School Year: **2023-24**

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	May 23, 2023	June 29, 2023

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 two first semester and two second semester
- Common Formative Assessment Data
- Benchmark and Interim Assessment Data
- Enrollment in advanced classes/retention rates
- Classroom walkthroughs and observations (learning walks) Depth of Knowledge protocols
- Attendance data

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 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 instructional 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) 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 performer 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.

Educational Partner 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, reflecting on common assessments, and differentiation in the classroom. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.07%	0.04%	3	2	1
African American	6.6%	6.52%	7.06%	189	183	189
Asian	5.1%	4.85%	5.79%	147	136	155
Filipino	0.8%	0.68%	0.6%	22	19	16
Hispanic/Latino	35.1%	34.75%	35.51%	1,005	975	951
Pacific Islander	0.2%	0.11%	0.11%	6	3	3
White	41.2%	42.30%	40.4%	1,180	1187	1082
Multiple/No Response	9.8%	10.33%	10.42%	279	290	279
			Total Enrollment	2,863	2806	2678

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	729	728	634
Grade 10	699	691	712
Grade 11	701	668	666
Grade 12	734	719	666
Total Enrollment	2,863	2,806	2,678

Conclusions based on this data:

1. Our three largest subgroups are Hispanic/Latino (36%), Multiple (10%), and African American/Black (7%).
2. The majority of our students are white (40%).
3. The overall enrollment has declined, but demographic breakdown has remained fairly consistent.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	163	140	122	5.70%	5.0%	4.6%
Fluent English Proficient (FEP)	641	614	618	22.40%	21.9%	23.1%
Reclassified Fluent English Proficient (RFEP)	16			9.8%		

Conclusions based on this data:

1. The number of English Learners (5%) has remained relatively consistent from 2020-2023.
2. The number of Fluent English Proficient students (23%) has remained relatively consistent from 2020-2023.
3. I cannot comment on the percent of reclassified students since the data is not available yet.

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
	22-23	22-23	22-23	22-23
Spring Diagnostic Data	2646	2166	63	18

Local Assessment Data
Mathematics

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	22-23	22-23	22-23	22-23
Spring Diagnostic Data	2646	1979	70	25

Conclusions based on this data:

1. The percent of students not tested, 25%, is misleading for the local math assessment because the assessment was only given to students that take a math class.
2. For the Star Math assessment, 1388 students, or 70% of the students, that took the test scored at or above grade level.
3. For the Star Reading assessment, 1361 students, or 63% of the students, that took the test scored at or above grade level.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	684	659		0	586		0	585		0.0	88.9	
All Grades	684	659		0	586		0	585		0.0	88.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2670.			51.79			30.26			9.91			8.03	
All Grades	N/A	N/A	N/A		51.79			30.26			9.91			8.03	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		47.01			46.84			6.15	
All Grades		47.01			46.84			6.15	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		53.16			37.95			8.89	
All Grades		53.16			37.95			8.89	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		27.35			65.81			6.84	
All Grades		27.35			65.81			6.84	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		40.85			52.82			6.32	
All Grades		40.85			52.82			6.32	

Conclusions based on this data:

1. Of the 4 claims, listening had the lowest percent of students above standard in 2021-22 with 27%.
2. In 2021-22, the claims with the highest percent of students above standard were writing (53%) and reading (47%).
3. In 2021-2022, the overall participation rate on this CAASPP Test was 89%.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	684	659		0	589		0	589		0.0	89.4	
All Grades	684	659		0	589		0	589		0.0	89.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2629.			27.33			23.77			18.85			30.05	
All Grades	N/A	N/A	N/A		27.33			23.77			18.85			30.05	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		32.26			38.88			28.86	
All Grades		32.26			38.88			28.86	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		32.77			53.82			13.41	
All Grades		32.77			53.82			13.41	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		27.33			59.42			13.24	
All Grades		27.33			59.42			13.24	

Conclusions based on this data:

1. In both the claims of communicating mathematical reasoning and problem solving, the majority of students ranked in the At or Near Standard Categories (59% and 54% respectively), indicating a need to provide students enhanced opportunity and support in these areas.

