

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Monica High School	19-64980-1938000		

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. We do not receive Title I funding.

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

The focus of our school is to increase college and career readiness through implementing a guaranteed and viable curriculum, incorporating academic language and evidence-based writing, and implementing student engagement strategies. The three main goals of the school are in line with the LCAP goals and are:

1. All graduates are socially just and ready for college and careers.

2. English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.
3. All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

Specific indicators for goal #1 are students will utilize critical thinking to make sense of problems and persevere in solving them, and students will communicate clearly, effectively, and with evidence-based reasons. To support these indicators, the staff engages in the cycle of inquiry within Professional Learning Community (PLC) teams, focused on problem solving, communication of ideas, and future ready skills. The teams in English, Math, Science, Social Studies, and World Languages will engage in norming of grading rubrics and practices. All staff will work on strategies to incorporate learning experiences and engagement for students using technology. Additionally, a team of teachers actively participates in the CARPE College Access Network. This network's focus is to improve college access for traditionally underrepresented students. The team learns and applies evidence-based ways to increase FAFSA completion and Cal Grant awardance, enhance the college application/selection process, foster a sense of belonging, and decrease "summer melt".

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

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

Throughout the year, the following data will be used to help monitor progress:

- D/F rates
- A minimum of four Cycles of Inquiry will take place 2 first semester and 2 second semester
- Common Formative Assessment Data
- Common Student Writing
- Benchmark and Interim Assessment Data
- Enrollment in advanced classes/retention rates
- Classroom walkthroughs and observations (learning walks) Depth of Knowledge protocols

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

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

The school uses various surveys including, but not limited to, the CA Healthy Kids Survey, the Hanover Survey, and the Senior Exit Survey to collect data about the student body. From the 2021 Hanover Survey, the results indicated that 80% of students reported they rate the quality of education as good or higher at Santa Monica High School. From the 2017-2018 CA Healthy Kids Survey, one positive result to highlight was 71% of students reported they have an adult on campus that they can talk to and trust. The results indicated that an area of improvement was meaningful instruction since only 28% of students found the work they were doing in classes to be meaningful and interesting. According to the data collected through the 2019 Senior Exit Survey, 92% of graduating class were continuing on with post-secondary education; 58% of the seniors planned to attend a four year college and 34% planned to attend a two year college.

In order to collect other data about the school climate, the district surveys the parents and the site surveys teachers.

## Classroom Observations

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

Members of the school administration and Site Leadership Team conduct learning walks of various classrooms on campus. They look to visibly see students engaged in their learning.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

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

To address college and career readiness, the SLT has identified a focus on creating high-functioning Professional Learning Communities (PLC) teams within departments and the development of common assessments. Using the assessment data, the PLC teams will go through the inquiry cycle, creating common learning experiences to address students' learning needs and monitor progress of student learning. The PLC teams will maintain a common course website with course descriptions, expectations, and pacing. Teachers will also incorporate AVID strategies into all courses.

To address the needs of English Learners, the SLT has identified a variety of strategies. These include a school-wide focus on academic language; the use of academic engagement strategies; additional academic tutors; student shadowing; learning walks and a series of professional development workshops to increase teacher understanding of how best to serve our English Learners.

Finally to ensure that all students engage in schools that are safe, well-maintained and family-friendly, the SLT has identified a focus on investment strategies during first two weeks of school; the continued implementation of Restorative Justice; the use of community circles in classrooms; the use of academic circles in classrooms; and the application of practices from Dr. Noguera's work surrounding Culturally Responsive Education.

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

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

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

The school site has required professional development meetings for certificated staff every Wednesday morning. The meetings rotate between formats of department and school wide meetings. The bell schedule also allows for a procedural meeting one Thursday a month. This is a thirty-minute meeting that allows hot topics to be brought to the staff including discipline, training, emergency information, and other supplemental information that cannot be communicated through email.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The school site provides professional development opportunities weekly for staff members. The meetings follow the three goals established at the beginning of the school year by our district LCAP committee.

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Each of our school goals are accompanied by commitments made by our site leadership team. Cycles of Inquiry are created to ensure that the standards are being met by our students. Interim assessments are selected and used as benchmarks to monitor the progress of student learning.

#### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our Teacher Leaders, AVID Coordinator, EL Coordinator, Department Chairs, and EdTech Jedis provide strategies, curriculum and instruction support for our teaching staff. A professional development calendar is created to support the implementation of our school improvement plan that is focused on instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

During our department meetings that occur on Wednesday mornings, teachers work in Professional Learning Communities (PLC) Teams based on the courses they teach. The PLC Teams work together through the cycle of inquiry using data from common assessments to assess areas of need. The team then collaborates on best practices to design learning experiences to address those areas of need.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Each of our departments work within their Professional Learning Community teams to align assessments and instruction to ensure students are mastering the content.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All courses have access to standards-based instructional materials appropriate to all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards-aligned instructional materials are provided in all content areas. Most content areas have intervention materials available that are used to support instruction in SAI classes and to differentiate instruction in the collaborative classrooms.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Collaborative classes are offered to students with IEPs. Two teachers support the learning of students who have traditionally not performed at standard. Flex-Time is also an opportunity where students needing help can gain access to their teacher and peers.

Evidence-based educational practices to raise student achievement

Our teachers use interim assessments to gauge the progress our students are making in class. Teachers are using sentence frames, academic language and talk protocols to raise student achievement.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We have a community liaison, an African American Parent Organization, a School Site Council, ELAC, and Latino Parent Organization (Puente), all organizations provide information to our parents. We have monthly PTSA meeting and Coffee with the Principal meetings to discuss instruction, goals and how we can close the achievement gap.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Members of the SSC participate in the decision making process for the use of Title II funding for professional development as part of the SPSA process.

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

No categorical funding is received.

### Fiscal support (EPC)

District supports with the management of all non-categorical fiscal resources.

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The school principal consults with SMMUSD educational services to understand the SPSA process. The director of assessment supports our school with data and information regarding our school site. We conduct monthly meetings with the member of the school site council, provide agendas and minutes on our school website. The meeting dates are also posted on the school website for community viewing. These meetings are all open to the public.

The SPSA was shared with both School Site Council and ELAC. When the School Site Council reviewed the SPSA, they provided some feedback with regards to data analysis and asked questions around student supports and the typical day for an EL student. Similarly, when ELAC reviewed the SPSA, they asked for some clarity on how students are assessed for support over the summer. They also shared the need for greater awareness around CTE Programs and the summer bootcamps for Math and English. Based on the questions and feedback from both groups, some strategies were clarified.

