

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Maria High School	42-69310-4236030	May, 08, 2023	

Purpose and Description

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

Schoolwide Program

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

The 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.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	4
Educational Partner Involvement	7
Resource Inequities	7
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	11
ELPAC Results	15
Student Population.....	18
Overall Performance	20
Academic Performance	22
Academic Engagement	28
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	38
Goal 3.....	41
Budget Summary	46
Budget Summary	46
Other Federal, State, and Local Funds	46
Budgeted Funds and Expenditures in this Plan	47
Funds Budgeted to the School by Funding Source.....	47
Expenditures by Funding Source	47
Expenditures by Budget Reference	47
Expenditures by Budget Reference and Funding Source	47
Expenditures by Goal.....	47
School Site Council Membership	48
Recommendations and Assurances	49
Instructions.....	50
Instructions: Linked Table of Contents.....	50

Purpose and Description51

Educational Partner Involvement51

Resource Inequities51

Goals, Strategies, Expenditures, & Annual Review52

Annual Review53

Budget Summary54

Appendix A: Plan Requirements56

Appendix B:59

Appendix C: Select State and Federal Programs61

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parent, teacher and student input, according to the last WASC report, has lead to the conclusion that the Santa Maria High School must continue to focus on standards based academic instruction while offering multiple opportunities to succeed through various tutoring and intervention programs. These student support services will continue to expand as needed to meet student needs. The focus is on ALL students with a specific emphasis on ELD and SPED students in order to improve the academic success of those subgroups.

Classroom Observations

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

Classroom observations are made as part of the teacher evaluation process as well as informal "walk throughs" by administrators periodically. Also, PLC groups routinely arrange peer classroom observations to share best practices among one another.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

- SMHS has implemented early out Collaboration Schedule since 2018-19 school year, every Monday morning is devoted to department time and staff meetings.

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

SBAC tests will be used to adjust instruction and provide remediation for English and Math. CFA's in all departments are also used to adjust instruction on an ongoing basis.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are Highly Qualified.

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

All teachers have access to instructional materials as indicated by successful annual William's Act Audits. The Common Core standards are implemented and ongoing.

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

The district has provided sections for teacher on special assignment to do much of the alignment work. These TOSA hours are complemented by an additional section in math, ELA, and science to further provide time for this valuable work.

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

Teachers are provided multiple opportunities for professional development, through conferences, weekly collaboration opportunities, and has begun to implement onsite content experts TOSA's to further aid the collaboration (PLC) process.

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

Course alike teachers meet during late start Mondays.

Teaching and Learning

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

Curriculum guides have been developed for 23 strategic courses involving all of our departments through weekly collaboration time as well as extra work requests (EWR's) funded by title one funds. Also EWRs have been provided to align curriculum to common core and NGSS standards.

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

N/A

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

N/A

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

The District Office provides the high school standards-aligned or researched-based textbooks. All textbooks are standards based. Intervention materials are available for students as needed.

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

N/A

Opportunity and Equal Educational Access

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

SMHS offers after school tutoring, AVID and intervention classes in Math and ELA. Additional support staff includes School Psychologists, a Community Liaison Specialist, an SB65 Coordinator, a School Nurse, an Intervention Crisis Specialist, a Speech Therapist, a Special Ed Coordinator, a Health Technician, eight Counselors and two Guidance Technicians, Fighting Back Santa Maria, and Youth and Family Services. In addition, the district began implementing a credit recovery program beginning in November of 2009.

Evidence-based educational practices to raise student achievement

SMHS has an evidence-based educational practice run by the implementation of professional learning communities where teachers weekly meet to collaborate, share data from common assessments with the intent of improving instruction/student achievement.

Parental Engagement

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

Santa Maria High School has a Student Success Team (SST) and 504 plans. Intervention classes are available during the regular school day in ELA, Reading, Math, and ELD.

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

The School Site Council, Shared Decision Making, ELAC, and Un Cafecito meetings are open to the parents and community. Parent are encouraged to attend these meetings, which are held throughout the school year.

Funding

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

Some of the services provided by categorical funds are listed below:

- Parent meetings to educate parents about school resources and student achievement
- Grade level Parent Nights
- Tutoring provided through Tutor.com
- Link Crew is a freshmen orientation program provided for incoming ninth graders. Though the main purpose is to connect 9th graders to an upper classman for support, the program also provides an overview of what to expect in high school. It also focuses on rules and regulations, A-G requirements, graduation requirements and services available to students.
- Additional sections of math acceleration
- Testing scholarships for students wanting to take PSAT, AP, or SAT tests
- Teachers on Special Assignment (TOSA's)

Staff development is available to staff in the following areas:

- PLC's
- Technology
- Common Core
- Student Success

Fiscal support (EPC)

District Office provides fiscal support. Substantial support comes from the DO in the form of LCFF funding, Title III, and Title II, in addition to the Site Title I funding allocated.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 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.

