



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Maria High School	42-69310-4236030	May 20, 2024	

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

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

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

none

Other Needs

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

Our school district also uses data from Renaissance Learning to establish proficiencies and student needs.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.41%	0.38%	13	13	12
African American	0.2%	0.25%	0.13%	7	8	4
Asian	0.3%	0.38%	0.38%	10	12	12
Filipino	0.8%	0.82%	0.69%	26	26	22
Hispanic/Latino	95.9%	95.95%	96.34%	2,956	3057	3079
Pacific Islander	0.1%	0.06%	0%	2	2	0
White	1.8%	1.85%	1.85%	55	59	59
Multiple/No Response	0.2%	0.09%	0.09%	5	3	3
Total Enrollment				3,081	3186	3196

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	856	830	774
Grade 10	776	858	827
Grade 11	761	744	874
Grade 12	688	754	721
Total Enrollment	3,081	3,186	3,196

Conclusions based on this data:

1.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	789	671	665	25.60%	21.1%	20.8%
Fluent English Proficient (FEP)	1,953	2175	2,233	63.40%	68.3%	69.9%
Reclassified Fluent English Proficient (RFEP)	40			5.1%		

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	752	717	835	0	648	798	0	621	788	0.0	90.4	95.6
All Grades	752	717	835	0	648	798	0	621	788	0.0	90.4	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2512.	2504.		6.92	6.09		21.42	21.83		28.34	27.54		43.32	44.54
All Grades	N/A	N/A	N/A		6.92	6.09		21.42	21.83		28.34	27.54		43.32	44.54

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		10.44	9.35		60.27	56.34		29.29	34.31	
All Grades		10.44	9.35		60.27	56.34		29.29	34.31	

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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		9.47	8.67		42.98	40.36		47.54	50.97
All Grades		9.47	8.67		42.98	40.36		47.54	50.97

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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		6.55	5.49		71.43	67.43		22.02	27.08
All Grades		6.55	5.49		71.43	67.43		22.02	27.08

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		9.54	9.82		66.45	65.69		24.01	24.49
All Grades		9.54	9.82		66.45	65.69		24.01	24.49

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Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	752	717	835	0	663	802	0	654	795	0.0	92.5	96.0
All Grades	752	717	835	0	663	802	0	654	795	0.0	92.5	96.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2500.	2480.		2.75	2.89		8.87	7.55		24.16	17.36		64.22	72.20
All Grades	N/A	N/A	N/A		2.75	2.89		8.87	7.55		24.16	17.36		64.22	72.20

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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		5.05	5.04		38.44	27.08		56.51	67.88
All Grades		5.05	5.04		38.44	27.08		56.51	67.88

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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		3.67	2.89		59.48	55.97		36.85	41.13
All Grades		3.67	2.89		59.48	55.97		36.85	41.13

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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		4.28	2.64		64.37	57.23		31.35	40.13
All Grades		4.28	2.64		64.37	57.23		31.35	40.13

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Conclusions based on this data:

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

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1529.5	1525.5	1525.4	1527.2	1513.2	1509.9	1531.2	1537.4	1540.4	203	189	188
10	1521.2	1522.8	1525.9	1510.6	1505.5	1516.0	1531.3	1539.5	1535.3	184	207	184
11	1521.4	1532.5	1527.5	1505.8	1522.5	1511.5	1536.5	1541.9	1543.0	134	143	177
12	1530.7	1525.9	1507.8	1514.5	1511.2	1494.2	1546.4	1540.0	1520.9	110	86	100
All Grades										631	625	649

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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	9.33	9.04	14.36	34.72	36.70	37.23	32.12	27.13	18.09	23.83	27.13	30.32	193	188	188
10	10.34	12.38	16.76	31.61	38.12	29.05	26.44	18.81	20.11	31.61	30.69	34.08	174	202	179
11	9.68	14.18	12.50	27.42	33.33	31.82	29.03	19.15	19.89	33.87	33.33	35.80	124	141	176
12	17.31	17.07	9.18	20.19	23.17	23.47	26.92	14.63	19.39	35.58	45.12	47.96	104	82	98
All Grades	11.09	12.40	13.73	29.75	34.58	31.36	28.91	20.88	19.34	30.25	32.14	35.57	595	613	641

