



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Monica Alternative School House (SMASH) TK-8	19-64980-6093538	6.24.25	6.29.23

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

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

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

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

This plan is being used by Santa Monica Alternative School House (SMASH) TK-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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# Plan Description

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

This plan is being used by Santa Monica Alternative School House (SMASH) TK-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

In order for all students to be ready for college and careers, we are focusing on helping students use writing resources (i.e. vocabulary references, anchor charts, sentence/paragraph frames, graphic organizers) to try new content in different PBL/Writing Workshop units of study. This focus is aligned to the district priorities around: 1) MTSS including Tier 1 instruction that nurtures individual identity and community as well as 2) Innovative Approaches (when we communicate/develop written ability to express ideas to connect with and influence others).

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 2026, after the series of workshops with staff and parents and with students during classroom less, 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 and use new approaches to solving conflicts.

## Educational Partner Involvement

How, when, and with whom did Santa Monica Alternative School House (SMASH) TK-8 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 based on number of counseling referrals and risk assessments. Adults asked for more tools to help students regulate. Goal #3 was created based on these adult referrals and observations.

During PBL Learning Exchanges with another school staff on the PBL PD Wheel, SMASH staff see the potential for embedding more writing resources within PBL units. 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.

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

Based on Ed Services Intensive Intervention Summer School Invitations (that consider Star results and SMASH teacher Aeries report cards/teacher evaluation), students in need of support were in 2nd grade and 4th grade. We will ask Ed Services to continue to allow us to provide LLI services to 1st and 2nd 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.

# Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

No overall category was Red or Orange

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

In ELA, students who self-identify as Hispanic are two colors below all student performance. Literacy-related actions steps beyond reading and writing workshop components can be including more kinesthetic opportunities and PBL.

In Math, students who self-identify as Hispanic and students with IEPs are two color bands below all student performance. Considered allocation of extra funding for smaller Math Clubs (before school intervention groups taught by certificated teachers).

For Chronic absenteeism of Hispanic students and SED, they were two color bands below all students. There is usually a correlation between missing instruction and learning. There was no pattern across chronically absent students, so the teachers and Principal will take time to consider each personal case and create family by family action steps.

## Other Needs

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

AA and Latino subgroup summative state testing data matches overall SMASH school data which is that in 3rd and 4th grades, a small portion of students do not meet standards and a large portion are near the standard for reading, listening, writing and research.

Then in 5th grade and into middle school most students meet or exceed standards. Since our students stay at SMASH over time, as they receive more instruction, they perform better on standardized tests. SMASH does not introduce individual tech devices for classroom instruction until 4th grade so that is also a factor in student test results.

## 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).

Overall Reflection on California Healthy Kids Survey Parent Input:

High marks for parent involvement, school support, and lack of substance use.

Parents feel welcome to participate at school

Parents feel their children are safe at school

Parents feel adults at school really care about their children

Concerns about the clean and well-maintained facilities.

Overall Reflection on California Healthy Kids Staff Input:

Positive responses about resources and congeniality

Concerns around facilities upkeep.

Staff feels supported for kids, themselves, safety and fairness

Staff is attuned to anxiety/depression for portion of students suffering

## Overall Reflection on California Healthy Kids 5th/7th grade Student Input:

In 5th grade,

Level of safety at school

Feel respected by and supported by adults

Confusion around how questions were posed when it came to parent involvement and boredom.

Need to learn more about what students define as bullying. Olweus Anti-bullying survey can provide more data.

The 5th and 7th grade teachers did circles to see what kind of facilities concerns came to mind. In the fifth grade share, students shared that it was mostly about the bathroom.

In 7th grade, caring adult relationships is an area that causes wonder because school connectedness was high.

As it is important to have many caring adult relationships, this disconnect should be explored more by the teachers and as a school.

Ways their ideas can be used meaningfully can be explored via focus groups.

## California School Parent Survey for SMASH 24-25

99 Parents Responded

K=7

1st=11

2nd=10

3rd=8

4th=14

5th=18

6th=8

7th=11

8th = 12

## Summary of Key Survey Indicators for Parental Involvement, School Climate, and Student Behavior

Parental Involvement (% that strongly agree or agree)

Promotion of parental involvement 91%

School encourages me to be an active partner 97%

School actively seeks the input of parents 79%

Parents feel welcome to participate at this school 99%

School Supports for Students (% that strongly agree or agree)

School is a safe place for my child 99%

School motivates students to learn 94%

School has adults who really care about students 98%

Teachers responsive to child's social and emotional needs 97%

School provides parents with advice and resources to support my child's social and emotional needs 97%

Fairness, Rule Clarity, and Respect for Diversity (% that strongly agree or agree)

School enforces school rules equally 81%

School treats all students with respect 94%

School promotes respect of cultural beliefs/practices 90%

Substance Use, School Disorder, and Bullying (% that strongly agree or agree)

Substance Use problems 0

Student alcohol and drug use 0

Student vaping or e-cigarette use 0

School disorder (fights, racial conflicts, bullying, harassment) 15%

Harassment or bullying of students 1%

Facilities (% that strongly agree or agree)

School has clean and well maintained facilities 45%

California School Staff Survey for SMASH 24-25

17 Staff Members Responded

Summary of Key Indicators of School Climate and Student Well-Being

School Supports for Students (% that strongly agree or agree)