## **Resource Inequities**

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

Our faculty needs more professional development focused on equitable grading practices and reflecting on common assessments. Additionally, our school is in need of more writing center support during Flex-Time.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.07%	0.1%	0.07%	2	3	2
African American	7.17%	6.6%	6.52%	202	189	183
Asian	5.97%	5.1%	4.85%	168	147	136
Filipino	0.71%	0.8%	0.68%	20	22	19
Hispanic/Latino	35.33%	35.1%	34.75%	995	1,005	975
Pacific Islander	0.25%	0.2%	0.11%	7	6	3
White	40.66%	41.2%	42.30%	1,145	1,180	1187
Multiple/No Response	8.81%	9.8%	10.33%	248	279	290
	<b>Total Enrollment</b>			2,816	2,863	2806

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	703	729	728
Grade 10	717	699	691
Grade 11	727	701	668
Grade 12	669	734	719
<b>Total Enrollment</b>	2,816	2,863	2,806

### Conclusions based on this data:

1. Our three largest subgroups are Hispanic/Latino (35%), Multiple (10%), and African American/Black (7%).
2. The majority of our students are white (42%).
3. The overall enrollment is fairly consistent over time.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	165	163		5.9%	5.7%	
Fluent English Proficient (FEP)	645	641		22.9%	22.4%	
Reclassified Fluent English Proficient (RFEP)	6	20		4.2%	12.1%	

### Conclusions based on this data:

1. The number of English Learners has remained nearly 6% and our Fluent English Proficient students have remained around 23% from 2018-2021.
2. The percent of students Reclassified Fluent English Proficient (RFEP) increased by 8% in 2020-21.



# School and Student Performance Data

## Local Assessment Data English Language Arts

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	21-22	21-22	21-22	21-22
Winter Diagnostic Data	2762	2112	31%	24%

## Local Assessment Data Mathematics

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	21-22	21-22	21-22	21-22
Winter Diagnostic Data	2762	774	37%	72%

### Conclusions based on this data:

1. According to the English Winter Diagnostic Data only 31% of students at/above grade level. This is lower than the results that the CAASPP typically indicates.
2. The data from the Math Winter Diagnostic indicates that 72% of students did not test.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	639	684		609	0		609	0		95.3	0.0	
All Grades	639	684		609	0		609	0		95.3	0.0	

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2671.			54.52			26.77			10.67			8.05		
All Grades	N/A	N/A	N/A	54.52			26.77			10.67			8.05		

### 2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	57.07			33.06			9.87		
All Grades	57.07			33.06			9.87		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	61.94			29.65			8.40		
All Grades	61.94			29.65			8.40		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	45.72			47.53			6.74		
All Grades	45.72			47.53			6.74		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	55.59			35.36			9.05		
All Grades	55.59			35.36			9.05		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Of the 4 claims, listening had the lowest percent of students above standard in 2018-2019 with 46%.
2. In 2018-2019, the claims with the highest percent of students above standard was reading (57%) and research (56%).

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	639	684		617	0		617	0		96.6	0.0	
All Grades	639	684		617	0		617	0		96.6	0.0	

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

### 2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2646.			31.60			24.80			23.01			20.58		
All Grades	N/A	N/A	N/A	31.60			24.80			23.01			20.58		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 11	43.76			29.01			27.23			
All Grades	43.76			29.01			27.23			

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	35.01			45.38			19.61		
All Grades	35.01			45.38			19.61		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	37.93			47.97			14.10		
All Grades	37.93			47.97			14.10		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In 2018-2019, Samohi students were strongest in communicating mathematical reasoning, with 86% earning Above Standard or At or Near Standard. The majority of these students, however, ranked in the At or Near Standard Categories (48%), indicating a need to provide students enhanced opportunity and support in supporting their mathematical conclusions.
2. The weakest claim in 2018-2019 was concepts and procedures where 73% of all students are Above Standard or At/Near Standard. This claim is the bulk of the test and indicates that students struggle to know what concepts to apply for various problems.

# School and Student Performance Data

## 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1608.0	1582.8		1629.8	1587.4		1585.7	1577.8		43	49	
10	1621.4	1587.7		1649.7	1586.4		1592.8	1588.5		36	34	
11	1614.4	1623.3		1640.9	1624.3		1587.4	1622.0		32	28	
12	1595.0	1617.8		1607.5	1620.9		1582.1	1614.4		22	20	
All Grades										133	131	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	51.16	31.25		23.26	47.92		20.93	12.50		4.65	8.33		43	48	
10	61.11	33.33		25.00	42.42		11.11	18.18		2.78	6.06		36	33	
11	37.50	46.43		40.63	42.86		12.50	10.71		9.38	0.00		32	28	
12	31.82	60.00		36.36	20.00		13.64	20.00		18.18	0.00		22	20	
All Grades	47.37	39.53		30.08	41.09		15.04	14.73		7.52	4.65		133	129	

### 2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	55.81	45.83		32.56	37.50		9.30	12.50		2.33	4.17		43	48	
10	63.89	54.55		27.78	30.30		5.56	15.15		2.78	0.00		36	33	
11	59.38	67.86		28.13	32.14		3.13	0.00		9.38	0.00		32	28	
12	54.55	65.00		22.73	30.00		18.18	5.00		4.55	0.00		22	20	
All Grades	58.65	55.81		28.57	33.33		8.27	9.30		4.51	1.55		133	129	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	16.28	14.58		34.88	39.58		37.21	37.50		11.63	8.33		43	48	
<b>10</b>	16.67	30.30		44.44	27.27		30.56	27.27		8.33	15.15		36	33	
<b>11</b>	18.75	21.43		21.88	42.86		43.75	35.71		15.63	0.00		32	28	
<b>12</b>	18.18	30.00		22.73	45.00		27.27	15.00		31.82	10.00		22	20	
<b>All Grades</b>	17.29	22.48		32.33	37.98		35.34	31.01		15.04	8.53		133	129	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	25.58	8.33		60.47	85.42		13.95	6.25		43	48	
<b>10</b>	33.33	15.15		63.89	78.79		2.78	6.06		36	33	
<b>11</b>	21.88	14.29		53.13	82.14		25.00	3.57		32	28	
<b>12</b>	9.09	0.00		63.64	90.00		27.27	10.00		22	20	
<b>All Grades</b>	24.06	10.08		60.15	83.72		15.79	6.20		133	129	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	88.37	83.33		9.30	10.42		2.33	6.25		43	48	
<b>10</b>	91.67	78.79		5.56	21.21		2.78	0.00		36	33	
<b>11</b>	90.63	85.19		3.13	14.81		6.25	0.00		32	27	
<b>12</b>	86.36	94.12		9.09	5.88		4.55	0.00		22	17	
<b>All Grades</b>	89.47	84.00		6.77	13.60		3.76	2.40		133	125	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	30.23	25.00		46.51	56.25		23.26	18.75		43	48	
<b>10</b>	25.00	45.45		61.11	36.36		13.89	18.18		36	33	
<b>11</b>	18.75	28.57		43.75	57.14		37.50	14.29		32	28	
<b>12</b>	22.73	25.00		36.36	60.00		40.91	15.00		22	20	
<b>All Grades</b>	24.81	31.01		48.12	51.94		27.07	17.05		133	129	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	16.28	2.08		79.07	91.67		4.65	6.25		43	48	
<b>10</b>	11.11	3.03		83.33	90.91		5.56	6.06		36	33	
<b>11</b>	18.75	32.14		75.00	67.86		6.25	0.00		32	28	
<b>12</b>	13.64	42.11		77.27	52.63		9.09	5.26		22	19	
<b>All Grades</b>	15.04	14.84		78.95	80.47		6.02	4.69		133	128	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Between the 2018-19 school year and the 2020-21 school year, the overall mean score for the summative assessment declined slightly in 9th and 10th grade, but increased slightly in 11th and 12th grade.
2. In 2020-2021, the domains with the lowest percentage of students at Well Developed is writing (14.8%) and listening (10%).
3. In 2020-2021, the domain with the highest percentage of students at Well Developed is speaking (84%).



# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2863	25.6	5.7	0.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	163	5.7
Foster Youth	4	0.1
Homeless	7	0.2
Socioeconomically Disadvantaged	733	25.6
Students with Disabilities	314	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	189	6.6
American Indian or Alaska Native	3	0.1
Asian	147	5.1
Filipino	22	0.8
Hispanic	1005	35.1
Two or More Races	279	9.7
Native Hawaiian or Pacific Islander	6	0.2
White	1180	41.2

### Conclusions based on this data:

1. The two highest student group populations by race is White at 1,180 (41%) and the second highest student group by race is Hispanic at 1005 (35.1%) of our student population.

2. Of the 2,863 students, 25.6% of the population is socioeconomically disadvantage and 5.7% of the students are English Learners.






# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Blue		
<b>College/Career</b>  Yellow		

#### Conclusions based on this data:

1. The academic performance of our ELA and Mathematics are in the Blue on our Dashboard.
2. Our graduation rate is in the blue on our 2019 Fall Dashboard Overall Performance for All Students.
3. The suspension rate showing on this Dashboard is Green but it needs to be considered that students were not on campus for the majority of the year.

# School and Student Performance Data

## Academic Performance English Language Arts

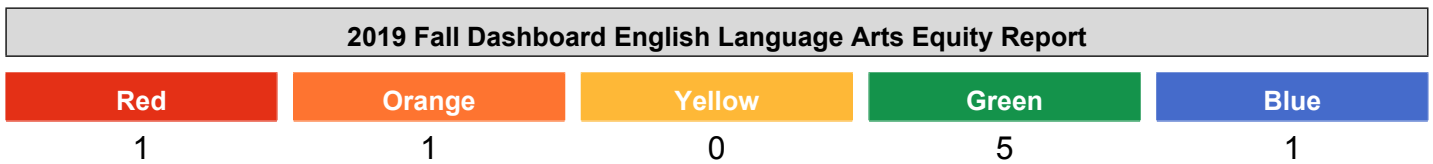
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 87.6 points above standard Increased ++4.1 points 608	<p><b>English Learners</b></p> Orange 44.7 points below standard Declined Significantly -37.7 points 44	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p><b>Socioeconomically Disadvantaged</b></p> Green 34.6 points above standard Increased ++6.5 points 194	<p><b>Students with Disabilities</b></p> Red 88.5 points below standard Declined Significantly -22.6 points 59

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 35.3 points above standard Maintained -2.3 points 51	 No Performance Color 0 Students	 Green 118.3 points above standard Declined Significantly -21.3 points 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 47.7 points above standard Increased ++14.6 points 221	 Green 114.3 points above standard Declined Significantly -20.1 points 48	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 125.9 points above standard Increased ++9.7 points 228

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
81.3 points below standard Declined Significantly -25.3 points 29	25.8 points above standard Maintained -2.8 points 15	95.5 points above standard Maintained ++2.9 points 424

#### Conclusions based on this data:

- The data from the Dashboard revealed that we have a gap in ELA with our Students With Disabilities. They are scoring 88.5 points below.
- The data also reveals that we have a significant increase by race for Hispanic in ELA. However, there was a significant decline for those classified as two or more races.
- Our EL students performed in the orange, with a significant decrease of 37.7 points.

# School and Student Performance Data

## Academic Performance Mathematics

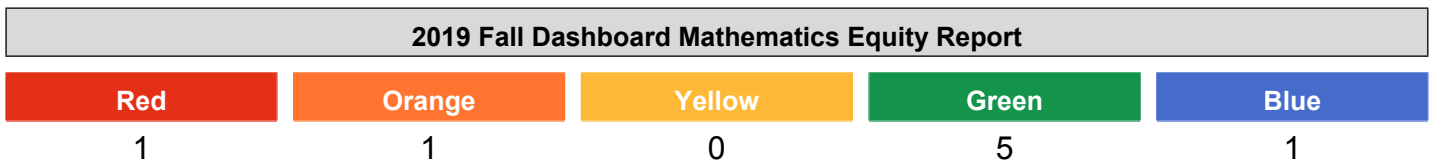
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 18.1 points above standard Increased Significantly ++17.2 points 615	<p><b>English Learners</b></p> Orange 83.8 points below standard Declined -4.6 points 44	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p><b>Socioeconomically Disadvantaged</b></p> Green 43.3 points below standard Increased Significantly ++10.5 points 192	<p><b>Students with Disabilities</b></p> Red 152.7 points below standard Declined -8.4 points 59

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 54 points below standard Increased Significantly ++30.5 points 51		 Green 88.1 points above standard Declined Significantly -24 points 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 32.2 points below standard Increased Significantly ++26.7 points 221	 Green 56.8 points above standard Declined -5.3 points 50	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 58 points above standard Increased Significantly ++21.7 points 233

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
118.2 points below standard Increased Significantly ++23 points 29	17.5 points below standard Increased ++14.7 points 15	25.3 points above standard Increased Significantly ++19.9 points 430

#### Conclusions based on this data:

1. The Dashboard for Fall of 2019 data revealed a significant increase of 30.5 points in Math for our African American students, but they were still performing 54 points below standard.
2. The Dashboard for Fall of 2019 also revealed that we had an increase of 23 points for our English Learner students, but they were still performing 118.2 points below standard.
3. According to the Dashboard for Fall of 2019, our students with disabilities had an 8.4 point decrease and they were performing 152.7 points below standard.