With our student body being more than 80% qualified for free and reduced lunch, and nearly 82% 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.38%	0.4%	0.41%	11	13	13
African American	0.38%	0.2%	0.25%	11	7	8
Asian	0.35%	0.3%	0.38%	10	10	12
Filipino	1.04%	0.8%	0.82%	30	26	26
Hispanic/Latino	95.06%	95.9%	95.95%	2,754	2,956	3057
Pacific Islander	0.07%	0.1%	0.06%	2	2	2
White	2.11%	1.8%	1.85%	61	55	59
Multiple/No Response	0.31%	0.2%	0.09%	9	5	3
Total Enrollment				2,897	3,081	3186

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	803	856	830
Grade 10	801	776	858
Grade 11	695	761	744
Grade 12	598	688	754
Total Enrollment	2,897	3,081	3,186

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	768	789	671	26.5%	25.60%	21.1%
Fluent English Proficient (FEP)	1,766	1,953	2175	61.0%	63.40%	68.3%
Reclassified Fluent English Proficient (RFEP)	49	40		6.8%	5.1%	

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	531	752	717	512	0	648	512	0	621	96.4	0.0	90.4
All Grades	531	752	717	512	0	648	512	0	621	96.4	0.0	90.4

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2556.		2512.	10.94		6.92	33.79		21.42	27.73		28.34	27.54		43.32
All Grades	N/A	N/A	N/A	10.94		6.92	33.79		21.42	27.73		28.34	27.54		43.32

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	12.75		10.44	51.37		60.27	35.88		29.29
All Grades	12.75		10.44	51.37		60.27	35.88		29.29

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	21.22		9.47	56.19		42.98	22.59		47.54
All Grades	21.22		9.47	56.19		42.98	22.59		47.54

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	7.84		6.55	68.43		71.43	23.73		22.02
All Grades	7.84		6.55	68.43		71.43	23.73		22.02

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	19.65		9.54	56.19		66.45	24.17		24.01
All Grades	19.65		9.54	56.19		66.45	24.17		24.01

2019-20 Data:

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

Conclusions based on this data:

1. The comparison between the 2017-18 and 2018-19 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 towards the effectiveness of our campus strategies. There have been a great deal 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 2022 testing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	530	752	717	510	0	663	510	0	654	96.2	0.0	92.5
All Grades	530	752	717	510	0	663	510	0	654	96.2	0.0	92.5

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2545.		2500.	7.45		2.75	16.86		8.87	26.67		24.16	49.02		64.22
All Grades	N/A	N/A	N/A	7.45		2.75	16.86		8.87	26.67		24.16	49.02		64.22

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	16.11		5.05	26.92		38.44	56.97		56.51
All Grades	16.11		5.05	26.92		38.44	56.97		56.51

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	7.27		3.67	47.15		59.48	45.58		36.85
All Grades	7.27		3.67	47.15		59.48	45.58		36.85

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	12.35		4.28	53.92		64.37	33.73		31.35
All Grades	12.35		4.28	53.92		64.37	33.73		31.35

2019-20 Data:

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

Conclusions based on this data:

1. The comparison between the 2017-18 and 2018-19 data points show a moderate increase in the overall performance between the two cohorts of students achieving "% above standards". There have been a great deal of 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

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	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
Grade 9		1529.5		1527.2		1531.2		203
Grade 10		1521.2		1510.6		1531.3		184
Grade 11		1521.4		1505.8		1536.5		134
Grade 12		1530.7		1514.5		1546.4		110
All Grades								631

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	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
9		9.33		34.72		32.12		23.83		193
10		10.34		31.61		26.44		31.61		174
11		9.68		27.42		29.03		33.87		124
12		17.31		20.19		26.92		35.58		104
All Grades		11.09		29.75		28.91		30.25		595

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	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
9		27.98		33.68		20.21		18.13		193
10		22.99		35.06		18.39		23.56		174
11		28.23		24.19		19.35		28.23		124
12		27.88		28.85		10.58		32.69		104
All Grades		26.55		31.26		17.82		24.37		595

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	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21

9		3.11		20.21		34.20		42.49		193
10		2.87		16.09		37.93		43.10		174
11		1.61		13.71		39.52		45.16		124
12		4.81		18.27		37.50		39.42		104
All Grades		3.03		17.31		36.97		42.69		595

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	
9		5.21		65.10		29.69			192
10		4.07		59.88		36.05			172
11		1.63		58.54		39.84			123
12		0.97		57.28		41.75			103
All Grades		3.39		60.85		35.76			590

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	
9		63.02		19.27		17.71			192
10		53.18		23.12		23.70			173
11		48.39		25.00		26.61			124
12		55.34		15.53		29.13			103
All Grades		55.74		20.95		23.31			592

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	
9		7.25		39.90		52.85			193
10		7.51		43.35		49.13			173
11		2.46		40.98		56.56			122
12		10.58		43.27		46.15			104
All Grades		6.93		41.72		51.35			592

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
9		2.09		72.77		25.13		191
10		0.58		61.99		37.43		171
11		13.82		60.16		26.02		123
12		14.56		51.46		33.98		103
All Grades		6.29		63.27		30.44		588