Caring adult relationships 100%

High expectations for students by the adults 100%

Student meaningful participation opportunities 100%

Promotion of parental involvement 100%

Student learning environments 100%

Facilities upkeep 36%

Support for social emotional learning 100%

Provides adequate counseling and support services 100%

School supports for Staff (% that strongly agree or agree)

Staff working environment 100%

Staff collegiality 100%

School Safety (% that strongly agree or agree)

Is a safe place for staff 100%

Is a safe place for students 100%

Has sufficient resources to create a safe campus 100%

Fairness, Rule Clarity, and Respect for Diversity (% that strongly agree or agree)

Fairness and rule clarity 92%

Respect for differences 100%

Academic Motivation and Student Behavior (% that strongly agree or agree)

Students are motivated to complete schoolwork 100%

Cutting classes 0%

Harassment/bullying moderate to severe problem 0%

Substance Use and Mental Health (% that strongly agree or agree)

Alcohol and drug use moderate to severe problem 0%

Tobacco use moderate/severe problem 0%

Vaping use moderate/severe problem 0%

Student depression – 31% say it’s a moderate to severe problem, 23% say it’s a mild problem, others say it is an insignificant problem

#### California School 5th Grade Student Survey for SMASH 24-25

16 out of 26 Responded

#### Summary of Key Indicators of School Climate

##### School Engagement and Supports

School connectedness 91%

Academic motivation 76%

School boredom 20% bored most of the time, 80% bored some of the time

Caring adults at school 93%

High expectations from adults in school 93%

Meaningful participation 69%

Facilities upkeep 56%

Parent involvement in school 56%

Anti Bullying climate 73%

##### School Safety and Cyberbullying

Feel safe at school 93%

Been hit or pushed 20%

Mean rumors spread about your 13%

Called bad names or target of mean jokes 33%

Saw a weapon at school 0%

Cyberbullying 13%

##### School Disciplinary Environment

Rule Clarity 93%

Students well behaved 67%

Students treated fairly when break rules 79%

Students treated with respect 100%

#### California School 7th Grade Student Survey for SMASH 24-25

20 out of 26 Responded

#### Summary of Key Indicators of School Climate

##### School Engagement and Supports

School connectedness 89%

Academic Motivation 65%

School is really boring 25%

Trouble focusing on schoolwork 20%

Caring adult relationships 58%

High expectations 70%

Meaningful participation 35%

Facilities upkeep 5%  
Promotion of parental involvement in school 58%

#### School Safety and Cyberbullying

School perceived as very safe or safe 85%  
Experienced any harassment or bullying 16%  
Had mean rumors or lies spread about you 16%  
Been afraid of being beaten up 11%  
Been in a physical fight 11%  
Seen a weapon on campus 5%  
Cyberbullying 11%

Substance Use (alcohol, tobacco, marijuana...) 0%

#### Social and Emotional Health

Social emotional distress 20%  
Experienced chronic sadness/depression 11%  
Considered suicide 5%  
Optimism 69%  
Life satisfaction 81%

## 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: 9.4.24, 9.11.24, 9.16.24, 9.30.24, 10.2.24, 10.9.24, 10.16.24, 10.23.24, 11.25.24, 12.9.24, 1.27.25, 1.29.25, 2.19.25, 3.5.25 . 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 10.11.24 & 10.14.24 Math Learning Walks in 5-6-7-8th grade 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...)

Agreed upon next steps from Math Learning Walks:

- 1) Increase Math Clubs (small group intervention) to 3 groups
- 2) Add in additional fact fluency practice into Math Workshop based on articulation of math continuum

2.12.25 and 2.13.25 K-1-2-3 Math Learning Walks key finding and next step: reviewing math games that build fact fluency

Summary of take aways from Grant-SMASH Teacher PBL Learning Walk March 27, 2025 that we will implement back at SMASH:

Use talk protocols and peer partnerships to practice giving and receiving feedback and questioning techniques

Mindful placement of materials to support regulation of students

Use games to increase student independence

Uplift invitations for parent volunteers

## **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)

Collaborative meetings (Instructional Coach, Specialized Academic Instructor) with each of the multi-age grade level teams looked at K-5 F&P reading assessments. These 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 2nd, 3rd, 4th graders before twice a week throughout the 24-25 school year.

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

78% of SMASH 1st-8th graders who took the Star Fall Math Diagnostic were at/above grade level according to district benchmarks

13% were on watch

How we define success= skills, habits, executive functioning, math identity, math practices, math communication, reasoning, student goal setting, flexible thinking, growth mindset, comfort taking risks, finding math fun and ready to dig into it, being part of a community where we add onto each other's ideas, effectively using resources, making growth/progress from wherever you are, being curious about how others figure out math, understanding math as a language, we like to see progress, look at how do they work in class and how do they do on unit tests

Overall, from Fall 2024 to Winter 2025, SMASH K-8 students increased 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 second, third and fourth grade students in the twice a week Math Club with the classroom teachers: 50% moved 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).

