

School Year: **2019-20**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Mateo High School	4136370	May 20, 2019	October 24, 2019

## Purpose and Description

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

Schoolwide Program  
This plan is directly related to San Mateo High School's WASC Action Plans formatted on an annual

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

San Mateo High School's SPSA is directly aligned with our WASC goals, as well as our District's LCAP, as it relates to English Language Learners, Long term English Learners, Low income students and Students with Disabilities.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The California Healthy Kids Survey was given to all 9th and 11th graders in 2015-16, again in Fall 2017 as well as Winter 2018/19. In early January 2018, the TUPE survey was administered to all sophomores and seniors and in March 2018, seniors participated in the Monitoring the Future nationwide study.

## Classroom Observations

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

1. Administrators observe all teachers on evaluation, in addition to making other drop in observations.
2. Conduct walk-through and peer observations focused on student engagement, reciprocal reading strategies and implementation of Constructing Meaning Strategies via Learning Walks with the Administrative Team and Instructional Coaches. Teachers voluntarily participate in peer observations and debrief sessions.
3. The SMUHSD Board of Trustees approved an evaluation system which has teachers on full evaluation being assigned an Instructional Coach (IC) to assist teachers in identifying a SMARTE goal and observing teachers to collect data-based evidence in order to meet their goal(s). Non-classroom and part time faculty complete a professional growth plan instead of working with an IC.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

The San Mateo High School faculty and administration use the following assessment data to modify instruction and improve student achievement:

- English Language Proficiency Assessments for California (ELPAC)
- CAASPP-Interim Comprehensive Assessments for ELA (ICA) scores
- CAST scores
- UC/CSU Eligibility Data
- SMI and SRI scores
- AP/Honors Course Enrollment Data
- Academic Core Completion Data
- GPA, transcripts
- Healthy Kids Survey Data

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

San Mateo High School has implemented a number of interventions and support classes designed to help Historically Under-served Groups of Students (HUGS).

Since 2010, the District has supported each school with the Guided Studies Program to support those students who were identified by their middle school teachers and counselors as having organization and study skills issues. San Mateo High School is currently running two sections of Guided Studies, one at the 9th and 10th grades. We will continue to monitor the success of these support classes by analyzing grade data each semester and CAASPP test scores for juniors. We will use this data to inform decisions on the future of intervention classes.

In summer 2016, a cadre of teachers expressed interest in investigating and piloting Standards-based grading. Grading and assessments continue to be developed by a group of teachers on campus. Professional development funds were used to support the continuing interest by various departments. Grade reports and data will be examined to see if there has been a reduction in the number of D/Fs earned. Currently the mathematics and World Language departments use Standards-based Grading.

In addition, many of our Specialized Day Classes (SAI-Special Education) were dissolved and a co-teaching environment was created; pairing a General Education Teacher with a Special Education Teacher and implementing a more inclusion program. Students' transcripts will be examined to see if the number of students on track to graduate has increased, decrease or remained the same.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All faculty meet HQT requirements under NCLB.

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

The district reviews the sufficiency of credentialed teachers and provides professional development opportunities to administrators and teachers as funds are available. Over the past few years, the District has offered Constructing Meaning Trainings at various times during the school year, along with Leadership equity training..

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

With the coordination of SMHS's Professional Development and Instructional Technology Coordinators, professional development is planned based on identified student needs and enhancing teacher proficiency to meet the needs of a diverse student body. This past year, on-site professional development has been offered in areas such as technology (CANVAS), best first teaching practices focused on English Learners (Constructing Meaning) and Restorative Justice Practice. Course specific teacher teams collaborate regularly to increase alignment, create pacing guides, and develop, administer and analyze results of common formative assessments. Teachers also attend subject area and instructional strategy related workshops.

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

Site administrators and teachers use teacher peer observation data, student achievement data and student/teacher survey data to determine areas of need for external and internal instructional assistance and support for teachers. In the 2017-18 school year, the Algebra I team was provided with an extra release period to work with a content coach. In 2018-19, Geometry teachers were given the extra release period to rewrite curriculum and assessments. Almost all classroom teachers on a full evaluation are working with an Instructional Coach. All new teachers to the professions receive BTSA Support (induction).