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
3,186	86.6	21.1	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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	671	21.1
Foster Youth	15	0.5
Homeless	442	13.9
Socioeconomically Disadvantaged	2,758	86.6
Students with Disabilities	429	13.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	0.3
American Indian	13	0.4
Asian	12	0.4
Filipino	26	0.8
Hispanic	3,057	96.0
Two or More Races	3	0.1
Pacific Islander	2	0.1
White	59	1.9

Conclusions based on this data:

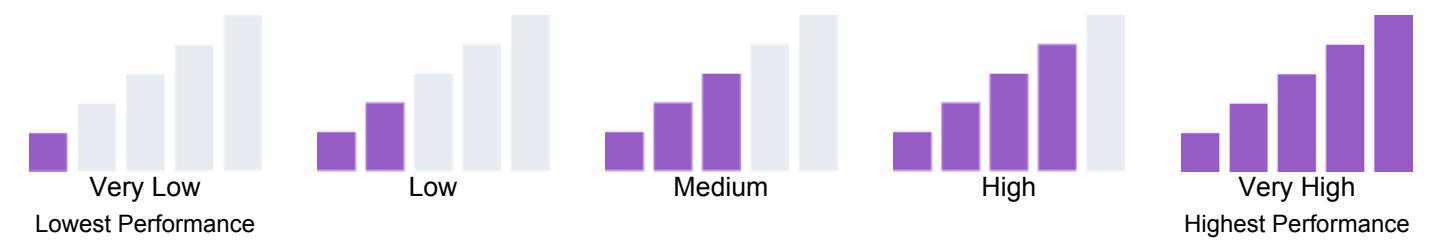
1. Based on the data above, our targeted student populations are the English learners, foster youth, and socioeconomically disadvantage youth.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

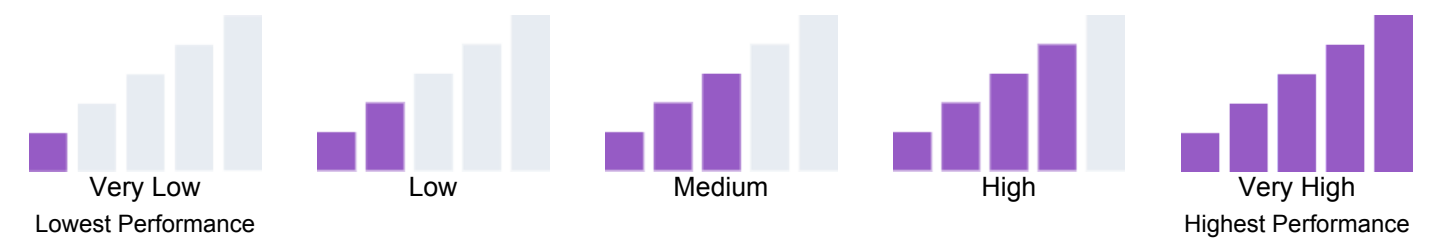
1. In reviewing the data, the focus will continue the school's performance for English language arts and Mathematics.