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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	27.98	24.47	26.60	33.68	36.70	30.32	20.21	11.70	13.83	18.13	27.13	29.26	193	188	188
10	22.99	21.29	31.28	35.06	35.15	24.58	18.39	13.86	11.17	23.56	29.70	32.96	174	202	179
11	28.23	29.08	21.59	24.19	24.11	32.95	19.35	12.77	10.80	28.23	34.04	34.66	124	141	176
12	27.88	26.83	22.45	28.85	24.39	24.49	10.58	12.20	12.24	32.69	36.59	40.82	104	82	98
All Grades	26.55	24.80	25.90	31.26	31.65	28.55	17.82	12.72	12.01	24.37	30.83	33.54	595	613	641

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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	3.11	2.66	6.38	20.21	19.15	20.74	34.20	43.09	39.36	42.49	35.11	33.51	193	188	188
10	2.87	4.95	6.15	16.09	25.25	18.44	37.93	36.14	39.11	43.10	33.66	36.31	174	202	179
11	1.61	2.84	5.11	13.71	21.28	19.89	39.52	38.30	35.23	45.16	37.59	39.77	124	141	176
12	4.81	3.66	2.04	18.27	23.17	11.22	37.50	26.83	30.61	39.42	46.34	56.12	104	82	98
All Grades	3.03	3.59	5.30	17.31	22.19	18.41	36.97	37.52	36.82	42.69	36.70	39.47	595	613	641

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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	5.21	3.19	18.62	65.10	72.87	55.32	29.69	23.94	26.06	192	188	188
10	4.07	9.95	23.16	59.88	65.17	50.28	36.05	24.88	26.55	172	201	177
11	1.63	9.35	10.86	58.54	53.24	54.86	39.84	37.41	34.29	123	139	175
12	0.97	3.75	9.47	57.28	47.50	41.05	41.75	48.75	49.47	103	80	95
All Grades	3.39	6.91	16.38	60.85	62.50	51.65	35.76	30.59	31.97	590	608	635

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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	63.02	48.40	48.65	19.27	23.40	20.00	17.71	28.19	31.35	192	188	185
10	53.18	42.29	50.29	23.12	25.87	15.43	23.70	31.84	34.29	173	201	175
11	48.39	45.39	42.86	25.00	20.57	21.71	26.61	34.04	35.43	124	141	175
12	55.34	46.34	42.86	15.53	18.29	17.35	29.13	35.37	39.80	103	82	98
All Grades	55.74	45.42	46.60	20.95	22.88	18.80	23.31	31.70	34.60	592	612	633

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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	7.25	5.32	9.09	39.90	48.40	50.80	52.85	46.28	40.11	193	188	187
10	7.51	9.45	10.67	43.35	44.78	48.88	49.13	45.77	40.45	173	201	178
11	2.46	5.71	5.68	40.98	45.71	40.34	56.56	48.57	53.98	122	140	176
12	10.58	4.88	3.09	43.27	37.80	26.80	46.15	57.32	70.10	104	82	97
All Grades	6.93	6.71	7.68	41.72	45.17	43.73	51.35	48.12	48.59	592	611	638

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.09	1.06	2.13	72.77	73.40	68.09	25.13	25.53	29.79	191	188	188
10	0.58	2.48	2.26	61.99	68.32	66.67	37.43	29.21	31.07	171	202	177
11	13.82	14.18	15.43	60.16	49.65	50.86	26.02	36.17	33.71	123	141	175
12	14.56	9.76	11.34	51.46	56.10	43.30	33.98	34.15	45.36	103	82	97
All Grades	6.29	5.71	7.22	63.27	63.95	59.18	30.44	30.34	33.59	588	613	637

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

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

School and Student Performance Data

California School Dashboard 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.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
3196	85.6	20.8	0.5
Total Number of Students enrolled in Santa Maria High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	665	20.8
Foster Youth	17	0.5
Homeless	468	14.6
Socioeconomically Disadvantaged	2737	85.6
Students with Disabilities	413	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.1
American Indian	12	0.4
Asian	12	0.4
Filipino	22	0.7
Hispanic	3079	96.3
Two or More Races	3	0.1
White	59	1.8

