groups in each level.



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		
All Students  Orange 25 points below standard Maintained 2.9 points 644 Students	English Learners  Red 111.7 points below standard Declined 11.1 points 197 Students	Long-Term English Learners  Red 127.9 points below standard Maintained -1.4 points 61 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  Red 64.2 points below standard Maintained -2.1 points 153 Students	Socioeconomically Disadvantaged  Orange 29.9 points below standard Maintained 1.1 points 600 Students

Students with Disabilities  Orange 117.6 points below standard Increased 29.4 points 72 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Yellow 25.4 points below standard Increased 4.2 points 627 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. This schools focus for academic's performance for the English language arts will be to provide support for English Language Learners, students with disabilities, homeless students, and socioeconomic disadvantage students.

School and Student Performance Data

Academic Performance Mathematics

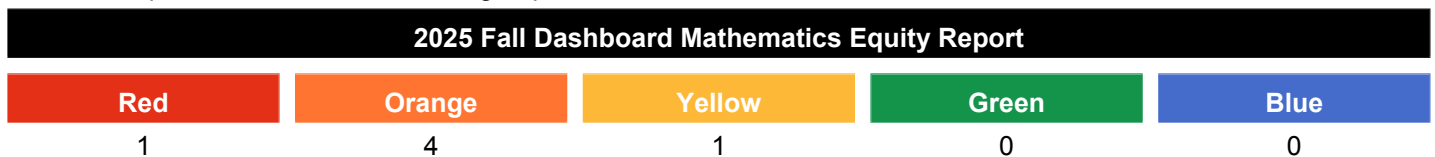
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This section provides number of student groups in each level.



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		
All Students  Orange 113.4 points below standard Maintained 2.4 points 645 Students	English Learners  Orange 173.1 points below standard Increased 4.4 points 205 Students	Long-Term English Learners  Orange 193.4 points below standard Increased 5.8 points 61 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  Orange 136.1 points below standard Increased 11.9 points 151 Students	Socioeconomically Disadvantaged  Red 117.3 points below standard Maintained 2.6 points 601 Students

Students with Disabilities  Orange 161.5 points below standard Increased 53.8 points 70 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Yellow 114.5 points below standard Increased 3.7 points 628 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. This schools focus for academic's performance for the Math will be to provide support for English Language Learners, students with disabilities, homeless students, and socially economic disadvantage students.

School and Student Performance Data

Academic Performance Science

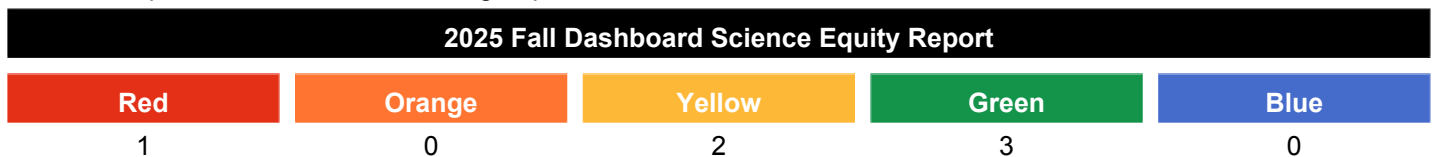
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This section provides number of student groups in each level.



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		
All Students  Green 50 science points Increased 3.7 points 663 Students	English Learners  Yellow 37.8 science points Increased 2.8 points 211 Students	Long-Term English Learners  Red 34.5 science points Maintained 0 points 62 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  Green 45.4 science points Increased 5 points 153 Students	Socioeconomically Disadvantaged  Green 49.4 science points Increased 3.8 points 617 Students

Students with Disabilities  Yellow 36.6 science points Increased 6.3 points 76 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Green 49.9 science points Increased 4 points 646 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1.

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
 Yellow	 Yellow
35.3 making progress.	43.6 making progress.
Number Students: 549 Students	Number Students: 353 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.7%	44.3%	0%	35.2%

Conclusions based on this data:

1. The ELD program at Santa Maria High School has made great structural strides over the past 4-5 years but our student performance data still does not yield the results we are working toward. A school-wide emphasis on English Language Strategies will be one of our site’s main focuses this coming school year.

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.

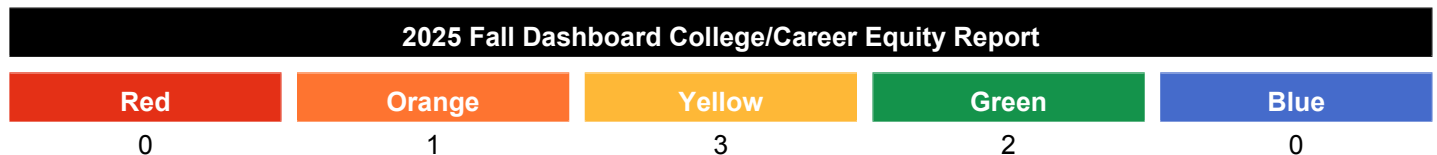
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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		
All Students Green Prepared 42.4% Increased 7.1% 694 Students	English Learners Yellow Prepared 13.8% Increased 6% 181 Students	Long-Term English Learners Yellow Prepared 15.5% Increased 6.5% 110 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless Yellow Prepared 27.9% Increased 6% 183 Students	Socioeconomically Disadvantaged Green Prepared 42% Increased 7.4% 674 Students