School and Student Performance Data

Academic Performance English Language Arts

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

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



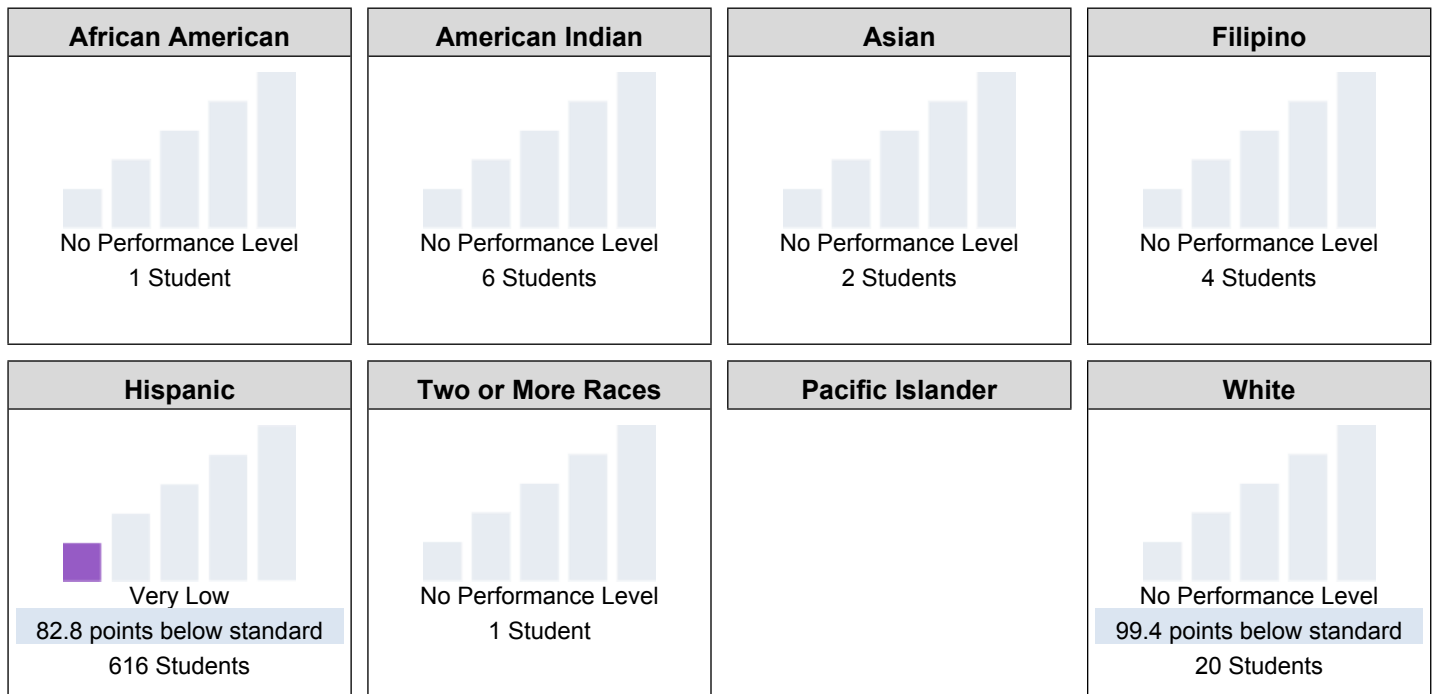
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
5	0	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div><p>Very Low</p><p>83.0 points below standard</p><p>653 Students</p></div>	<div>English Learners</div> <div><p>Very Low</p><p>161.3 points below standard</p><p>218 Students</p></div>	<div>Foster Youth</div> <div><p>No Performance Level</p><p>5 Students</p></div>
<div>Homeless</div> <div><p>Very Low</p><p>100.4 points below standard</p><p>78 Students</p></div>	<div>Socioeconomically Disadvantaged</div> <div><p>Very Low</p><p>84.3 points below standard</p><p>632 Students</p></div>	<div>Students with Disabilities</div> <div><p>Very Low</p><p>175.6 points below standard</p><p>71 Students</p></div>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
191.5 points below standard 104 Students	133.9 points below standard 114 Students	81.8 points below standard 66 Students

Conclusions based on this data:

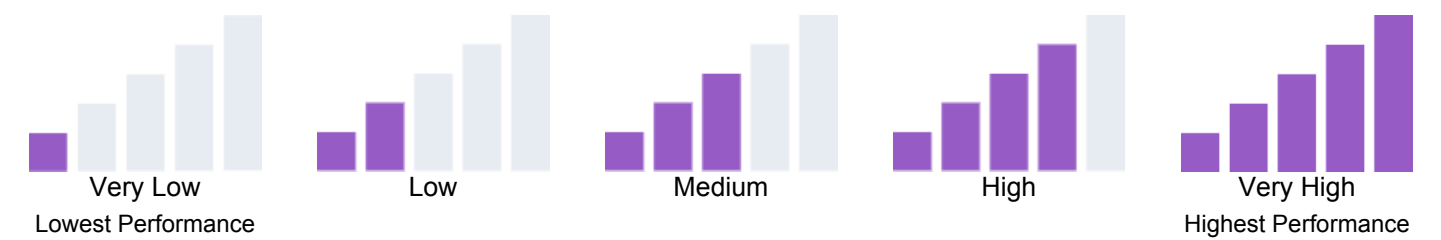
1. This schools focus for academic's performance for the English language arts will be to provide support for English Language Learners, students with disabilities, homeless students, and socioeconomic disadvantage students.