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Santa Monica Alternative School House (SMASH) TK-8. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	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
Two or More Races	12.91%	10.93%	11.87%	43	27	26
Not Reported	0.60%	0%	0.46%	2	0	1
<b>Total Enrollment</b>				<b>333</b>	<b>247</b>	<b>219</b>

### Enrollment By Grade Level

Student 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
Grade 3	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
<b>Total Enrollment</b>	<b>333</b>	<b>247</b>	<b>219</b>

#### Conclusions based on this data:

- 54% of the students self identify as White, 12% as two or more races, 19% as Latino, 5% as African American, and 7% as Asian

2. 8% of students (18 out of 219) enrolled at SMASH K-8 24-25 school year had SST meetings.
3. 24% of SMASH students self identify as AA or Latinx. 5% of the SSTs conducted were for students who self identify in these categories . SST referrals for these two categories were lower than the overall school demographic distribution.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	12	12	5	2.2%	3.6%	2.3%
Fluent English Proficient (FEP)	33	30	24	9.5%	9.9%	11.0%
Reclassified Fluent English Proficient (RFEP)	6	7	3	1.8%	2.8%	1.4%

### 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 is 1 student acquiring English skills as a second language (K) and we need to make sure he is receiving the embedded and designated language instruction needed.
3. 4 students are RFEP for 2024-25 school year. We will monitor student progress.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36	26	26	28	21	19	28	21	19	77.8	80.8	73.1
Grade 4	34	32	27	21	23	24	21	23	24	61.8	71.9	88.9
Grade 5	42	27	24	27	19	19	27	19	19	64.3	70.4	79.2
Grade 6	32	28	25	21	22	19	21	22	19	65.6	78.6	76
Grade 7	36	29	26	13	18	19	13	18	19	36.1	62.1	73.1
Grade 8	49	33	21	25	13	16	25	13	16	51.0	39.4	76.2
All Grades	229	175	149	135	116	116	135	116	116	59.0	66.3	77.9

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2475.	2478.	2432.	42.86	42.86	21.05	35.71	42.86	36.84	17.86	9.52	26.32	3.57	4.76	15.79
Grade 4	2502.	2551.	2518.	28.57	52.17	45.83	38.10	39.13	25.00	19.05	4.35	16.67	14.29	4.35	12.50
Grade 5	2548.	2576.	2595.	40.74	47.37	68.42	40.74	47.37	15.79	7.41	0.00	5.26	11.11	5.26	10.53
Grade 6	2567.	2581.	2584.	28.57	27.27	31.58	38.10	54.55	42.11	19.05	9.09	21.05	14.29	9.09	5.26
Grade 7	2600.	2623.	2611.	46.15	44.44	26.32	23.08	33.33	52.63	7.69	16.67	15.79	23.08	5.56	5.26
Grade 8	2638.	2629.	2615.	40.00	30.77	43.75	28.00	61.54	25.00	32.00	0.00	18.75	0.00	7.69	12.50
All Grades	N/A	N/A	N/A	37.78	41.38	39.66	34.81	45.69	32.76	17.78	6.90	17.24	9.63	6.03	10.34

<b>Reading</b> Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	40.00	43.10	34.48	53.33	53.45	56.90	6.67	3.45	8.62

<b>Writing</b> Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	21.48	37.07	31.90	62.96	57.76	50.86	15.56	5.17	17.24

<b>Listening</b> Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	27.41	20.69	18.97	68.15	72.41	78.45	4.44	6.90	2.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	28.89	31.90	31.03	65.19	65.52	65.52	5.93	2.59	3.45

**Conclusions based on this data:**

1. In 3rd and 4th grades, a portion of students do not meet standards and then 5th grade and into middle school they mostly meet standards. Since our students stay with us over time, as they receive our instruction, they perform better on standardized tests. We do not introduce individual tech devices for classroom instruction until 4th grade so that is also a factor in their test results.
2. In 3rd and 4th grades, a large portion were near standard for reading, listening, writing and research. With some specific teaching, they can reach the standard.
3. For the 23-24 school year, 18% of 3rd-8th grade students were opted out by their parents. Using other measures, it is a range of high performing and striving students.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36	26	26	26	20	18	26	20	18	72.2	76.9	69.2
Grade 4	34	32	27	21	23	24	21	23	24	61.8	71.9	88.9
Grade 5	42	27	24	28	19	18	28	19	18	66.7	70.4	75
Grade 6	32	28	25	20	21	18	20	21	18	62.5	75.0	72
Grade 7	36	29	26	13	18	19	13	18	19	36.1	62.1	73.1
Grade 8	49	33	21	27	16	15	27	15	15	55.1	48.5	71.4
All Grades	229	175	149	135	117	112	135	116	112	59.0	66.9	75.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2463.	2467.	2478.	34.62	25.00	33.33	34.62	45.00	33.33	15.38	25.00	27.78	15.38	5.00	5.56
Grade 4	2489.	2508.	2509.	28.57	26.09	16.67	28.57	47.83	45.83	28.57	21.74	37.50	14.29	4.35	0.00
Grade 5	2517.	2529.	2579.	21.43	21.05	61.11	14.29	21.05	27.78	46.43	47.37	5.56	17.86	10.53	5.56
Grade 6	2543.	2547.	2554.	30.00	19.05	27.78	20.00	33.33	22.22	30.00	33.33	38.89	20.00	14.29	11.11
Grade 7	2598.	2620.	2600.	30.77	50.00	31.58	30.77	11.11	42.11	23.08	33.33	10.53	15.38	5.56	15.79
Grade 8	2644.	2626.	2626.	51.85	40.00	40.00	14.81	40.00	33.33	22.22	0.00	13.33	11.11	20.00	13.33
Grade 11															
All Grades	N/A	N/A	N/A	33.33	29.31	33.93	22.96	33.62	34.82	28.15	27.59	23.21	15.56	9.48	8.04

