



# School Plan for Student Achievement (SPSA) Template

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

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

## Purpose and Description

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

Schoolwide Program

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 District's 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 focused on future ready 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 to foster a sense of belonging in the learning spaces, 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:

- Grade Distribution Data including specifically 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)
- Attendance data

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	6
Educational Partner Involvement .....	9
Resource Inequities .....	9
School and Student Performance Data .....	10
Student Enrollment.....	10
CAASPP Results.....	12
ELPAC Results .....	16
Student Population.....	19
Overall Performance .....	21
Academic Performance .....	23
Academic Engagement .....	30
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	47
Goal 3.....	51
Budget Summary .....	60
Budget Summary .....	60
Other Federal, State, and Local Funds .....	60
Funds Budgeted to the School by Funding Source.....	60
School Site Council Membership .....	62
Recommendations and Assurances .....	63
Instructions.....	64
Instructions: Linked Table of Contents.....	64
Purpose and Description .....	65
Educational Partner Involvement .....	65
Resource Inequities .....	65
Goals, Strategies, Expenditures, & Annual Review .....	66
Annual Review .....	67

Budget Summary .....	68
Appendix A: Plan Requirements .....	70
Appendix B:.....	73
Appendix C: Select State and Federal Programs .....	75

# 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, a Community Schools Assessment Survey, and the Senior Exit Survey to collect data about the student body. Over the past three years, the school has been tracking student access to the resources while reviewing the Social and Emotional Health questions on California Healthy Kids Survey. One positive result is there has been an increase in students who feel like they have a trusted adult on campus and someone they can talk to, if needed.

From the 2022-2023 CA Healthy Kids Survey, the result indicated that 62% of ninth graders and 66% of eleventh graders reported they felt they had a caring adults in school. The results indicated that an area of improvement was absenteeism. The results indicate that 18% of Freshmen and 24% of Juniors missed three or more days in the last thirty days with the three biggest reasons for the absences being illness (59% for Juniors), feeling sad or hopeless (14% for Juniors), and being behind in school or unprepared for an assessment (12% for Juniors). According to the data collected through the 2023 Senior Exit Survey, 87% of graduating class were continuing on with post-secondary education; 61% of the seniors planned to attend a four year college, 26% planned to attend a two year college, and 0.4% planned to attend a vocational or trade program.

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

## Classroom Observations

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

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

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

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

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

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

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 culturally responsive teaching practices.

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 most 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. Additionally, we meet about once a month as a whole school learning community for professional development in line with our goals and areas of growth as seen from learning rounds. These schoolwide meetings are meant to provide overall strategies that are then explored further in the following department meetings.

## Teaching and Learning

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

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

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

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

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

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

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

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

## **Opportunity and Equal Educational Access**

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

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

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 various instructional practices to engage and support students including sentence frames, academic talk protocols, questioning strategies, and collaborative learning 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 (AAPSSSG), 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 classroom instruction, goals and how we can best meet the needs of all students.



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 math intervention and writing center support during Flex-Time and after school.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.07%	0.04%	%	2	1	
African American	6.52%	7.06%	6.76%	183	189	174
Asian	4.85%	5.79%	5.91%	136	155	152
Filipino	0.68%	0.6%	0.62%	19	16	16
Hispanic/Latino	34.75%	35.51%	35.10%	975	951	903
Pacific Islander	0.11%	0.11%	0.08%	3	3	2
White	42.30%	40.4%	40.85%	1187	1082	1051
Multiple/No Response	10.33%	10.42%	10.49%	290	279	270
Total Enrollment				2806	2678	2573

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	728	634	583
Grade 10	691	712	626
Grade 11	668	666	688
Grade 12	719	666	676
Total Enrollment	2,806	2,678	2,573

### 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	140	122	106	5.70%	5.0%	4.1%
Fluent English Proficient (FEP)	614	618	615	22.40%	21.9%	23.9%
Reclassified Fluent English Proficient (RFEP)				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

## 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	661	0	586	638	0	585	638	0.0	88.9	96.5
All Grades	684	659	661	0	586	638	0	585	638	0.0	88.9	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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.	2680.		51.79	55.96		30.26	27.12		9.91	10.03		8.03	6.90
All Grades	N/A	N/A	N/A		51.79	55.96		30.26	27.12		9.91	10.03		8.03	6.90

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	45.77		46.84	47.96		6.15	6.27
All Grades		47.01	45.77		46.84	47.96		6.15	6.27

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	55.49		37.95	37.46		8.89	7.05
All Grades		53.16	55.49		37.95	37.46		8.89	7.05

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	29.00		65.81	66.30		6.84	4.70
All Grades		27.35	29.00		65.81	66.30		6.84	4.70

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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	50.94		52.82	44.20		6.32	4.86
All Grades		40.85	50.94		52.82	44.20		6.32	4.86

**Conclusions based on this data:**

1. Of the 4 claims, listening had the lowest percent of students above standard in 2022-23 with 29%.
2. In 2022-23, the claims with the highest increase in percent of students above standard was reasearch and inquiry with an increase of 10%.
3. In 2022-2023, the overall participation rate on this CAASPP Test was 96.5%.

# 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	660	0	589	629	0	589	629	0.0	89.4	95.3
All Grades	684	659	660	0	589	629	0	589	629	0.0	89.4	95.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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.	2623.		27.33	26.55		23.77	24.32		18.85	20.19		30.05	28.93
All Grades	N/A	N/A	N/A		27.33	26.55		23.77	24.32		18.85	20.19		30.05	28.93

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	30.68		38.88	38.00		28.86	31.32
All Grades		32.26	30.68		38.88	38.00		28.86	31.32

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	28.78		53.82	55.80		13.41	15.42
All Grades		32.77	28.78		53.82	55.80		13.41	15.42

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	27.34		59.42	56.28		13.24	16.38
All Grades		27.33	27.34		59.42	56.28		13.24	16.38

### 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 (both 56%), indicating a need to provide students enhanced opportunity and support in these areas.

2. In 2022-2023, 51% of the students that tested scored standard exceeded or met.
3. In 2022-2023, the overall participation rate on this CAASPP Test was 95.3%.