School and Student Performance Data

Academic Performance Mathematics

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

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



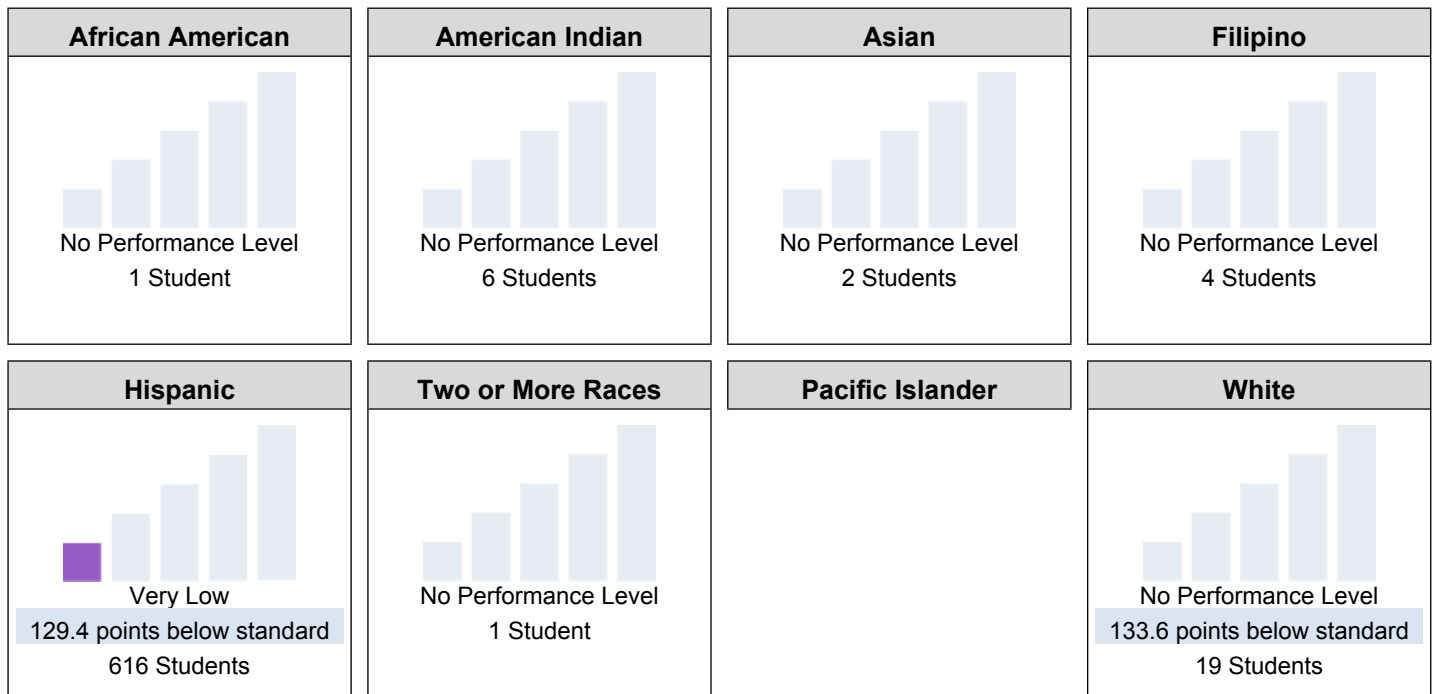
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
5	0	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div>Very Low</div> <div>129.4 points below standard</div> <div>652 Students</div>	<div>English Learners</div> <div>Very Low</div> <div>208.3 points below standard</div> <div>218 Students</div>	<div>Foster Youth</div> <div>No Performance Level</div> <div>5 Students</div>
<div>Homeless</div> <div>Very Low</div> <div>151.5 points below standard</div> <div>79 Students</div>	<div>Socioeconomically Disadvantaged</div> <div>Very Low</div> <div>130.4 points below standard</div> <div>631 Students</div>	<div>Students with Disabilities</div> <div>Very Low</div> <div>227.1 points below standard</div> <div>72 Students</div>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
225.0 points below standard 105 Students	193.3 points below standard 114 Students	147.8 points below standard 66 Students

Conclusions based on this data:

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

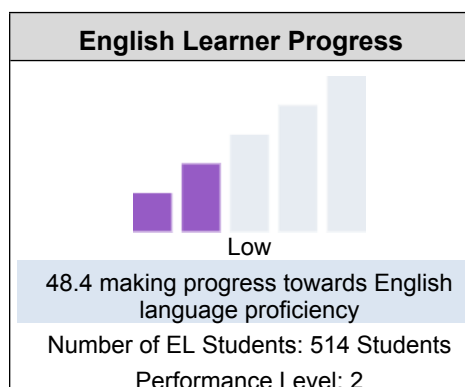
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.1%	40.5%	0.0%	48.4%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

1. 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

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High

High

Medium

Low

Very Low

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

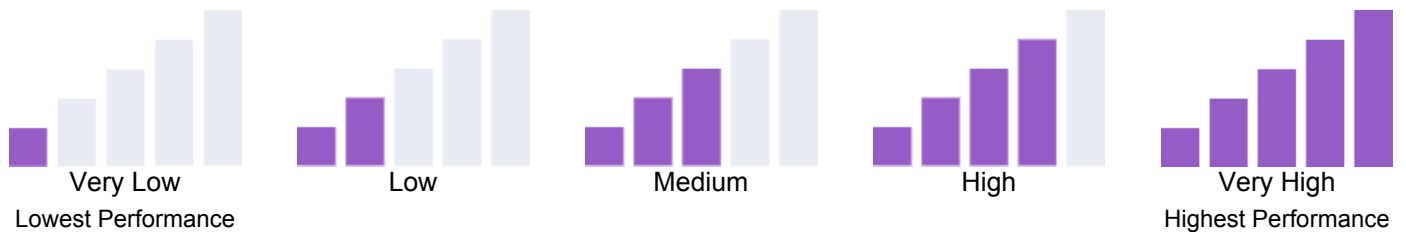
Conclusions based on this data:

1. 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

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



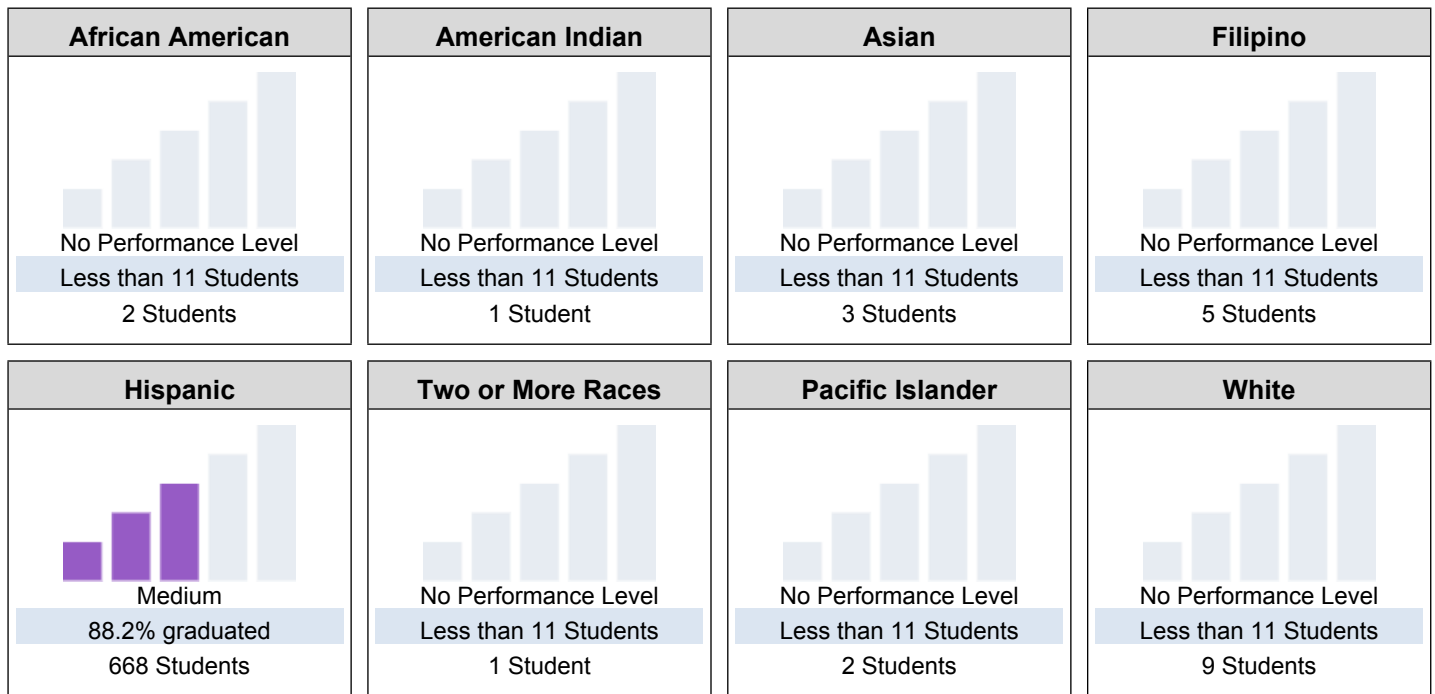
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	3	2	0	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>Medium</p> <p>88.4% graduated</p> <p>692 Students</p>	<p>Low</p> <p>73.4% graduated</p> <p>192 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Low</p> <p>75% graduated</p> <p>96 Students</p>	<p>Medium</p> <p>88.3% graduated</p> <p>677 Students</p>
Students with Disabilities				
<p>Low</p> <p>73.7% graduated</p> <p>99 Students</p>				

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

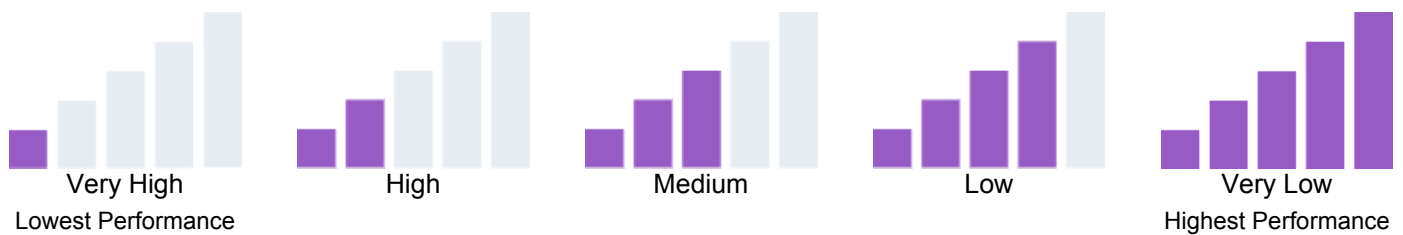
1. Our overall graduation rate is marked as green at 91.4% and increased from the previous year. Within that are some subgroups (students with disabilities, English learners, and homeless) that are ranked as either yellow, orange or red. This has led to conversations regarding the tactics we are currently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