2. In 2021-2022, 51% of the students that tested scored standard exceeded or met.

3. In 2021-2022, the overall participation rate on this CAASPP Test was 89%.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1582.8	1550.5		1587.4	1554.1		1577.8	1546.6		49	22	
10	1587.7	1593.2		1586.4	1608.9		1588.5	1577.1		34	43	
11	1623.3	1608.9		1624.3	1629.7		1622.0	1587.7		28	37	
12	1617.8	1634.1		1620.9	1662.6		1614.4	1605.1		20	30	
All Grades										131	132	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	31.25	15.00		47.92	40.00		12.50	35.00		8.33	10.00		48	20	
10	33.33	46.51		42.42	34.88		18.18	13.95		6.06	4.65		33	43	
11	46.43	45.95		42.86	29.73		10.71	21.62		0.00	2.70		28	37	
12	60.00	56.67		20.00	36.67		20.00	6.67		0.00	0.00		20	30	
All Grades	39.53	43.85		41.09	34.62		14.73	17.69		4.65	3.85		129	130	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	45.83	30.00		37.50	40.00		12.50	20.00		4.17	10.00		48	20	
10	54.55	72.09		30.30	16.28		15.15	9.30		0.00	2.33		33	43	
11	67.86	67.57		32.14	21.62		0.00	10.81		0.00	0.00		28	37	
12	65.00	76.67		30.00	23.33		5.00	0.00		0.00	0.00		20	30	
All Grades	55.81	65.38		33.33	23.08		9.30	9.23		1.55	2.31		129	130	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	14.58	10.00		39.58	15.00		37.50	50.00		8.33	25.00		48	20	
10	30.30	13.95		27.27	41.86		27.27	32.56		15.15	11.63		33	43	
11	21.43	13.51		42.86	32.43		35.71	37.84		0.00	16.22		28	37	
12	30.00	20.00		45.00	40.00		15.00	36.67		10.00	3.33		20	30	
All Grades	22.48	14.62		37.98	34.62		31.01	37.69		8.53	13.08		129	130	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.33	0.00		85.42	75.00		6.25	25.00		48	20	
10	15.15	4.65		78.79	90.70		6.06	4.65		33	43	
11	14.29	13.51		82.14	75.68		3.57	10.81		28	37	
12	0.00	20.00		90.00	80.00		10.00	0.00		20	30	
All Grades	10.08	10.00		83.72	81.54		6.20	8.46		129	130	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	83.33	70.00		10.42	25.00		6.25	5.00		48	20	
10	78.79	90.00		21.21	5.00		0.00	5.00		33	40	
11	85.19	91.89		14.81	5.41		0.00	2.70		27	37	
12	94.12	100.00		5.88	0.00		0.00	0.00		17	30	
All Grades	84.00	89.76		13.60	7.09		2.40	3.15		125	127	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	25.00	15.00		56.25	30.00		18.75	55.00		48	20	
10	45.45	23.26		36.36	58.14		18.18	18.60		33	43	
11	28.57	25.00		57.14	50.00		14.29	25.00		28	36	
12	25.00	30.00		60.00	53.33		15.00	16.67		20	30	
All Grades	31.01	24.03		51.94	50.39		17.05	25.58		129	129	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.08	0.00		91.67	80.00		6.25	20.00		48	20	
10	3.03	2.33		90.91	86.05		6.06	11.63		33	43	
11	32.14	24.32		67.86	70.27		0.00	5.41		28	37	
12	42.11	26.67		52.63	73.33		5.26	0.00		19	30	
All Grades	14.84	13.85		80.47	77.69		4.69	8.46		128	130	

Conclusions based on this data:

1. Between the 2020-21 school year and the 2021-22 school year, the overall mean score for the summative assessment declined in 9th and 11th grade.
2. In 2021-2022, the domains with the lowest percentage of students at Well Developed is writing (13.9%) and listening (10%). This is consistent with the areas of growth in the previous year.
3. In 2021-2022, the domain with the highest percentage of students at Well Developed is speaking (90%). This is consistent with the strength in the previous year.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,806	**27.7**	**5.0**	**0.1**
Total Number of Students enrolled in Santa Monica High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	140	5.0
Foster Youth	4	0.1
Homeless	8	0.3
Socioeconomically Disadvantaged	776	27.7
Students with Disabilities	359	12.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	183	6.5
American Indian	2	0.1
Asian	136	4.8
Filipino	19	0.7
Hispanic	975	34.7
Two or More Races	290	10.3
Pacific Islander	3	0.1
White	1,187	42.3

Conclusions based on this data:

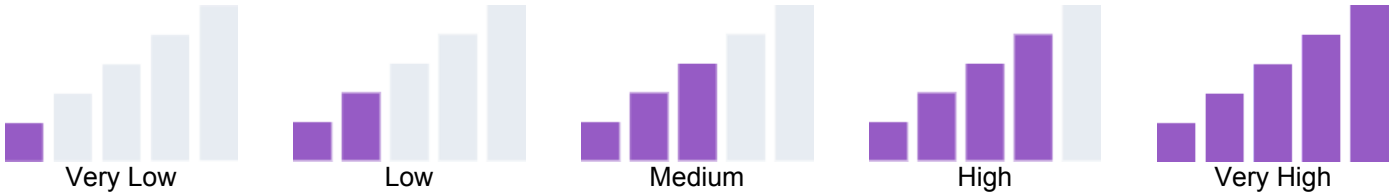
1. The two highest student group populations by race is White at 1,187 (42%) and the second highest student group by race is Hispanic at 975 (34.7%) of our student population.
2. Of the 2,806 students, 27.7% of the population is socioeconomically disadvantage and 5% of the students are English Learners.
3. Of the students on our campus, 12.8% of the population are identified to be students with disabilities.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Graduation Rate** Very High	**Suspension Rate** Medium
Mathematics Medium		
English Learner Progress High		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. The academic performance of our ELA and English Learner Progress are both at the high level on our Dashboard.
2. Our graduation rate is in the very high level on our 2022 Fall Dashboard Overall Performance for All Students.
3. The suspension rate and the academic performance area of Mathematics showing on this Dashboard are in the Medium level.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	1	2	0	3

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very Low	No Performance Level
71.8 points above standard	69.0 points below standard	0 Students
608 Students	51 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Very Low
1 Student	25.1 points above standard	84.7 points below standard
	196 Students	66 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Low	No Performance Level	Very High	No Performance Level
9.8 points below standard	1 Student	112.5 points above standard	6 Students
50 Students		35 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	Very High		Very High
27.6 points above standard	132.0 points above standard		99.8 points above standard
218 Students	56 Students		246 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
111.2 points below standard	1.9 points above standard	81.1 points above standard
32 Students	19 Students	435 Students

Conclusions based on this data:

1. The data from the Dashboard revealed that some of our subgroups performed in the very low status level on ELA. The two subgroups are Students With Disabilities (84.7 points below standard) and English Learners (69 points below standard).
2. The data from the Dashboard revealed that the subgroup of African American performed in the low status level on ELA scoring 9.8 points below standard.
3. Overall our students performed 71.8 points above standard on ELA.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

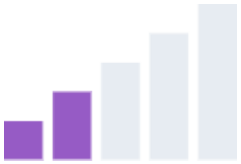
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	3	0	1	2

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Very Low	No Performance Level
8.1 points below standard	119.5 points below standard	0 Students
610 Students	51 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
1 Student	64.1 points below standard	154.3 points below standard
	197 Students	67 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Low	No Performance Level	Very High	No Performance Level
103.5 points below standard	1 Student	97.8 points above standard	6 Students
50 Students		35 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Low	Very High		High
60.9 points below standard	67.8 points above standard		20.4 points above standard
219 Students	56 Students		246 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
162.0 points below standard	47.9 points below standard	1.1 points above standard
32 Students	19 Students	436 Students

Conclusions based on this data:

1. The data from the Dashboard revealed that some of our subgroups performed in the very low status level on Mathematics. The two subgroups are Students With Disabilities (154.3 points below standard) and English Learners (119.5 points below standard).
2. On the Dashboard Mathematics Performance by Race/Ethnicity, the subgroup in the low status are African American (103.5 points below standard) and Hispanic (60.9 points below standard).
3. According to the Dashboard for Fall of 2022, our subgroups in the very high status are Asian (97.8 points above standard) and two or more races (67.8 points above standard).

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

61.1 making progress towards English language proficiency

Number of EL Students: 113 Students

Performance Level: 4

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.