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

The development of Strategic English Support for 9th and 10th grade students and the Algebra (last year) and Geometry (this year) release model have further supported common curriculum and benchmark common assessments. There is significant and increasing collaboration by teachers by course and grade level to align curriculum, share best practices, and assess and analyze student performance data. Teachers meet during weekly collaboration time, common preps, and either use sub time or time outside the school day.

## Teaching and Learning

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

English and mathematics departments are aligning their assessments and instructional practices to the Common Core Standards and have identified essential standards. In addition, the Science Department has made it a goal to implement NGSS aligned curriculum and assessments.

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

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

Common Curriculum is in place for English I and II to support the work of the teachers who instruct Strategic English Support classes in grade 9 and 10.

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

The District provides standards based instructional materials to all students, including HUGS (Historically Under-served Groups of Students).

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

Standards aligned materials are used in all content areas and specifically in the English Support 9 and 10 classrooms.

## Opportunity and Equal Educational Access

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

Present course offerings to help HUGS meet standards include: Strategic English Support for 9th and 10th grade students, Integrated Math, AVID, and Guided Studies; Homework Center is available to all students after school for academic support.

#### Evidence-based educational practices to raise student achievement

To support staff professional development, Professional Development funds are used to support on-site activities. LCAP Supplemental funds are used by ELD Department for books and supplemental materials. Professional development activities are supported for all teachers to develop teaching strategies that address state and local standards. Research-based educational practices include walk-through and peer observation protocols. In addition, we will focus on a positive school culture and climate to improve students' academic achievement.

## Parental Engagement

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

SMHS is fortunate to have the San Mateo High School Foundation, our academic boosters. SMHS Foundation raises funds to support San Mateo High School academics and programs that help prepare students for the success they deserve. The Foundation is a non-profit organization that reaches out to parents, alumni, community leaders, businesses, and foundations for private philanthropic support to fund key projects identified by the school administration and staff. Some projects that assist all students and enhance classroom instruction are: chromebook check out program, scientific graphing calculators, flat screen HD tvs, SMARTBoards, Document cameras, Freshman Connections Program, Diamond Grants and a student welfare account. Freshman Connections helped to welcome and support the incoming class. Diamond Grants are sponsored to provide funds for teachers to fund special projects and field trips to enhance learning. The welfare account is used to help students who need financial assistance with school related expenses, such as graphing calculators, notebooks, dance shoes, yearbooks, prom tickets and other specialty items.

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

San Mateo High School encourages the involvement of faculty, staff, parents, and community members in the planning, implementing and evaluating programs. Our Single School Plan for Student Achievement is reviewed and approved by our Site Council and School Leadership Team. At the different parent group meetings, the Administration regularly reports out information about the school. At Site Council we also review our ELAC Advisory Committee's recommendations. San Mateo High School conducted a WASC self-study in 2017-18 which included participation from stakeholders (students, parents, and staff).

### Funding

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

Professional Development/Release time for teachers  
After school tutoring  
Chromebook check out program  
Hot spot distribution

Fiscal support (EPC)

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The SPSA is annually reviewed and updated by the School Leadership Team and Site Council. The Principal meets monthly with the presidents of the school's booster groups, where school-wide information is shared.

## **Resource Inequities**

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

None.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.1%	0.12%	0.06%	1	2	1
African American	1.4%	1.14%	0.82%	24	19	14
Asian	22.0%	22.16%	23.12%	368	369	396
Filipino	4.7%	4.62%	4.96%	79	77	85
Hispanic/Latino	43.7%	43.66%	42.44%	729	727	727
Pacific Islander	2.1%	2.10%	2.04%	35	35	35
White	19.2%	19.34%	3.33%	320	322	57
Multiple/No Response	%	0.06%	18.74%		1	321
<b>Total Enrollment</b>				1,670	1665	1,713

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	441	411	445
Grade 10	426	433	423
Grade 11	410	406	431
Grade 12	393	415	414
<b>Total Enrollment</b>	1,670	1,665	1,713

### Conclusions based on this data:

- Over the past three years, enrollment has remained stable.
- Over the past three years, there has been little change in the school's demographics.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	279	280	264	16.7%	16.8%	15.4%
Fluent English Proficient (FEP)	678	678	708	40.6%	40.7%	41.3%
Reclassified Fluent English Proficient (RFEP)	57	34	39	19.5%	12.2%	13.9%

### Conclusions based on this data:

1. After examining data from previous years, our reclassification numbers were lower than our other schools. This caused us to re-examine the reclassification criteria and do a better job at identifying students..