Students with Disabilities  Orange Prepared 8.9% Increased 2% 90 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Green Prepared 42.1% Increased 6.7% 674 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

1. The promotion of College and Career Readiness as defined in the state's College Career Indicator (CCI). The accountability model was one of the key points of emphasis this year. There were meetings among administrators at the district level, at the site level, among counselors, and teacher leaders to devise strategies that will elevate the number of students qualifying as College and Career Ready. We have implemented 16 different CTE pathways, added to the number of A-G classes offered at SMHS, and placed SBAC test results as one of our primary goals on this year's Single Plan for Student Achievement. All of these steps were taken to elevate the results in this new requirement.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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. This academic year we have initiated the implementation of a new attendance program where the system makes automated phone calls to parents within 1 hour of the student being marked absent. We have increased the level of counselor contacts and home visits of truant students. We are confident that the additional support and a focus on the chronically absent have already begun to, and will continue to, make a significant improvement in our school's attendance rates.

School and Student Performance Data

Academic Engagement Graduation Rate

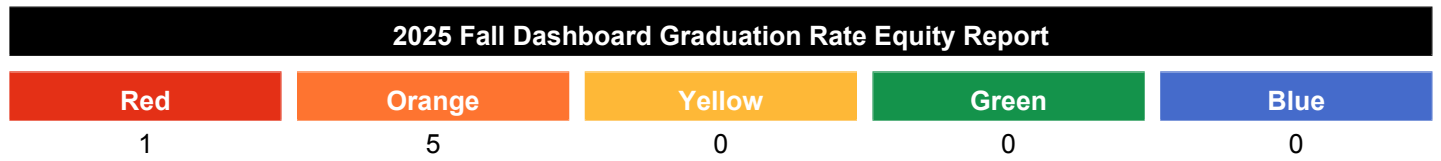
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This section provides number of student groups in each level.



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  Orange 88.1% graduated Declined 1.6% 696 Students	English Learners  Orange 76.5% graduated Declined 1.5% 183 Students	Long-Term English Learners  Orange 85.7% graduated Declined 2.5% 112 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  Orange 79.8% graduated Declined 2.8% 183 Students	Socioeconomically Disadvantaged  Orange 88.5% graduated Declined 1.2% 676 Students

Students with Disabilities  Red 65.2% graduated Declined 15.1% 92 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Orange 88.3% graduated Declined 1.6% 676 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

1. Our overall graduation rate is marked as green at 91.4% and increased from the previous year. Within that are some subgroups (students with disabilities, English learners, and homeless) that are ranked as either yellow, orange or red. This has led to conversations regarding the tactics we are currently using in these subgroups. Our socioeconomically disadvantaged, and hispanic subgroups are both above the school average, and the school average is above the state graduation average. This is a positive indication that we are on a good path with our strategies.

School and Student Performance Data

Conditions & Climate Suspension Rate

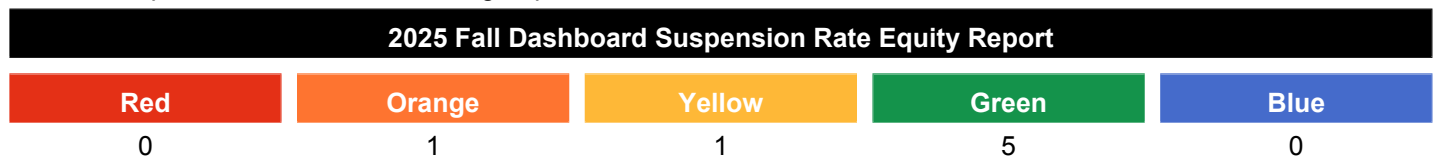
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This section provides number of student groups in each level.



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 Green 3.5% suspended at least one day Declined 0.6% 3312 Students	English Learners Green 5.2% suspended at least one day Declined 0.9% 785 Students	Long-Term English Learners Yellow 7% suspended at least one day Declined 0.7% 460 Students
Foster Youth No Performance Color 12.5% suspended at least one day Declined 9.2% 24 Students	Homeless Green 3% suspended at least one day Declined 2.2% 637 Students	Socioeconomically Disadvantaged Green 3.7% suspended at least one day Declined 0.6% 3078 Students

Students with Disabilities  Green 5.9% suspended at least one day Declined 0.5% 458 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color 3.8% suspended at least one day Maintained 0% 26 Students	Hispanic  Green 3.5% suspended at least one day Declined 0.6% 3221 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 4.5% suspended at least one day Increased 2.5% 44 Students

Conclusions based on this data:

1. Our overall suspension rate is marked as green at 2.4% and decrease from the previous year.

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.

Increase student academic achievement by ensuring equitable access to high-quality instruction, targeted intervention, supplemental academic supports, and college and career readiness opportunities aligned to California Common Core State Standards, other state-adopted standards, and graduation requirements.

Santa Maria High School will challenge and support all students to demonstrate proficiency in the California Common Core State Standards and other state-adopted standards while acquiring the knowledge, skills, and competencies necessary to be successful in postsecondary education, career pathways, and lifelong learning. Through rigorous instruction, targeted interventions, supplemental academic supports, expanded learning opportunities, and comprehensive student support systems, students will be prepared to meet graduation requirements, pursue college and career opportunities, and successfully transition to meaningful postsecondary pathways.