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11									
All Grades	28.89	24.14	33.93	48.89	60.34	52.68	22.22	15.52	13.39

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	30.37	33.62	35.71	57.78	61.21	57.14	11.85	5.17	7.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	34.07	30.17	30.36	54.07	59.48	61.61	11.85	10.34	8.04

**Conclusions based on this data:**

1. Students have stronger state test results in math over time. We will continue to focus on math practice 1 (making meaning of problems) and math practice 6 (accuracy and fluency) within our Math Workshop blocks.
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 continue our math intervention to support those needing Tier 2 math support.
3. For the 23-24 school year, 18% of 3rd-8th grade students were opted out by their parents. Based on other measures, this is a range of high performing and striving mathematicians.



# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	0
6	*		*	*		*	*		*	*		*
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>										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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*		*	*		*	*		*	*		*	*		*
7	*	*		*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*		*	*		*	*		*	*		*	*		*
7	*	*		*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*		*	*		*	*		*	*		*	*		*
7	*	*		*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	12.50	*	*	43.75	*	*	37.50	*	*	6.25	*	*	16	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
1	*	*		*	*		*	*		*	*		
2	*	*		*	*		*	*		*	*		
3	*		*	*		*	*		*	*		*	
4	*	*		*	*		*	*		*	*		
5	*	*		*	*		*	*		*	*		
6	*		*	*		*	*		*	*		*	
7	*	*		*	*		*	*		*	*		
8	*	*	*	*	*	*	*	*	*	*	*	*	
<b>All Grades</b>	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*		*	*		*	*		*	*		*
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	93.75	*	*	6.25	*	*	0.00	*	*	16	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*		*	*		*	*		*	*		*
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	12.50	*	*	81.25	*	*	6.25	*	*	16	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*		*	*		*	*		*	*		*
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	25.00	*	*	68.75	*	*	6.25	*	*	16	*	*

**Conclusions based on this data:**

1. For the 2024-2025 school year, 3 SMASH students received initial ELPAC testing.
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 4 RFEP and 1ELL students served overall in the school in the 24-25 school year.
3. There are 15 world languages other than English spoken by families at SMASH.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
219	12.8%	2.3%	0.0%
Total Number of Students enrolled in Santa Monica Alternative School House (SMASH) TK-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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	2.3%
Foster Youth	0	0.0%
Homeless	1	0.5%
Socioeconomically Disadvantaged	28	12.8%
Students with Disabilities	48	21.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	5%
American Indian	1	0.5%
Asian	16	7.3%
Filipino	5	2.3%
Hispanic	41	18.7%
Two or More Races	26	11.9%
Pacific Islander	0	0.0%
White	118	53.9%

### Conclusions based on this data:

1. We should continue to have weekly special education team meetings to monitor our supports for the 22% 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

The 2024 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.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  No Performance Color		

#### 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 color bands reflect the shift from including ISP students to having the 23-24 test results being the baseline for SMASH only.
3. A higher rate of attendance conferences were held in 22-23 than in 23-24. Principal held more attendance conferences again in the 24-25 school year.

# School and Student Performance Data

## Academic Performance English Language Arts

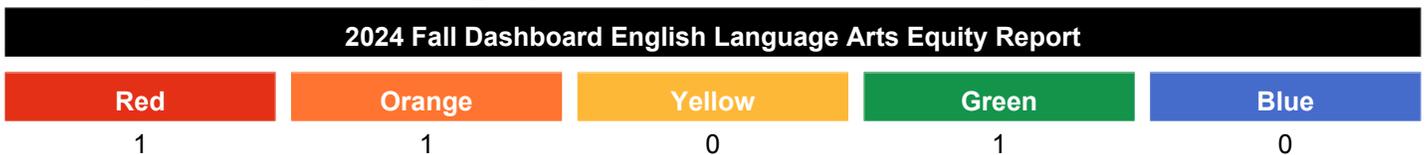
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>18.9 points below standard</p> <p>Increased 32.8 points</p> <p>140 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>98.1 points below standard</p> <p>Increased 41.8 points</p> <p>25 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>141.5 points below standard</p> <p>Increased 3.6 points</p> <p>41 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>8.3 points below standard</p> <p>11 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>75.6 points below standard</p> <p>Declined 17.8 points</p> <p>30 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>32.2 points above standard</p> <p>Increased 50.3 points</p> <p>15 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>0.3 points below standard</p> <p>Increased 43.7 points</p> <p>74 Students</p>

**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. Teachers reviewed students near standard who could receive some instruction to move them to meeting standard.
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