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Orange

Mathematics



Red

Chronic Absenteeism



No Performance Color

English Learner Progress



Orange

College/Career

Medium

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Language Arts

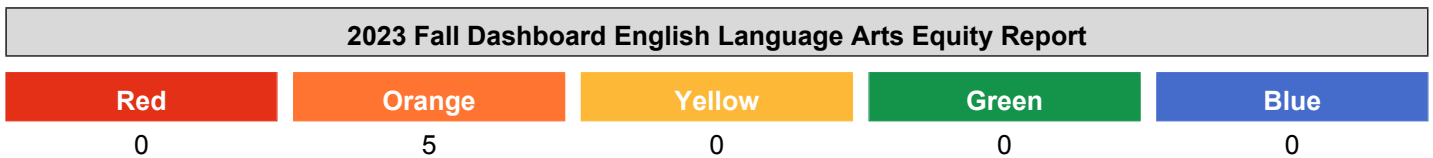
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>75.7 points below standard</p> <p>Increased +9.2 points</p> <p>776 Students</p>	<p>English Learners</p> <p>Orange</p> <p>154.8 points below standard</p> <p>Increased +9.9 points</p> <p>260 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Orange</p> <p>99.6 points below standard</p> <p>Increased +5.8 points</p> <p>103 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>78.8 points below standard</p> <p>Increased +7.3 points</p> <p>729 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>158.7 points below standard</p> <p>Increased Significantly +25.6 points</p> <p>95 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 76.2 points below standard Increased +8.6 points 748 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	87.9 points below standard Increased +14.2 points 17 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

Current English Learner	Reclassified English Learners	English Only
183.9 points below standard Increased +12.5 points 122 Students	130.5 points below standard Increased +5.3 points 139 Students	59.4 points below standard Increased Significantly +26.6 points 64 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

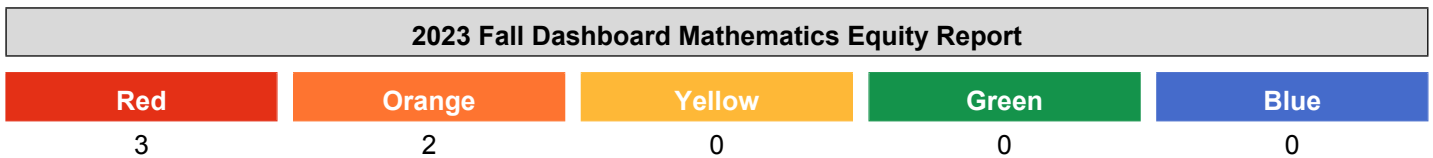
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 143.8 points below standard Decreased -13 points 779 Students	<p>English Learners</p>  Orange 209.9 points below standard Increased +3.6 points 259 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p>  Red 169 points below standard Decreased -9.7 points 105 Students	<p>Socioeconomically Disadvantaged</p>  Red 147.4 points below standard Decreased Significantly -15.6 points 732 Students	<p>Students with Disabilities</p>  Orange 218.2 points below standard Increased Significantly +24.4 points 95 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 144.8 points below standard Decreased -13.9 points 751 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	167.2 points below standard Decreased Significantly - 28.2 points 17 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

Current English Learner	Reclassified English Learners	English Only
218.1 points below standard Increased Significantly +15.7 points 120 Students	202.8 points below standard Decreased -6.9 points 139 Students	144 points below standard Increased +13 points 65 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Learner Progress

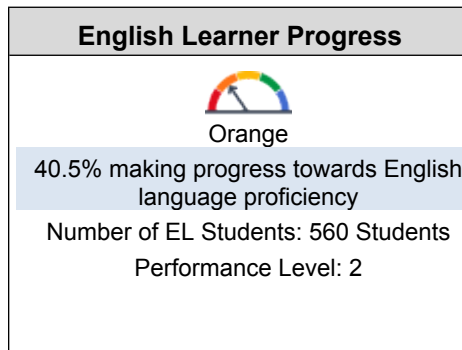
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

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
73	257	1	226

Conclusions based on this data:

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

School and Student Performance Data

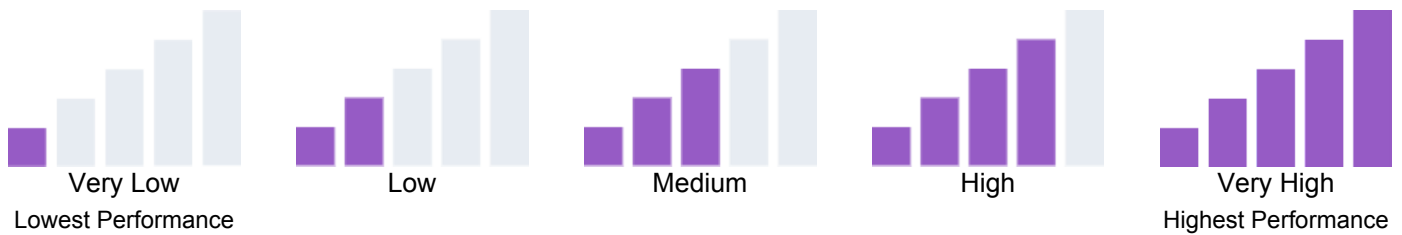
Academic Performance College/Career Report

The 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.