# 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	1570.3	1587.4	1554.1	1586.1	1577.8	1546.6	1553.8	49	22	26
10	1587.7	1593.2	1597.6	1586.4	1608.9	1620.1	1588.5	1577.1	1574.8	34	43	17
11	1623.3	1608.9	1607.7	1624.3	1629.7	1627.8	1622.0	1587.7	1586.9	28	37	36
12	1617.8	1634.1	1599.9	1620.9	1662.6	1621.5	1614.4	1605.1	1577.6	20	30	28
All Grades										131	132	107

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	30.77	47.92	40.00	42.31	12.50	35.00	11.54	8.33	10.00	15.38	48	20	26
10	33.33	46.51	35.29	42.42	34.88	35.29	18.18	13.95	23.53	6.06	4.65	5.88	33	43	17
11	46.43	45.95	38.89	42.86	29.73	44.44	10.71	21.62	13.89	0.00	2.70	2.78	28	37	36
12	60.00	56.67	32.14	20.00	36.67	39.29	20.00	6.67	25.00	0.00	0.00	3.57	20	30	28
All Grades	39.53	43.85	34.58	41.09	34.62	41.12	14.73	17.69	17.76	4.65	3.85	6.54	129	130	107

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	42.31	37.50	40.00	34.62	12.50	20.00	15.38	4.17	10.00	7.69	48	20	26
10	54.55	72.09	41.18	30.30	16.28	47.06	15.15	9.30	11.76	0.00	2.33	0.00	33	43	17
11	67.86	67.57	63.89	32.14	21.62	25.00	0.00	10.81	8.33	0.00	0.00	2.78	28	37	36
12	65.00	76.67	50.00	30.00	23.33	39.29	5.00	0.00	7.14	0.00	0.00	3.57	20	30	28
All Grades	55.81	65.38	51.40	33.33	23.08	34.58	9.30	9.23	10.28	1.55	2.31	3.74	129	130	107



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	11.54	39.58	15.00	15.38	37.50	50.00	46.15	8.33	25.00	26.92	48	20	26
10	30.30	13.95	11.76	27.27	41.86	35.29	27.27	32.56	35.29	15.15	11.63	17.65	33	43	17
11	21.43	13.51	11.11	42.86	32.43	33.33	35.71	37.84	44.44	0.00	16.22	11.11	28	37	36
12	30.00	20.00	7.14	45.00	40.00	35.71	15.00	36.67	35.71	10.00	3.33	21.43	20	30	28
All Grades	22.48	14.62	10.28	37.98	34.62	29.91	31.01	37.69	41.12	8.53	13.08	18.69	129	130	107

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	11.54	85.42	75.00	69.23	6.25	25.00	19.23	48	20	26
10	15.15	4.65	11.76	78.79	90.70	76.47	6.06	4.65	11.76	33	43	17
11	14.29	13.51	13.89	82.14	75.68	72.22	3.57	10.81	13.89	28	37	36
12	0.00	20.00	10.71	90.00	80.00	78.57	10.00	0.00	10.71	20	30	28
All Grades	10.08	10.00	12.15	83.72	81.54	73.83	6.20	8.46	14.02	129	130	107

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	88.46	10.42	25.00	3.85	6.25	5.00	7.69	48	20	26
10	78.79	90.00	94.12	21.21	5.00	5.88	0.00	5.00	0.00	33	40	17
11	85.19	91.89	97.22	14.81	5.41	0.00	0.00	2.70	2.78	27	37	36
12	94.12	100.00	92.86	5.88	0.00	3.57	0.00	0.00	3.57	17	30	28
All Grades	84.00	89.76	93.46	13.60	7.09	2.80	2.40	3.15	3.74	125	127	107

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	19.23	56.25	30.00	38.46	18.75	55.00	42.31	48	20	26
10	45.45	23.26	35.29	36.36	58.14	47.06	18.18	18.60	17.65	33	43	17
11	28.57	25.00	13.89	57.14	50.00	61.11	14.29	25.00	25.00	28	36	36
12	25.00	30.00	10.71	60.00	53.33	57.14	15.00	16.67	32.14	20	30	28
All Grades	31.01	24.03	17.76	51.94	50.39	52.34	17.05	25.58	29.91	129	129	107

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
<b>9</b>	2.08	0.00	0.00	91.67	80.00	88.46	6.25	20.00	11.54	48	20	26
<b>10</b>	3.03	2.33	5.88	90.91	86.05	88.24	6.06	11.63	5.88	33	43	17
<b>11</b>	32.14	24.32	19.44	67.86	70.27	75.00	0.00	5.41	5.56	28	37	36
<b>12</b>	42.11	26.67	10.71	52.63	73.33	75.00	5.26	0.00	14.29	19	30	28
<b>All Grades</b>	14.84	13.85	10.28	80.47	77.69	80.37	4.69	8.46	9.35	128	130	107

**Conclusions based on this data:**

1. Between the 2021-22 school year and the 2022-23 school year, the overall mean score for the summative assessment declined by 34 points in twelfth grade (1634 to 1600), but increased by 20 points in ninth grade (1550 to 1570).
2. In 2022-2023, the domains with an increase of students at Well Developed is speaking (increase by 3.7%) and listening (increase by 2.2%). This is consistent with the areas of growth in the previous year.
3. In 2022-2023, the domain with the highest percentage of students at Well Developed is speaking (93.5%). This is consistent with the strength in the previous year.

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2678	30.7	4.6	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	122	4.6
Foster Youth	3	0.1
Homeless	7	0.3
Socioeconomically Disadvantaged	822	30.7
Students with Disabilities	353	13.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	189	7.1
American Indian	1	0
Asian	155	5.8
Filipino	16	0.6
Hispanic	951	35.5
Two or More Races	279	10.4
Pacific Islander	3	0.1
White	1082	40.4

### Conclusions based on this data:

- The two highest student group populations by race is White at 1,082 (40%) and the second highest student group by race is Hispanic at 951 (35.5%) of our student population.

2. Of the 2,678 students, 30.7% of the population is socioeconomically disadvantage and 5% of the students are English Learners.
3. Of the students on our campus, 13.2% of the population are identified to be students with disabilities.