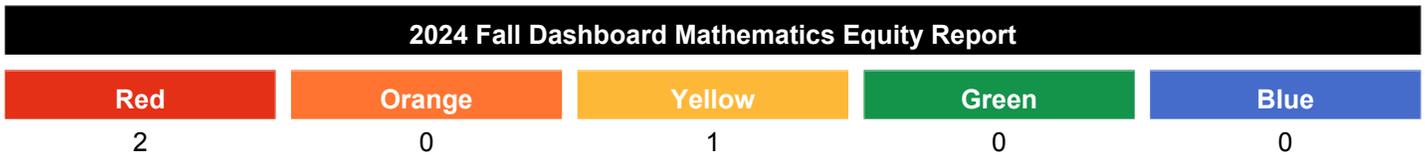
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>47.1 points below standard</p> <p>Increased 40.0 points</p> <p>140 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>143.0 points below standard</p> <p>Increased 43.4 points</p> <p>25 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>178.6 points below standard</p> <p>Declined 20.8 points</p> <p>41 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>49.5 points below standard</p> <p>11 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>115.0 points below standard</p> <p>Declined 25.1 points</p> <p>30 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>38.1 points above standard</p> <p>Increased 120.7 points</p> <p>15 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>28.1 points below standard</p> <p>Increased 56.5 points</p> <p>74 Students</p>

**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. Small group math intervention called Math Clubs will include the identified Latino and special education students.
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

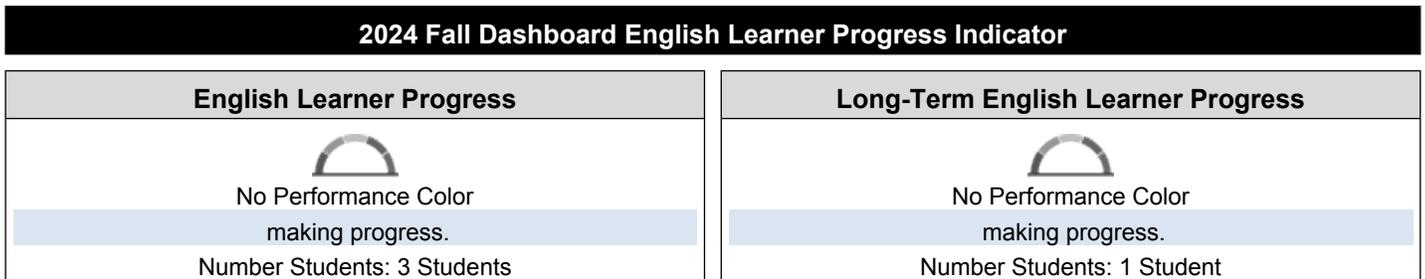
## Academic Performance English Learner Progress

The 2024 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.

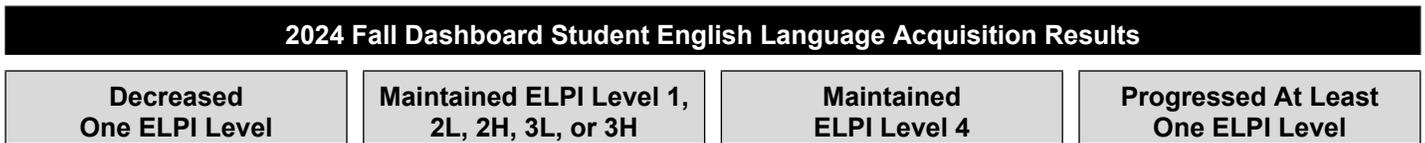
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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



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.



### Conclusions based on this data:

1. In the 24-25 school year, according to Ellevation, at SMASH, there are 4 RFEP and 1 ELL students. None are LTELs. The LLI consults with the general education teachers to design instruction for these students.
2. SMASH will receive the Ed Services 5 ELD PD sessions in the 25-26 school year.
3. SPSA Goal #1 will focus on writing resources that are recommended in the Ed Services ELD training.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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 number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div style="background-color: #cccccc; text-align: center; padding: 5px;"><b>All Students</b></div> <div style="text-align: center; margin: 10px 0;">   <b>Green</b> </div> <div style="background-color: #e6f2ff; text-align: center; padding: 5px; margin: 5px 0;"> <b>9% Chronically Absent</b> </div> <div style="text-align: center; margin: 5px 0;">Declined 7.7</div> <div style="text-align: center; margin-top: 10px;">222 Students</div>	<div style="background-color: #cccccc; text-align: center; padding: 5px;"><b>English Learners</b></div> <div style="text-align: center; margin: 10px 0;">   <b>No Performance Color</b> </div> <div style="text-align: center; margin: 5px 0;">Fewer than 11 students - data not displayed for privacy</div> <div style="text-align: center; margin-top: 10px;">5 Students</div>	<div style="background-color: #cccccc; text-align: center; padding: 5px;"><b>Long-Term English Learners</b></div> <div style="text-align: center; margin: 10px 0;">   <b>No Performance Color</b> </div> <div style="text-align: center; margin: 5px 0;">Fewer than 11 students - data not displayed for privacy</div> <div style="text-align: center; margin-top: 10px;">1 Student</div>
<div style="background-color: #cccccc; text-align: center; padding: 5px;"><b>Foster Youth</b></div> <div style="text-align: center; margin: 10px 0;">   <b>No Performance Color</b> </div> <div style="text-align: center; margin-top: 10px;">0 Students</div>	<div style="background-color: #cccccc; text-align: center; padding: 5px;"><b>Homeless</b></div> <div style="text-align: center; margin: 10px 0;">   <b>No Performance Color</b> </div> <div style="text-align: center; margin: 5px 0;">Fewer than 11 students - data not displayed for privacy</div> <div style="text-align: center; margin-top: 10px;">1 Student</div>	<div style="background-color: #cccccc; text-align: center; padding: 5px;"><b>Socioeconomically Disadvantaged</b></div> <div style="text-align: center; margin: 10px 0;">   <b>Orange</b> </div> <div style="background-color: #e6f2ff; text-align: center; padding: 5px; margin: 5px 0;"> <b>21.9% Chronically Absent</b> </div> <div style="text-align: center; margin: 5px 0;">Declined 11.5</div> <div style="text-align: center; margin-top: 10px;">32 Students</div>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>19.4% Chronically Absent</p> <p>Declined 2.3</p> <p>62 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>9.1% Chronically Absent</p> <p>Declined 15.9</p> <p>11 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>6.3% Chronically Absent</p> <p>Increased 6.3</p> <p>16 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>23.8% Chronically Absent</p> <p>Increased 4.1</p> <p>42 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>3.6% Chronically Absent</p> <p>Declined 22.4</p> <p>28 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>5.9% Chronically Absent</p> <p>Declined 8.8</p> <p>119 Students</p>