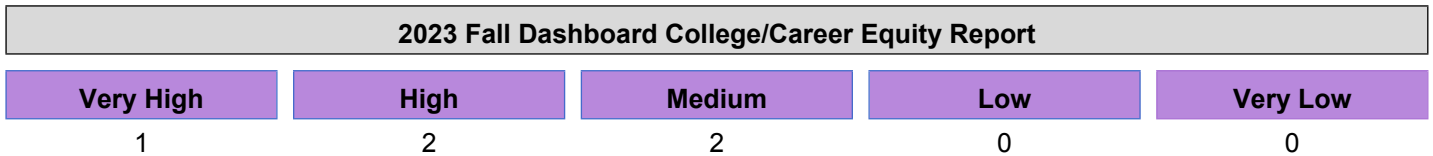
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

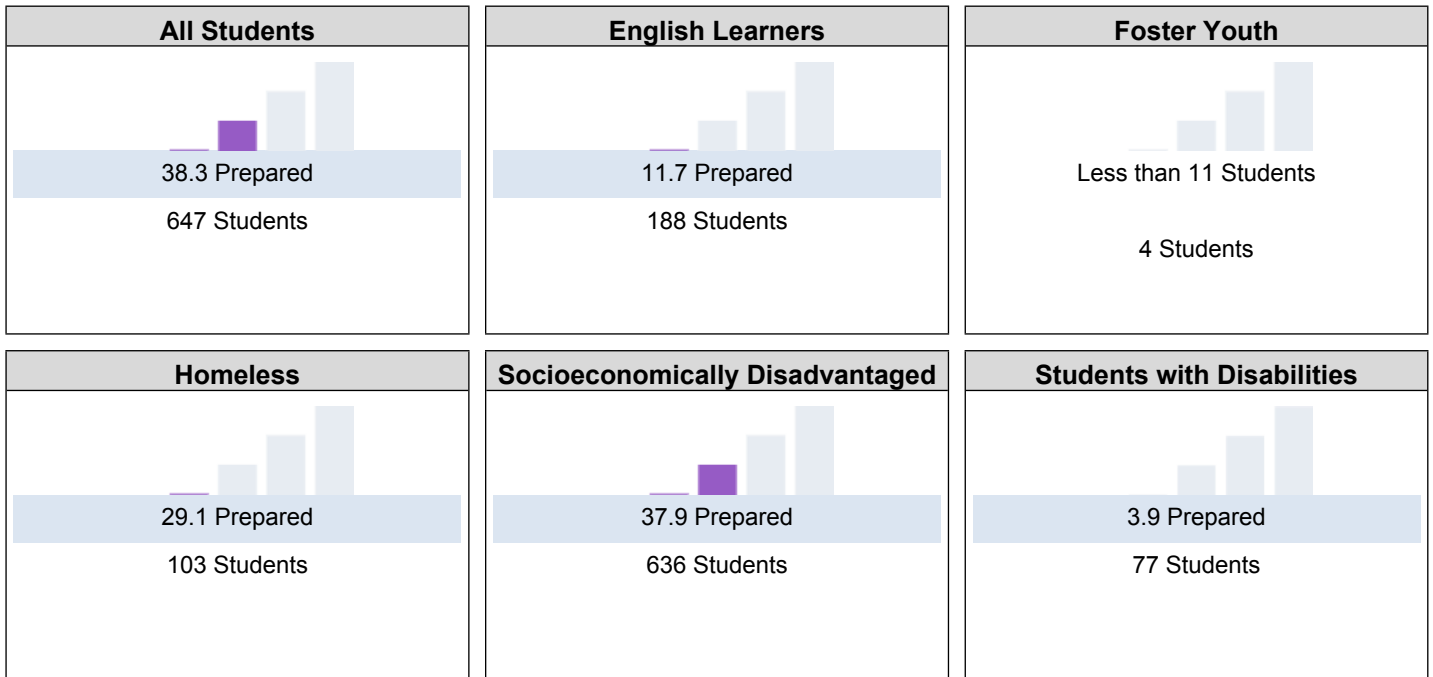


This section provides number of student groups in each level.