# School and Student Performance Data

## Overall Performance






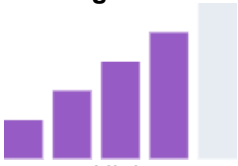
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<b>2023 Fall Dashboard Overall Performance for All Students</b>
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Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Blue</div>	<div>Graduation Rate</div> <div> Blue</div>	<div>Suspension Rate</div> <div> Yellow</div>
<div>Mathematics</div> <div> Green</div>	<div>Chronic Absenteeism</div> <div> No Performance Color</div>	
<div>English Learner Progress</div> <div> Yellow</div>		
<div>College/Career</div> <div> High</div>		

**Conclusions based on this data:**

- 1. The academic performance of our English Language Arts is at the high level on our Dashboard.
- 2. Our graduation rate is in the high level on our 2023 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

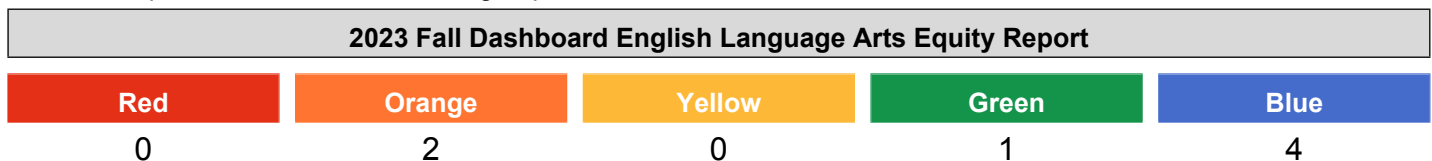
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  <p>Blue</p> <p>98.3 points above standard</p> <p>Increased Significantly +29 points</p> <p>632 Students</p>	<b>English Learners</b>  <p>Orange</p> <p>45.6 points below standard</p> <p>Increased Significantly +32.2 points</p> <p>49 Students</p>	<b>Foster Youth</b> <p>Less than 11 Students</p> <p>2 Students</p>
<b>Homeless</b> <p>Less than 11 Students</p> <p>6 Students</p>	<b>Socioeconomically Disadvantaged</b>  <p>Blue</p> <p>42.3 points above standard</p> <p>Increased Significantly +21.8 points</p> <p>201 Students</p>	<b>Students with Disabilities</b>  <p>Orange</p> <p>63.1 points below standard</p> <p>Increased Significantly +30.1 points</p> <p>75 Students</p>

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  Green 13.2 points above standard Increased Significantly +27.5 points 35 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b> 154.4 points above standard Increased Significantly +46.8 points 27 Students	<b>Filipino</b> Less than 11 Students 4 Students
<b>Hispanic</b>  Blue 61.4 points above standard Increased Significantly +37.7 points 227 Students	<b>Two or More Races</b>  Blue 134.8 points above standard Maintained +2.8 points 72 Students	<b>Pacific Islander</b> Less than 11 Students 1 Student	<b>White</b>  Blue 125.8 points above standard Increased Significantly +28 points 267 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.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 54.1 points below standard Increased Significantly +69.3 points 32 Students	<b>Reclassified English Learners</b> 46.6 points below standard Decreased Significantly -45.6 points 18 Students	<b>English Only</b> 109.8 points above standard Increased Significantly +31 points 441 Students
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#### Conclusions based on this data:

1. The data from the Dashboard revealed that our subgroups that performed in the lower status level on ELA were Students With Disabilities (63.1 points below standard) and English Learners (45.6 points below standard).
2. The data from the Dashboard revealed that all subgroups for race/ethnicity were above standard.
3. Overall our students performed 98.3 points above standard on ELA.



# School and Student Performance Data

## Academic Performance Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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








This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	1	1	1

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 4.6 points below standard Increased +8 points 623 Students	 Red 156.4 points below standard Decreased Significantly -20.9 points 49 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 6 Students	 Orange 76.1 points below standard Decreased -3.7 points 200 Students	 Red 194.2 points below standard Decreased Significantly -23.2 points 75 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  Yellow 92.3 points below standard Increased Significantly +19.3 points 35 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b> 76.2 points above standard Decreased -12.9 points 26 Students	<b>Filipino</b> Less than 11 Students 4 Students
<b>Hispanic</b>  Orange 65.7 points below standard Maintained +1.3 points 228 Students	<b>Two or More Races</b>  Green 43.2 points above standard Decreased Significantly - 24.6 points 71 Students	<b>Pacific Islander</b> Less than 11 Students 1 Student	<b>White</b>  Blue 34.6 points above standard Increased Significantly +18.4 points 263 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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 153 points below standard Increased Significantly +31.3 points 32 Students	<b>Reclassified English Learners</b> 173.2 points below standard Decreased Significantly -119.9 points 18 Students	<b>English Only</b> 11.5 points above standard Increased +14.7 points 433 Students
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#### 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 (194.2 points below standard) and English Learners (156.4 points below standard).
2. On the Dashboard Mathematics Performance by Race/Ethnicity, the subgroup in the low status is Hispanic (65.7 points below standard).
3. According to the Dashboard for Fall of 2022, our subgroups that there was an increase in the points moving towards standard, meaning a decrease in the points below standard, were African American (increased by 19.3 points) and White (increased by 18.4 points).