**Conclusions based on this data:**

1. Attendance conferences for chronically absent students need to include both the Principal and the STEP counselor.
2. Home behaviorists through ISS services in IEPs are meeting with school based counselors to create home-school attendance support plans.
3. Principal will increase the amount of attendance conferences held for 25-26 school year.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

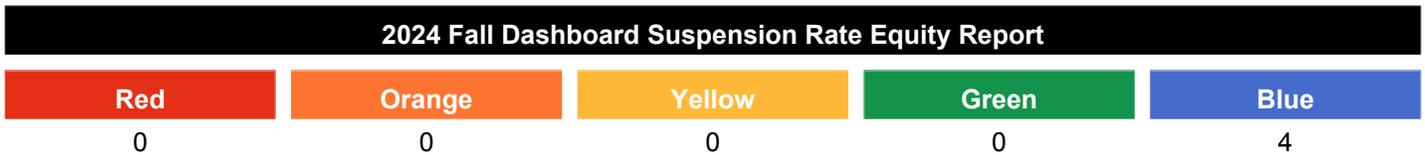
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.4%</p> <p>225 Students</p>	<p><b>English Learners</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>32 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.6%</p> <p>62 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>11 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>16 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>42 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>28 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.7%</p> <p>122 Students</p>

**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 1

### Title and Description of School Goal

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

#### Writing

In order to communicate/ develop written ability to express ideas to connect with and influence others, students will use universally accessible writing resources (i.e. vocabulary references, anchor charts, sentence/paragraph frames, graphic organizers, Capitalization, Organization, Punctuation, Spelling support tools) to try new content in two different PBL/Writing Workshop units of study.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

In CAASPP ELA, students who self-identify as Hispanic are two colors below all student performance. Literacy-related actions steps beyond reading and writing workshop components can be including more kinesthetic opportunities and PBL.

In 3rd and 4th grades, a large portion were near standard for reading, listening, writing and research. With some specific teaching, they can reach the standard.

In CAASPP Math, students Hispanic students and students with ieps are two colors below all student performance. Small math group intervention will frontload key concepts, build math fact fluency and instill stronger math identity for these students.

Summary of take aways from Grant-SMASH Teacher PBL Learning Walk March 27, 2025 to implement back at SMASH: Use talk protocols and peer partnerships to practice giving and receiving feedback and questioning techniques

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SMMUSD ELD Classroom Reflection Tool for Integrated and Designated ELD	This is a new SMMUSD tool. The SMASH baseline will be created during December 2025 Learning Walks.	85% of students use vocabulary references, anchor charts, language frames, and graphic organizers.
Big Picture Learning (BPL) K8 Communication Frame	This is a new K8 BPL tool. The SMASH baseline will be created when SMASH teachers review student classroom writing pieces October 2025	85% of SMASH TK-8 students will increase at least one stage along the Quality Criteria progression on the Big Picture Learning K8 Communication Frame when teachers review student classroom writing pieces from October 2025 and February 2026

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Hands-on experiences that build shared understanding for writing within Seed to Table K-8 Living Science lessons (once a month sessions with Growing Together Education TK-5 and weekly experiences with middle school science teacher 6-7-8)  Hispanic students were two colors below all student performance on CASSPP ELA results. Organic Farming with science journals is a literacy-related action step beyond reading and writing workshop components that includes more kinesthetic opportunities and PBL.	TK-8 grade students (this includes Hispanic students who were two colors below all student performance on CAASPP ELA)	8400  SLT monies
1.2	2 Learning Walks using using SMMUSD ELD Classroom Reflection Tool (\$2700 SLT monies for one sub day per 15 teachers)	TK-8 grade students	2700  SLT monies
1.3	ELD PD series from Instructional Coach (IC) LaDawna Hamilton during Staff Inquiry (5 banked times)	TK-8 grade students	0  \$0, Ed Services is providing this to school sites
1.4	Student thinking is enhanced by learning to read music and by playing an instrument. SMASH will provide additional support to those middle schoolers needing help with acquiring instrumental music skills.  \$6300 and \$2537 benefits = \$8,837 Formula T/TH 1.5 hours/day up to 105 hours \$60/hour	6-7-8th instrumental music students	8837 Site Formula Funds

