School Year: **2024-25**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Monica Alternative School House (SMASH) K-8	19-64980-6093538	5.8.2024	6.29.23

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.

In order for all students to be ready for college and careers, we are focusing on helping students show flexibility of math thinking by knowing 2 ways to solve each contextualized math problem. This flexible thinking as well as fluent and accurate calculation strategies will move struggling mathematicians towards proficiency.

In order for English Learners to become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas, culturally and linguistically and learning diverse students will receive reading conferences with teachers to frontload Reading Workshop teaching points and offer additional personalized foundational reading skills instruction (extra guided reading and additional phonics instruction for K-3 students showing risk of referral for special education assessments)

In order for all students to engage in schools that are safe, well maintained and family friendly, students will learn and demonstrate regulation and reset Strategies within our Social-Emotional Curriculum to build focus/attention, emotional self-regulation, Growth Mindset, relationships and communication skills. By the end of May 2025, after the series of workshops to staff, parents and to students during classroom lessons, SMASH students and adults will feel better supported in developing a resilient school community through increased knowledge of and the practical application of classroom strategies and communication that help adults and students cope with anxiety.

Table of Contents

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).

May 2023 State Survey Results
SMASH Students (Given to 4th-8th graders)

I enjoy learning at SMASH.
62 strongly agree or agree.
10 somewhat or strongly disagree.

SMASH helps me to succeed.
65 strongly agree or agree.
7 somewhat or strongly disagree.

SMASH provides different opportunities and ways to show what I have learned.
65 strongly agree or agree.
7 somewhat or strongly disagree.

SMASH teachers give me feedback on my academic progress.
60 strongly agree or agree.
12 somewhat or strongly disagree.

SMASH teachers are available to all students in my classes.
66 strongly agree or agree.
6 somewhat or strongly disagree.

I believe SMASH teachers care about me.
68 strongly agree or agree.
4 somewhat or strongly disagree.

May 2023 State Survey Results
SMASH Parents

SMASH teachers care about my students.
67 strongly agree or agree
2 Somewhat agree, somewhat disagree, disagree, or strongly disagree.

My student's teachers provide an excellent education for my student.
61 strongly agree or agree
8 Somewhat agree, somewhat disagree, disagree, or strongly disagree.

Teachers frequently state clear expectations and expect high quality work from my student.
58 strongly agree or agree
15 Somewhat agree, somewhat disagree, disagree, or strongly disagree.

My student's teachers communicate with me regularly about my student's progress.
52 strongly agree or agree
13 Somewhat agree, somewhat disagree, disagree, or strongly disagree.

The school's program is rigorous and my student is challenged
34 strongly agree or agree
24 Somewhat agree, somewhat disagree, disagree, or strongly disagree.

My student's school promotes an appreciation for diversity
67 strongly agree or agree
4 Somewhat agree, somewhat disagree, disagree, or strongly disagree.

My student's school promotes a culture of acceptance
67 strongly agree or agree
4 Somewhat agree, somewhat disagree, disagree, or strongly disagree.

Student and parent respondents shared highly favorable results in terms of caring community, positive school culture, appreciation for diversity, educational excellence and communication about student progress.   The lowest survey result had to do with rigor/students being challenged. This is something SMASH staff might want to look at in terms of differentiation for more proficient mathematicians.

SMASH Culture and Climate Survey Results 2022-2023 school year
94-183 Respondents (dependent on the question)

Strongly agree or agree

Student Attitude Toward Learning:
56% enjoy learning
78% I learn a lot in my classes
77% My classes let me be creative
64% My classes are fun
61% My classes are interesting
52% My classes are challenging
73% I think the things I learn in school are important
51% I see how subjects relate to one another
51% I see how what I'm learning relates to the outside world

My school provides enough resources for:
80% special education
70% mental health and well-being
67% students identified as under performing
64% students identified as high achieving
64% qualify co-curricular activities (art, drama, music)
48% Quality extra curricular activities (sports, clubs)

My school develops students' ability to:
93% collaborate with others
89% listening skills
87% self-reflection skills
87% critical thinking skills
85% ability to manage emotions
77% engage with the local community
76% engage with the global community
75% computer and tech skills

Social climate:
83% bullying is not tolerated
35% experienced racism or discrimination at school
89% feel welcome at school with regard to race/ethnicity
66% feel comfortable issuing complaints related to racism or discrimination

85% excellent or good overall school rating for SMASH

Parent-staff interaction:
87% prefer emails from principal and teachers as best method of communication
99% attend one or more parent conferences
67% attended school sponsored parent workshops

Staff members at SMASH:
86% respond to parent questions and concerns
77% provide resources to parents to support their children's learning
72% value input provided by parents
57% use family input to improve instruction (and another 32% neither agree nor disagree so 12% disagree or strongly disagree)

Classroom Observations

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

Debriefs of teacher lessons were conducted: 10.18.23, 11.16.23, 12.1.23, 12.14.23, 2.5.24, 2.9.24, 2.14.24, and 2.21.24. Evidence of social skills curriculum, Project based learning, and explicit lessons to support student literacy and math skills were reflected upon.

5 key findings related to "Flexible Thinking" and "Efficient Calculations" based on the 10.4.22 and 10.6.22 SMASH Math Learning Walk in all K-8 general education and special education classrooms

- teachers used open-ended questioning (what are you noticing, how do you know, tell me more, what else would you do) pushing student thinking, how do we know, how do you want to show your story, will you help me build the story, do we need to count again)

- students had multiple ways to analyze their thinking and look for patterns

- teachers positively reinforced producing mathematician behaviors, safe learning environment (starting with a less proficient math student sharing an answer, wait time, celebrating mistakes and revision of thinking)

- students asked each other, what did you get, show me the strategy you tried, they did error analysis to figure out where to go next, partners helped without telling the answer, showed resilience when they hit roadblocks

- student math habits were supported (start with a meaningful contextualized problem, be ready to calculate again if the number doesn't match what was expected…)

5 key wonderings from the 10.4.22 and 10.6.22 SMASH Math Learning Walks

1. For different types of learners, what kinds of tools might be useful for math learning (vocabulary charts, multiplication charts, graphing paper, manipulatives)?

2. How do we check for understanding when students are working in small groups, to determine if each individual student understands? When a student does not approach the teacher, how do we notice and make sure they are getting help to try something new with understanding?

3. At SMASH, we purposefully use student to student collaboration. In what ways do we teach how to be an effective math partner specifically?

4. How do we maximize student access depending upon which adults are in the room, when they are in the room? Human Resources are very valuable so how do we mobilize when we have them?

5. What are some ways we ensure students of all levels of proficiency (above, at, and approaching) are receiving just the right support and challenge?