# School and Student Performance Data

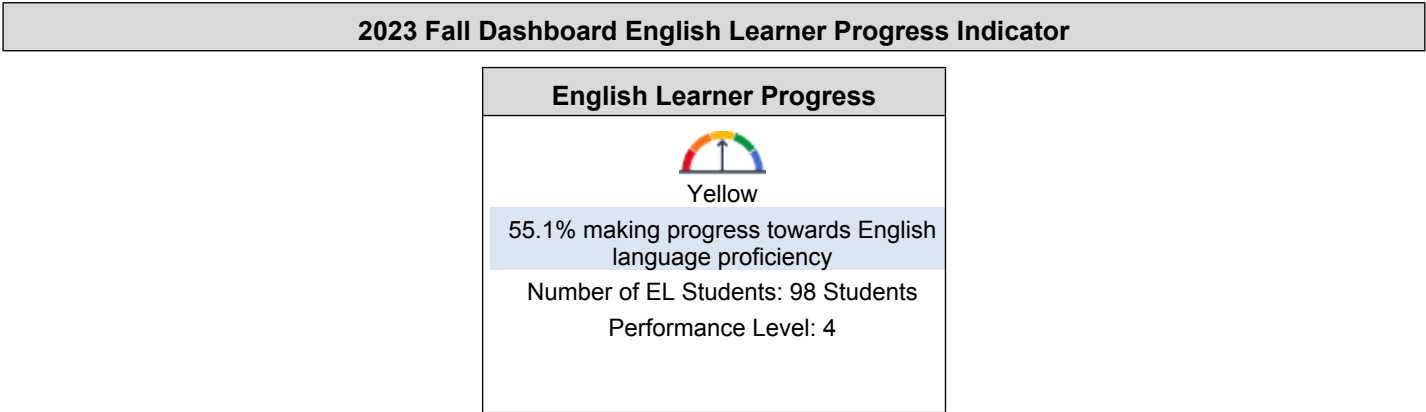
## Academic Performance English Learner Progress

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



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.

2023 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	19	20	33

Conclusions based on this data:

1. Of the 98 students who are English Learners, 55% of the students are making progress towards English language proficiency.
2. The data revealed that 24% decreased one ELPI Level.
3. The data indicates that 33% of English Learners progressed at least one ELPI level.

# School and Student Performance Data

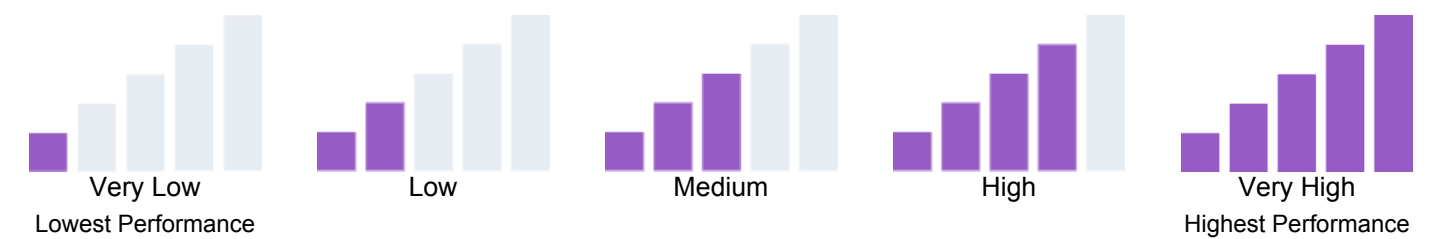
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

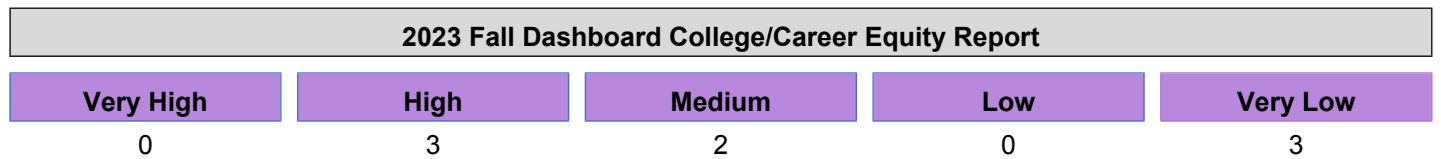
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

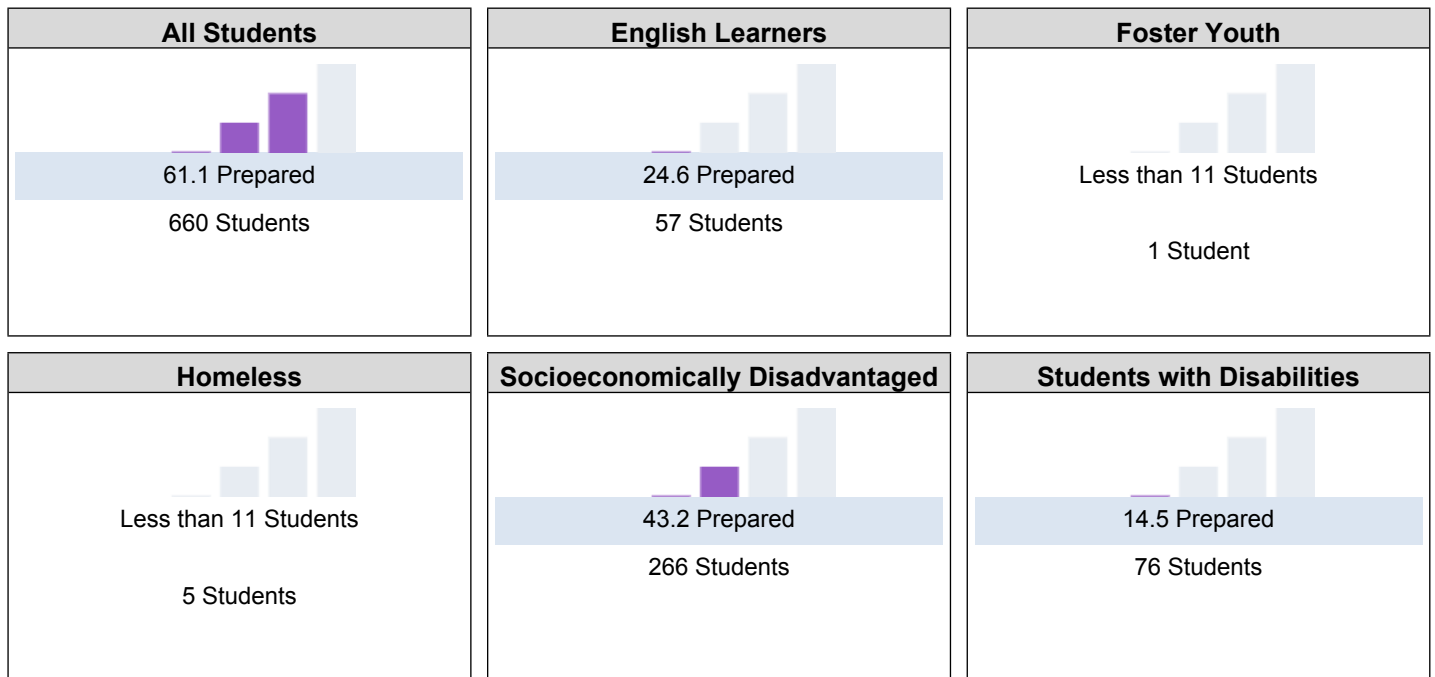


This section provides number of student groups in each level.