1.5	Review student writing, 2 days using the Big Picture Learning Communication Frame (\$5553 Formula monies for 2 sub days per 15 teachers)	TK-8 grade students	5400  SLT monies
1.6	Math Club: Small group math intervention before school twice a week, provided by classroom teachers. In order to address state findings from SMASH CAASPP results, Hispanic students, students with iep's (and ELOP students from 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.  \$6,000 Formula (~90 hours teacher hourly or 15 weeks of 3 math club groups)	Students whose Star Diagnostic Math results indicate the need for math intervention and ELOP students specifically	6,000 Site Formula Funds  3 teachers, 2 hours per week at teacher hourly for 15 weeks
1.7	Grant-SMASH PBL Learning Exchange/Site Visits 1 sub per 15 teachers \$2700 SLT monies	Tk-8 grade students	2700  SLT monies
1.8	Review student Rdg assessments before report cards are due 2 subs days per 15 Teachers \$5553 Formula	TK-8 grade students	5553 Site Formula Funds
1.9	PBL units with art 15 weeks and drama 15 weeks integration \$30,520 Prop 28 monies	TK-8 grade students	
1.10	Recyclable Art to enhance PBL units (\$9,600 + \$3866 benefits = \$13466 reDiscover TK & 1st 15 weeks first semester 10am-1:30pm and K, 2, 3 15 weeks 8:15-12:45 second semester Stretch, \$80/hour up to 120 hours	TK-3 grade students	13466 Stretch Grant (Ed Foundation)
1.11	Maker Space Art to enhance PBL units for 4-5-6th (\$2970 to Forge Makers and \$1196 benefits = \$4168 Stretch, 12 weeks 8:30-11:30 not to exceed 36 hours \$80/hour  (7th/8th grade students receive PLTW through the middle school engineering teacher)	4-5-6th grade students	4168 Stretch Grant (Ed Foundation)

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

The 24-25 Goal #1 around math practice 1 (making sense of problems) and math practice 6 (accuracy/fluency) resulted in 4th/5th graders receiving targeted math fact fluency practice in a way that students found fun and effective. We will

see if they retain this fluency and accuracy after the Summer break as they enter 5th and 6th grade Math Workshop. Via the work with the Instructional Coach and the Math Teacher Leader, 6th graders were enthusiastic about challenges to their mathematical minds via 3 Act Tasks and Math Circles. Differentiating for striving as well as accelerated math thinkers is important for students. For the 25-26 school year, we will continue Math Clubs as an action step for our new Goal #1 since 63% of those who participated in the small group math intervention that targeted 2nd, 3rd and 4th graders, increased Star Math scores to near standards or meeting standards.

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

The goal was implemented as planned with the addition of second semester Math Clubs (small group math intervention) that was funded through ELOP. We had originally budgeted for one semester of this intervention then thanks to SMMUSD ELOP funding students who showed need through Star Math Diagnostic results as well as students who qualify for ELOP monies worked with SMASH certificated teachers in these before school twice a week small math groups to frontload concepts, enhance math fact fluency, and build their math identity.

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 are shifting to a focus on writing using proven ELD strategies based on the findings in our comprehensive needs assessment (testing data points and Learning Walks) as well as our school population likely including more ELL students as we grow in size and shift to neighborhood priority. We will continue Math Clubs as an action step for our new Goal #1 since 63% of those who participated in the small group math intervention increased Star Math scores to near standards or meeting standards.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Frontloaded Reading Conferences for ELLs and Students with IEPs

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 2025-2026 school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

We are working towards increasing Student Achievement in Reading through the literacy workshop model with differentiated small group instruction (Close Reading, systematic phonics instruction, word work, Academic Vocabulary, Guided Reading)

2.3% of SMASH students currently qualify as ELL

21.9% of SMASH students currently 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)

Literacy (SIPPS and LLI)

Print Practice 10 minutes per day small group

UFLI is the phonemic awareness and phonics programs being used 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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate due to ELPAC score # of SST referrals for reading/writing/communication related concerns	<p>2021-2022 0 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.</p> <p>2022-2023 3 students reclassified. 2022-2023 SSTs for 33 students. 0 qualify as ELL. 8 had reading/writing related concerns. 4 qualified for special education.</p> <p>2023-2024 2 students reclassified. 2023-2024 SSTs for 18 students. 0 out of 18 are ELL. 9 out of 18 had reading/writing/communication related concerns. 5 qualified for special education.</p> <p>2024-2025 1 student reclassified. 2024-2025 SSTs for 18 students. 0 out of 18 qualify as ELL. 8 had reading/writing/communication related concerns. 3 qualified for special education and 3 are still being assessed.</p>	Reclassify at least 1 student taking the ELPAC in 2025-26 2025-2026 fewer than 8 SSTs for reading/writing/communication related concerns

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Culturally and linguistically and learning diverse students will receive reading conferences with teachers to frontload reading teaching points and offer additional personalized foundational reading skills instruction (extra guided reading and additional phonics instruction for students showing risk of referral for special education assessments)	K-5 students showing below grade level results for Star Diagnostic and F&P reading assessments	0
2.2	Lexia differentiated, explicit on-line reading instruction will be used K-5. UFLI whole class phonics program will be used K-1.	K-5 students	0  Differentiated literacy instruction Lexia Ed Services is buying for all K-5 students for 25-26 school year
2.3	See additional action steps already included as part of Goal #1	TK-8 students	0

2.4	Elementary Library Coordinator (ELC) will host book talks with ELLs.	SED Students	0
2.7			

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

We met our goal of reclassifying at least 1 student taking the ELPAC in 2025-26. One ELL remains, the others are IFEP or RFEP.  
 8 of the 18 students who went through the SST process in 2025-2026 had reading/writing/communication related concerns. We were aiming to have 7 or fewer so we almost made that metric.