Agreed upon next steps from Math Learning Walks:
1) Update the SMASH K-8 Math Curriculum Map (that shows what supplemental curriculum, math tools, concept pacing we do in each multiage room, was last updated in SMASH Staff Inquiry 6 years ago)

2) Help SMASH parents understand what we do and what District assessment reports mean in connection to what we do on site (host Math morning meetings for parents, gather quotes from student and parent site council members who were on the learning walks, SLT/Principal messages or documentation about SMASH math instruction to families)

3) Engage volunteer middle schoolers to assist during math workshop blocks

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)

Monthly collaborative meetings (Instructional Coach, Specialized Academic Instructor) with each of the multi-age grade level teams looked at K-5 F&P reading assessments three times in the school year. These 1:1 reading fluency, decoding, and comprehension test results lead to small group literacy instruction from classroom teachers and Instructional Assistants for three needs: phonics, sight words, and guided reading. Diagnostic and Interim math assessment result reviews determined the need to provide Dreambox Learning differentiated math support to all K-5 students and to create Tier 2 math interventions for 3rd graders before school two mornings a week throughout the 23-24 school year.

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

Dreambox SMASH February 2024 Impact Report
87.5% of SMASH students used Dreambox the recommended 4.5 lessons per week
61 students 2-4 lessons per week made average growth of .5 grade level
65 students 5 or more lessons per week made average growth of .9 grade level

Overall, from Fall 2023 to Winter 2024, SMASH K-8 students increased 3% on Star Math

Was there a positive or negative change in the number of students participating or being identified as needing Tier 3 support?
There was a decrease in the number of K, 2nd, 3rd, 4th, and 8th grade students needing Tier 3 support based on Winter Star compared to Fall Star results. The number of 1st, 5th, 6th and 7th grade students remained the same low level of need based on Winter Star compared to Fall Star results.

How did the students that were identified as Tier 3 math from Fall, respond to the strategies/practices identified in November?
The third grade students in the twice a week before school Math Club with the classroom teachers, half have moved to near standard.
The 1st, 2nd, 3rd, 4th grade students receiving 4x/week phonics and comprehension small group support with the Language and Literacy Interventionist have moved to near standard (except for 2 students who have been referred to the initial evaluation for special education process).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

SMMUSD HR credential audit verified SMASH staff meet the highly qualified requirements.

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

Williams report verified access to adopted instructional materials and SMMUSD HR credential audit verified appropriately credentialed staff at SMASH.
SMMUSD provides training to all instructional staff as new adoptions and new instructional tools are purchased. In 2023-2024 SMASH instructors received training in: Social Studies new adoption, Inquiry Science, DEI, Dreambox Learning, Lexia, Trauma informed school practices, special education behavior interventions and non violent crisis responses.

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

The school/district provides teachers in all grade levels and programs, including special education and ELD, with instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD/Math and intensive intervention program in use at the school. Professional development is also provided for administrators and teachers on data analysis and data-informed instruction, and the staff is trained on using and accessing data from the student information system and other assessment tools.

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

Literacy and Language Interventionist further trained Instructional Assistants and Classroom Teachers to use phonics materials as well as Lexia online differentiated literacy tools. K, 4, 5th teachers attended Ed Services SEL training. K-8 teachers facilitated Project Based Learning 2 day March 2024 workshop. K-8 teachers had year long workshops from Community Psychologist Hala Khouri related to trauma informed practices as well as Inquiry based science workshops from Paul Hudak, Growing Together Educators.

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

Multiple layers of collaboration occurred: multi-age grade level teams met weekly in PLCs.   General education and special education teams met monthly. Grade level and LLI monthly meetings occurred.

Teaching and Learning

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

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD, Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

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

The school/district allocates adequate instructional time as recommended in the California Framework for the locally-adopted, standards-aligned, basic core programs for RLA/ELD and Math. This time is given priority and protected from interruptions.

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

Before school math support provided for those who qualify, during school LLI groups, counseling individual and group sessions, and the special education collaborative model were in place.

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

The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Math and Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The math instructional materials are aligned with new California State Standards (CSS). The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed. The school/district provides RLA/ELD intensive intervention programs and materials in grades four and five. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.

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

All SMMUSD adopted materials for core content areas are available as well as TC Reading Workshop and Writing Workshop supplemental materials.

Opportunity and Equal Educational Access

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

The workshop model for reading and writing includes 1:1 conferring with a compliment and teaching point individualized based on student need as well as small strategy groups for targeted follow up lessons.
Additional Academic Interventions include:
Literacy (Heggerty small groups with IA during Projects)
Literacy (Lexia individually with IA during Workshop)
Literacy (Guided reading extra small groups during Workshop)
Math (Dreambox small groups with IA during Workshop)
Literacy (LLI)
Print Practice 10 minutes per day small group
Collaborative Model between special education and general education teams

Evidence-based educational practices to raise student achievement

The combination of Project Based Learning, TC literacy workshops, and CGI math are in place.

Parental Engagement

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

SMASH vision statement based on family engagement survey: We received responses from parents for 50 out of the 226 students enrolled at SMASH 2018-19.

18 out of 50 were from culturally and linguistically diverse families
18 reinforcing responses and 32 suggestions
Subcommittee sat with 32 suggestions and revised the statement using their language and overall idea input:

At SMASH we believe that the participation of all members of our school community leads to enhanced social-emotional growth and nurtures individual potential for all learners. We will provide opportunities for all families to engage in academic and community events in order to create a supportive, connected and collaborative environment.

SMMUSD School Quality Survey for Parents at SMASH
Number of responses was 102

1) Are there differences in feeling of welcome for families by grade levels or demographic groups?
Page 13 93% of respondents strongly agree or agree that SMASH students are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities.

2) Do families understand effective ways to support their child's learning?
If there is time, identify needs based on the evidence and responses to these questions.

Page 5 88% strongly agree or agree that teachers give helpful feedback about student work.
Page 7 89% strongly agree or agree students receive the support they need to prepare for the future
Page 10 98% strongly agree or agree that families are informed about school-sponsored activities such as tutoring, after school programs and student performances.

Page 11 77% strongly agree or agree that the school uses family input to improve instruction.

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

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

<u>Funding</u>

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

Interdisciplinary teaching, small group literacy interventions via phonics, guided reading, and English Language Development curricular from LLI and IAs.

Fiscal support (EPC)

Lottery Funds, PTSA support, Language and Literacy Interventionists, Instructional Assistants

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

Parents, Certificated staff, Classified staff, and Students provided input via monthly Site Council meetings, regular Staff Meetings, and monthly PTSA meetings.
Parents and staff see an increase in anxiety, focus and attention challenges, and self harming behaviors. Adults asked for more tools to help students regulate. Goal #3 was created based on these adult referrals and observations.
Staff see the 3rd/4th grade need for math support based on classroom performance and Star test results. Goal #1 was created based on these needs.