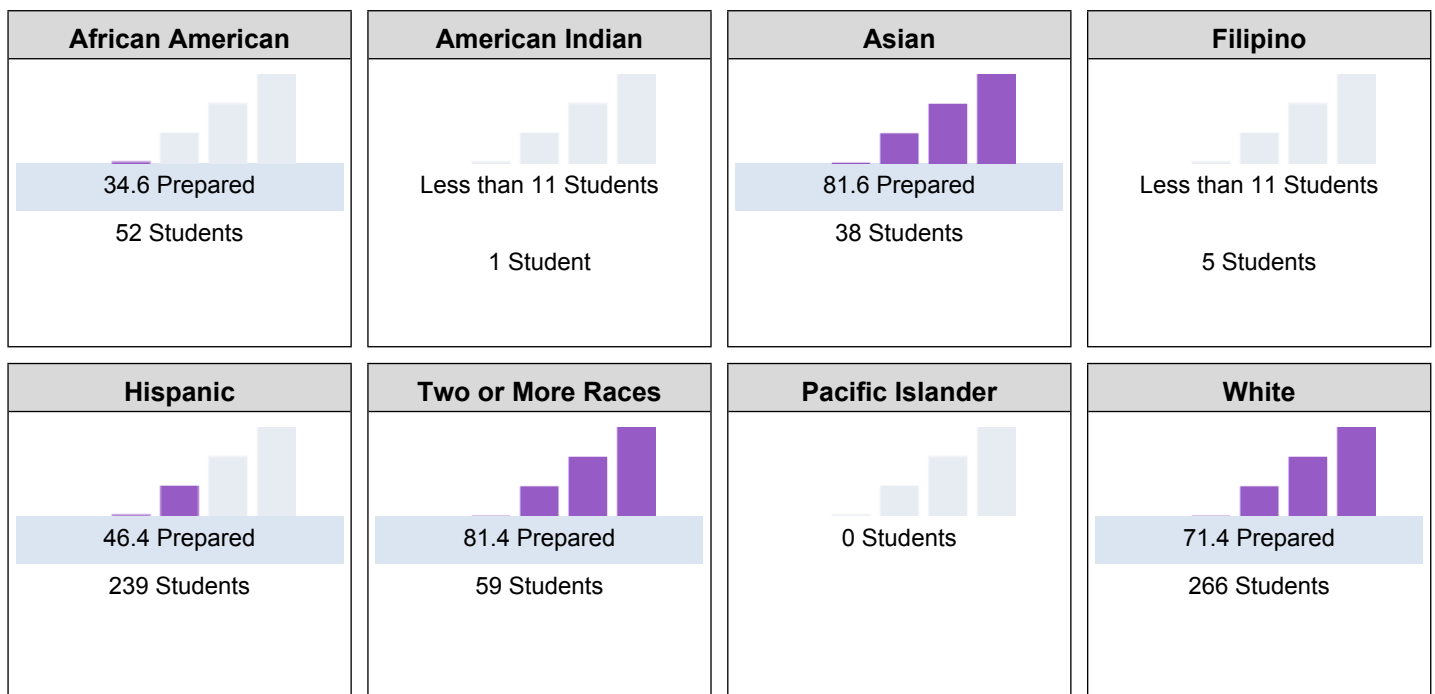


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2023 Fall Dashboard College/Career Report for All Students/Student Group



### 2023 Fall Dashboard College/Career Report by Race/Ethnicity



#### Conclusions based on this data:

1. According to the Fall 2023 Dashboard data, 61.1 percent of all students were prepared for college or careers.
2. The data indicates that the subgroups for race/ethnicity with the highest percent of students prepared are Asian (81.6%), Two or More Races (81.4%), and White (71.4%).
3. The data indicates that the subgroups with the lowest percent of students prepared are African American (34.6%), English Learners (24.6%), and Students with a Disability (14.5%).

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.

### 2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow


Green

Blue


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

### 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group


#### All Students

  
No Performance Color  
0 Students


#### English Learners

  
No Performance Color  
0 Students


#### Foster Youth

  
No Performance Color  
0 Students


#### Homeless

  
No Performance Color  
0 Students









#### Socioeconomically Disadvantaged

  
No Performance Color  
0 Students

#### Students with Disabilities

  
No Performance Color  
0 Students

## 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  No Performance Color 0 Students	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 0 Students

### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Engagement Graduation Rate

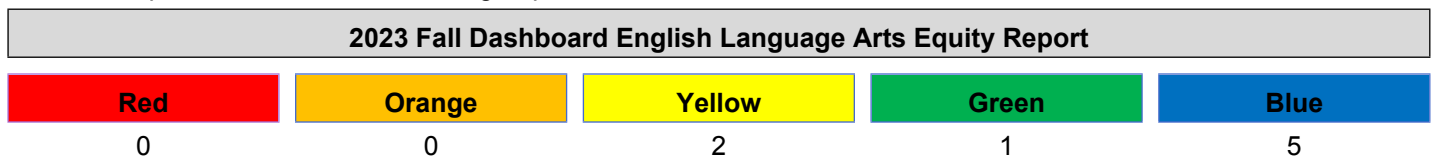
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This section provides number of student groups in each level.