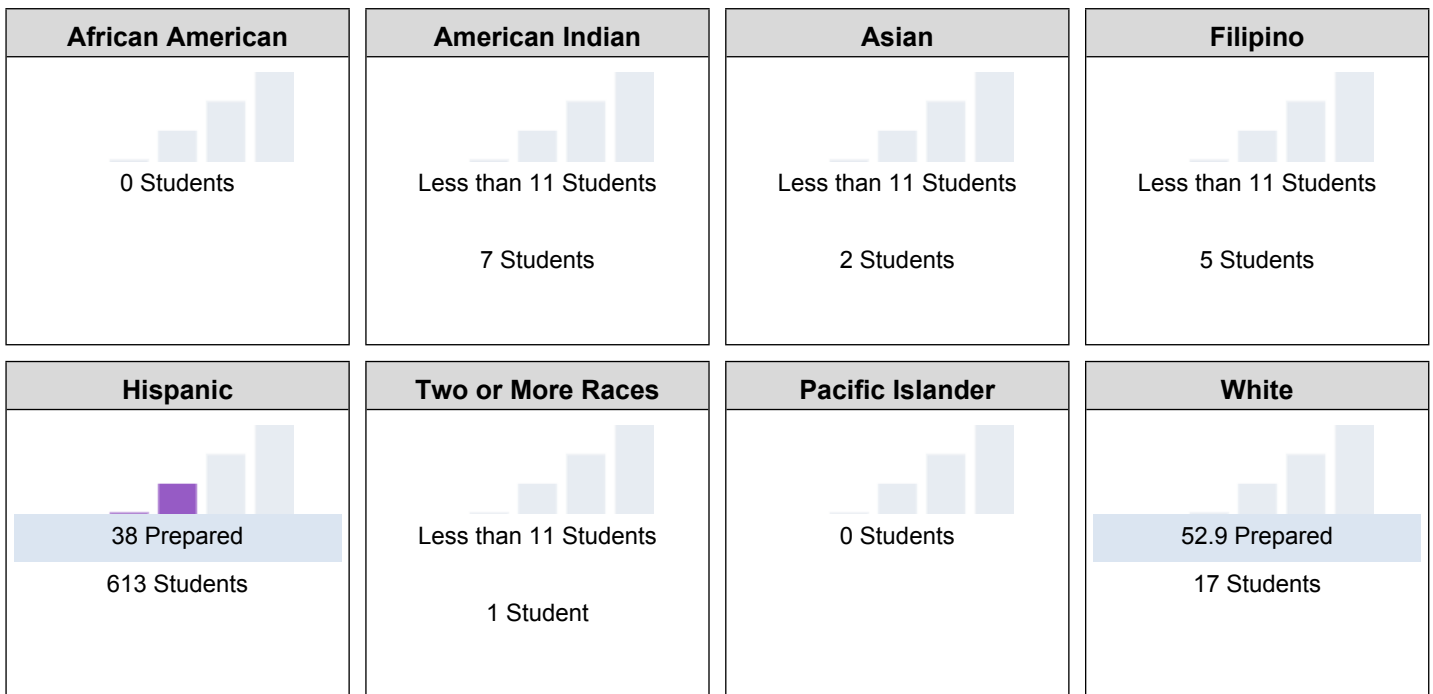


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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

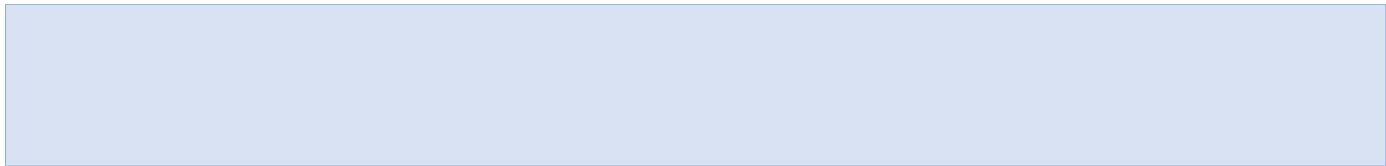


2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

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



School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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.