Resource Inequities

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

Based on Ed Services Intensive Intervention Summer School Invitations (that consider Star results and narrative report card teacher evaluation), students in need of support are mostly in 2nd grade (with a a couple in 3rd and a couple in 5th grade). We will ask Ed Services to continue to allow us to provide LLI services to 1st, 2nd and 3rd graders (instead of 3rd-5th graders) at SMASH
Based on the number of mental health referrals and risk assessments, we will ask the District to increase counseling intern allocation from 2 to 3 days per week for student individual and small group counseling outside of what is provided by school psychologist for those with special education goals.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.30%	0.4%	0.46%	1	1	1
African American	7.21%	5.67%	5.02%	24	14	11
Asian	8.11%	5.67%	7.31%	27	14	16
Filipino	0.90%	1.21%	2.28%	3	3	5
Hispanic/Latino	23.12%	23.89%	18.72%	77	59	41
Pacific Islander	0.30%	0%	%	1	0	
White	46.55%	52.23%	53.88%	155	129	118
Multiple/No Response	12.91%	10.93%	11.87%	43	27	26
			Total Enrollment	333	247	219

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	31	22	22
Grade 1	41	26	24
Grade 2	28	24	22
Grade3	35	26	26
Grade 4	40	32	27
Grade 5	43	27	26
Grade 6	36	28	25
Grade 7	36	30	26
Grade 8	43	32	21
Total Enrollment	333	247	219

Conclusions based on this data:

1. 52% of the students self identify as White, 11% as two or more races, 24% as Latino, 6% as African American, and 6% as Asian

2. 8% of students (18 out of 216) enrolled at SMASH K-8 23-24 school year had SST meetings.

3. 30% of SMASH students self identify as AA or Latinx. 28% of the SSTs conducted were for students who self identify in these categories . SST referrals for these two categories were close to the overall school demographic distribution.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	12	12	5	2.20%	3.6%	2.3%
Fluent English Proficient (FEP)	33	30	24	9.50%	9.9%	11.0%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. 9% of SMASH K-8 students are fully proficient in multiple languages. We can continue to value and incorporate this into our classroom curriculum. There are 15 world languages spoken by SMASH families.

2. There are 3 students acquiring English skills as a second language (3rd, 6th, 8th) and we need to make sure they are receiving the embedded and designated language instruction needed.

3. 2 students became RFEP for 2023-24 school year. We will monitor student progress.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	24	36	26	0	28	21	0	28	21	0.0	77.8	80.8
Grade 4	28	34	32	0	21	23	0	21	23	0.0	61.8	71.9
Grade 5	22	42	27	0	27	19	0	27	19	0.0	64.3	70.4
Grade 6	27	32	28	0	21	22	0	21	22	0.0	65.6	78.6
Grade 7	27	36	29	0	13	18	0	13	18	0.0	36.1	62.1
Grade 8	30	49	33	0	25	13	0	25	13	0.0	51.0	39.4
All Grades	158	229	175	0	135	116	0	135	116	0.0	59.0	66.3

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2475.	2478.		42.86	42.86		35.71	42.86		17.86	9.52		3.57	4.76
Grade 4		2502.	2551.		28.57	52.17		38.10	39.13		19.05	4.35		14.29	4.35
Grade 5		2548.	2576.		40.74	47.37		40.74	47.37		7.41	0.00		11.11	5.26
Grade 6		2567.	2581.		28.57	27.27		38.10	54.55		19.05	9.09		14.29	9.09
Grade 7		2600.	2623.		46.15	44.44		23.08	33.33		7.69	16.67		23.08	5.56
Grade 8		2638.	2629.		40.00	30.77		28.00	61.54		32.00	0.00		0.00	7.69
All Grades	N/A	N/A	N/A		37.78	41.38		34.81	45.69		17.78	6.90		9.63	6.03

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		40.00	43.10		53.33	53.45		6.67	3.45

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		21.48	37.07		62.96	57.76		15.56	5.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		27.41	20.69		68.15	72.41		4.44	6.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		28.89	31.90		65.19	65.52		5.93	2.59

Conclusions based on this data:

1. CAASPP was not administered in SMMUSD in the 20-21 school year. The April 22-23 results above include K-8 ISP student results. The 23-24 results will not include ISP students so we will analyze those once they become available.

2. Looking at the 18-19 CAASPP ELA Data, SMASH students do better as they get older. Students moved from 64% of 3rd graders meeting/above standard to 84% of 8th graders meeting/above standard.

3. For the 22-23 school year, 20% of 3rd-8th grade students were opted out by their parents. 1/3 of those opted out students started high school in the 23-24 school year so we expect state testing participation rates will go up at SMASH during the April 2024 test administration.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	24	36	26	0	26	20	0	26	20	0.0	72.2	76.9
Grade 4	28	34	32	0	21	23	0	21	23	0.0	61.8	71.9
Grade 5	22	42	27	0	28	19	0	28	19	0.0	66.7	70.4
Grade 6	27	32	28	0	20	21	0	20	21	0.0	62.5	75.0
Grade 7	27	36	29	0	13	18	0	13	18	0.0	36.1	62.1
Grade 8	30	49	33	0	27	16	0	27	15	0.0	55.1	48.5
All Grades	158	229	175	0	135	117	0	135	116	0.0	59.0	66.9

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

Overall Achievement for All Students																		
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2463.	2467.		34.62	25.00		34.62	45.00		15.38	25.00		15.38	5.00
Grade 4		2489.	2508.		28.57	26.09		28.57	47.83		28.57	21.74		14.29	4.35
Grade 5		2517.	2529.		21.43	21.05		14.29	21.05		46.43	47.37		17.86	10.53
Grade 6		2543.	2547.		30.00	19.05		20.00	33.33		30.00	33.33		20.00	14.29
Grade 7		2598.	2620.		30.77	50.00		30.77	11.11		23.08	33.33		15.38	5.56
Grade 8		2644.	2626.		51.85	40.00		14.81	40.00		22.22	0.00		11.11	20.00
All Grades	N/A	N/A	N/A		33.33	29.31		22.96	33.62		28.15	27.59		15.56	9.48

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		28.89	24.14		48.89	60.34		22.22	15.52

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		30.37	33.62		57.78	61.21		11.85	5.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		34.07	30.17		54.07	59.48		11.85	10.34

Conclusions based on this data:

1. SMMUSD did not administer CAASPP in the 20-21 school year. The April 2022 results above include K-8 ISP students. The 23-24 results will not include ISP students so we will analyze those when they become available.

2. The Fall and Winter Math Interims (IABs) use the state testing system. Based on those SMASH 3rd-8th grade student results, 17% of SMASH students did not meet the standards for math, 83% met the standards for math. We will set Goal #1 around math to address the 17%.