2022 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
24.8%	14.2%	26.5%	34.5%

Conclusions based on this data:

1. Of the 113 students who are English Learners 61% of the students are making progress towards English language proficiency.
2. The data revealed that 24.8% decreased one ELPI Level.
3. The data indicates that 34.5% of English Learners progressed at least one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

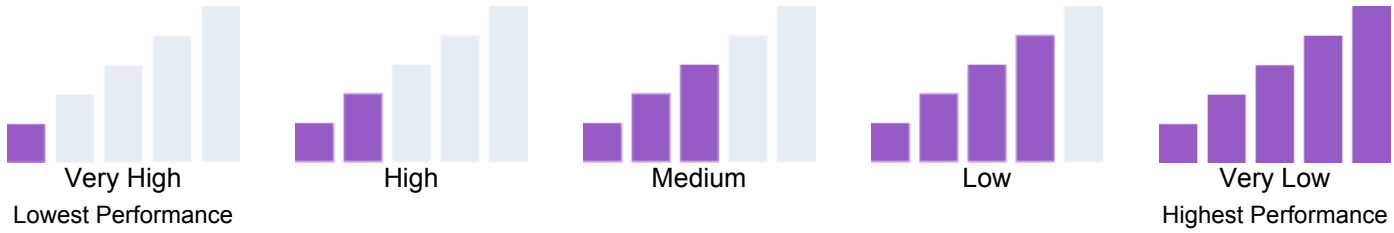
1. No data was available in this section for Samohi.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	1	1	6

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
97.7% graduated	100% graduated	Less than 11 Students
704 Students	51 Students	4 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Medium
Less than 11 Students	96.4% graduated	83.1% graduated
6 Students	280 Students	71 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
High	No Performance Level	Very High	No Performance Level
94.9% graduated	Less than 11 Students	100% graduated	Less than 11 Students
39 Students	1 Student	33 Students	7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High	Very High	No Performance Level	Very High
99.1% graduated	97.4% graduated	Less than 11 Students	97.2% graduated
228 Students	78 Students	2 Students	316 Students

Conclusions based on this data:

1. The data revealed indicates that the graduation rate for all students is 97.7%, with all subgroups in the nineties except one.
2. The data reveals that the subgroups with the lowest graduation rate is students with disabilities (83%). The next lowest subgroup is African American with the graduation rate of 95%.
3. The data indicates that 100% of the 51 students in the English Learner subgroup graduated.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

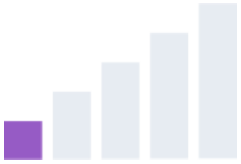
Very High	High	Medium	Low	Very Low
1	2	4	1	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
3.6% suspended at least one day	4.7% suspended at least one day	Less than 11 Students
2871 Students	150 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	High
8.3% suspended at least one day	6.9% suspended at least one day	9.1% suspended at least one day
12 Students	927 Students	372 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
Very High	No Performance Level	Low	No Performance Level
10.4% suspended at least one day	Less than 11 Students	0.7% suspended at least one day	0% suspended at least one day
193 Students	2 Students	141 Students	19 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	Medium	No Performance Level	Medium
4.6% suspended at least one day	5.4% suspended at least one day	Less than 11 Students	1.6% suspended at least one day
1001 Students	294 Students	3 Students	1218 Students

Conclusions based on this data:

1. The data indicates that the overall suspension rate is 3.6%, meaning 3.6% of the student body has been suspended at least one day.
2. The data reveals that some subgroups are being suspended at a high rate. The subgroups with the highest suspension rates are African American (10.4%), Students with Disabilities (9.1%), and Homeless (8.3%).
3. The data indicates that 6.9% of our students that are socioeconomically disadvantaged were suspended at least once.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

Increase the percent of BIPOC students scoring met or exceeds by 5% on the ELA and Math CAASSP by the end of the 2023-24 school year, and close the opportunity gap by looking at diagnostic and interim assessments throughout the year, by focusing on professional development on cognitive engagement and DOK, supporting teacher collaboration for norming grading practices and providing specific students support as needed.

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 students 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	82%	85%
CAASPP Math Overall	51%	54%
CA Dashboard College and Career	58%	60%

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

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)	Source(s)
4165.15	Site Formula Funds Provide PLC teacher leadership collaboration and planning time to support one another in support of their respective departments. (Formula, 55 hours at $75.73)

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

Provide support for departments as they focus on depth of knowledge by incorporating claims/evidence writing and questioning to promote 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)
	Provide an expert teacher planning and department chair coordination time to develop professional development (PD) in claims/evidence writing and engagement strategies focused on varying the depth of knowledge in the classroom to aligned to the curricular goals of every department. (no budget cost)
9000.00	Site Formula Funds Provide support for PLCs in incorporating writing, norming grading practices, and/or

	addressing areas of need that are apparent through analyzing common formative assessments.