The school will prioritize academic growth for all students while providing additional support for low-income students, English learners, foster youth, students with disabilities, and students identified as needing intervention in order to reduce achievement gaps, increase college and career readiness, and ensure equitable access to opportunities for success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Priority 1: Support Student Achievement

Priority 2: Create a Respectful and Caring Culture

Priority 3: Promote CTE Pathway Engagement, Access, and Equity

Priority 4: Build College and Career Readiness

Priority 5: Provide Access to Technology

Priority 6: Provide a Safe, Secure, Healthy Environment

Priority 7: Support English Learner Proficiency

This goal directly supports district efforts to increase student achievement, improve academic outcomes for all student groups, reduce achievement gaps, expand access to rigorous coursework, strengthen intervention systems, and ensure students graduate prepared for college, career, and postsecondary success.

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.

Analysis of state and local data indicates a continued need to strengthen student achievement in English Language Arts, Mathematics, Science, and college and career readiness indicators. While Santa Maria High School has demonstrated significant growth in multiple academic areas, performance data continues to indicate opportunities for improvement in English Language Arts, Mathematics, CAASPP performance, CAST Science results, and A-G completion rates when compared to statewide averages.

During the 2025-26 school year, Santa Maria High School maintained full compliance with Williams Act requirements, ensuring that all students had access to standards-aligned instructional materials and appropriately credentialed teachers. No Williams Act findings were reported.

Review of California Assessment of Student Performance and Progress (CAASPP) data, local assessment results, graduation data, and college readiness indicators demonstrates the need to continue providing targeted academic interventions and supplemental supports for students who are not yet meeting grade-level standards. Particular attention will continue to be given to low-income students, English learners, foster youth, students with disabilities, and students experiencing academic challenges.

Despite ongoing challenges associated with post-pandemic learning recovery, Santa Maria High School continues to demonstrate positive outcomes in several key areas. The school exceeds state averages in graduation rates and maintains lower suspension rates than state averages. Additionally, SMHS continues to lead the district in the number of students applying to and being accepted by University of California (UC) and California State University (CSU) institutions.

To address identified needs, the school will continue to implement targeted intervention courses, study hall support sections, credit recovery opportunities, instructional assistant support, extended learning opportunities, supplemental instructional materials, counseling supports, and academic progress monitoring systems designed to increase student achievement, reduce achievement gaps, improve graduation outcomes, and strengthen college and career readiness.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College/Career Readiness	Currently 21.5% of 11th grade students are Prepared for College/Careers.	Increase College/Career Readiness by 5% from 30% to 35%.
SBAC ELA	44.73%	49%
SBAC Math	24.31%	29%
SBAC ELA - Students with Disabilities	0.0%	6%
SBAC Math - Students with Disabilities	0.0%	6%
SBAC ELA - English Learners	7.26%	12%
SBAC - Math English Learners	1.61%	6%
SBAC ELA - Foster Youth	0.0%	6%
SBAC Math - Foster Youth	0.0%	6%
SBAC ELA - Low Income	44.25%	49%
SBAC MATH - Low Income	22.98%	28%
EAP Exceeding Standards ELA	10.94%	14%
EAP Conditionally	33.79%	38%
EAP Exceeding Standards Math	7.45%	12%
EAP Math Conditionally	16.86	22%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide targeted intervention opportunities for students in need of credit recovery through supplemental academic support services designed to increase course completion, improve graduation readiness, and reduce credit deficiencies.	1.1 All students, with priority given to students who are credit deficient, at risk of not graduating on time, or in need of academic intervention and credit recovery services.	15,000 Title I 1.1 Provide supplemental staffing, instructional materials, and academic intervention support for before-school, after-school, and online credit recovery opportunities designed to increase course completion, credit attainment, and on-time graduation for students requiring academic intervention.
1.2	Provide supplemental classroom instructional resources and materials to increase equitable access to academic content, strengthen instructional delivery, and support student achievement across core academic areas.	1.2 All students, including low-income students, English learners, foster youth, students with disabilities, and other students requiring supplemental academic support.	15,000 Title I 1.2 Provide supplemental instructional materials and classroom supports, including copying, printing, paper, toner, and equipment maintenance necessary to increase access to academic resources and support student achievement in core academic areas.
1.3	Provide professional learning opportunities, collaborative planning time, and curriculum development support to strengthen instructional practices, improve data-driven decision-making, and increase student academic achievement.	1.3 All students, with priority given to students identified through academic performance data, intervention needs, credit deficiencies, and teacher recommendations.	10,000 Title I 1.3 Provide professional development, substitute coverage, conference participation, collaborative planning opportunities, and curriculum development support aligned to schoolwide instructional priorities, WASC goals, California State Standards, MTSS, and student achievement outcomes.
1.4	Strengthen student engagement, resilience, and school connectedness through supplemental supports that promote positive academic behaviors, social-emotional well-being, motivation, and student success.	1.4 Students performing below grade level in English Language Arts and Mathematics, including low-income students, English learners, foster youth, students with disabilities, and students identified for intervention services.	45,000 Title I 1.4 Provide supplemental student engagement opportunities, educational assemblies, and student support programming designed to strengthen school connectedness, academic persistence, student