3. For the 22-23 school year, 20% of 3rd-8th grade students were opted out by their parents. 1/3 of those opted out students started high school in the 23-24 school year so we expect state testing participation rates will go up at SMASH during the April 2024 test administration.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*			*			*		*	*	
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades										6	16	8

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**		**Total Number of Students**	
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*			*			*			*			*	
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades	*	56.25	*	*	37.50	*	*	6.25	*	*	0.00	*	*	16	*

| | Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | |
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*			*			*			*			*	
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades	*	87.50	*	*	12.50	*	*	0.00	*	*	0.00	*	*	16	*

| | Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | |
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*			*			*			*			*	
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades	*	12.50	*	*	43.75	*	*	37.50	*	*	6.25	*	*	16	*

Listing Domain Percentage of Students by Domain Performance Level for All Students												

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*			*			*			*	
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades	*	50.00	*	*	50.00	*	*	0.00	*	*	16	*

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*			*			*			*	
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades	*	93.75	*	*	6.25	*	*	0.00	*	*	16	*

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*			*			*			*	
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades	*	12.50	*	*	81.25	*	*	6.25	*	*	16	*

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*			*			*			*	
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades	*	25.00	*	*	68.75	*	*	6.25	*	*	16	*

Conclusions based on this data:

1. For the 2021-2022 school year, 2 SMASH students received initial ELPAC testing. For the 2022-23 school year, 5 SMASH students received initial ELPAC testing. For the 2023-2024 school year, 3 SMASH students received initial ELPAC testing. There are 15 world languages other than English spoken by families at SMASH.

2. SMASH does not have a statistically significant group of student results for ELPAC to have any trends or conclusions, we look at the individual student needs since there are 3 ELL students served overall in the school in the 23-24 school year.

3. SMASH has a significant subgroup of students with IEPs at 20% of our student population.

School and Student Performance Data

Student Population

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
247	**15.8**	**4.9**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Santa Monica Alternative School House (SMASH) K-8.	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	12	4.9
Foster Youth		
Homeless	1	0.4
Socioeconomically Disadvantaged	39	15.8
Students with Disabilities	46	18.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	5.7
American Indian	1	0.4
Asian	14	5.7
Filipino	3	1.2
Hispanic	59	23.9
Two or More Races	27	10.9
White	129	52.2

Conclusions based on this data:

1. We should continue to have weekly special education team meetings to monitor our supports for the 20% of our students with IEPs.

2. We can communicate with a parent liaison to make sure the homeless families get priority for tutoring and other ELOP supports.

3. We should continue the general education-special education grade level team collaboration meetings to make sure accommodations are being fully implemented.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. We are a small school and we host the Structured Therapeutic Education Program (STEP) for students with internalizing behaviors and school avoidance. The students in this program make great progress along their own continuum of school attendance and their absenteeism rates are reflected in our overall school chronic absenteeism rates.

2. ELA and Math results include ISP student results.

3. A higher rate of attendance conferences were held in 22-23 than in 23-24. Principal will focus on holding more attendance conferences in the 24-25 school year.

School and Student Performance Data

Academic Performance
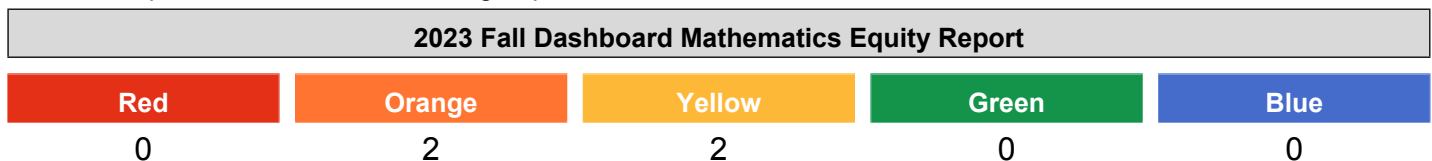## English Language Arts

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	140.1 points below standard	No Performance Color
51.7 points below standard	Increased Significantly +81.8 points	0 Students
Increased Significantly +49.3 points		
163 Students	16 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
1 Student	139.9 points below standard	145.1 points below standard
	Increased Significantly +47.7 points	Increased Significantly +42.4 points
	33 Students	43 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
161.3 points below standard	Less than 11 Students	Less than 11 Students	Less than 11 Students
Decreased Significantly - 35.2 points	1 Student	7 Students	1 Student
12 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	18.1 points below standard	No Performance Color	Yellow
57.8 points below standard	Increased Significantly +17.8 points	0 Students	44 points below standard
Increased Significantly +59.5 points	13 Students		Increased Significantly +77.1 points
45 Students			86 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students	Less than 11 Students	54.2 points below standard
7 Students	9 Students	Increased Significantly +47.3 points
		134 Students

Conclusions based on this data:

1. There are many categories without a performance color due to the small number of students in that category.

2. Results include ISP students.

3. SAI Teachers and LLI are meeting together to see which students would benefit from small ELA group instruction both settings are serving.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	154.4 points below standard	No Performance Color
87.1 points below standard	Increased Significantly +91.3 points	0 Students
Increased Significantly +36 points		
161 Students	16 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
1 Student	186.4 points below standard	157.8 points below standard
	Increased Significantly +42.9 points	Increased Significantly +43.1 points
	32 Students	42 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
145.4 points below standard Increased +14.7 points 11 Students	Less than 11 Students 1 Student	Less than 11 Students 7 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 90 points below standard Increased Significantly +52.2 points 45 Students	82.6 points below standard Decreased Significantly -23.3 points 13 Students	No Performance Color 0 Students	Yellow 84.6 points below standard Increased Significantly +58 points 85 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 7 Students	Less than 11 Students 9 Students	91.1 points below standard Increased Significantly +29.6 points 132 Students

Conclusions based on this data:

1. There are many categories without a performance color due to the small number of students in that category.

2. ISP student results are included above.

3. SAI middle school Teacher is implementing a collab teaching model during middle school math classes and working with blended small groups within the general education classroom.

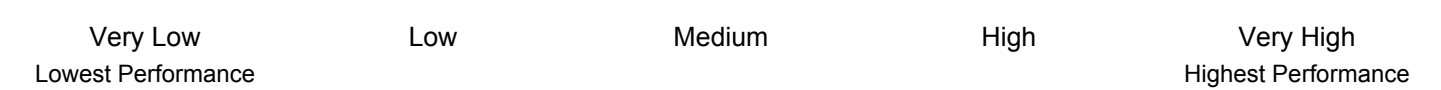# School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
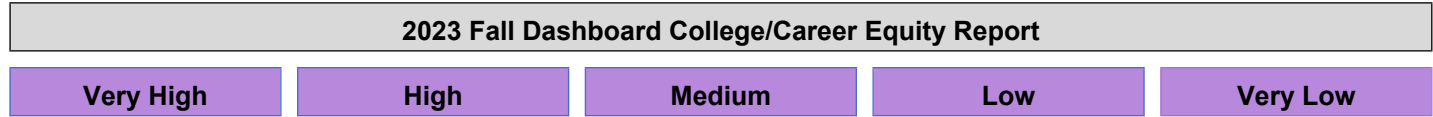
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."
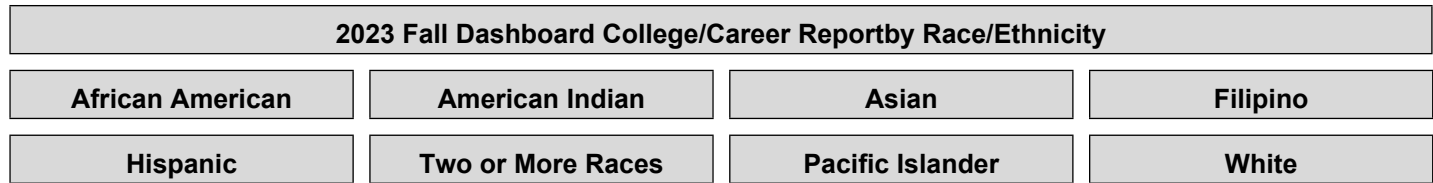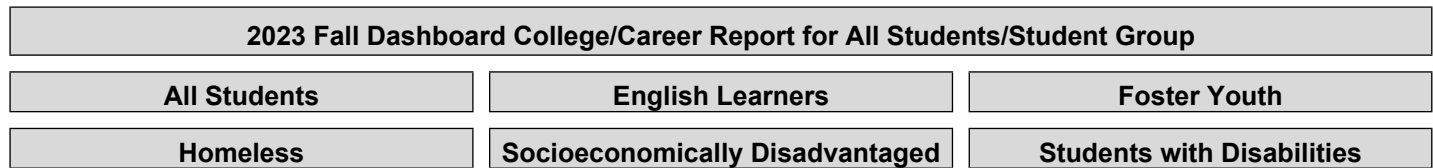
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator
English Learner Progress
making progress towards English language proficiency
Number of EL Students: 8 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. There are 3 ELL students currently in the school. 2 are LTELs (6th and 8th) . The LLI is meeting with the general education teachers to design some small group instruction for those 2 students.