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

Provide PD calendar that reflects department, schoolwide/House meetings, thereby enhancing frequency of collaborative planning, review of student work, and development, commitment, discussion, and response to results of common formative assessments.
Provide additional planning opportunities to support collaboration around alignment of goals, strategies, grading, and practice.

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)
3029.20	Site Formula Funds Provide subject-alike collaborative teams time to collaborate around development of common essential standards, key lesson and/or rubric development, formative assessments, analysis of student work, and responsive next steps to further student mastery. (i.e. English norming baseline essays) (Formula, 40 hours at $75.73)

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

Administration and SLT will conduct learning walks to monitor implementation of engagement strategies, and to determine areas of growth that need attention.

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)

	As much as possible, Teacher Leaders and Department Chairs will have a common prep built into their schedule to allow for learning walks to occur. (No budget cost)

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

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)	Source(s)
	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

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)	Source(s)
	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)
8481.92	Stretch Grant (Ed Foundation) Collaboration time for developmental planning and goal setting for special education students (16 subs, one 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

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)
	Add additional sections to reduce class size of English 9P, English 10 P, Algebra P, and Geometry 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 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

Provide English and Math students support to underrepresented students in advanced 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)
5104.81	Site Formula Funds

	Recruit and train, through summer workshops, additional equity champions to serve as AP teachers.
3029.20	Stretch Grant (Ed Foundation) Provide summer bootcamp for potential AP students, specifically BIPOC and low SES backgrounds, that could be successful in their first AP class with additional support throughout the course of the year. (2 teachers 20 hours each at $75.73)
	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)
1514.60	Stretch Grant (Ed Foundation) 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 $75.73)
1000.00	Site Formula Funds Implement additional support mechanisms for targeted students in advanced courses to support retention throughout the year.
908.76	Site Formula Funds Provide additional summer hours for Advisors to input schedule changes, which include students that are late opting into AP classes due to bootcamp participation. (Formula, 12 hours at $75.73)
5,000	Site Formula Funds Provide small group support for students in need of support from a writing coach throughout the school year. The support can occur during class or Flex-Time and can either be arranged by the teacher or the student.

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

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)
4500.00	Site Formula Funds Provide students access to technology, printing, paper, and study/project resources free through the library.
8050.00	Parent-Teacher Association (PTA) Provide after school support by teachers from Samohi to supervise peer tutoring in the library (supplemented by PTSA)
8050.00	Parent-Teacher Association (PTA) Provide after school math support by math teachers from Samohi in the library two days a week. (Supplemented by PTSA)
9844.90	Stretch Grant (Ed Foundation) Provide students after-school credit recovery opportunities through APEX online courses. (Stretch, 130 hours at $75.73)
4000.00	Parent-Teacher Association (PTA) Provide students additional tutoring support for students struggling and needing assistance outside of class.
8481.76	Site Formula Funds Provide additional after school support by teachers from Samohi while supervising the library later after school. (56 hours each semester at $75.73 hourly)

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

Strengthen and calibrate techniques within the AVID program by AVID coordinator providing professional development on the AVID strategies in addition to providing support and training for the tutors supporting the classes, and 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)	Source(s)
2574.82	Stretch Grant (Ed Foundation) 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 (34 hours, $75.73 per hour)
3000	Site Formula Funds Support an AVID Coordinator position to track, analyze and report AVID data, coordinate and facilitate AVID teacher and tutor meetings and trainings based on observed needs.
7120	Stretch Grant (Ed Foundation) Support AVID student success by providing AVID tutors for all AVID classes.
9500	Stretch Grant (Ed Foundation) Support effective AVID Tutorology by training all AVID tutors and teachers, and providing AVID teacher planning, caliberation, and growth meetings.

Strategy/Activity 11

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

Offer a variety of AP courses and assessments for students to participate in.

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)
400	Site Formula Funds Provide students access to AP testing through College Board membership.
1000	Restricted Lottery Support the cost of printing full length practice AP exams for various courses for all students to take in an authentic test setting.

Strategy/Activity 12

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

The school will offer a support period built into the school day to provide students and opportunity for content support, enrichment, or mental health support.