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								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
 No Performance Color 0 Students								
Foster Youth								
 No Performance Color 0 Students								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Homeless</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Students with Disabilities</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Students with Disabilities	 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

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

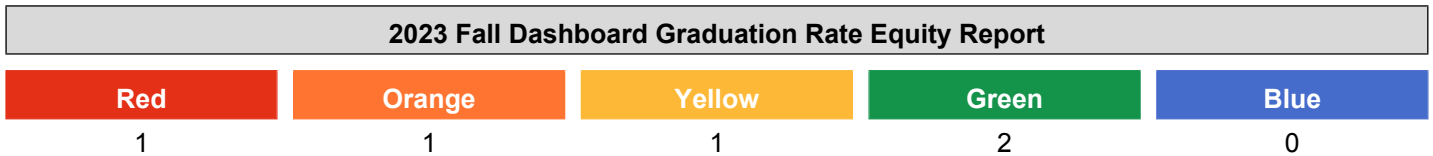
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 89.6% graduated Increased 1.1 653 Students	English Learners  Yellow 76.7% graduated Increased 3.2 193 Students	Foster Youth Less than 11 Students 4 Students
Homeless  Orange 72.9% graduated Decreased -2.1 107 Students	Socioeconomically Disadvantaged  Green 89.9% graduated Increased 1.5 642 Students	Students with Disabilities  Red 61.5% graduated Decreased Significantly -12.2 78 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 7 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 89.8% graduated Increased 1.6 619 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	88.2% graduated 17 Students

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

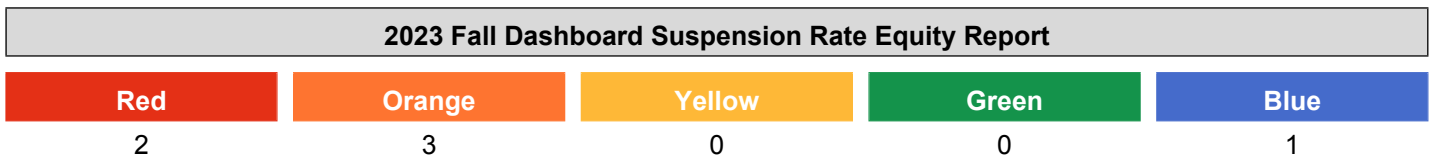
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 5.7% suspended at least one day Increased 1.6 3343 Students	English Learners  Red 8.6% suspended at least one day Increased Significantly 3.2 755 Students	Foster Youth 20.8% suspended at least one day Increased 9.7 24 Students
Homeless  Orange 7.9% suspended at least one day Increased 2.6 595 Students	Socioeconomically Disadvantaged  Orange 5.8% suspended at least one day Increased 1.6 3131 Students	Students with Disabilities  Red 10.2% suspended at least one day Increased Significantly 3.1 442 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 7 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 12 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 12 Students</p>	<p>15.4% suspended at least one day</p> <p>Increased 15.4 26 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Orange</p> <p>5.7% suspended at least one day</p> <p>Increased 1.6 3217 Students</p>	<p>Less than 11 Students 7 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Blue</p> <p>0% suspended at least one day</p> <p>Declined -4.2 62 Students</p>

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Common Core Instructional Programs

Challenge and support all students to demonstrate proficiency in the Common Core State and other state adopted standards, acquire the knowledge and skills to be successful and prepared to continue their education, and be successful in transitioning to a meaningful career.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote all student achievement, particularly for low income, foster youth, English learner students, and students with disabilities, emphasizing standards-based instruction and targeted support to meet the desired outcomes by 2024 (board Goal)

Identified Need

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

Williams Act - The District will ensure that textbooks and instructional materials are adequately provided. For the 2023/2024 school year there were no findings. The District will maintain its standard to employ teachers with the correct credentials and that they are appropriately assigned.

California Assessment of Student Performance and Progress (CAASPP) Smarter Balance Assessment Consortium (SBAC) Data had been suppressed due to COVID precautions for the school year 2022/2023 in English and Math by the California Department of Education. In the fall of 2023 we received data from the prior spring's testing. It seemed the impact from COVID still lingered as indicators continued to show that SMHS lingers below state averages in SBAC ELA, SBAC Math, CAST science, and A-G completion. SMHS exceeds state averages in Graduation Rates and Suspension/Expulsion rates. We also were above state averages and led the district in students applying for, and being accepted into UC/CSU colleges.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College/Career Readiness	Currently 21.5% of 11th grade students are Prepared for College/Careers.	Increase College/Career Readiness by 5% from 30% to 35%.
SBAC ELA	44.73%	49%
SBAC Math	24.31%	29%
SBAC ELA - Students with Disabilities	0.0%	6%
SBAC Math - Students with Disabilities	0.0%	6%
SBAC ELA - English Learners	7.26%	12%
SBAC - Math English Learners	1.61%	6%
SBAC ELA - Foster Youth	0.0%	6%