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	412	393		338	334		338	334		82	85	
All Grades	412	393		338	334		338	334		82	85	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2611.	2613.		29.59	33.83		34.91	27.25		16.86	21.26		18.64	17.66	
All Grades	N/A	N/A	N/A	29.59	33.83		34.91	27.25		16.86	21.26		18.64	17.66	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	35.01	35.33		42.14	41.62		22.85	23.05	
All Grades	35.01	35.33		42.14	41.62		22.85	23.05	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	40.65	42.51		39.17	36.83		20.18	20.66	
All Grades	40.65	42.51		39.17	36.83		20.18	20.66	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	24.85	24.55		57.69	61.08		17.46	14.37	
All Grades	24.85	24.55		57.69	61.08		17.46	14.37	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	43.32	41.02		40.06	40.12		16.62	18.86	
All Grades	43.32	41.02		40.06	40.12		16.62	18.86	



**Conclusions based on this data:**

1. Over the past three years, percentages have remained relatively steady across the four skills areas tested.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	412	393		342	335		336	334		83	85.2	
All Grades	412	393		342	335		336	334		83	85.2	

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2593.	2606.		21.13	21.26		21.13	23.65		21.13	20.66		36.61	34.43	
All Grades	N/A	N/A	N/A	21.13	21.26		21.13	23.65		21.13	20.66		36.61	34.43	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	31.85	33.53		24.40	24.55		43.75	41.92	
All Grades	31.85	33.53		24.40	24.55		43.75	41.92	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	23.28	25.75		42.99	39.52		33.73	34.73	
All Grades	23.28	25.75		42.99	39.52		33.73	34.73	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	25.30	28.14		50.00	51.80		24.70	20.06	
All Grades	25.30	28.14		50.00	51.80		24.70	20.06	

### Conclusions based on this data:

1. Perceptions towards mathematics and numeracy need to be shifted to create greater student perseverance and grit in attitudes towards math.
2. Need to identify most appropriate and rigorous course offerings for students with interruptions in their formal education, as well as students who are far below grade level.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1528.8		1516.6		1540.4		74	
Grade 10	1518.1		1497.0		1538.7		75	
Grade 11	1496.4		1461.2		1531.2		52	
Grade 12	1516.5		1491.1		1541.5		54	
All Grades							255	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	21.62		28.38		21.62		28.38		74	
10	26.67		25.33		*		36.00		75	
11	*		*		28.85		42.31		52	
12	*		27.78		31.48		29.63		54	
All Grades	19.22		24.71		22.35		33.73		255	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	32.43		24.32		18.92		24.32		74	
10	38.67		16.00		*		36.00		75	
11	*		23.08		23.08		36.54		52	
12	*		42.59		*		25.93		54	
All Grades	28.24		25.49		15.69		30.59		255	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		22.97		27.03		40.54		74	
10	*		33.33		18.67		37.33		75	
11	*		*		34.62		50.00		52	
12	*		22.22		31.48		42.59		54	
All Grades	8.63		22.35		27.06		41.96		255	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	33.78		36.49		29.73		74		
10	34.67		30.67		34.67		75		
11	*		50.00		40.38		52		
12	*		62.96		27.78		54		
All Grades	23.92		43.14		32.94		255		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	44.59		32.43		22.97		74		
10	42.67		22.67		34.67		75		
11	36.54		23.08		40.38		52		
12	44.44		35.19		20.37		54		
All Grades	42.35		28.24		29.41		255		

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	16.22		29.73		54.05		74		
10	*		44.00		42.67		75		
11	*		21.15		73.08		52		
12	*		37.04		59.26		54		
All Grades	10.59		33.73		55.69		255		

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	14.86		59.46		25.68		74	
10	17.33		50.67		32.00		75	
11	*		63.46		23.08		52	
12	*		72.22		*		54	
All Grades	15.29		60.39		24.31		255	