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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Blue 96.4% graduated Decreased -1.4 660 Students	<b>English Learners</b>  Yellow 91.2% graduated Decreased Significantly -8.8 57 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 94.4% graduated Decreased -2.1 266 Students	<b>Students with Disabilities</b>  Green 88.2% graduated Increased Significantly 5.1 76 Students



### 2023 Fall Dashboard Graduation Rate by Race/Ethnicity

<b>African American</b>  Blue 100% graduated Increased Significantly 5.1 52 Students	<b>American Indian</b> Less than 11 Students 1 Student	<b>Asian</b>  Blue 97.4% graduated Decreased -2.6 38 Students	<b>Filipino</b> Less than 11 Students 5 Students
<b>Hispanic</b>  Blue 95% graduated Decreased -4.1 239 Students	<b>Two or More Races</b>  Blue 98.3% graduated Maintained 0.9 59 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 96.2% graduated Maintained -0.9 266 Students

#### Conclusions based on this data:

1. The data revealed indicates that the graduation rate for all students is 96.4%, with all subgroups in the nineties except one.
2. The data reveals that the subgroups with the lowest graduation rate is students with disabilities (88%). The next lowest subgroup is English Learners with the graduation rate of 91%.
3. The data indicates that 100% of the 52 students in the African American subgroup graduated.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

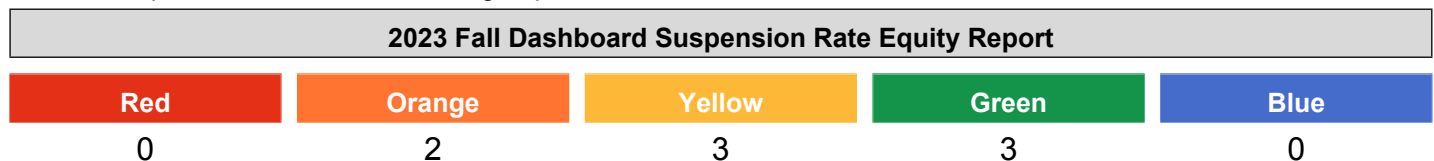
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 3.7% suspended at least one day Maintained 0.1 2744 Students	<b>English Learners</b>  Green 2.2% suspended at least one day Declined -2.5 136 Students	<b>Foster Youth</b> Less than 11 Students 8 Students
<b>Homeless</b> 8% suspended at least one day Declined -0.3 25 Students	<b>Socioeconomically Disadvantaged</b>  Green 4.8% suspended at least one day Declined Significantly -2.1 931 Students	<b>Students with Disabilities</b>  Yellow 8.1% suspended at least one day Declined -1 369 Students

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Yellow 6.2% suspended at least one day Declined Significantly -4.1 193 Students	<b>American Indian</b> Less than 11 Students 1 Student	<b>Asian</b>  Yellow 1.3% suspended at least one day Increased 0.5 160 Students	<b>Filipino</b> 0% suspended at least one day Maintained 0 16 Students
<b>Hispanic</b>  Orange 4.9% suspended at least one day Increased 0.3 976 Students	<b>Two or More Races</b>  Green 2.1% suspended at least one day Declined Significantly -3.3 284 Students	<b>Pacific Islander</b> Less than 11 Students 3 Students	<b>White</b>  Orange 3.1% suspended at least one day Increased 1.4 1111 Students

#### Conclusions based on this data:

1. The data indicates that the overall suspension rate is 3.7%, meaning 3.7% 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 Students with Disabilities (8.1%), and Homeless (8%).
3. The data indicates that 4.8% 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.

## Goal Subject

Improve learning for all students across the curriculum

## LEA/LCAP Goal

All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.

## 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 (met or exceeded)	83.1%	86%
CAASPP Math Overall (met or exceeded)	50.9%	54%
CA Dashboard College and Career	61%	63%

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

Provide resources and supplies to allow for engaging lessons developing future ready skills.

### 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)
2200	Restricted Lottery  Supplies for the Project Lead the Way pathway and Engineering Academy.
4629	Restricted Lottery  Supplies and consumables for engaging, hands-on lessons.
6000	Restricted Lottery  Online subscriptions and books to support research and reading comprehension.
12000	Restricted Lottery  Supplies for visual and performing arts classes.

## 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)
3018.4	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 \$75.46)

#### 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)
8451.84	Site Formula Funds  Collaboration time for developmental planning and goal setting for special education students (16 subs each semester - 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)
5041.50	Site Formula Funds  Recruit and train, through summer workshops, additional equity champions to serve as AP teachers.
3018.40	Site Formula Funds  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 \$75.46)
	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)
754.60	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, 10 hours at \$75.46)
3000.00	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)

2500.00

#### Source(s)

Site Formula Funds

Provide students access to technology, printing, paper, and study/project resources free through the library.

10,050.00

Parent-Teacher Association (PTA)

Provide after school support by teachers from Samohi to supervise peer tutoring in the library (supplemented by PTSA)

10,050.00

Parent-Teacher Association (PTA)

Provide after school math support by math teachers from Samohi in the library two days a week. (Supplemented by PTSA)

0

Provide students after-school credit recovery opportunities through APEX online courses.

## 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 providing relevant professional development on the AVID strategies, 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)

4396.00

Source(s)

Site Formula Funds

Support and grow the AVID program by providing registration for teachers to attend the local AVID conference.

**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)

400

Source(s)

Site Formula Funds

Provide students access to AP testing through College Board membership.

**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.
7900.00	Parent-Teacher Association (PTA)  Provide scheduling technology software to allow students choice in signing up for the session based on their needs. (PTSA funded)
2242.50	Site Formula Funds  Provide scheduling technology software to allow students choice in signing up for the session based on their needs. (supplement to PTSA funds)

### 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.
875.00	Site Formula Funds  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)
30,800.00	Site Formula Funds  Guided professional development with CARPE consultant to assist team in reflection and collaboration on action steps for outreach to address student needs. Team also hosts events, such as AppFest, during the Flex-Time

	and several Saturdays during first semester to help all students complete college applications and provide assistance with the process. (monthly check-in meetings plus two sub out days per semester)
875.00	<p>Site Formula Funds</p> <p>Support Advisor growth in college ready expectations by supporting attendance at both UC and CSU Conferences.</p>

## Annual Review

### SPSA Year Reviewed: 2023-24

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.

According to the CAASPP data, it is clear that we still have areas of growth and subgroups that need support. 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 need for resources and teacher preference for school day collaboration rather than hourly pay.