SBAC Math - Foster Youth	0.0%	6%
SBAC ELA - Low Income	44.25%	49%
SBAC MATH - Low Income	22,98%	28%
EAP Exceeding Standards ELA	10.94%	14%
EAP Conditionally	33.79%	38%
EAP Exceeding Standards Math	7.45%	12%
EAP Math Conditionally	16.86	22%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>The Common Core State Standards for Math and English are to be supported throughout the district in developing student learning environments that prepare students to be college and career-ready. Science standards will be supported in planning and developing the Curriculum and attending NGSS Rollouts. The Social Studies Departments must be supported in implementing the new curriculum and instruction with the new Social Studies Framework and Rollouts.</p> <p>Continue teacher/tutors to assist online credit recovery programs with after-school staff. (amount source line 1) OTCR teacher and materials</p> <p>Provide instructional materials and supplemental support to the classroom. (materials) (amount source line 2) Supplemental classroom materials</p>	1.1 ALL	<p>Other</p> <p>18,000 Title I</p> <p>5,000 Title I</p> <p>0</p>
1.2	<p>Classroom Support</p> <p>(amount source line 1) Provide professional development according to the WASC action plan, as well as substitute teachers, CTE, and Common Core—contract consultants to address Professional Learning Communities and the development of Response to Intervention.</p>	1.2 Provide training that supports essential elements of successful Professional Learning Communities (PLC). Teachers will have the opportunity to attend PLC conferences, work on CFAs, lesson planning, content unit development, performance task, and professional dialogue.	<p>15,000 Title I</p> <p>0</p>
1.3	<p>The site school will provide students with motivational opportunities, including guest speakers and additional tutoring opportunities.</p> <p>Provide Student Peer Tutor Support (amount source line 1)</p>	1.3 The school will provide opportunity for students to receive assistance through motivational opportunities including guest speakers and	<p>10,000 Title I</p> <p>12,600 Title I</p>

	<p>Provide morning Intervention hours paid through EWRs to allow intervention opportunities for students before school (7:30-8:30M) (amount source line 2)</p> <p>Provide students with motivational opportunities, including guest speakers, alumni guest speakers, and additional opportunities to receive tutoring assistance. (amount source line 3)</p>	<p>additional opportunities to receive tutoring assistance.</p>	<p>8,000 Title I</p> <p>Other</p>
1.4			Materials.

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The professional development provided to improve teacher instruction and strategies have put SMHS on the continuous path of improvement. The extra sections of math, now afforded by LCAP instead of our site Title One funds, have allowed students to take 5 courses of math in their 4 years in high school, which allows them to reach Calculus which is a critical indicator for college acceptances.

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

We significantly reduced expenses in this area from previous years since many of these services are no longer on site funds, but on district funds. We are reducing the amount of money spent on professional development as our staff becomes less dependent on outside consultants and relies on Orenda to keep our PLC processes moving forward.

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.

None

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Create a respectful and caring culture that supports positive relationships among all stakeholders.

Create a culture of respect and caring among students, staff, parents, and school community that results in maximized learning, a peaceful campus, and a satisfied school community in their high school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Create a respectful and caring culture that supports positive relationships, promotes school connectedness, and a positive school climate for all stakeholders.

Identified Need

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

The School Site has identified a need to increase parent involvement. Our school's Title One funds are utilized to provide a variety of parent engagement through our ELAC, SSC, SDM, and Un Cafecito meetings.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student School Climate	43%	3%
School Student Belonging	33%	2%
Student School Engagement	23%	6%
Family School Climate	60%	7%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Develop programs for parent training.</p> <p>Provide parent training on using AERIES.net, CANVAS, Parent Essential Standards Training, and other resources for parent involvement.</p> <p>Provide access and support for stakeholder meeting participation (amount source line 1) Provide additional hours for staff (ELAC, Un Cafecito, etc.)</p>	<p>2.1 Parent engagement plays a critical role in student learning outcomes. Parents engagement programs offered in the district provide parents with the experience of advocating for all students through a learning partnership engaging parents in their</p>	<p>0 Other 3,000 Title I</p>

		student's education and a voice of parent leadership. Parents' leadership supports and builds trust as a community, reflected through parent surveys accountable and shared with all stakeholders	
2.2	<p>Provide parent classes regarding graduation requirements, A-G requirements, FAFSA application completion, and College application completion.</p> <p>Provide extra hours for classified to prepare presentations addressing essential topics for parents. (amount source line 1) Extra hours for classified to prepare presentations for parent engagement and materials.</p> <p>Provide extra hours for classified to provide parent meetings set up (ELAC, Un Cafecito, etc.) (amount source line 2) Extra hours for classified staff set up (ELAC, Un Cafecito, etc.)</p>	2.2 SMHS will develop programs for parent trainings and adult partnerships to engage and empower parents to actively engage in their students education.	<p>3,000 Title I</p> <p>4,000 Title I</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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Parent involvement has been a strength of our school and one of the guiding forces for school improvement.