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)
	Offer a bell schedule that allows for a support period, called Flex-Time, two times a week.
5000.00	Parent-Teacher Association (PTA) Provide scheduling technology software to allow students choice in signing up for the session based on their needs. (PTSA funded)

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 (PBL) 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.

Strategy/Activity 14

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

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)
	College Counselors will target under-represented students who are not self-advocating for support, and provide them dedicated support time. (no budget cost)
5000.00	Site Formula Funds

	College Counselors will provide local college visits for under-represented students, while including our AVID students.
750.00	Stretch Grant (Ed Foundation) Provide transportation and entrance for interested students to the Black College Expo with the support of BSU for organizing the event.
	CARPE team, including the College Counselors, will conduct college prep empathy interviews to assess students needs. (no budget cost)
25000	Site Formula Funds Guided professional development to allow CARPE team to reflect and collaborate on action steps for outreach to address student needs. (monthly check-in meetings plus two sub out days per semester)
6058.40	Site Formula Funds Provide time for the CARPE team to reflect and collaborate on action steps for outreach to address student needs. (8 members for 10 hour long meetings at $75.73 hourly)
1299.36	Stretch Grant (Ed Foundation) Host AppFest events during the Flex-Time and several Saturdays during first semester to help all students complete college applications and provide assistance with the process. (supplies)
3635.04	Site Formula Funds CARPE Team will work with students while hosting AppFest events on several Saturdays during first semester to help all students complete college applications and provide assistance with the process. (48 hours at $75.73)
5301.20	Site Formula Funds Provide time for CARPE team to attend professional development to reflect and collaborate on action steps for outreach to address student needs

850.00	Stretch Grant (Ed Foundation) Support Advisor growth in college ready expectations by supporting attendance at both UC and CSU Conferences.

Annual Review

SPSA Year Reviewed: 2022-23

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.

At this time, it is not possible to comment on the effectiveness of the strategies using CAASPP data because comparative data is not available yet. Using the Star predictions, it is possible that we will see a decline in our CAASPP scores for both ELA and Math compared to the 21-22 school year. Therefore, it is important to continue and enhance the focus on the strategies described in this goal.

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

There were not many significant differences between the intended implementation and budget. There were adjustments in supports that were made due to availability of resources. One example of this was the money budged for an after-school tutoring program through UCLA was shifted to provide teacher support in the library after school since the UCLA program has not been fully operational since returning from 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.

Based on needs and available resources, there have been some slight modifications to support our professional development and student support. One example of a change is in the description of activity 2. Through observations, it has been noted that many lessons and classroom activities were focused on the lower level depth of knowledge. Therefore, the activity described has been revised to include intentional professional development in questioning and lesson design to vary the levels of depth of knowledge incorporated in the classroom. Another modification is the increase in funds budgeted to allow additional teacher support in the library after school since we are replacing the UCLA tutoring program we have utilized in the past.

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

Increase the percent of students that reclassify by 3% utilizing the districts reclassification process by the end of the 2023-24 school year, and close the achievement gap by looking at desegregated diagnostic and interim assessments thought the year by focusing on providing staff with training on specific ELL strategies to utilize during designated and integrated ELD and engaging students in questions differentiated by language proficiency levels.

Identified Need

The percent of EL students reclassified in 2020-2021 was 9.8%. (The 2021-22 data is not available at this time.)

Based on the CA Dashboard, 24.8% of EL students decreased one ELPI Level and 14.2% of EL students maintained their ELPI Level.

34.5% of EL students progressed in the ELPI Level according to the CA Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Reclassification Data	9.8%	12.8%

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, will be impacted by the strategies put in place to support student learning.

Strategy/Activity

Each departmental administrator meets with the department chair to discuss English Language Learners' progress made on pre-assessments, common formative assessments, the effectiveness of the EL strategies implemented within the integrated ELD instruction, and the use of engagement strategies. The team will consistently reflect on progress and strategies to address areas of need.

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

Strategy/Activity 2

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

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)
	Teams of administration and educators led by the ELD Coordinator will explore SST-like reclassification and pre-CELDT testing/progress meetings for and in support of EL students.

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, will be impacted by the strategies put in place to support student learning.

Strategy/Activity

Provide on-going support for teachers on tools to scaffold instruction for English Learners.