**Conclusions based on this data:**

1. From the data, an area of growth would be reading. More than half of our English Learners scored "Beginning."
2. We are almost evenly split in the area of overall language between Levels 1 & 2 and Levels 3 & 4.
3. Areas of strength are writing and speaking, with a minimum of 70% of students scoring in the "Somewhat/Moderately" range and above.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1,665</b>	<b>40.0%</b>	<b>16.8%</b>	<b>0.2%</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	280	16.8%
Foster Youth	3	0.2%
Homeless	5	0.3%
Socioeconomically Disadvantaged	666	40.0%
Students with Disabilities	147	8.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	1.1%
American Indian	2	0.1%
Asian	369	22.2%
Filipino	77	4.6%
Hispanic	727	43.7%
Two or More Races	113	6.8%
Pacific Islander	35	2.1%
White	322	19.3%







### Conclusions based on this data:

1. San Mateo High School is a very diverse community.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  No Performance Color		
<b>College/Career</b>  Green		

#### Conclusions based on this data:

1. San Mateo High School is doing fairly well in overall performance.
2. San Mateo High School needs to look at data under conditions and climate (suspensions) further.

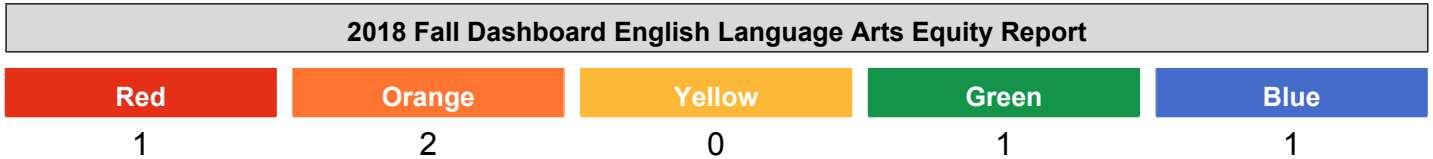
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Green 30.5 points above standard Increased 4.3 points 331 students	<p><b>English Learners</b></p>  Red 95.7 points below standard Declined -10 points 75 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 43.4 points below standard Declined -4.6 points 129 students	<p><b>Students with Disabilities</b></p>  No Performance Color 84.4 points below standard Maintained -1.1 points 26 students



**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 Blue 112.3 points above standard Increased 10.1 points 66 students	 No Performance Color 74.2 points above standard Increased 19.1 points 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 41.3 points below standard Maintained -0.8 points 143 students	 No Performance Color 53.3 points above standard Declined -18.8 points 30 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Green 87.3 points above standard Declined -6.2 points 66 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
161.5 points below standard Declined -21.6 points 37 students	31.7 points below standard Declined -10.9 points 38 students	69.3 points above standard Declined -3.6 points 155 students

**Conclusions based on this data:**

1. Addressing the needs of English Learners and Low income students continue to be an area of growth for San Mateo.

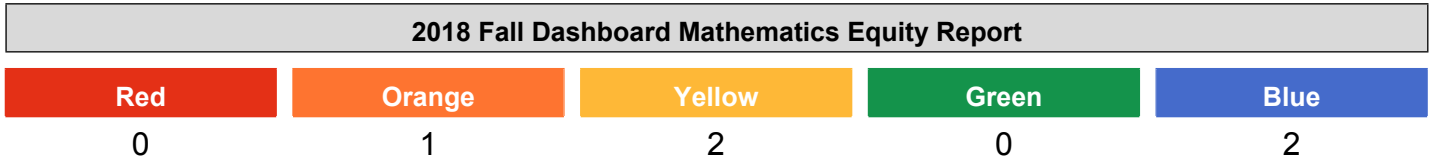
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>22 points below standard</p> <p>Increased 13.5 points</p> <p>327 students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>141.2 points below standard</p> <p>Increased 8.2 points</p> <p>72 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>112.1 points below standard</p> <p>Increased 6.8 points</p> <p>128 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>191.9 points below standard</p> <p>Declined -19.7 points</p> <p>24 students</p>

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 Blue 115.4 points above standard Increased 26.9 points 66 students	 No Performance Color 32.1 points below standard 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 111.6 points below standard Increased 8.2 points 140 students	 No Performance Color 14.3 points above standard Maintained 0.1 points 29 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Blue 27.1 points above standard Maintained -1.4 points 66 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
186 points below standard Increased 7.4 points 36 students	96.4 points below standard Declined -4.8 points 36 students	3.9 points above standard Declined -5.2 points 154 students

#### Conclusions based on this data:

1. It appears with our significant subgroups, while we have increased, in points we are still below standard, with two exceptions-Asian & White students.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
255	19.2%	24.7%	22.4%	33.7%

### Conclusions based on this data:

1. While we do have one of the largest population of English learners, our goal is to be intentional in our instructional practices through Constructing Meaning and the development and implementation of an observation tool. We want students to increase from the Beginning and Somewhat developed Stages to Moderately or Well developed levels of language proficiency.