# School and Student Performance Data

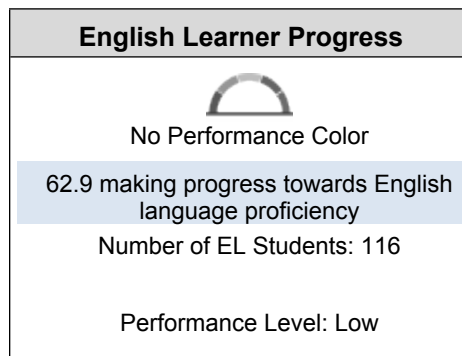
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 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
24.1	12.9	30.1	32.7

#### Conclusions based on this data:

- Of the 116 students who are English Learners about 62.9% of the students were making progress towards English language proficiency.
- The data revealed that 24.1% decreased one ELPI Level.



# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	718	100
<b>African American</b>	46	6.4
<b>American Indian or Alaska Native</b>	1	0.1
<b>Asian</b>	51	7.1
<b>Filipino</b>	5	0.7
<b>Hispanic</b>	267	37.2
<b>Native Hawaiian or Pacific Islander</b>	3	0.4
<b>White</b>	265	36.9
<b>Two or More Races</b>	68	9.5
<b>English Learners</b>	43	6
<b>Socioeconomically Disadvantaged</b>	275	38.3
<b>Students with Disabilities</b>	74	10.3
<b>Foster Youth</b>	1	0.1
<b>Homeless</b>	9	1.3

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	272	38.1
<b>African American</b>	4	8.7
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	28	54.9
<b>Filipino</b>		
<b>Hispanic</b>	67	25.4
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	133	50.6
<b>Two or More Races</b>	33	48.5
<b>English Learners</b>	5	11.9
<b>Socioeconomically Disadvantaged</b>	57	20.8
<b>Students with Disabilities</b>	3	4.1
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	0	0
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>	0	0
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	8	1.1
African American	0	0
American Indian or Alaska Native		
Asian	1	2
Filipino		
Hispanic	5	1.9
Native Hawaiian or Pacific Islander		
White	1	0.4
Two or More Races	1	1.5
English Learners	1	2.3
Socioeconomically Disadvantaged	6	2.2
Students with Disabilities	0	0
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	546	76
African American	28	60.9
American Indian or Alaska Native		
Asian	43	84.3
Filipino		
Hispanic	180	67.4
Native Hawaiian or Pacific Islander		
White	222	83.8
Two or More Races	55	80.9
English Learners	19	44.2
Socioeconomically Disadvantaged	181	65.8
Students with Disabilities	22	29.7
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	8	1.1
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	1	2
<b>Filipino</b>		
<b>Hispanic</b>	5	1.9
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	1	0.4
<b>Two or More Races</b>	1	1.5
<b>English Learners</b>	1	2.3
<b>Socioeconomically Disadvantaged</b>	6	2.2
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	43	6
<b>African American</b>	3	6.5
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	2	3.9
<b>Filipino</b>		
<b>Hispanic</b>	20	7.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	11	4.2
<b>Two or More Races</b>	6	8.8
<b>English Learners</b>	5	11.6
<b>Socioeconomically Disadvantaged</b>	23	8.4
<b>Students with Disabilities</b>	5	6.8
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	7	1
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>		
<b>Hispanic</b>	2	0.7
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	3	1.1
<b>Two or More Races</b>	2	2.9
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	5	1.8
<b>Students with Disabilities</b>	1	1.4
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	166	23.1
<b>African American</b>	2	4.3
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	23	45.1
<b>Filipino</b>		
<b>Hispanic</b>	76	28.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	46	17.4
<b>Two or More Races</b>	15	22.1
<b>English Learners</b>	13	30.2
<b>Socioeconomically Disadvantaged</b>	61	22.2
<b>Students with Disabilities</b>	5	6.8
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. The Advanced Placement Exam data revealed that the subgroups with the largest participation rates were Asian (54.9% of the Asian population) and White (50.6% of the White population).
2. The Advanced Placement Exam data revealed that the subgroups with the lowest participation rate was African American with 8.7% of the African American population (4 of 46 students).
3. According to the data, 76% of the student body completed a-g requirements. The subgroup with the lowest completion rate was students with disability (29.7%).

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

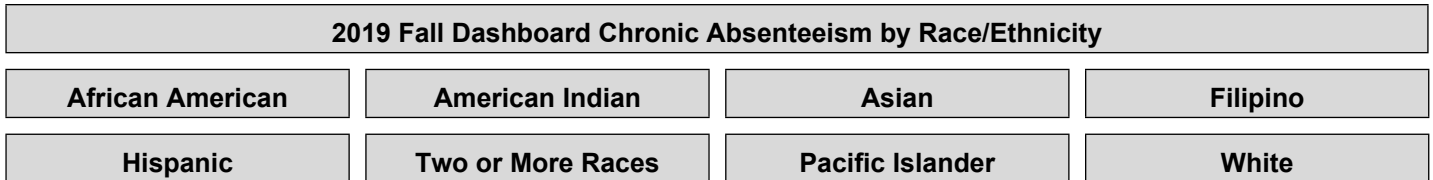
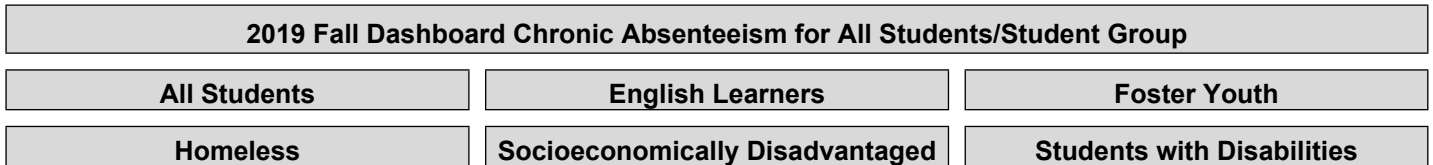
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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.



### Conclusions based on this data:

1. No data was shared in this section for Samohi.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	718	698	5	97.2
English Learners	43	42	1	97.7
Foster Youth	1		0	
Homeless	9		0	
Socioeconomically Disadvantaged	275	267	1	97.1
Students with Disabilities	74	64	1	86.5
African American	46	45	0	97.8
American Indian or Alaska Native	1		0	
Asian	51	46	0	90.2
Filipino	5		0	
Hispanic	267	263	3	98.5
Native Hawaiian or Pacific Islander	3		0	
White	265	258	2	97.4
Two or More Races	68	67	0	98.5

### Conclusions based on this data:

1. The data revealed indicates that the graduation rate for all students is 97.2%, with all subgroups above 85%.
2. The data reveals that the subgroups with the lowest graduation rate is students with disabilities (86.5%).