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

This year we are decreasing the monies for Aeries and Canvas parent training since the parent Family and Community Engagement.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Strengthen the quality for career education programs and services.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

A-G Completion - The percent of students successfully completing A-G courses for the past two years has lingered at approximately 35%. There is a need to increase the number of students completing the A-G requirement with the State's average over 50%.

The SMHS has identified the need to increase the percentage of students successfully passing an Advanced Placement Exam with a score of "3" or higher.

AVID Enrollment - Santa Maria High School's current student enrollment in AVID is 9.0%. The District has identified the need to increase the participation of students in AVID.

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide opportunities for students to visit college campuses throughout SMHS student's high school careers. (amount source line 1) Transportation, organization wages, speakers, and substitute teachers are necessary for college campus	3.1 College campus visits and field trips.	20,000 Title I Other

	visits/field trips, including refreshments and food for students.		
3.2	Provide Student Agendas for students' organizational and motivational purposes. (amount source line 1) Student agendas for all SMHS students	3.2 Student Agendas	10,000 Title I
3.3	Increase participation in student mentoring programs. (amount source line 1) Link Crew and targeted assistance for all incoming 9th-graders orientation program. Provide supplemental articulation and registration assistance for students as they transition from 8th grade to 9th grade. (amount source line 2) Coordinate and promote articulation between 8th and 9th-grade transition.	3.3 The School Site will provide funding to support an increase in Student Academic Activities. To accomplish this, the school site will implement the Link Crew Program, cultural awareness/proficiency, transportation, motivational speakers, equipment/maintenance,	4,000 Title I 4,000 Title I
3.4	Provide funds for activities that promote academic success (amount source line 1) Materials for activities (Career Fair, Cal Poly Math Academy, Elective Fair, HEW, etc.)	3.4 Provide time and materials for activities such as Career Fair, Cal Poly Math Academy, Elective Fair, and Higher Education Week (HEW)	4,000 Title I
3.5	Provide additional opportunities for students to study in a productive environment. Allow the library to be open at night to assist students with academic achievement. (amount source line 1) extra hours for supervision staff to work in the library assisting students.	3.5 All	0 Other Other
3.6	Add printers on campus for student use. Provide additional facilities for students to print assignments and documents. (amount source line 1) Extra printers on campus for student use, paper and tone included Provide funds to promote participation in extra-curricular activities further. (amount source line 2) Club advertising, copies, paper, supplies	3.6 All SMHS Students	2,000 Title I 2,000 Title I

	Provide funds for SPED and EL students' field trips other than those on college campuses. (amount source line 3) Transportation, staff EWRs, field trip registration, etc		
3.7			2,000 Title I

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Over the past 6 years we have established 14 career pathways for students at SMHS. This has led to a steep increase in the number of completers each year.

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

We would like to explore improving the number of pathways on our campus to include more that will lead more directly towards a vocation in our community or that will give graduates from SMHS an employment advantage when applying for competitive positions.

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.

Counselors now lead every student through there four year plan to include completing a pathway.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$126,600.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$126,600.00

Subtotal of additional federal funds included for this school: \$126,600.00

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

State or Local Programs	Allocation (\$)
	\$0.00
Other	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$126,600.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Basic Grants Low-Income and Neglected	350,000.00	350,000.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Other	0.00
Title I	126,600.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Other	0.00
	Title I	126,600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	68,600.00
Goal 2	10,000.00
Goal 3	48,000.00

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

Name of Members	Role
Steve Campbell	Principal
Adrian Salazar	Classroom Teacher
Karen Draper	Classroom Teacher
Ricardo Valencia	Classroom Teacher
Margarita Franco Guillen	Other School Staff
Monica Garcia	Other School Staff
Evelin Diaz	Parent or Community Member
Carolina Camacho	Parent or Community Member
Josie Suarez	Parent or Community Member
Salvador Santos Maldonado	Parent or Community Member Secondary Student
Lizzette Gomez Bautista	Secondary Student
Mickala McFarland	Secondary Student
Osiel Jimenez Florez	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on June 12, 2018.

Attested:

Principal, Steve Campbell on

SSC Chairperson, Adrian Salazar on

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023