School and Student Performance Data

Conditions & Climate Suspension Rate

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

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



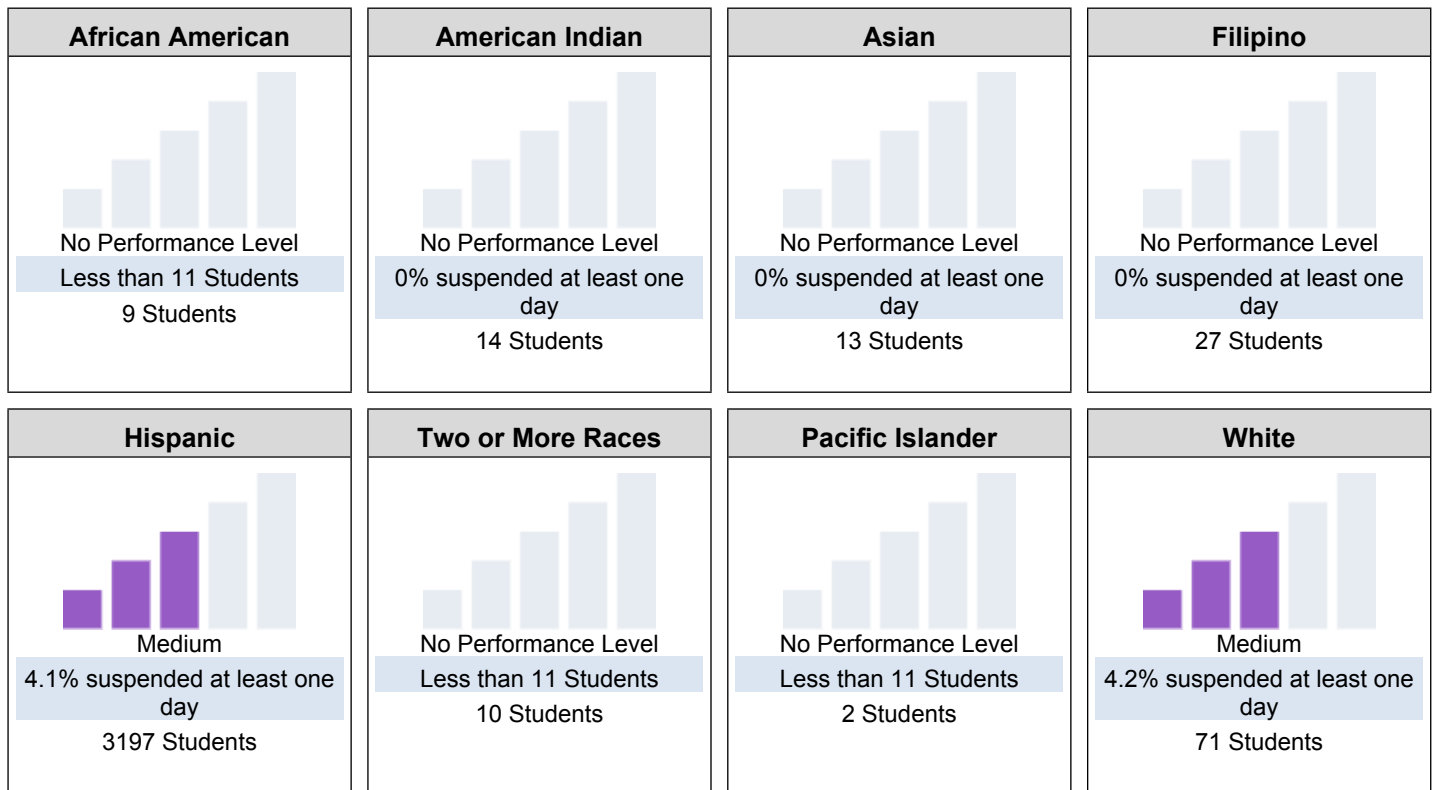
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	1	5	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students <p>Medium</p> <p>4.1% suspended at least one day</p> <p>3343 Students</p>	English Learners <p>Medium</p> <p>5.4% suspended at least one day</p> <p>773 Students</p>	Foster Youth <p>No Performance Level</p> <p>11.1% suspended at least one day</p> <p>27 Students</p>
Homeless <p>Medium</p> <p>5.3% suspended at least one day</p> <p>487 Students</p>	Socioeconomically Disadvantaged <p>Medium</p> <p>4.2% suspended at least one day</p> <p>3189 Students</p>	Students with Disabilities <p>High</p> <p>7.1% suspended at least one day</p> <p>450 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



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 Subject

Common Core Instructional Programs

LEA/LCAP Goal

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)

Goal 1

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.

Identified Need

Williams Act - The District will assure that textbooks and instructional materials are adequately provided. For the school year 2020/2021 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 has been suppressed due to COVID precautions for the school year 2019/2020 in English and Math by the California Department of Education. Though lacking new data in SBAC as well as CAST for the science tests, indicators still show that SMHS still 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

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%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

1.1 ALL

Strategy/Activity

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 are to be supported in the implementation of the new curriculum and instruction with the new Social Studies Framework and Rollouts.