# School and Student Performance Data

## Conditions & Climate Suspension Rate

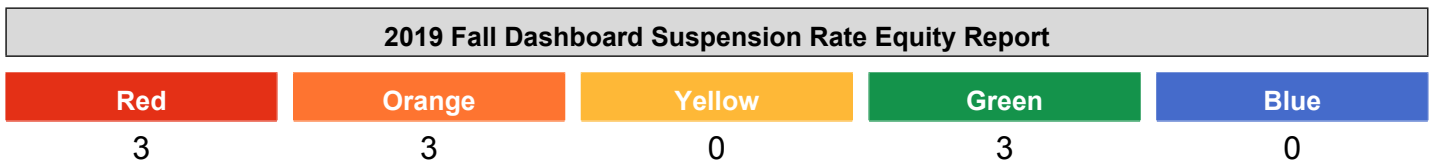
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>3.7</p> <p>Declined -1.1</p> <p>2921</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>6</p> <p>Increased +1.4</p> <p>149</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>
<p><b>Homeless</b></p>  <p>Red</p> <p>11.4</p> <p>Increased +5.2</p> <p>35</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>5.8</p> <p>Increased +0.4</p> <p>972</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>10.6</p> <p>Increased +0.6</p> <p>310</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 8.6 Increased Significantly +4 222	 No Performance Color Less than 11 Students - Data 2	 Orange 2.6 Increased +0.6 191	 No Performance Color 5 Increased +5 20
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.9 Declined Significantly -2.1 1015	 Green 2.7 Declined -0.3 291	 No Performance Color Less than 11 Students - Data 9	 Green 3 Declined -1.7 1171

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.8	3.7

**Conclusions based on this data:**

1. According to the 2019 Fall Dashboard Suspension data, there was a decrease in the number of suspensions among our Hispanic, Two or more races, and White students.
2. According to the 2019 Fall Dashboard, we had an overall decrease of 1.1% in our suspension rate.

# School and Student Performance Data

## Local Assessment Data

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All graduates are socially just and ready for college and careers.

## Goal 1

4.4: The percentage of English Learners making progress towards proficiency in English will exceed the state target of 59% as measured by CELDT.

4.5: The English Learner reclassification rate will be no less than 12% by 2022-2023.

8.1: The percentage of secondary students who receive a D or F in their second semester math class will be 10% or less by 2022-2023.

## Identified Need

CAASPP ELA and Math Results; AP Results; UC/CSU a-g completion rate; CA Dashboard College and Career

The number of 11th graders meeting or exceeding standard on the CAASPP ELA and Math assessment for Grade 11 will increase 3% overall and decrease the achievement gap by at least 1% for our Hispanic/Latino and Black/African American subgroups.

The percentage of seniors completing an AP test with a score of 3 or higher will increase by 2%.

The percentage of students categorized as "prepared" on the CA Dashboard for College and Career will increase by 2%.

The percentage of students receiving a D/F in math will decrease by 2%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Overall	81%	84%
CAASPP Math Overall	56%	59%
CA Dashboard College and Career	65%	67%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy and the activities that we are doing.

Strategy/Activity

a) Guide and support the growth and efficacy of Samohi’s PLC teams through ongoing PD, collaboration, and support of PLC leaders within each department.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

1680.90

Source(s)

Site Formula Funds  
a) Provide PLC teacher leadership collaboration and planning time to support one another in support of their respective departments. (Formula, 30 hours at \$56.03)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy and the activities that we are doing.

Strategy/Activity

b) Provide support for department as they implement claims/evidence writing and critical thinking, using nonfiction readings and authentic data, with prompts, readings, and data targeted to each department’s particular curricular goals.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

b) Provide an expert teacher planning and department chair coordination time to develop professional development (PD) in claims/evidence writing aligned to the curricular goals of every department. (no budget cost)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy and the activities that we are doing.

Strategy/Activity

c) Provide PD calendar that reflects department, schoolwide/House meetings, thereby enhancing frequency of collaborative planning, review of student work, and development, commitment, discussion, and response to results of common formative assessments.

e) Provide additional planning opportunities to support collaboration around alignment of goals, strategies, grading, and practice.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2241.20

Source(s)

Site Formula Funds

e) Provide subject-alike collaborative teams time to collaborate around development of common essential standards, key lesson and/or rubric development, formative assessments, analysis of student work, and responsive next steps to further student mastery. (i.e. English norming baseline essays) (Formula, 40 hours at \$56.03)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy and the activities that we are doing.

Strategy/Activity

d) Each departmental administrator meets with the department chair to discuss progress made related to pre-assessments, common assessments, EL strategies implemented within the department, and the use of engagement strategies (RJ). The team will consistently reflect on progress and strategies to address areas of need.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

d) Departmental administrators will schedule bi-weekly meetings with the department chair. (No budget cost)

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy and the activities that we are doing.

Strategy/Activity

f) Develop a master schedule that supports collaboration.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

[Empty box for Amount(s)]

Source(s)

f) Enhance frequency of collaboration between co-teachers within general ed/special ed collaborative classes, by embedding daily common planning time for partners into the master schedule (No budget costs)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy and the activities that we are doing.

Strategy/Activity

g) Develop a master schedule that promotes content knowledge and alignment of practice by special education teachers to the learning expectations and opportunities provided by their general ed colleagues.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

[Empty box for Amount(s)]

6500.00

Source(s)

g) Schedule SAI teachers to also teach at least one general ed/special ed collaborative course in that same subject area. Provide common planning time for the team, both within the structure of the master schedule, as well as additional release time. (No site cost, District Special Ed Department to pay for release time to provide each team additional collaborative time)

Stretch Grant (Ed Foundation)

g) Collaboration time for developmental planning and goal setting for special education students (17 teachers, one sub out day in Fall and Spring)

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in the targeted courses will be served by this strategy and the activities that we are doing.

### Strategy/Activity

h) Reduce class size in targeted math and English courses.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

#### Source(s)

h) Add additional sections to reduce class size of English 9P, English 10 P, English 11 P, Algebra P, and Algebra II P (As FTE allows)

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in AP Language classes will be served by this strategy and the activities. Additionally, this support is targeted to students taking their first AP course.

### Strategy/Activity

i) Provide English students support in their writing process and AP preparation.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

#### Source(s)

i) Provide a space for volunteers to work with students and support them through the writing process.  
(no cost -- volunteers)

2241.20

Parent-Teacher Association (PTA)



	i) Provide summer bootcamp for potential AP students of color and low SES backgrounds that could be successful in their first AP class with additional support throughout the course of the year. (2 teachers 20 hours each at \$56.03)
	i) Provide a space for volunteers to work one-on-one with 11th grade AP students to develop their writing skills during their English class. (no cost - volunteers)
1120.60	Parent-Teacher Association (PTA)  i) Provide summer bootcamp for students of color and/or low SES backgrounds that show potential or interest in taking an advanced math class, Honors PreCalc, with additional support throughout the course of the year. (1 teacher 20 hours each at \$56.03)

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy and the activities that we are doing.