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)

2452.50	Stretch Grant (Ed Foundation) Purchase the LACOE Tools to Scaffold Instruction for English Learners flipbook that comes with examples for teachers of sentence frames, questions, strategies and student products.
3029.20	Site Formula Funds Provide subject-alike collaborative teams on-going training and support around utilizing the sentence frames, questions, and strategies in daily instruction. (Formula, 40 hours at $75.73)
3029.20	Site Formula Funds Provide teachers coverage to engage in learning walks for on-going support around utilizing the sentence frames, questions, and strategies in daily instruction. (Formula, 40 hours at $75.73)
5000.00	Restricted Lottery Provide relevant learning resources and materials to assist teachers with scaffolding instruction through sentence frames, questions, and strategies in daily instruction.

Strategy/Activity 4

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

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

	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).
	Since subject matter cohorts are scheduled during a different period throughout the day, and we want teacher leaders to have the opportunity to collectively observe each, arrange the master schedule to allow the 5 teacher leaders to have their teacher leader period staggered throughout the day, in addition to their common planning period.
2271.90	Site Formula Funds Provide opportunity, and substitute coverage, for additional training for cohort teachers in need of additional support in strategies to meet the needs of EL students. (30 hours at $75.73)

Annual Review

SPSA Year Reviewed: 2022-23

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.

The previous strategies/activities for this goal have been focused on supporting students through additional supports including AVID and a writing coach. These strategies/activities have been effective and made an impact in overall ELA CAASPP scores.

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

There were not many significant differences between the intended implementation and budget. The previous strategies/activities were implemented including AP Summer Bootcamp, AVID support, and a writing coach.

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

The previous strategies/activities for this goal including AVID and a writing coach have been effective and made an impact in overall ELA CAASPP scores, but they do not appear to be

addressing some of the additional underlying issues. The strategies/activities under this goal have been changed to address the needs of English Learners that need more support in all classes in order to access content and continue to their English language development.

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

64% of students have indicated that they feel connected to school and have an adult they can go to on campus. Our team would like to increase 10% by building community and culture utilizing our PLC teams in becoming more creative in approaching students' needs from a variety of perspectives, increasing people's involvement and comfort along with enhancing the respect people show for others who are different, and increasing staff members' effectiveness in working with students and families from different cultures and backgrounds.

Identified Need

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey -- school connectedness	64%	74%
CA Healthy Kids Survey -- caring adult on campus	64%	74%

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

Implement claims-based writing using critical thinking, and citing evidence from multiple nonfiction, and authentic sources from diverse backgrounds, 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)
10000	Restricted Lottery Upgrade library holdings to support implementation of CCSS across all curricular areas, as informed by each Collaborative Team within the Samohi PLC.
2748	American Book Drive 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

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)
65000	Site Formula Funds Provide paper, ink, and copier access (including provisions for maintenance agreements) for generation of teaching materials and readings aligned to CCSS.
4000	Site Formula Funds Provide support from writing coaches for students with writing in the classroom, writing lab, college essays, etc.

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

Continue to grow as a school dedicated to Restorative 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)	Source(s)
	Provide level 1 restorative justice training for all new teachers.
1590.36	Site Formula Funds Offer advanced levels of training in restorative justice practices for interested staff members. (6 subs as needed at $265.06 per sub)

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

Use Samohi PLC teams as the vehicle to effectively refine and enhance teaching practices, for engaging classrooms focused on approaching students' needs from a variety of perspectives, increasing people's involvement and comfort along with enhancing the respect people show for others who are different.

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)
	Focused professional development on diversity, equity and inclusion including teaching practices and the impact on classrooms. This professional development will occur at both the district and site level. (District funded)

	Provide professional development with the support of the district for PLC teams to focus on implementing the social justice standards, restorative practices, and/or project based learning
3029.20	Stretch Grant (Ed Foundation) Provide collaboration time for PLC teams to focus on implementing the social justice standards, restorative practices, and/or project based learning. (40 hours at $75.73)
2271.90	Site Formula Funds Invite teachers to conduct learning walks focused on engagement strategies guided by SLT utilizing the DOK framework. (30 hours at $75.73)
8000.00	Site Formula Funds Provide teachers with support for attending conferences focused on creating engaging classrooms focused on approaching students' needs from a variety of perspectives, increasing people's involvement and comfort along with enhancing the respect people show for others who are different.