			motivation, and positive educational outcomes.
1.5	Increase student achievement, academic engagement, and graduation readiness by expanding access to structured academic support periods that provide students with additional time and assistance to complete coursework, monitor academic progress, receive targeted intervention, and access school-based academic resources. Study Hall sections will support students identified through academic performance data, credit deficiency indicators, attendance concerns, and intervention needs.	1.5 All students, with priority given to students requiring additional academic support, intervention services, credit recovery assistance, assignment completion support, and progress toward graduation and A-G requirements.	90,000 Title I 1.5 Provide supplemental certificated staffing to support additional Study Hall sections focused on academic intervention, assignment completion, progress monitoring, tutoring coordination, and student success planning. Funding will support two Mathematics Study Hall sections (.20 FTE each), one English Study Hall section (.20 FTE), and one Government/Economics Study Hall section (.50 FTE) to increase individualized academic support, improve course completion rates, reduce credit deficiencies, strengthen graduation outcomes, and support college and career readiness.
1.6	Increase individualized academic assistance and classroom access through supplemental instructional support services that improve intervention and equitable access to instruction for students requiring additional support. Purpose: To provide additional academic and language development support for students identified as English Learners (ELs) or Multilingual Learners (MLs) through the strategic use of Title I funds.	1.6 Students requiring additional academic and language support, including English learners, multilingual learners, students with disabilities, low-income students, foster youth, and students identified for targeted intervention services.	41,000 Title I 1.6 Provide supplemental instructional assistant support, including multilingual instructional assistance when available, to increase individualized academic support, improve classroom access, strengthen intervention services, and support student success in core academic are
1.7			

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.

Santa Maria High School continued to implement a comprehensive system of academic supports designed to increase student achievement, improve college and career readiness, and strengthen graduation outcomes. Title I-funded interventions included credit recovery opportunities, before- and after-school academic support, supplemental

intervention courses in English Language Arts and Mathematics, instructional assistant support, classroom instructional materials, and targeted academic assistance for students requiring additional support.

The implementation of these strategies contributed to continued academic growth across the school. During the 2025-26 school year, SMHS demonstrated gains in multiple student achievement indicators, including increases in CAASPP performance, A-G completion, Advanced Placement participation, and postsecondary readiness. The school also continued to exceed state averages in graduation rates while maintaining a positive and supportive learning environment.

Additionally, district-supported math pathway expansion has increased student access to advanced mathematics coursework, allowing more students to complete higher-level math courses, including Calculus, which is a key indicator of college readiness and postsecondary success. Collectively, these efforts have strengthened academic outcomes and expanded opportunities for historically underserved

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

Several activities originally funded through site-level Title I allocations were transitioned to district-supported funding sources, including portions of intervention staffing and professional development. As a result, Title I resources were strategically redirected toward direct student services, intervention supports, instructional assistants, study hall sections, credit recovery opportunities, and supplemental instructional materials.

The school also reduced expenditures for outside consultants and professional development providers as internal systems, Professional Learning Communities (PLCs), and district-supported instructional coaching structures became more established and sustainable.

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.

Based on the review of student performance data and intervention outcomes, Santa Maria High School will continue to prioritize academic intervention, credit recovery, extended learning opportunities, and targeted supports for students performing below grade level. Additional Title I funding has been allocated to expand structured Study Hall sections and increase access to individualized academic support for students experiencing academic difficulties, credit deficiencies, and barriers to graduation. These changes are reflected in Goal 1 strategies and expenditures for the 2026-27 SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Strengthen family engagement, student wellness, and positive school culture by fostering meaningful partnerships among students, families, staff, and community stakeholders that support academic achievement, school connectedness, and student success.

Santa Maria High School is committed to creating a safe, respectful, inclusive, and caring learning environment where students, families, staff, and community members work collaboratively to support student achievement and well-being. Through meaningful family engagement opportunities, wellness supports, student leadership development, and positive school climate initiatives, the school will strengthen relationships, increase stakeholder participation, and promote a culture that supports academic success, social-emotional growth, and equitable access to educational opportunities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Priorities:

Priority 1: Support Student Achievement

Priority 2: Create a Respectful and Caring Culture

Priority 3: Promote CTE Pathway Engagement, Access, and Equity

Priority 4: Build College and Career Readiness

Priority 5: Provide Access to Technology

Priority 6: Provide a Safe, Secure, Healthy Environment

Priority 7: Support English Learner Proficiency

This goal supports district efforts to strengthen family engagement, increase student connectedness, improve school climate, expand access to student support services, and foster meaningful partnerships between schools, families, and the community.

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.

Analysis of local data, stakeholder feedback, attendance patterns, school climate indicators, and parent participation records indicates a continued need to strengthen family engagement and increase meaningful opportunities for parents and guardians to participate in their students' educational experience. Research consistently demonstrates that increased family engagement positively impacts student attendance, academic achievement, graduation rates, school connectedness, and postsecondary success.