#### Strategy/Activity

j) Provide after school intervention support and library/technology/supply support.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
4432.20	Site Formula Funds  j) Provide students access to technology, printing, paper, and study/project resources free through the library (Formula, \$4432.20)
6723.60	Parent-Teacher Association (PTA)  j) Provide after-school tutoring through UCLA Xinachtli tutors (Stretch, 2 hours/2 mtg. wk (30 weeks) for certificated supervision at \$56.03)
5000.00	Parent-Teacher Association (PTA)

	j) Provide after school math support by math teachers from Samohi in the library two days a week. (Supplemented by PTSA)
7283.90	Stretch Grant (Ed Foundation)  j) Provide students after-school credit recovery opportunities through APEX online courses. (Stretch, 130 hours at \$56.03)

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in the AVID program will be served by this strategy and the activities that we are doing.

### Strategy/Activity

k) AVID coordinator will work to provide professional development on the AVID strategies in addition to providing support and training for the tutors supporting the classes.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

2689.44

#### Source(s)

Stretch Grant (Ed Foundation)

k) Provide the AVID coordinator with time to develop professional development (PD) in AVID strategies for returning and new AVID teachers. Coordinator will provide additional support within the classes as needed (48 hours, \$56.03 per hour)

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in the beginning and intermediate EL program will be served by this strategy and the activities that we are doing.

### Strategy/Activity

b) Schedule beginning and intermediate ELD students, as well as students who no longer need ELD English, but who still require additional support, in cohorts as defined by the ELD coordinator.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

#### Source(s)

f) Site Governance/IPC/Admin/TL-ELD Coordinator teams will explore SST-like reclassification and pre-CELDT testing/progress meetings for and in support of EL students.

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in the beginning and intermediate EL program will be served by this strategy and the activities that we are doing.

### Strategy/Activity

c) House Teacher Leaders will increase efficacy in strategies to support EL students, observation of EL cohorts across each curricular department, support of EL cohort teachers, and coordination and communication with the ELD coordinator, and ELD teachers around faculty and student needs based on these observation, as well as co-development of House PD to support the highest priority needs observed.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

#### Source(s)

b) Alter the master schedule to allow for daily common planning and communication between teacher leaders, ELD coordinator, and both ELD teachers (Beginning, Intermediate, and Advanced). Additionally, facilitate coordination and planning with Admin Team by scheduling this common planning time during window of the standing weekly Admin meeting. (No Budget Cost)

c) Since subject matter cohorts are scheduled during a different period throughout the day, and we want teacher leaders to have the opportunity to collectively observe each, alter the master schedule to allow for each of the 5 teacher leaders to have their teacher leader period staggered across 5 periods of the day, with their common planning period covering the 6th period. (No Budget Cost)

	d) Provide opportunity, and substitute coverage, for Teacher Leaders to attend professional development in ELD student and teacher support strategies. (No Site Cost, District Provided registration and substitute coverage costs.)
500.00	e) Provide lunch meetings between EL Cohort teachers, Teacher Leaders, ELD teachers, ELD Coordinator, and Principal, to allow for coordination, communication, and response planning around EL student and EL teachers needs (PTSA Principal's Budget, Lunch).

**Strategy/Activity 13**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students that chose this pathway will be served by multiple strategies to support their learning through project-based learning.

**Strategy/Activity**

The school will offer a Personalized Project-Based Learning (PPBL) Pathway that pairs students with professional industry internships that connects interests to field work, and to build skills and a professional network.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
	Develop and integrate rigorous real world projects aligned with state standards.
	Develop individualized interest based learning plans for all students.
	Provide students with the opportunity to enhance their learning with SMC courses (dual enrollment).

Offer a bell schedule that allows for a one-day a week field experience with a mentor/expert in an area of the student's interest.

## Annual Review

### SPSA Year Reviewed: 2021-22

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 deleted.

### ANALYSIS

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

Due to the impact of COVID-19 pandemic, the CAASPP testing in ELA and Math was suspended in the 2019-20 school year. Given the limited information, it is not possible to comment on the effectiveness of the strategies using CAASPP data.

AP Senior Participation has grown over three years.

34.9 in 2018

42.1 in 2019

43.0 in 2020

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

We intend to continue our cycle of inquiry. There will be modifications made to the way we are conducting our cycles of inquiry. It is important to note in March we had to shift our focus to distance learning because of the pandemic, therefore we did not have the opportunity to fully implement our plan. We also did not use our entire budget because of the pandemic. Therefore we have made modifications to support our professional development and student support while on distance learning.

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.

We will have to conduct zoom professional development and PLC meetings because of distance learning. Our school site will create opportunities that will further enhance and grow our understanding of differentiation of instruction during distance learning. We have implemented weekly meeting opportunities for departments prior to the start of the school day. Bank time has been adjusted to meet the Distance Learning Block schedule. To ensure students engagement and intervention we have blocked out three times a week for Flex-Time and office hours. We will make adjustments to our common assessments and data protocols to garner data that will reflect what our students were able to master. Mastery will look very different this year as we are unable to get to all content within our curriculum.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 2

- 4.6: The percentage of students who pass an AP exam with a 3, 4, or 5 will meet or exceed 70%.
- 7.1: The difference between the enrollment rate in AP classes and student demographic enrollment rates for grades 9-12 will be no more than 2% by 2022-2023.
- 8.5: The percentage of seniors who graduate with a 3 or higher on at least one advanced placement exam taken during grades nine through twelve will meet or exceed 55%.

## Identified Need

The percent of EL students reclassified as English proficient will increase by 1%.

This year, we will increase the percentage of under-represented students (by economic status and ethnicity) enrolling in and remaining in at least 1 AP class for 2020-2021 by 5%.

The percent of seniors who will graduate with a 3 or higher on at least 1 AP exam taken during grades 10 through 12 will increase by 3%.

This year we will increase the percentage of historically underrepresented students (Hispanic/Latino and Black/African American students) who complete AP English Language (by far our largest group of AP students) with a C or better and score a 3 or higher by 5%.

The percentage of 10th, 11th, and 12th graders enrolled in an AP course that take the AP test will increase by 10%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Reclassification Data	3.7%	4.7%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups, specifically EL, African American/Black, Latino/Hispanic and socioeconomically disadvantage will be impacted by the strategies put in place to support student learning.