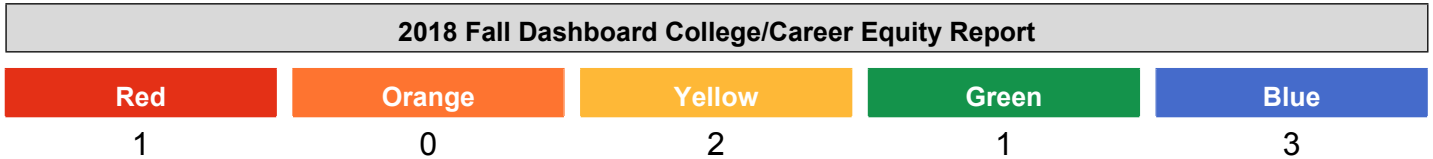
# School and Student Performance Data

## Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p>  Green 60% prepared Increased 2% 407 students	<p><b>English Learners</b></p>  Yellow 19.6% prepared Increased 11.9% 102 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Green 39.7% prepared Increased 12.1% 199 students	<p><b>Students with Disabilities</b></p>  Red 7% prepared Declined -8.8% 43 students

**2018 Fall Dashboard College/Career by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0 Students	 Blue 89.5% prepared Increased 5.4% 86 students	 No Performance Color 90.9% prepared Increased 3.4% 11 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 34.3% prepared Increased 3% 178 students	 Blue 76.7% prepared Maintained -0.8% 30 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Blue 81.4% prepared Maintained 0.8% 59 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2018 Fall Dashboard College/Career 3-Year Performance**

Class of 2016	Class of 2017	Class of 2018
53.9% <b>Prepared</b>	58 <b>Prepared</b>	60 <b>Prepared</b>
14.2% <b>Approaching Prepared</b>	10.2 <b>Approaching Prepared</b>	11.3 <b>Approaching Prepared</b>
31.9% <b>Not Prepared</b>	31.8 <b>Not Prepared</b>	28.7 <b>Not Prepared</b>

**Conclusions based on this data:**

- San Mateo High School is doing fairly well in college and career preparation across all our populations. There is work to still do, especially in regards to SWD..

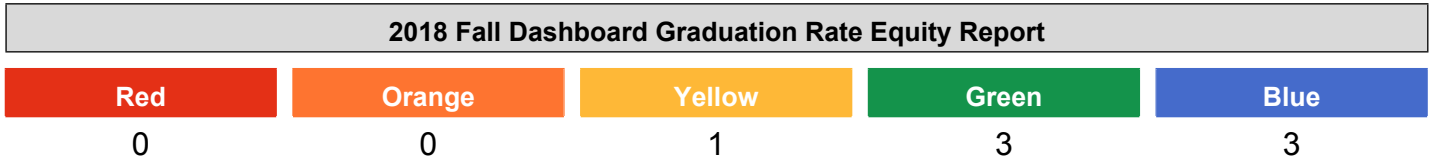
# School and Student Performance Data

## Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  Blue 90.4% graduated Increased +6.6% 407 students	<p><b>English Learners</b></p>  Yellow 68.6% graduated Increased +31.4% 102 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Green 83.4% graduated Increased +14.9% 199 students	<p><b>Students with Disabilities</b></p>  Green 90.7% graduated Increased +6.5% 43 students

**2018 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0 Students	 Blue 97.7% graduated Increased +5.6% 86 students	 No Performance Color 100% graduated Maintained 0% 11 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 80.9% graduated Increased +11.6% 178 students	 Blue 96.7% graduated Declined -3.3% 30 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Blue 98.3% graduated Maintained +0.9% 59 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

**2018 Fall Dashboard Graduation Rate by Year**

2017	2018
83.8% graduated	90.4% graduated

**Conclusions based on this data:**

- SMHS staff implemented a number of flexible grading systems that provide students with multiple opportunities to show understanding of certain concepts or mastery of a particular skill: Standards Based Grading (Retake and Redemption), and Pass/Fail options for certain populations.