Provide supplemental intervention sections for incoming students in algebra-geometry (amount source line 1) Three additional sections of algebra-geometry (plus materials)

Continue teacher/tutors to assist online credit recovery programs with after-school staff. (amount source line 2) OTCR teacher and materials

Provide instructional materials and supplemental support to the classroom. (materials) (amount source line 3) Supplemental classroom materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

50,000	Title I
18,000	Title I
5,000	Title I
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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.

Strategy/Activity

Classroom Support

(amount source line 1)

Provide Professional Development according to the WASC action plan, substitute teachers, CTE, and Common Core. Contract consultants to address Professional Learning Communities and the development of Response to Intervention, including Sarah Schuhl.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	Title I
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

1.3 The school will provide opportunity for students to receive assistance through motivational opportunities including guest speakers and additional opportunities to receive tutoring assistance.

Strategy/Activity

Site school will provide opportunities for students to receive assistance through motivational opportunities including guest speakers and additional opportunities to receive tutoring assistance.

Provide Student Peer Tutor Support
(amount source line 1)

Provide morning Intervention hours paid through EWRs to allow intervention opportunities for students before school (7:30-8:30M)
(amount source line 2)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I
12,600	Title I
0	Title I
0	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Materials.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The professional development provided to improve teacher instruction and strategies has put SMHS on a continuous path of improvement. The extra sections of math 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 acceptance. The tutoring services have become free by our contracting with Tutor.com which is paid for by district LCFF funds. And the OTCR funds have allowed hundreds of students to regain credits after having failed a class. The largest portion of the expenses under this goal is towards professional development. The 15,000 line item will include week-long visits from Sarah Schuhl.

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

We significantly reduced expenses in this area from previous years as our tutoring services are no longer on site funds, and we are reducing the amount of money spent on professional development as our staff becomes less dependent on outside consultants 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 Subject

English Learners

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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 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

Strategy/Activity

Develop programs for parent training.

Provide parent training on the use of AERIES.net, CANVAS, Parent Essential Standards Training, and other resources for parent involvement.

(amount source line 1) Extra hours for classified employees to provide parent training and materials

Provide access and support for stakeholder meeting participation

(amount source line 2) Provide extra hours for classified to provide parent meetings set up (ELAC, Un Cafecito, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

12,000

Title I

3,000

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

2.2 SMHS will develop programs for parent trainings and adult partnerships to engage and empower parents to actively engage in their students education.

Strategy/Activity

Provide parent classes regarding graduation requirements, A-G requirements, FAFSA application completion, and College application completion

(amount source line 1) Provide extra hours for classified to prepare presentations addressing topics deemed essential for parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,000

Title I

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

Briefly 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 increasing the amount of money we are spending on parent involvement/training. We have increased the amount to be spent in this area by an additional \$6000.

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 Subject

All SMHS students

LEA/LCAP Goal

Goal 3

Strengthen school-wide support systems, processes and practices that support student learning.

Identified Need

A-G Completion - The percent of students successfully completing A-G courses for the past two years is about 38%. There is a need to increase the number of students completing the A-G requirement with the State's average of 50.1%.
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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

3.1 College campus visits and field trips.

Strategy/Activity

Provide opportunities for students to visit college campuses throughout an SMHS student's high school career.

(amount source line 1) Transportation, organization wages, speakers, and substitute teachers that will be necessary for college campus visits/field trips,

Provide Field trip opportunities

(amount source line 2) Transportation, refreshments, food, EWA time for organization of field trips

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,000

Source(s)

Title I

3,000

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

3.2 Student Agendas

Strategy/Activity

Provide Student Agendas for students for organizational and motivational purposes.

(amount source line 1) Student agendas for all SMHS students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12,000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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,

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000

Source(s)

Title I

4,000

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

3.4 Provide time and materials for activities such as Career Fair, Cal Poly Math Academy, Elective Fair, and Higher Education Week (HEW)

Strategy/Activity

Provide funds for activities that promote academic success

(amount source line 1) Materials for activities (Career Fair, Cal Poly Math Academy, Elective Fair, HEW)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

3.5 All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Title I

None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

3.6 All SMHS Students

Strategy/Activity

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 further promote participation in extra-curricular activities.
(amount source line 2) Club advertising, copies, paper, supplies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Title I

2,000	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	Title I
--	---------

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The Title One funds spent under this goal are budgeted to make the student, especially the new student to SMHS, oriented, connected, and set up for success. Articulation with our feeder middle schools, career fairs, registration nights, and student agendas are all instruments used to have students present, comfortable, oriented, and prepared for success from their first day of school forward.

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$170,600.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$170,600.00

Subtotal of additional federal funds included for this school: \$170,600.00

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

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

Total of federal, state, and/or local funds for this school: \$170,600.00

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
Title I	170,600.00

Expenditures by Budget Reference

Budget Reference	Amount
	62,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	Title I	108,600.00
	Title I	62,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	100,600.00
Goal 2	18,000.00
Goal 3	52,000.00

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
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 process.

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019