2. ISP students are included in the results above.

School and Student Performance Data

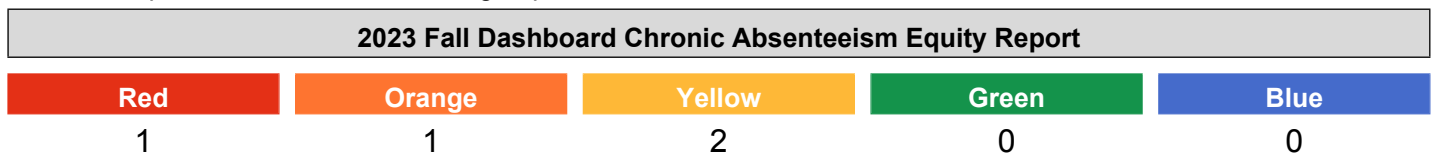## Academic Performance
College/Career Report

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career 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.

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

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. There is no data to review for this section. This is for high schools.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	30.8% Chronically Absent	No Performance Color
16.7% Chronically Absent	Increased 1.4	0 Students
Declined Significantly -4.1		
258 Students	13 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	Orange
	33.3% Chronically Absent	21.7% Chronically Absent
1 Student	Increased 4.6	Declined -7.1
	48 Students	60 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
25% Chronically Absent	Less than 11 Students	0% Chronically Absent	Less than 11 Students
Increased 15		Declined -14.3	
	1 Student		3 Students
16 Students		14 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	25.9% Chronically Absent	No Performance Color	Yellow
19.7% Chronically Absent	Increased 13.4	0 Students	14.7% Chronically Absent
Declined -11.1			Declined -6
	27 Students		
61 Students			136 Students

Conclusions based on this data:

1. Attendance conferences for chronically absent students need to include both the Principal and the STEP counselor.

2. Results above include ISP students.

3. Principal will increase the amount of attendance conferences held for 24-25 school year.

School and Student Performance Data

Academic Engagement
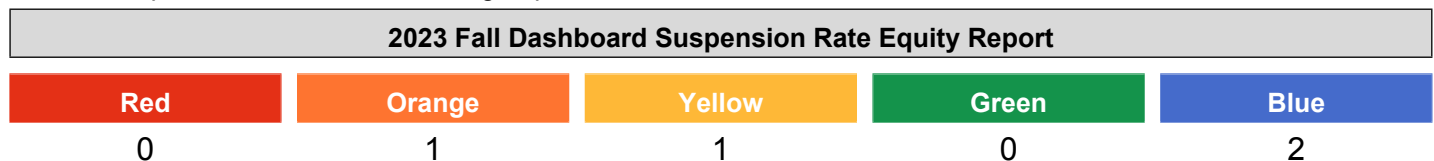## Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. There is no data in this section. This is for high schools.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	0	2

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	0% suspended at least one day	No Performance Color
0.4% suspended at least one day	Maintained 0	0 Students
Increased 0.4	14 Students	
262 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Blue	Orange
1 Student	0% suspended at least one day	1.6% suspended at least one day
	Maintained 0	Increased 1.6
	50 Students	62 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
Maintained 0	1 Student	Maintained 0	3 Students
17 Students		14 Students	

Hispanic	Two or More Races	Pacific Islander	White
Blue	0% suspended at least one day	No Performance Color	Yellow
0% suspended at least one day	Maintained 0	0 Students	0.7% suspended at least one day
Maintained 0	27 Students		Increased 0.7
61 Students			139 Students

Conclusions based on this data:

1. SMASH implements a proactive social emotional curriculum as well as restorative practices and we have a close to none or low rate of suspensions over time.

2. Only mandatory suspensions are put in place. Otherwise, counseling, RJ circles, and logical consequences while staying at school are implemented.

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

Mathematics

LEA/LCAP Goal

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

Goal 1

Students will show flexibility of math thinking by knowing 2 ways to solve each contextualized math problem. This flexible thinking as well as fluent and accurate calculation strategies will move struggling mathematicians towards proficiency as measured on Star Math Diagnostic tests.

Identified Need

SMASH Classroom Teachers continue to notice math gaps in the 2023-2024 school year particularly for 3rd and 4th graders. Some students remain rigid in their approach to problem solving and others remain behind with fact fluency and calculation strategies. The Fall 2023 and Winter 2024 math assessment results also indicate the need to focus on flexibility of thinking when solving math problems and on calculation strategies so that students do not get stuck when approaching contextualized problems.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Math	Overall, from Fall 2023 to Winter 2024, SMASH students increased 3% on Star Math. Star Winter Diagnostic Math 60% African American students met the standards 70% Latinx students met the standards 70% Two or more race students met the standards 85% White students met the standards Per the Dreambox Learning, SMASH February 2024 Impact Report, 87.5% of SMASH students used Dreambox the	Star Math- 85% of all students will score at proficient levels on the Winter Diagnostics

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	recommended 4.5 lessons per week. 61 students 2-4 lessons per week made average growth of .5 grade level. 65 students 5 or more lessons per week made average growth of .9 grade level.	

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)

Those whose show urgent intervention and intervention or the equivalent categories on District Fall/Winter math diagnostic assessments

Strategy/Activity

Apply math calculations within Seed to Table K-8 Living Science lessons

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)
6400	District LCAP Funds SLT monies

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

K-8 students

Strategy/Activity

Staff Math Learning Walk with Site Council and Ed Services walkers invited

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)
2100	Site Formula Funds 12 substitute teachers provided * $169 = $2,100 FORMULA

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All K-8 mathematicians

Strategy/Activity

Dreambox story based math practice that matches student individual needs in the disciplines in their grade span. K-3, Instructional Assistants pull small groups on Chromebooks. 4-8th teachers have this on the required menu during Math Workshop.