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

The expenditures matched what we anticipated.

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 25-26, as we go through the 5 sessions of ELD training with the SMMUSD Instructional Coach, we anticipate learning additional instructional techniques to further support those with language acquisition and use of English/literacy needs. By previewing the training materials, we generated Goal #1 and Goal #2 to be linked together as we focus on resources provided and used as students learn to communicate in writing.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

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

By May 2026, 75% of climate survey respondents will say the school provides enough resources for mental health and well-being (this would be an increase by 5%) Via workshops to parents and classroom lessons with students, adults and students will feel better supported in developing a resilient school community through increased knowledge of and the practical application of strategies to cope with anxiety.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Chronic Absenteeism for Hispanic and SED students is different from overall school absenteeism by 2 color bands. When SLT reviewed the specific students, there was no overall trend so we create individualized plans in each attendance conference/SART meeting.

SMASH Staff members have a clear sense of the emotional needs of our students.

CHKS 24-25 Staff Survey: Student depression – 31% say it’s a moderate to severe problem, 23% say it’s a mild problem

Parents trust the SMASH staff and are eager partners in raising resilient children in our community.

Overall Reflection on California Healthy Kids Survey 24-25 Parent Input:

High marks for parent involvement, school support, and lack of substance use.

Parents feel their children are safe at school

Parents feel adults at school really care about their children

The 23-24 School Climate Survey said:

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 2025-26 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

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
school climate survey data/students and parents and staff saying the school provides enough mental health resources	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

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Whole Staff Workshops focused around Peace from Anxiety: Get Grounded, Build Resilience and Stay Connected Amidst the Chaos author Hala Khouri.	All TK-8 students and staff	0

			Trauma informed school practices parent and teacher workshops with Hala Khouri  August Retreat and Friday workshops
3.2	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.	individual students and small groups of students in counseling	0  \$0 from site. Ed Services provides the 2 day a week SEWI counseling intern
3.3	Psychologist Hala Khouri will lead parent workshops regarding trauma informed practices that support students at home and at school. Parents from Hispanic and SED homes will receive personal emails and calls encouraging them to attend.	Parents from Hispanic and SED homes	0
3.4	Principal will hold 100% of the A2A attendance conferences/SART meetings with input from classroom teachers specific to each child/family gathered in advance.	Students from Hispanic and SED homes who show up in A2A needing attendance meetings. All students who show up in A2A.	0
3.5	Participate in 4 SEL training sessions through Ed Services. Implement 1 Second Step lesson weekly into the already established Morning Meetings at SMASH.	TK-8 grade students	0
3.15			

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

According to the CHKS 24-25 survey results for parents, staff and students, we are providing adequate support for well-being.

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

There were schedule conflicts for half of the Parent Workshops with Hala Khouri. For those that did occur, parents who attended provided positive feedback about the helpfulness of building a bridge between home language/process and Hala/SMASH teacher approaches to supporting children through anxiety, depression and peer conflicts. The SEWI Counseling Intern was frequently absent due to a range of challenges so fewer students were served in individual in person counseling than anticipated. The two small counseling groups per semester did take place. These helped the school and parents determine which of these children would benefit from referrals to individual counseling. Since we

had fewer in person individual counseling spots, we increased the referrals to Hazel Health on-line individual counseling with a fully licensed therapist by 40%.

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.

Ed Services is shifting SMASH to the SEL PD Wheel for 25-26 so we will incorporate what we learn from the 4 SEL training sessions. We anticipate this will include Second Step lessons that we will fold into our already established Morning Meetings (TK-5) and Circle Power and Respect (6-7-8th). Since SMMUSD is having SMASH grow 3 additional early childhood classrooms in 25-26, we will also host more parent sessions to bridge home and school language and practices around emotional regulation for kids and adults alike as well as approaches to supporting young people through conflicts.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$57,224.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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 (\$)
	\$19,200.00
Site Formula Funds	\$20,390.00
Stretch Grant (Ed Foundation)	\$17,634.00

Subtotal of state or local funds included for this school: \$57,224.00

Total of federal, state, and/or local funds for this school: \$57,224.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
American Book Drive		
Title II (Teacher Improvement)		
Site Formula Funds	20,684.00	294.00
Stretch Grant (Ed Foundation)		

## Expenditures by Funding Source

Funding Source	Amount
	19,200.00
Site Formula Funds	20,390.00
Stretch Grant (Ed Foundation)	17,634.00

## Expenditures by Budget Reference

Budget Reference	Amount
	57,224.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		19,200.00
	Site Formula Funds	20,390.00
	Stretch Grant (Ed Foundation)	17,634.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	57,224.00
Goal 2	0.00
Goal 3	0.00

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 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
Alisa Bizzul	Parent or Community Member
Jennifer Mack	Parent or Community Member
Bodhi Goldstein	Secondary Student
Zachary Lichtman	Secondary Student
Ezra Mooney	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**

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:



Principal, Jessica Rishe on 5.7.25



SSC Chairperson, Anne Serapiglia on 5.7.25

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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