Santa Maria High School serves a diverse student population that includes significant numbers of low-income students, English learners, foster youth, and students requiring additional academic and social-emotional support. To ensure equitable access to information and school resources, the school must continue to provide multiple opportunities for parent involvement, educational workshops, leadership opportunities, and stakeholder engagement activities.

Title I funds support a comprehensive family engagement program that includes English Learner Advisory Committee (ELAC) meetings, School Site Council (SSC), Shared Decision Making (SDM), Cafecito meetings, parent education workshops, incoming ninth-grade transition activities, college and career readiness events, and school-community engagement opportunities. These efforts are designed to strengthen school-home partnerships, increase parent participation in decision-making processes, improve communication, and support positive outcomes for students.

Additionally, the school has identified a need to continue expanding student wellness services, transition supports, and family outreach efforts to promote student engagement, improve school connectedness, and remove barriers that may impact student success.

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
Student School Climate	43%	3%
School Student Belonging	33%	2%
Student School Engagement	23%	6%
Family School Climate	60%	7%

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	Strengthen successful transition to high school for incoming ninth-grade students and their families by providing targeted outreach, registration assistance, orientation activities, academic planning support, and access to school resources. These efforts are designed to increase student engagement, improve school readiness, strengthen family-school partnerships, and ensure students have equitable access to academic and support services prior to the start of high school.	2.1 Incoming ninth-grade students and their families, with priority given to low-income students, English learners, foster youth, students with disabilities, and families requiring additional transition support to successfully access school programs, services, and academic opportunities.	40,000 Other 2.1 Provide supplemental staff time through Extra Work Agreements (EWRs) for certificated and classified staff to support registration, orientation, articulation, family engagement activities, academic planning, and transition services for incoming ninth-grade students. Funding will support evening and weekend outreach efforts that strengthen school-family partnerships, improve student readiness for high school, and increase access to academic support systems.

2.2	Increase family knowledge and engagement by providing parent education opportunities and informational meetings focused on academic achievement, graduation requirements, A-G eligibility, college and career readiness, financial aid opportunities, academic recognition programs, and available student support services.	2.2 Parents and families of all students, with priority given to families of low-income students, English learners, foster youth, students with disabilities, and students identified for academic intervention, credit recovery, attendance support, or additional academic assistance.	3,000 Title I 2.2 Provide supplemental counseling-related services and staff support to increase student and family awareness of academic expectations, graduation requirements, A–G eligibility, postsecondary opportunities, financial aid programs, academic recognition opportunities, and available student support systems. Funding will support staff preparation time, parent workshops, educational materials, and extended learning opportunities that strengthen family engagement and student achievement.
2.3	Strengthen family engagement and school-home partnerships by increasing opportunities for parents and educational partners to participate in stakeholder meetings, leadership activities, and schoolwide engagement opportunities that support student achievement and meaningful parent involvement in the educational process.	2.3 Parents, guardians, and family members of all students, with emphasis on families of Title I students, English learners, foster youth, and historically underserved student groups.	2,000 Title I 2.3 Parent engagement plays a critical role in student learning outcomes. Parent engagement programs offered in the district provide parents with the experience of advocating for all students through a learning partnership, engaging parents in their students' education, and a voice of parent leadership. Parents' leadership supports and builds trust as a community, reflected through parent surveys, is accountable and shared with all stakeholders.
2.4	Strengthen student wellness, social-emotional learning, and school connectedness by increasing student access to school-based wellness resources, intervention services, and support programs designed to remove barriers to learning and promote positive educational outcomes.	2.4 All students, with priority given to students experiencing barriers to academic success, chronic absenteeism, social-emotional needs, behavioral concerns, or other factors impacting school engagement and academic performance.	2,000 Title I 2.4 Support the school's on-campus Wellness Center by providing extra hours for classified and certificated staff to supervise and lead academic success activities for students struggling with stress, attendance, and classroom performance. Supplemental materials will be purchased to support

			academic workshops and structured wellness sessions focused on improving student focus, goal-setting, and academic re-engagement.
2.5	Increase student access to college and career readiness opportunities, academic planning resources, postsecondary preparation services, and career exploration experiences that support informed educational decision-making, graduation readiness, and future success.	2.5 All students, with priority given to low-income students, first-generation college-bound students, English learners, foster youth, and students requiring additional support in postsecondary planning and career exploration.	3,000 Title I 2.5 Provide supplemental supplies, equipment, technology, software, educational materials, and staff support to strengthen College and Career Center services. Funding will support college and career readiness activities, academic planning, postsecondary awareness, recognition programs, career exploration opportunities, family engagement events, and student participation in activities that promote college and career preparedness.
2.6	Reduce barriers to student success by strengthening school-home-community partnerships and increasing access to educational supports, resources, and essential services that improve attendance, engagement, school connectedness, and academic achievement for students and families in need.	2.6 Students and families experiencing economic hardship, housing instability, transportation challenges, chronic absenteeism, or other barriers that may negatively impact educational access, attendance, engagement, and academic success.	5,000 Title I 2.6 Provide supplemental materials, educational supplies, transportation assistance, student support resources, and basic educational necessities that reduce barriers to learning and improve student access to school programs and services. Resources may include academic supplies, attendance supports, school-related necessities, and community-based referrals coordinated through the Community Liaison to improve student engagement, attendance, and academic success.
2.7	Strengthen family engagement and stakeholder participation by increasing access to informational meetings, educational workshops, and school-community engagement opportunities that support student achievement, college and career readiness, and postsecondary planning. These activities will provide families with meaningful opportunities to participate in decision-making processes, receive information regarding academic expectations, graduation requirements, college and career pathways, and available student support services.	Students and families, with priority given to low-income students, English learners, foster youth, students with disabilities, first-generation college-going students, and families requiring additional support accessing school programs, services, and	4,000 Provide supplemental staff support through Extra Work Agreements (EWAs) for certificated and classified staff to coordinate, prepare, and facilitate stakeholder meetings and family engagement activities outside the regular workday. Funding may include staff planning