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	$0, Ed Services is providing this to school sites

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

6-7-8th orchestral students

Strategy/Activity

Student's mathematical minds are enhanced by learning to read music and by playing an instrument. SMASH will provide middle school orchestra instruction to match the band and choir instruction already provided through SMMUSD.

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)
7,680	Site Formula Funds $7,680 John Kibler $60 * 4 hours* 32 weeks = $7,680

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

K-8 students and parents and SED parents specifically

Strategy/Activity

Teachers host Math Morning Meetings with Parents and Students to build home-school connection for supporting mathematicians. In order to address state findings for SMASH and ISP, personal emails and calls to parents from SED homes will occur to invite them to join.

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	$0, salaries already provided for teachers within their work day

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students whose Star Math results indicate the need for math intervention and SED students specifically

Strategy/Activity

Small group math intervention before school twice a week, provided by classroom teachers. In order to address state findings from SMASH and ISP, students from SED homes in the targeted grade levels will receive invites whether or not their Star results indicate the need. If anyone says they are unable to come 8:00-8:30am before school twice a week, we will seek a time slot that does work for them.

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	Site Formula Funds 2 teachers, 1 hour per week at teacher hourly, 30 weeks

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.

Amount(s)	Source(s)

Strategy/Activity 8
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.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

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

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

The staff implemented the plan's strategies to support student math flexible thinking and accurate calculations (Math applications within inquiry science units/Gardening, Math Learning Walks,

before school intervention groups, math morning meetings with parents) as well as increasing use of DreamBox online intervention.

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

The 2023-24 budget expenditures for the math goal #1 were implemented as planned. No change in implementation strategies from the original plan.

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.

In 18-19, staff looked at student demonstration of productive communication skills within written pieces. In 19-20, staff looked at how these skills transferred within the Project Based Learning Exhibitions which include multiple modalities with multiple audiences. In 20-21, staff looked at how these skills transferred into on-going portfolio work as shown in Seesaw K-2, Padlet 3-6 and Thrively 7-8. In 2021-22, staff looked at literacy foundational skills and provided interventions to address learning loss during virtual schooling. In 2022-23, staff focused on math flexible thinking and accurate/efficient calculations since those were areas of need showing up via teachers' classroom as well as SMMUSD diagnostic assessments.

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

Fronloaded Reading Conferences for ELLs and Students with IEPs

LEA/LCAP Goal

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

Goal 2

As a part of our integrated EL instruction, culturally and linguistically and learning diverse students will receive reading conferences with teachers to frontload Reading Workshop teaching points and offer additional personalized foundational reading skills instruction (extra guided reading and additional phonics instruction for K-3 students showing risk of referral for special education assessments). Designated EL instruction for the handful of SMASH English Language Learners will happen during pull out instruction with the Language and Literacy Interventionist for the 2024-2025 school year.

Identified Need

We are working towards increasing Student Achievement in Reading K-8 through the Teachers College Workshop model with differentiated small group instruction (Close Reading, systematic phonics instruction, word work, Academic Vocabulary, Guided Reading)

3 SMASH students (1%) qualify as ELL
43 SMASH students (20%) have IEPs

Interventions that were tried before referring them for special education evaluation include:
Literacy (Heggerty small groups with IA during Projects)
Literacy (Lexia individually with IA during Workshop)
Literacy (Guided reading extra small groups during Workshop)
Math (Dreambox small groups with IA during Workshop)
Literacy (SIPPS and LLI)
Print Practice 10 minutes per day small group

Signs for Sounds is the phonemic awareness and phonics programs being used K-3 whole class. What regular checks might we further develop to see who is learning these foundational skills before referrals to special education?

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate due to ELPAC score # of SST referrals for reading/writing/communication related concerns	2021-2022 0 out of 8 students reclassified 2021-2022 SSTs for 18 students. 1 out of 18 qualifies as ELL. 10 had reading/writing/communication related concerns. 3 qualified for special education. 3 are still currently under assessment. 2022-2023 3 students reclassified. 2022-2023 SSTs for 33 students. O qualify as ELL. 8 had reading/writing related concerns. 4 qualified for special education. 2023-2024 2 students reclassified. SSTs for 18 students. 0 out of 18 are ELL. 9 out of 18 had reading/writing/communication related concerns. 5 are being assessed for special education.	Reclassify at least 1 student taking the ELPAC in 2024-25 2024-2025 fewer than 8 SSTs for reading/writing/communication related concerns

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)

K-5 students showing below grade level results for Star Diagnostic and F&P reading assessments

Strategy/Activity

Culturally and linguistically and learning diverse students will receive reading conferences with teachers to frontload Reading Workshop teaching points and offer additional personalized foundational reading skills instruction (extra guided reading and additional phonics instruction for K-3 students showing risk of referral for special education assessments)

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	

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

K-5 students

Strategy/Activity

Lexia differentiated, explicit on-line reading instruction will be used K-5. Signs for Sounds whole class phonics/encoding program will be used K-1.

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	Parent-Teacher Association (PTA) Differentiated literacy instruction Lexia Ed Services is buying for all K-5 students for 24-25 school year

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

K-8 students

Strategy/Activity

Teachers are subbed in multi-age teams to review student reading progress and writing samples to determine changes in first instruction and additional interventions needed.

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)
7904	Site Formula Funds Fall and Spring Assessment Norming $7904 from FORMULA 49 subs day * $160 per day (4 sub days per teacher)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

SED Students

Strategy/Activity

Elementary Library Coordinator (ELC) will host book talks with SED ELLs.

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	

Strategy/Activity 5
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.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Students are making progress. One way this is monitored is by watching to make sure designated students are further supported if in danger of becoming LTELs currently at SMASH. Classification metrics are monitored (Star and classroom performance)

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

The implementation happened as planned. The expenditures happened as planned.

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.

K-8 teachers at SMASH are trained in and use the Teachers College Reading and Writing Workshop models so these activities to support the ELL students and Students with IEPS with language and reading/writing related goals is appropriate.

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

Mindfulness in the social-emotional curriculum and parent-staff study groups

LEA/LCAP Goal

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

Goal 3

By May 2025, after the series of workshops to parents and to students during classroom lessons, staff and students will feel better supported in developing a resilient school community through increased knowledge of and the practical application of classroom strategies and communication that help adults and students cope with anxiety. This will be reflected by a 5% increase in climate survey respondents saying the school provides enough resources for mental health and well-being.

Identified Need

After a year long series of workshops to staff and parents together and to students during classroom lessons, staff, students and parents feel better supported in developing a resilient school community through increased knowledge of and the practical application of classroom strategies and communication that help adults and students cope with anxiety. This is reflected by the 77% of climate survey participants saying SMASH provides resources to parents to support their children's learning.