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 other informal tutoring options.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Improve Equity and Access for All

## LEA/LCAP Goal

Multilingual 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% of EL students decreased one ELPI Level and 19% of EL students maintained their ELPI Level.

33% 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)
1584.70	<p>Site Formula Funds</p> <p>Provide teachers coverage to engage in learning walks for on-going support around utilizing the sentence frames, questions, and other research-based strategies know to support EL students in daily instruction. (6 subs at \$264.12 per sub)</p>
358.00	<p>Site Formula Funds</p> <p>Provide a resource, vocabulary.com, to support EL students with vocabulary development.</p>
275.00	<p>Restricted Lottery</p> <p>Provide relevant study resources and materials to assist in preparing for the PSAT/SAT assessments. (ELAC Recommendation)</p>
4000.00	<p>Restricted Lottery</p> <p>Provide relevant learning resources and materials to assist teachers in scaffolding instruction during engaging, hands-on lessons.</p>

## 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.

## Annual Review

### SPSA Year Reviewed: 2023-24

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 EL students through teacher support and collaboration time. These strategies/activities have been effective, but need additional time to achieve the stated 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.

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 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.

## Goal Subject

Provide a safe and engaging school for students.

## LEA/LCAP Goal

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready 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)
3500.00	Restricted Lottery  Upgrade library holdings to support implementation of CCSS across all curricular areas, as informed by each Collaborative Team within the Samohi PLC.
4043.00	American Book Drive  Augment library holdings to represent our diverse population and interests.

### 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)
50,445.47	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.
Offer advanced levels of training in restorative justice practices for interested staff members. (district funded)

### 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
8000.00	<p>Site Formula Funds</p> <p>Provide teachers with support for attending conferences or trainings 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. (subs or registration)</p>

## 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 social justice standards 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)
1320.59	<p>Site Formula Funds</p> <p>Provide willing PLC teams time to incorporate the ACES requirement into the curriculum guide and plan for implementation of the adjusted course. (5 subs at \$264.12 each)</p>

## 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 future-ready skills.

### 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 supplies to support a well-maintained and equipped learning environment.
20,000.00	Site Formula Funds Provide general office supplies and necessary maintenance agreements to support the school community.
1500.00	Restricted Lottery Provide teachers with learning resources and materials through the Mobile Museum to engage students in learning opportunities incorporating future-ready skills.
12000.00	Parent-Teacher Association (PTA) Provide tech support to maintain learning environments conducive to future-ready skills.

## 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

Maintain a safe campus while providing services to students and the community.

### 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)
4800.00	Site Formula Funds Support a well-maintained school website that allows parents and community members to know what is occurring on campus as well as services provided.
500.00	Parent-Teacher Association (PTA)

	Support Security Team with maintaining welcoming, but safe, entrance gates.
500.00	Site Formula Funds  Support Security Team through the repair and maintenance of safety equipment.
2000.00	Site Formula Funds  Provide supplies and resources for the Health Office in order to assist the students.

## 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)

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. (District funded)

## 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)
1500.00	Site Formula Funds  PLTW year 4 project development and consumable 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: 2023-24

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 future-ready learning through additional classroom supplies/resources and AVID in order to increase the percent of students classified as "College and Career Ready". According to the CA Dashboard, 61% of our overall students are prepared for College and Careers. Given that data, there is still room for growth in this area.

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 future-ready 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 future-ready 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 incorporating culturally responsive teaching practices and 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	\$257,529.00

## 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 (\$)
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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 (\$)
	\$0.00
American Book Drive	\$4,043.00
Parent-Teacher Association (PTA)	\$45,500.00
Restricted Lottery	\$34,104.00
Site Formula Funds	\$173,882.00

Subtotal of state or local funds included for this school: \$257,529.00

Total of federal, state, and/or local funds for this school: \$257,529.00

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
American Book Drive	4043.00	0.00
Site Formula Funds	173,882.00	0.00

Stretch Grant (Ed Foundation)	0	0.00
Parent-Teacher Association (PTA)	45,500.00	0.00
Restricted Lottery	34,104.00	0.00

# School Site Council Membership

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

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

Name of Members	Role
Marae Cruce	Principal
Amitis Akbari	Secondary Student
Jacob Gilshteyn	Secondary Student
Jayla Johnson-Lake	Secondary Student
Shayna Kadish	Secondary Student
Emmanuelle Robert-Larkin	Secondary Student
Stephan Corbel	Parent or Community Member
Jennifer Cowan	Parent or Community Member
Tova Larsen	Parent or Community Member
Kyo Yamashiro	Parent or Community Member
Amy Chapman	Classroom Teacher
Falanda Collins	Classroom Teacher
Veronica Garcia-Hecht	Classroom Teacher
Mele LeVeaux	Other School Staff
Michelle Lyles	Other School Staff
Isabelle Martinez	Other School Staff
Breanna Snyder	Classroom Teacher

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 5/28/2024.

Attested:



Principal, Ms. Marae Cruce on 5/28/2024
SSC Chairperson, Ms. Mele LeVeaux on 5/28/2024

# 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](mailto:LCFF@cde.ca.gov).



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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

*[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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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



Santa Monica-Malibu Unified School District  
Educational Services Department  
Santa Monica High School

**PARENT AND FAMILY ENGAGEMENT POLICY**

Santa Monica High School has developed a written parent and family engagement policy with input from parents.

Input was collected from our parent groups including School Site Council, ELAC, Puente, AAPSSSG, and PTSA Executive Board.

It has distributed the policy to all parents and guardians.

The document will be included in the registration information for the 2024-25 school year.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

The policy is posted on the website.

The policy is available as a hardcopy in the office.

The policy is shared annually during the data confirmation part of registration (provided digitally and hardcopy available upon request).

The policy is available in other languages via technology applications, and support is available from the Bilingual Community Liaison.

The policy is updated annually each spring, with the input of parents given at parent meetings.