		educational opportunities.	time, meeting preparation, translation support, educational materials, parent outreach resources, and logistical support for activities such as ELAC, Cafecito meetings, parent workshops, college and career readiness events, and other stakeholder engagement opportunities designed to strengthen school-family partnerships and support student success.
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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.

Santa Maria High School continued to prioritize family engagement, student wellness, and positive school culture through a variety of programs designed to strengthen school-home partnerships and increase student connectedness. Parent engagement opportunities, including ELAC, School Site Council, Cafecito meetings, parent workshops, orientation events, and transition activities, provided families with increased access to information regarding student achievement, graduation requirements, college and career readiness, and available support services. The Wellness Center continued to provide students with social-emotional and wellness supports that contributed to improved student engagement and school connectedness. Overall, these efforts helped maintain strong family participation and supported a positive school climate for students and families.

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

During the 2025-26 school year, some parent technology training activities previously supported through Title I funding were reduced due to increased district-level support and the availability of alternative training resources. As a result, resources were redirected toward direct family engagement activities, student wellness initiatives, transition programming, and college and career readiness supports. No significant changes occurred to the overall implementation of Goal 2 strategies.

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.

Based on stakeholder feedback and the continued importance of family engagement and student wellness, Santa Maria High School will continue to prioritize parent involvement opportunities, incoming ninth-grade transition supports, wellness services, and college and career readiness activities. Minor revisions were made to strengthen the alignment between expenditures and student outcomes, clarify students to be served, and increase support for parent engagement and student wellness initiatives. These changes are reflected throughout Goal 2 strategies and expenditures in the 2026-27 SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Strengthen college, career, and postsecondary readiness by expanding access to academic guidance, leadership opportunities, student engagement programs, career exploration experiences, and targeted supports that increase A–G completion, graduation readiness, Advanced Placement participation, and successful transitions to postsecondary education and career pathways.

Santa Maria High School will provide students with equitable access to programs, resources, and experiences that promote academic achievement, leadership development, college and career awareness, financial literacy, and postsecondary success. Through intentional support systems, students will develop the knowledge, skills, and confidence necessary to successfully graduate and pursue higher education, career technical education, military service, or workforce opportunities.

To strengthen pathways and opportunities for students so they can see the purpose in our classes and student engagement is maximized.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Priority 1: Support Student Achievement

Priority 2: Create a Respectful and Caring Culture

Priority 3: Promote CTE Pathway Engagement, Access, and Equity

Priority 4: Build College and Career Readiness

Priority 5: Provide Access to Technology

Priority 6: Provide a Safe, Secure, Healthy Environment

Priority 7: Support English Learner Proficiency

This goal directly supports district efforts to increase A-G completion, postsecondary readiness, student engagement, leadership development, career pathway participation, and equitable access to college and career opportunities 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.

Analysis of local and state data indicates a continued need to increase the percentage of students completing A-G requirements, participating in rigorous coursework, and successfully transitioning to postsecondary opportunities. While Santa Maria High School has expanded access to Career Technical Education pathways and college readiness programs, A-G completion rates remain below desired levels and achievement gaps continue to exist among low-income students, English learners, foster youth, and students with disabilities.

Additionally, the school has identified a need to increase student participation and success in Advanced Placement coursework, strengthen college and career awareness, expand leadership opportunities, improve postsecondary planning, and increase family engagement in college and career readiness activities.

To address these needs, Santa Maria High School will continue to provide targeted interventions, leadership development opportunities, college and career exploration experiences, academic recognition programs, financial literacy education, and comprehensive counseling supports that increase student engagement, academic achievement, graduation readiness, and postsecondary success.

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
Percent of students completing A-G requirements	26% in 2019	40% in 2024
AVID enrollment	9% in 202-23 and has been on a two year decline	10% or more by the beginning of the 2025-26 school year