The SMASH Community will continue to benefit from expansion of the historical focus on growing student and adult [parent and staff] reset skills (emotional self-regulation, focus & attention, clear communication, risk resiliency) to share common tools/practices/language at home and at school. This increasing alignment between school and home environments creates positive academic learning focus, reduction of anxiety, and strong communication in peer-pressured situations. This enhances our healthy school culture and increases effective collaboration with parents and additional staff members to address social-emotional concerns. In the 2024-25 school year staff and students will continue to focus on:

Foundational concepts in the science of resilience
Resilience-Focused Classroom Practices – practical applications
The Psychology of the teacher-student relationship
Communication- boundaries, compassion and mirroring
Establishing a Culture of Wellness & Sustainability

SMASH Culture and Climate Survey Results 2022-2023 school year
94-183 Respondents (dependent on the question)

Strongly agree or agree

Student Attitude Toward Learning:
56% enjoy learning

78% I learn a lot in my classes
77% My classes let me be creative
64% My classes are fun
61% My classes are interesting
52% My classes are challenging
73% I think the things I learn in school are important
51% I see how subjects relate to one another
51% I see how what I'm learning relates to the outside world

52% My classes are challenging
Is this more about intentionality, skill or curriculum?
Whose responses are represented in the 52% (parents, students)?
What proposal can we put forth to get more input from students or make more explicit what is being taught to whom.
Bringing in speakers who share how what students are learning is relevant.
How can we get more data from students about their SMASH learning experiences?
Possible next step - bringing the information back to teaching staff.

My school provides enough resources for:
80% special education
70% mental health and well-being
67% students identified as under performing
64% students identified as high achieving
64% qualify co-curricular activities (art, drama, music)
48% Quality extra curricular activities (sports, clubs)

The 48% is the lowest number in the survey.
Adults on campus who are positive contributors are Coach Angel and Librarian   Keisha.
If only 52% of respondents agree that classes are challenging yet 67% feel as though SMASH has enough resources then there is a miscorrelation.
Does this number represent all Cores or take into consideration the different clubs, activities available for different grades?
Action plan proposal: Use EDUs to support staff members who want to create and monitor a once a week club.

My school develops students' ability to:
93% collaborate with others
89% listening skills
87% self-reflection skills
87% critical thinking skills
85% ability to manage emotions
77% engage with the local community
76% engage with the global community
75% computer and tech skills

Section highlights an area (category) of strength for SMASH

Social climate:

83% bullying is not tolerated
35% experienced racism or discrimination at school
89% feel welcome at school with regard to race/ethnicity
66% feel comfortable issuing complaints related to racism or discrimination

35% stands out, but is low compared to other schools.
89% feel welcome and this is higher than other schools.

Wondering - does the 35% represent a unique perspective
Wondering - will creating and inviting parents to an affinity group decrease the number.
Action plan proposal - Data will be compared to the OLWEUS survey.

85% excellent or good overall school rating for SMASH

Parent-staff interaction:
87% prefer emails from principal and teachers as best method of communication
99% attend one or more parent conferences
67% attended school sponsored parent workshops

Staff members at SMASH:
86% respond to parent questions and concerns
77% provide resources to parents to support their children's learning
72% value input provided by parents
57% use family input to improve instruction (and another 32% neither agree nor disagree so 12% disagree or strongly disagree)

57% use family input to improve instruction
Explored the original questions for this section to help inform the percentage.
Wondering: is this a number that reflects the Post Covid / distance learning effect?
Wondering: Do our families feel teachers/ professional are highly skilled and therefore no input from them is necessary or is that families do not feel comfortable offering their input?
57% is consistent and in conjunction with 72% percent from the same category
Action plan proposal - parent Site council members can act as communication liaisons between teachers and parents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
school climate survey data/students and parents and staff saying the school provides enough mental health resources (these data points are listed under identified need above)	baseline is in 70% of survey respondents currently say the school provides enough mental health resources.	increase by 5% participants saying the school provides enough mental health resources

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)

All K-8 students and staff

Strategy/Activity

Whole Staff Workshops focused around Peace from Anxiety: Get Grounded, Build Resilience and Stay Connected Amidst the Chaos author Hala Khouri.
9 whole staff workshops

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)
2600	Other Trauma informed school practices parent and teacher workshops with Hala Khouri $2600 Ed Services SLT PD Monies August Retreat and Friday workshops

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

individual students and small groups of students in counseling

Strategy/Activity

Provide individual student counseling regarding peer pressure, lack of social cueing, competitive nature, and family changes to students. Provide small group counseling to students for 10 week sessions.

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)
	Parent-Teacher Association (PTA)
	$0 from site. Ed Services provides the 2 day a week SEWI counseling intern

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Parents from SED homes

Strategy/Activity

Using parent PD monies, Psychologist Hala Khouri will lead every other month parent workshops regarding trauma informed practices that support students at home and at school. Parents from SED homes will receive personal emails and calls encouraging them to attend.

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	

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.

Amount(s)   Source(s)

Strategy/Activity 5

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.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

All certificated and classified instructional staff engaged in workshops as well as classroom visits/debriefs with the trauma informed school practices consultant. In addition to information shared in newsletters, parents engaged in 2 conferences per child with the teachers. This indicates respect for the tools learned at school and interest in more school-home alignment in language and emotional regulation strategies.

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

Expenditures and activities were implemented as planned.

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

We will continue the staff focus on learning additional strategies for coping with anxiety.   Staff reflections about the effectiveness of the additional reset strategies they are now using with students as well as the feedback from parents during conferencess encouraged the staff to continue building our schoolwide use of strategies for coping with anxiety.

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	$29,684.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
District LCAP Funds	$6,400.00
Other	$2,600.00
Parent-Teacher Association (PTA)	$0.00
Site Formula Funds	$20,684.00

Subtotal of state or local funds included for this school: $29,684.00

Total of federal, state, and/or local funds for this school: $29,684.00

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
American Book Drive		
Title II (Teacher Improvement)		

Site Formula Funds	20,684.00	0.00
Stretch Grant (Ed Foundation)		

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

3 Secondary Students

Name of Members	Role
Christian Carter	Classroom Teacher
Anne Serapiglia	Classroom Teacher
Sarah Daunis	Classroom Teacher
Jeff Rubin	Classroom Teacher
Ania Kubicz Preis	Other School Staff
Jessica Rishe	Principal
Jonathan Bijur	Parent or Community Member
Nancy Chou	Parent or Community Member
Naren Desai	Parent or Community Member
TJ Turner	Secondary Student
Lucienne Domingue	Secondary Student
Zachary Lichtman	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:
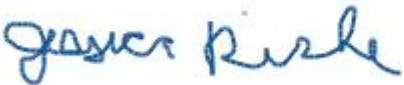
Signature	Committee or Advisory Group Name
[signature]	Other:

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

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

This SPSA was adopted by the SSC at a public meeting on 5.8.24.

Attested:

[signature]	Principal, Jessica Rishe on 5.8.24
[signature]	SSC Chairperson, Nancy Chou on 5.8.24

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Santa Monica-Malibu Unified School District

Educational Services Department

Santa Monica Alternative School House (SMASH) K-8

PARENT AND FAMILY ENGAGEMENT POLICY

Santa Monica Alternative School House (SMASH) K-8 has developed a written parent and family engagement policy with input from parents.