Strategy/Activity

a) Work with data from PSAT, report cards, teacher recommendations, self-selection, AP Potential, AP English Bootcamp and summer Math Bootcamp:

- Review data to create a target list of students to recruit for AP classes.
- Develop and publicize (across students, parents, and staff) additional support mechanisms for under-represented students enrolled in AP classes.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
826.80	<p>Site Formula Funds</p> <p>Provide additional summer hours for Advisor to input schedule changes (which include student's late opting into AP classes, as well as other late changes). (Formula, 15 hours at \$55.12)</p>
400	<p>Site Formula Funds</p> <p>Provide students access to AP testing through College Board membership (Formula, \$400)</p>
2400.00	<p>District Funded</p> <p>ERWC Trainings through LACOE for English teachers (1 Day Refresh; 3 Day training) 4 teachers and 12 sub days -- pending LACOE offerings due to pandemic</p>
2204.80	<p>Parent-Teacher Association (PTA)</p> <p>AP English Summer Bootcamp targeted at students of color and those who are socioeconomically disadvantaged. English 10 teachers will identify 100 students who have not taken honors English but have the potential of being successful in an AP English class.</p>
1000	<p>Site Formula Funds</p> <p>Develop additional support mechanisms for targeted students selecting AP courses next year. (Formula, \$1000)</p>
1700	<p>Site Formula Funds</p>

Recruit and train, through summer workshops, additional equity champions to serve as AP teachers (Formula, \$1700)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups, specifically EL, African American/Black, Latino/Hispanic and socioeconomically disadvantage will be impacted by the strategies put in place to support student learning.

### Strategy/Activity

a) Strengthen and calibrate techniques within the AVID program by fostering a relationship with our Samohi CARPE Team.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

3000

#### Source(s)

Site Formula Funds

a) Support an AVID Coordinator position to track, analyze and report AVID data, coordinate and facilitate AVID teacher (and AVID tutor) meetings and training based on observed needs. (Formula, \$3000)

7120

Stretch Grant (Ed Foundation)

b) Support AVID student success by providing AVID tutors for all AVID classes. (Stretch, \$7120)

9346.85

Stretch Grant (Ed Foundation)

c) Support effective AVID Tutorology by training all AVID tutors and teachers, and provide AVID teacher planning, calibration, and growth meetings (Stretch, \$9346.85)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups, specifically EL, African American/Black, Latino/Hispanic and socioeconomically disadvantage will be impacted by the strategies put in place to support student learning.

### Strategy/Activity

a) Improve existing AP Language press-in, walk-in, and email intervention support by former AP English Language teachers.



### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
25,000	Stretch Grant (Ed Foundation)  a) Fund and support an AP intervention coordinator position to enhance and schedule AP Language intervention support, facilitate effective teacher/supporter communication and organization, and support teachers in effective use of this support mechanism. (Stretch, \$25,000)
10,400	Site Formula Funds  b) Provide collaboration and planning time for AP English Language teachers and AVID 11 teachers to better utilize and strategize around intervention support, as well as work on norming and teacher/intervention responses to student writing. (Formula, \$6,198)
500	Site Formula Funds  c) Support the cost of printing a full length practice AP English Language Exam for all students to take in an authentic test setting (Formula, \$500).

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups, specifically EL, African American/Black, Latino/Hispanic and socioeconomically disadvantage will be impacted by the strategies put in place to support student learning.

#### Strategy/Activity

a) Provide targeted support for student athletes who are showing early signs of academic struggle.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3527.68	Site Formula Funds

a) Provide late night (after practice) tutoring opportunities for athletes (Formula, 2 hours/twice a wk/16 weeks at \$55.12)

## Annual Review

### SPSA Year Reviewed: 2021-22

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 deleted.

## ANALYSIS

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

Due to the impact of COVID-19 pandemic, not all strategies/activities were able to be implemented to their fullest extent. However, after reviewing the AP Senior Participation data below, it is evident that there has been growth over the last three years.

AP Senior Participation has grown over three years.

34.9 in 2018

42.1 in 2019

43.0 in 2020

The growth can be attributed to the strategies mentioned above in this goal. Specifically, the summer AP Bootcamp support, and more push-in support during class and offered during Flex-Time. Additionally, there was a more intentional focus on the AVID program to support students. The number of tutors was increased due to a partnership with SMC, and AVID tutor training was enhanced as a result of the coordinator attending the AVID conference.

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

We were unable to fully implement this plan because of the pandemic. The AP Summer Bootcamp was still accomplished via zoom. We were unable to train our AP teachers as planned. However, we were able to send some to virtual AP trainings during COVID. The AP English teachers were unable to print the English 11 AP practice assessment and give it to the students as we have done in the past. Night Owl tutoring was stopped in the spring because of the pandemic.

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.

We will continue with our AVID program, but make adjustments that will allow our tutors to use zoom as a means of support for students enrolled. Meredith Louria and Carolyn Middleton are continuing to support students in the writing center, along with AP intervention through zoom.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

## Goal 3

4.3: Seventy-five percent of students will graduate from high school meeting the a-g courses required for admission to UC/CSUs by 2022-2023.

4.7: Increase the percentage of students in grade 11 who are classified as "College and Career Ready" as assessed by the CAASPP tests in ELA and Math.

## Identified Need

Increase the percentage of students in grade eleven who are classified as "College and Career Ready" as assessed by the CAASPP tests in English Language Arts (ELA) and Mathematics by 3%.

Improve the percentage of students who graduate meeting a-g courses required for admission to UC/CSU by 5%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard College and Career Ready	65%	68%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups, specifically EL, African American/Black, Latino/Hispanic and socioeconomically disadvantage, will be impacted by the strategies put in place to support claims-based writing.

### Strategy/Activity

a) Implement claims-based writing using critical thinking, and citing evidence from multiple nonfiction, and authentic, sources, across every department school-wide.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
-----------	-----------

7929	a) Upgrade library holdings to support implementation of CCSS across all curricular areas, as informed by each Collaborative Team within the Samohi PLC. (Lottery, \$7929)
2748	American Book Drive c) Augment library holdings to support EL students and Spanish for Immersion program

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy and the activities that we are doing.

**Strategy/Activity**

b) Support student growth by supporting every department in the implementation of engaging lessons and facilitating speaking the same “common” language around expectations that writing and academic talk regarding reading, and analysis in every area, be evidence-based. School-wide implementation supports student understanding of expectations, and generalization of process.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
62722	Site Formula Funds e) Provide paper, ink, and copier access (including provisions for maintenance agreements) for generation of teaching materials and readings aligned to CCSS. (Formula, \$62,722)
	Provide support from writing coaches for students with writing in the classroom, AP support, writing lab, etc.
	Writing coach support to work with PLC teams during cycle of inquiry to review data and develop a targeted lesson to address areas of need.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy and the activities that we are doing.

#### Strategy/Activity

c) Use District-based Interim Common Core Assessments in ELA and Math across grades 9-11 as benchmark data to inform discussion, hone in on teacher needs, and develop responsive practice to support student growth and confidence.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

g) Work with English and Math department chairs to develop and implement a schedule for Interim assessments that will support learning and instruction. (No budget costs)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy and the activities that we are doing.

#### Strategy/Activity

d) Use of mechanisms of the Samohi PLC as the vehicle to effectively refine and enhance teaching practice, develop rubrics, and norm and respond to Interim Assessments, claims/evidence writing, logic, and critical thinking in ways that maximize student college and career preparedness.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

District Funded

Physics and Chemistry are working to creating curriculum guides and common assessments with better Depth of Knowledge questioning in line with NGSS.