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	Increase student engagement, leadership development, academic achievement, and school connectedness through participation in student leadership programs, Link Crew, AVID, restorative practices, and schoolwide student support initiatives.	3.1 All students, with priority given to low-income students, English learners, foster youth, students with disabilities, and students requiring additional academic, leadership, or transition support.	8,000 Title I Provide supplemental staff support, planning time, instructional materials, student agendas, leadership resources, conference participation, training opportunities, and program supplies necessary to strengthen Link Crew, AVID, Student Advisory, restorative practices, and student leadership initiatives that support academic achievement and positive school culture.
3.2	Support successful transition to high school by providing Link Crew orientation activities, peer mentoring opportunities, and student engagement experiences that strengthen school connectedness, belonging, and academic readiness.	3.2 Incoming ninth-grade students, with priority given to students requiring additional transition support, low-income students, English learners, foster youth, and students with disabilities.	19,000 Title I Provide supplemental materials, supplies, orientation resources, student engagement activities, and program supports necessary to implement Link Crew transition activities that

			improve student readiness, increase school connectedness, and support academic success.
3.3	Increase student leadership capacity, communication skills, peer mentoring abilities, and school engagement through participation in leadership development conferences and training opportunities.	3.3 Student leaders participating in Link Crew and leadership development programs, with priority given to students representing historically underserved student groups.	25,000 Title I Provide conference registration, transportation, lodging, training materials, and participation costs necessary for students to attend leadership development conferences that strengthen leadership skills, school connectedness, and student engagement.
3.4	Increase student awareness of college, career, academic pathway, and postsecondary opportunities through participation in Career Fairs, Academic Enrichment Programs, Elective Exploration Activities, and College Readiness events.	3.4 All students, with emphasis on low-income students, English learners, foster youth, first-generation college-going students, and students requiring additional college and career readiness support.	2,000 Title I Provide supplemental instructional materials, student resources, transportation, educational supplies, program materials, and engagement activities necessary to support career fairs, academic enrichment programs, college awareness events, and student success initiatives.
3.5	Increase equitable access to academic resources and technology necessary for coursework completion, college applications, scholarship applications, and postsecondary planning.	3.5 All students utilizing library academic services, with priority given to students lacking access to printing and technology resources outside of school.	1,000 Other This printer and related consumables will be housed in the school library and designated for student use only. It will be used to support academic achievement by enabling students to print assignments, projects, research papers, and other required coursework. Many students lack access to reliable technology and printing resources at home. Providing access to a printer during and after school hours promotes equity and ensures that all students — particularly those identified as low-income, English learners, and foster youth — have the tools they need to meet grade-level standards. The printer will also be used to support access to college

			and career readiness materials, including application essays, scholarship forms, and materials related.
3.6	Increase student access to postsecondary opportunities by providing individualized assistance with college, university, trade school, military, scholarship, financial aid, and career pathway applications.	3.6 Seniors requiring support with college, university, trade school, military, career, scholarship, and financial aid applications.	6,000 Title I Provide supplemental staffing support, Extra Work Agreements (EWRs), instructional materials, and student assistance services necessary to increase completion of postsecondary applications and improve access to higher education and career opportunities.
3.7	Increase family awareness of postsecondary opportunities, financial aid resources, graduation requirements, and college readiness pathways through targeted parent engagement and educational workshops.	3.7 Students and families, with priority given to families of low-income students, English learners, foster youth, students with disabilities, and first-generation college-going students.	6,000 Title I Provide supplemental staffing support, educational materials, translation services, workshop resources, and family engagement materials necessary to facilitate parent workshops focused on college admissions, FAFSA/CADAA completion, scholarships, financial aid opportunities, and postsecondary planning.
3.8	Increase financial literacy, career awareness, and postsecondary planning skills through experiential learning opportunities that demonstrate the relationship between education, career choices, income, and quality of life.	3.8 Ninth-grade students, with priority given to students requiring additional college, career, and financial literacy support.	4,000 Title I Provide instructional materials, program supplies, staffing support, translation services, financial literacy resources, and implementation support necessary to conduct Reality Fair activities that strengthen student understanding of career pathways, budgeting, financial planning, and postsecondary opportunities.
3.9	Increase academic motivation, engagement, attendance, A-G completion, and student achievement through recognition programs that celebrate academic growth and success.	3.9 Students demonstrating academic growth, achievement, attendance improvement, A-G progress, college readiness, and graduation milestones.	10,000 Title I Provide supplemental recognition materials, academic awards, honor cords, medals, certificates, pins, and student recognition resources that promote

			academic achievement, college readiness, graduation success, and positive student engagement.
3.10	Increase access to academic resources, college and career readiness materials, and family communication systems that support student achievement and postsecondary planning.	3.10 Students identified for intervention, credit recovery, college readiness support, and families requiring additional communication regarding student progress.	2,000 Title I Provide supplemental instructional materials, educational resources, communication materials, postage, and technology supports necessary to strengthen College and Career Center services, increase family engagement, and support student achievement.
3.11	Strengthen communication with families regarding academic progress, graduation requirements, credit deficiencies, intervention opportunities, and available support services.	3.11 Students and families requiring notification regarding academic progress, graduation status, intervention opportunities, and postsecondary readiness.	1,000 Title I Provide postage, printing, communication materials, and outreach resources necessary to notify families regarding academic standing, intervention opportunities, credit recovery options, graduation status, and student support services.
3.12	Increase family engagement and access to educational information through enhanced presentation technology and communication systems that support academic workshops, parent meetings, and student success activities.	3.12 All students and families benefiting from enhanced communication, academic presentations, parent workshops, and stakeholder engagement activities.	55,992.96 Title I Provide presentation equipment, screens, projectors, instructional technology, and related resources necessary to support parent engagement activities, academic workshops, stakeholder meetings, college and career readiness events, and communication regarding student achievement and available support services.
3.13	Increase student achievement, graduation readiness, A-G completion, and college and career preparedness by providing additional counseling support focused on academic planning, progress monitoring, intervention services, and individualized student success planning. The counselor will provide targeted support to students identified through academic performance data, credit deficiency indicators, attendance concerns, and postsecondary readiness measures. Services will include academic advising, graduation monitoring, college and career planning,	3.13 All students, with priority given to low-income students, English learners, foster youth, students with disabilities, first-generation college-going students, students identified as credit deficient, and students requiring additional academic, attendance,	120,000 Title I Provide supplemental counseling services and staffing support to increase student access to academic advising, intervention coordination, graduation monitoring, A-G completion planning, college and career readiness services, and