SMASH has developed a written parent and family engagement policy with input from parents.

It has distributed the policy to all parents and guardians.

It has distributed the policy to all parents and guardians.

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

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

To involve parents the following practices have been established:

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

> After digitally sending home first day packets that include District policies and our SMASH Basics (Parent Handbook), parents are encouraged to ask questions at our SMASH Back to School Night that is called Core Forums.

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

> Monthly PTSA evenings with Zoom access
>
> Monthly Site Council after school meetings with Zoom and in person access
>
> Math Morning Meetings per Core
>
> Writing shares per Core during the school day
>
> Learning exhibitions per Core during the school and Open House/evening
>
> Conferences are offered twice a year early morning, school day and evening times

Building student and adult resiliency tools workshops for parents and staff together during lunch hours and close to pick up time and available over Zoom

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

Through Site Council and PTSA reps, and meetings open to all parents, parents may plan, review and improve school programs. Through Learning Walks and inviting parent reps to participate in staff processes to improve programs and to help plan improvement.

Volunteer Opportunities:

Classroom: Parent reps, One time or repeated Classroom Assistance, Guest Experts, Trip Chaperones

School-wide: DEI Committee, Campus Beautification (includes Gardening), Library, Tours, Special Events such as dances, potlucks, celebrations, community swaps (books, costumes, board games), staff appreciation lunches, and fundraising (auction, Jogathon)

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

Through Friday Letters and through Konstella, staff provides parents with timely information about school curriculum, programs, happenings and events.

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

Friday Letters, Core Forums, two times a year conferences, two times a year narrative report cards, math morning meetings, writing shares, and project exhibitions.

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

Staff is available for communication and email, phone and Zoom and meet with parents who have ideas on decisions relating to the education of their child(ren).

Friday Letters offer upcoming education decisions that parents are welcome to provide feedback.

SSTs, 504s, IEPs, and School Based Counseling Referrals/Intake Meetings

All surveys and additional curriculum (Planned Parenthood Sex Education) are given with information and notice so parents can make timely decisions on their children's education.

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

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

Profess and achievement of the child is discussed in parent teacher conferences twice a year as well as twice a year narrative report cards where suggested next steps to support the learners are included.

District sends reports about student progress for each benchmark assessment period.

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

Classroom teachers have Google photo albums for parents to see more of how students are learning

Friday Letter

Meetings (Conferences, Math Meetings)

Math shares (teaching parents math games and activities for home practice)

Invitations and explanations of Tier 2 or Tier 3 interventions offered

Core Shares (math, writing, reading, PS Arts, projects, etc)

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

It is SMASH's underlying philosophy that it is a relationship between parents, students and educators to design experiences together.

SMASH is a school of choice so staff know parents have opted to have their children be part of this school philosophy and culture.

Parents are an essential component of making SMASH thrive.

School Leadership Team supports multi-age teaching partners in planning ways to further parent partnership

Student Council generates ideas for community engagement including parents

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

> Parent and Staff side by side meetings with Professional Experts (Mindfulness, Trauma-informed practices, arts integration...)

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

> SMASH PTSA uses a communication platform called Konstella. All posts can be translated into any Google supported language.
>
> SMASH PTSA Website all can be translated into any Google supported language.
>
> SMASH provides information in English and if interpretation in another language is needed at a meeting, it is provided.
>
> We use email, phone and in person contact to share information.

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

> Site Council Parent Reps as well as PTSA Exec Board members help develop additional parent volunteer opportunities as suggested by parents.
>
> When parents are proficient in a language other than English, interpreters or a parent buddy who speaks both languages help provide information. Spanish translation is provided on site as needed. The school campus is ADA compliant and provides physical access to all parent needs.

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

This policy was adopted by Santa Monica Alternative School House (SMASH) K-8 on 10/04/2023 4:30pm and will be in effect for the period of 10/23-10/24.

The school will distribute the policy to all parents of students on, or before: 8/22/2024.

Name of Authorized Official: Jessica Rishe

Signature of Authorized Official here: Date Approved: 10/04/2023 4:30pm

Jessica Rishe

Santa Monica-Malibu Unified School District

Educational Services Department

Santa Monica Alternative School House (SMASH) K-8

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2024-2025

Santa Monica Alternative School House (SMASH) K-8 distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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

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

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

Provide parents reasonable access to staff.

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

How does the school address this?

SMASH uses the Guaranteed Viable Curriculum based on state standards, implemented with Project Based Learning methodology, Reading/Writing Workshop, arts integration and an equally valued social-emotional curriculum. Students participate in K-8 Community Groups so that they learn from and benefit from multi-age strands of students. We hold parent-teacher conferences twice a year to review each child's achievements and areas for continued growth. Parents receive twice a year narrative report cards in addition to the two conferences. Teachers are available to meet with parents before school, lunch and after school with appointments. Parent volunteer opportunities are offered by classes through the Friday Letters. This includes one time as well as on-going options. Parents also participate in project shares, writing shares, math meetings, and art/drama/music/dance performances.

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

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

> Progress and achievement of the child is discussed in parent teacher conferences twice a year as well as twice a year narrative report cards where suggested next steps to support the learners are included.
>
> District sends reports about student progress for each benchmark assessment period.

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

> In the Friday Letter, teachers alert families of materials coming home that may improve their child's achievement as in reading books with tips, games, or information on using household items and conversations to help support their achievement.

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

> SMASH's philosophy is founded in the school to home connection and SMASH believes parents are the students' first teacher. We believe deeply in the communication triangle of student, parent, teacher.

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

> Staff on a student-by-student basis recommends counseling on site or community programs/library programs that would be beneficial to those specific students.

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

> SMASH PTSA uses a communication platform called Konstella. All posts can be translated into any Google supported language.
>
> SMASH PTSA Website can be translated into any Google supported language.
>
> SMASH provides information in English and if interpretation in another language is needed at a meeting, it is provided.
>
> SMASH sends out Friday Letters as well as Principal Email blasts as needed

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

Parent Volunteer Opportunities are co-created with teachers, PTSA leadership and Site Council representatives

Teachers facilitate Shares and Celebrations (math, writing, reading, PS Arts, projects, etc)

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

Spanish translation is available on site as needed

District hires a translator for other languages at iep meetings as needed

SMASH PTSA uses a communication platform called Konstella. All posts can be translated into any Google supported language.

SMASH PTSA Website all can be translated into any Google supported language.

SMASH provides information in English and if interpretation in another language is needed at a meeting, it is provided.

This Compact was adopted by the Santa Monica Alternative School House (SMASH) K-8 on 10/04/2023 4:30pm, and will be in effect for the period of 2024-2025 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before:08/22/2024 8:30am.

Name of Authorized Official: Jessica Rishe

Signature of Authorized Official here: Date Approved: 10/04/2023 4:30pm

Jessica Rishe