The policy is reviewed and adopted by the SSC in conjunction with the SPSA.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

Morning meetings are available through Coffee with the principal on select Fridays at 9:30 AM. Evening meetings are available through the various parent organizations as well as School Site Council meetings.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

The school invites and encourages parents to be involved in school engagement opportunities including sporting events, visual arts events, performing arts events, and other informational events (i.e. school events Open House and Back to School Night). In addition to these events, the school invites parents to attend program outreach events including AVID, Immersion, AVID, PBL, etc. There are also parent groups that have regular meetings and parent ed events including AAPSSSG, Puente, ELAC, PTSA Executive Board, PTSA, Campus Beautification Committee, and Event Committees. These meetings and group events are advertised throughout the school year.

All parents and family members are encouraged to take an active role in the school by participating in site decision making councils and advisory committees, as well as district level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.

Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in school's School Plan for Student Achievement (SPSA).

The school will continue to use findings from all data sources to revise the Parent and Family Engagement Policy so that it reflects the needs of all families.

The school provides parents of students with timely information about the schools programs. How does the school provide the information?

Programs are shared in multiple ways including the school website, district website, emails/phone messages/texts, social media, flyers, postings on the marquee, teacher communications, school events (like Open House), committee and council meetings, and the SPSA available in the office.

The full School/Home Communication Menu is posted on the website and distributed to parents, so families are aware of how information is shared by the school.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

Back to School Night and Open House  
Shared syllabi

Progress reports and report cards  
Annual CELDT and EL reports  
Letters with student assessment scores mailed home in fall, spring, and winter.  
Schoolwide data and information shared at ELAC, SSC, PTSA and other meetings.  
Aeries notifications (i.e. attendance and grades)  
Google Classroom weekly summary

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

Parent/Teacher Conferences as needed  
Student Success Team (SST) Meetings as needed  
Teacher communications with parents via emails, calls, and classroom apps.  
Progress reports  
Aeries alert emails  
Planning Meetings with Advisors

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Parent/Teacher Conferences  
Events like Back to School Night and Open House  
Winter and Spring Report Cards  
Progress Reports  
Letters with student assessment scores mailed home  
Schoolwide data and information shared at ELAC, SSC, PTSA and other meetings.  
Parent workshops and trainings including from Advisors and College Counselors  
English Learner reclassification meetings  
Consistent communication addressing chronic absences (letters, phone calls, parent meetings)

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

Parent workshops and trainings

Resources shared by the school via email and through weekly emails from House offices

Information shared at events like Back to School Night and at parent group meetings (such as ELAC, Puente, AAPSSSG, PTSA, etc.)

Decision making and advisory group trainings, conferences, and/or events.

Posting of resources on the website (workshop materials, parent guides/newsletters, at home learning materials, and digital resources) for families to access remotely.

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

Faculty Meetings

Staff Professional Development

Trainings and workshops

Resources and materials provided

Coaching and resources from specialists such as Teacher Leaders, Department Chairs, Advisors, School Psychologist, Health Office, and other community support organizations

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

The policy is available in other languages via technology applications, with support from the Bilingual Community Liaison.

All postings on the website are viewable in numerous languages via a translation app.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

School information and reports are provided in a clear understandable format that is accessible to families. Potential barriers to access are identified through this policy development process and actions will be put into place to address the needs of families such as taking extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

The school provides support for parental involvement activities requested by parents.

Several staff members provide support to families including Advisors, the Bilingual Community Liaison, Student Outreach Specialists, and Community Schools Specialist.

The PTSA works in collaboration with school staff and leadership to support family engagement.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

This policy was adopted by Santa Monica High School on April 23, 2024 and will be in effect for the period of 2024-25.

The school will distribute the policy to all parents of students on, or before: Aug. 22, 2024.

Name of Authorized Official: Mele LeVeaux

Signature of Authorized Official here:

Date Approved: April 23, 2024







Santa Monica-Malibu Unified School District  
Educational Services Department  
Santa Monica High School

**SCHOOL PARENT COMPACT**

This School Parent Compact is in effect year 2024-25

Santa Monica High School distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

This compact is available in the office, and shared annually with families during data confirmation. It is provided digitally and hardcopy available upon request.

The compact is updated annually each spring. Input from parents is given at the SSC meetings in the spring.

The meeting is advertised to all families on the website and in the weekly school eblast.

The compact is reviewed and adopted by the SSC in conjunction with the SPSA.

All parents and family members are encouraged to take an active role in the school by participating in site decision making councils and advisory committees, as well as district level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.

Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in school's School Plan for Student Achievement (SPSA).

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

Back to School Night and Parents/Teacher Conferences

Winter and Spring Report Cards

Letters with student assessment scores mailed home in fall, spring, and winter.

Schoolwide data and information shared at SSC and other meetings.

English Learner reclassification meetings in the winter and spring

Consistent communication addressing chronic absences (letters, phone calls, parent meetings)

Resources shared by the school via email and weekly blasts

Information shared at parent group and council meetings

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

Annual workshops and trainings for SSC

Advertisement and promotion of parent committees

Resources, letters, emails, flyers shared on the school and district website

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

Faculty Meetings  
Staff Professional Development  
Trainings and workshops  
Resources and materials provided

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

All parents and family members are encouraged to take an active role in the school by participating in site decision making councils and advisory committees, as well as district level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.

The school offers a variety of opportunities for engagement and involvement to fit parents' needs, time, and interests.

The SSC develops and approves the annual SPSA to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.

Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in school's School Plan for Student Achievement (SPSA).

Programs are shared in multiple ways including the school website, district website, the weekly emails from House offices, emails/phone messages/texts, social media, flyers, postings on marquee, teacher communications, school events (like Open House), committee and council meetings, and the SPSA available in the office.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

School information and reports are provided in a clear understandable format that is accessible to families.  
The Bilingual Community Liaison provides support to families.  
All major communications from the school are also provided in Spanish.

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

Advertisement and promotion of parent committees.  
The Bilingual Community Liaison supports families and helps connect families to school.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

School information and reports are provided in a clear understandable format that is accessible to families  
Potential barriers to access are identified through this policy development process and actions will be put into place to address the needs of families such as taking extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

This Compact was adopted by the Santa Monica High School on April 23, 2024, and will be in effect for the period of 2024-25 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before:8/22/24.

Name of Authorized Official: Mele LeVeaux

Signature of Authorized Official here:

Date Approved: April 23, 2024