Create a professional development calendar indicating when each department will receive

	their initial and follow-up PD on Claims/Evidence writing. (No budget costs)
	District Funded
	Social Studies and World Languages are working to use student data to drive instruction.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy and the activities that we are doing.

Strategy/Activity

e) Support PD planning, PD implementation, and PD follow-up for civic inquiry and civic action implementation

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
551.20	Stretch Grant (Ed Foundation)  a) Provide the committee of World History teachers time to plan and implement a project-based learning opportunity of Model UN (10 hours total at \$55.12)
200	Site Formula Funds  b) Provide sub coverage for Model UN team to facilitate experience (Formula, \$200)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy and the activities that we are doing.

Strategy/Activity

a) Enhance College Counselor outreach and support for under-represented students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)

	a) College Counselors will target under-represented students who are not self-advocating for support, and provide them dedicated support time. (No budget costs)
2000.00	Site Formula Funds b) College Counselors will provide local college visits for under-represented students, while including our AVID students. (Formula, \$2000)
	Host AppFests on several Saturdays during the first semester to help all students complete college applications and provide assistance with the process.
	Host AppFest events during the school day to help all students complete college applications and provide assistance with the process in the Fall.
	CARPE Team and other support staff will conduct college prep empathy interviews.

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy and the activities that we are doing.

**Strategy/Activity**

b) Increase early outreach and improve awareness of college admissions requirements and the importance of meeting a-g requirements for all students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
257	Site Formula Funds c) College Center will maintain tech and printer access for students (Formula, \$257)
	District Funded

	d) Provide access to Naviance for all students Exploration of college and career opportunities, requirements, acceptance profiles of previous applicants to colleges, letter of recommendation and college application uploading. (District, \$10,387.50)
810	Stretch Grant (Ed Foundation) e) Support Advisor growth in college ready expectations by supporting attendance at both UC and CSU Conferences (Stretch, \$810)
17000	District Funded f) Provide diplomas, covers, chairs for graduation

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy and the activities that we are doing.

#### Strategy/Activity

a) Support teachers and their content delivery in Freshmen Seminar.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

2204.80

#### Source(s)

Stretch Grant (Ed Foundation)

b) Form and meet with Freshmen Seminar planning committee, consisting of key Freshmen Seminar teachers, to establish and keep critical components of the Facing History curriculum, to introduce concepts from the Ethnic Studies curriculum, and to maintain from the Civic Democracy Initiative. (Stretch, 40 hours at \$55.12)

c) Secure 2021-2022 funding for textbooks and consumables. (LCAP)

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity



(Identify either All Students or one or more specific student groups)

All students will be served by this strategy and the activities that we are doing.

Strategy/Activity

a) Provide all science teachers professional development in utilizing technology to support inquiry-based labs in every science classroom.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

[Empty box for Amount(s)]

Source(s)

Provide the science department with an opportunity to visit other schools with new technology around anatomy and physiology, to support our goal of inquiry based labs in the science department.

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy and the activities that we are doing.

Strategy/Activity

b) Cultivate interest, recruit, hire, and prepare teachers interested in teaching Computer Science, and STEM-based classes in the future.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

[Empty box for Amount(s)]

Source(s)

b) Provide summer PD for teachers to set foundation of year 4 of the Project Lead the Way Engineering Pathway. (No budget cost)

[Empty box for Amount(s)]

c) Recruit and hire teachers interested in teaching Computer Science and STEM courses. (No budget cost)

[Empty box for Amount(s)]

[Empty box for Source(s)]

	d) Work with SMC to establish computer and tech based pathways across 4 semesters. (No budget cost)
5000.00	Stretch Grant (Ed Foundation)  g) PLTW year 4 project development and supplies (Stretch, \$3000; Formula, \$2000)

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students that chose this pathway will be served by multiple strategies to support their learning through project-based learning.

**Strategy/Activity**

The school will offer a Personalized Project-Based Learning (PPBL) Pathway that focuses on learning through the lens of student interests through integrating rigorous real-world projects.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
	PPBL provides a do, learn, thrive, fueled by a culture of curiosity, growth, and joy of learning. Student engage in a progressive and inspiring educational experiences that cultivates a personal commitment to learning, independent thinking, and community.
	PPBL provides a smaller classroom environment where students benefit from having their voices heard and are able to maintaining strong relationships with teacher advisors.
	PPBL updates the individualized learning plan every trimester to address the student's interests, talents and needs.
	PPBL allows for one-on-one meetings between student and teacher/advisor to build and

maintain a strong relationship and for the purposes of academic advisement.

## Annual Review

### SPSA Year Reviewed: 2021-22

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 deleted.

### ANALYSIS

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

Due to the impact of COVID-19 pandemic, the CAASPP testing in ELA and Math was suspended in the 2019-20 school year. Given the limited information, it is not possible to comment on the effectiveness of the strategies using CAASPP data or the California Dashboard.

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

We were unable to fully implement our plan. The college and career counselors did not have the opportunity to take the most vulnerable students on a in-state college tour. Money was allocated for the Model UN and Civic Inquiry, but were not able to have the activity with our social studies students. Our work with our the PLC's was stopped and the cycles of inquiry was disrupted as we moved into the pandemic.

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.

We are continuing to do a modified version of the Cycles of Inquiry within the departments. College Counselors and students are taking virtual visits. We are uncertain about continuing Model UN during distance learning.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$209,261.17

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
	\$8,429.00
American Book Drive	\$2,748.00
District Funded	\$19,400.00
Parent-Teacher Association (PTA)	\$17,290.20
Site Formula Funds	\$94,887.78
Stretch Grant (Ed Foundation)	\$66,506.19

Subtotal of state or local funds included for this school: \$209,261.17

Total of federal, state, and/or local funds for this school: \$209,261.17

# 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
- 6 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
Shelton, Antonio	Principal
Barikhan, Cecilia (alternate)	Secondary Student
Barikhan, Nicole	Secondary Student
Beech, Susan	Classroom Teacher
Chapman, Amy	Classroom Teacher
Corbel, Stephan	Parent or Community Member
Ford, Laura	Parent or Community Member
Garcia-Hecht, Veronica	Classroom Teacher
Gates, Susan	Parent or Community Member
Gonzalez, Angelica	Other School Staff
Jonsson, Victoria	Secondary Student
Kolhoff, Kira	Secondary Student
Okla, Kelly	Classroom Teacher
Paulis, Sarah	Classroom Teacher
Snyder, Breanna	Classroom Teacher
Snyder, Charlie	Secondary Student
Wu, Nancy	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Dr. Antonio Shelton on



SSC Chairperson, Mrs. Breanna Snyder on

# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

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

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*



# Goals, Strategies, Expenditures, & Annual Review

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.

## Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## **Annual Review**

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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



## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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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