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

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)
757.30	Stretch Grant (Ed Foundation) Provide the committee of World History teachers time to plan and implement a project-based learning opportunity of Model UN (10 hours total at $75.73)

530.12	Site Formula Funds Provide sub coverage for Model UN team to facilitate experience. ($265.06 per sub)

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

Support student learning through access to supplies and tools conducive to 21st century learning.

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)
5000.00	Parent-Teacher Association (PTA) Provide classroom teachers funding for supplies to support a well-maintained and equipped learning evironment.
19168.00	Restricted Lottery Provide teachers with learning resources and materials needed to engage students in learning opportunities incorporating 21st century skills.
12000.00	Parent-Teacher Association (PTA) Provide tech support to maintain learning environments conducive to 21st century learning.

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

Inform the community about the activities and services on campus while maintaining a safe campus.

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)
2900.00	Parent-Teacher Association (PTA) Support a well-maintained school website that allows parents and community members to know what is occurring on campus as well as services provided.
250.00	Parent-Teacher Association (PTA) Support Security Team with maintaining welcoming, but safe, entrance gates.

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

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)	Source(s)
3029.20	Stretch Grant (Ed Foundation) Form and meet with Freshmen Seminar planning committee, consisting of key Freshmen Seminar teachers, to focus on current cultural needs, maintain critical components of the Facing History curriculum, implement concepts from the Ethnic Studies curriculum, and maintain from the Civic Democracy Initiative. (40 hours at $75.73)

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

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)	Source(s)
	Provide summer PD for teachers to set foundation of year 4 of the Project Lead the Way Engineering Pathway. (No budget cost)
	Recruit and hire teachers interested in teaching Computer Science and STEM courses. (No budget cost)
	Work with SMC to establish computer and tech based pathways across four semesters. (No budget cost)
5000.00	Stretch Grant (Ed Foundation) PLTW year 4 project development and supplies.

Strategy/Activity 10

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: 2022-23

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.

The previous strategies/activities for this goal have been focused on supporting students in critical thinking and 21st century learning through additional classroom supplies/resources and AVID in order to increase the percent of students classified as "College and Career Ready". No data was provided this past year on the CA Dashboard for this area, so it is hard to determine the effectiveness of these strategies.

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

There were not many significant differences between the intended implementation and budget. The previous strategies/activities were implemented including classroom resources, AVID support, and support for 21st century learning (including Model UN and Project Lead the Way). That being said, there were some variations in the strategies. For example, the money was allocated for the Model UN was used for a civic inquiry instead of hosting the Model UN event.

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

The previous strategies/activities for this goal including AVID and supports for 21st century learning have been effective and made an impact in overall CAASPP scores, but they do not appear to be addressing some of the additional underlying issues. The strategies/activities under this goal have been changed to address the social-emotional needs of our students who are not feeling connected to school and staff members.

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	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$321,706.00

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 ($)
American Book Drive	$2,748.00
Parent-Teacher Association (PTA)	$45,250.00
Restricted Lottery	$35,168.00
Site Formula Funds	$179,307.00
Stretch Grant (Ed Foundation)	$59,233.00

Subtotal of state or local funds included for this school: $321,706.00

Total of federal, state, and/or local funds for this school: $321,706.00

School Site Council Membership

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

1 School Principal

6 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

4 Secondary Students

Name of Members	Role
Marae Cruce	Principal
Amitis Akbari	Secondary Student
Jayla Johnson-Lake	Secondary Student
Shayna Kadish	Secondary Student
Emmanuelle Robert-Larkin	Secondary Student
Charlie Snyder	Secondary Student
Stephan Corbel	Parent or Community Member
Jennifer Cowan	Parent or Community Member
Susan Gates	Parent or Community Member
Nancy Wu	Parent or Community Member
Susan Beech	Classroom Teacher
Amy Chapman	Classroom Teacher
Falanda Collins	Classroom Teacher
Veronica Garcia-Hecht	Classroom Teacher
Mele LeVeaux	Other School Staff
Kelly Okla	Classroom Teacher
Breanna Snyder	Classroom Teacher
Jacob Gilshteyn (alternate)	Secondary Student

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

be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/23/2023.

Attested:

	Principal, Ms. Marae Cruce on 5/23/2023
	SSC Chairperson, Mrs. Amy Chapman on 5/23/2023

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.

Educational Partner 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.

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.

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.

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.

Educational Partner 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 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 Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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.

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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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/

Developed by the California Department of Education, January 2019