	intervention coordination, and family outreach to ensure students remain on track for graduation and postsecondary success.	behavioral, or postsecondary planning support.	individualized student success supports. Funding will support a counselor position dedicated to improving academic outcomes, reducing credit deficiencies, increasing graduation rates, strengthening postsecondary readiness, and providing targeted interventions for students identified as requiring additional support.
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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.

Santa Maria High School continued to expand college, career, and postsecondary readiness opportunities through a variety of student-centered programs and supports. During the 2025–26 school year, students benefited from leadership development programs, Link Crew activities, career exploration events, college and financial aid workshops, Reality Fair experiences, postsecondary application support, academic recognition programs, and enhanced College and Career Center services.

The school also continued to strengthen Career Technical Education (CTE) pathways and college readiness opportunities, providing students with increased access to career exploration, leadership development, and postsecondary planning resources. Over the past several years, Santa Maria High School has expanded to 14 career pathways, resulting in increased student participation and pathway completion rates.

Additionally, counseling and college readiness initiatives helped students better understand graduation requirements, A-G completion expectations, college admissions processes, financial aid opportunities, and career pathway options. These efforts contributed to increased student engagement, expanded college and career awareness, and improved preparation for postsecondary success.

Overall, the implementation of Goal 3 strategies supported student achievement, strengthened school connectedness, increased leadership opportunities, and promoted a college-going and career-ready culture throughout the campus.

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

While the overall implementation of Goal 3 remained consistent with the original plan, several activities were adjusted throughout the year to better align available resources with student needs and district priorities. As college and career readiness programs expanded, additional emphasis was placed on supporting student leadership development, postsecondary planning, academic recognition, and family engagement activities.

The school also continued to evaluate opportunities to expand and strengthen Career Technical Education pathways that align with workforce needs and postsecondary opportunities available within the local community. Resources were strategically allocated to maximize student participation in leadership programs, career exploration opportunities, college readiness activities, and academic support services.

No significant changes occurred that altered the overall intent of the goal; however, expenditures were refined to better support direct student services, leadership development, college and career readiness, and family engagement initiatives.

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.

Based on analysis of student outcome data and stakeholder feedback, Santa Maria High School will continue to prioritize strategies that increase A-G completion, postsecondary readiness, career pathway participation, leadership development, and family engagement. Additional emphasis will be placed on expanding structured student support systems, strengthening college and career planning activities, increasing awareness of postsecondary opportunities, and providing targeted interventions for students who are not yet on track for graduation or A-G completion.

For the 2026–27 school year, Goal 3 has been revised to strengthen alignment between expenditures and student outcomes, clarify students to be served, and expand supports related to college and career readiness, financial literacy, leadership development, and postsecondary planning. These revisions are reflected throughout the Goal 3 strategies, activities, students-to-be-served sections, and proposed expenditures within the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1			

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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

Develop support systems for Foster Youth to improve academic achievement.

We contract with FBSMV to address the needs of our Foster and Homeless students. We monitor their progress using student data and collaborate between school and FBSMV to assure progress is being made.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 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.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$534,992.96
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$534,992.96
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	\$489,992.96

Subtotal of additional federal funds included for this school: \$489,992.96

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 (\$)
	\$4,000.00
Other	\$41,000.00

Subtotal of state or local funds included for this school: \$45,000.00

Total of federal, state, and/or local funds for this school: \$534,992.96

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
Title I Part A: Basic Grants Low-Income and Neglected	534992.96	534,992.96

Expenditures by Funding Source

Funding Source	Amount
	4,000.00
Other	41,000.00
Title I	489,992.96

Expenditures by Budget Reference

Budget Reference	Amount
	279,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		4,000.00
	Other	41,000.00
	Title I	489,992.96

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	216,000.00
Goal 2	59,000.00
Goal 3	259,992.96

School Site Council Membership

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

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

Name of Members	Role
Steve Campbell	Principal
Omar Gonzalez	Classroom Teacher
Kristin Hammond	Classroom Teacher
Crystal Dominguez	Classroom Teacher
Alonda Barrureta-Novoa	Classroom Teacher
Monica Garcia	Other School Staff
Sofia Perez	Parent or Community Member
Claudia Munoz	Parent or Community Member
Rocio Lopez	Parent or Community Member
Emily Matuz-Martinez	Secondary Student
Darlyn Rodriguez Vega	Secondary Student
Marisol Ramirez Alvarado	Secondary Student
Cristal Lopez-Cortes	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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 June 3, 2026.	
Attested:	
Principal, Steve Campbell on 6/3/26 SSC Chairperson, Omar Gonzalez on 6/3/26	

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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