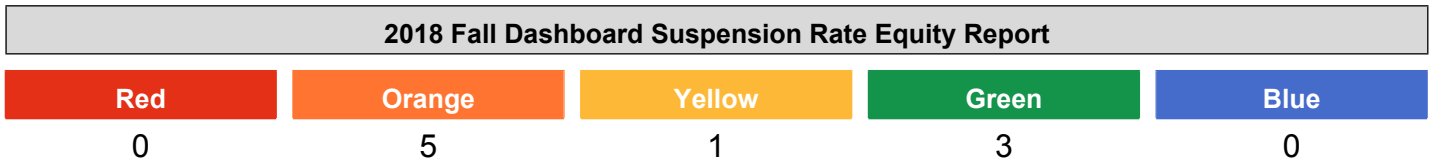
# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>3.8% suspended at least once</p> <p>Increased 1%</p> <p>1729 students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>6.8% suspended at least once</p> <p>Maintained -0.2%</p> <p>311 students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10 students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9 students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>6.5% suspended at least once</p> <p>Increased 1.6%</p> <p>733 students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>10.2% suspended at least once</p> <p>Declined -1.6%</p> <p>157 students</p>

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 16.7% suspended at least once Increased 12.7% 24 students	 No Performance Color Less than 11 Students - Data 3 students	 Green 0.8% suspended at least once Declined -0.3% 375 students	 Green 1.3% suspended at least once Declined -1.3% 79 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.8% suspended at least once Increased 1.5% 773 students	 Green 2.1% suspended at least once Declined -0.4% 291 students	 Yellow 2.9% suspended at least once Maintained 0.1% 35 students	 Orange 2.7% suspended at least once Increased 1.8% 149 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.6% suspended at least once	2.8% suspended at least once	3.8% suspended at least once

**Conclusions based on this data:**

1. As the data indicates, 10.2% of students with disabilities were suspended at least once. Although there was a decline of -1.6% from the previous year, the staff at SMHS will expand the professional opportunities for all staff to participate in restorative justice practices in the 2019-2020 school year.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

SMUHSD will provide high quality teaching and learning environments to all students by:  
 Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to the CA Standards and 21st Century skills.

## Goal 1

To provide the differentiated support needed for diverse English Learners (all levels: N, K, L, M, LTEL) to access and complete courses in content areas.

## Identified Need

Support for English Learners

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dissemination of intake information	ELD Counselor communication with teachers	Teacher Feedback
Access to student information	Training for teachers	Teacher Feedback
Students observations	Use of EL Observation Tool	Teacher Participation

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

English Learners

### Strategy/Activity

Identify English Learner student needs (emotional and academic) at the various levels of language acquisition

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

	None Specified Coordinate the dissemination of ELD student intake information to teachers
	None Specified None Specified Discuss new EL students to SMHS at ELD kid talk and identify any existing needs
	LCAP Supplemental 1000-1999: Certificated Personnel Salaries Improve staff ability to access and utilize student information systems
5000	LCAP Supplemental 1000-1999: Certificated Personnel Salaries Provide time for staff to observe students in a variety of settings

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

English Learners

Strategy/Activity

Evaluate English Learner supports already in place to see if they are meeting student needs

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

None Specified  
None Specified  
Review data annually at SLT to monitor student progress

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

English Learners

Strategy/Activity

Continue to develop instructional practices to address English Learners' specific needs.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2000	LCAP Supplemental 1000-1999: Certificated Personnel Salaries Provide PD on ELD standards
2000	LCAP Supplemental 1000-1999: Certificated Personnel Salaries Continue to develop and utilize scaffolds (Constructing Meaning strategies) around writing that include vocabulary and sentence frames. Pay teachers to plan content specific CM strategies.
2000	LCAP Supplemental 1000-1999: Certificated Personnel Salaries Continue to develop and utilize scaffolds around math that include graphic organizers (with sentence frames, academic vocabulary, strategies for parsing and chunking word problems, etc.) Pay leaders to organize targeted PD.

#### **Strategy/Activity 4**

##### **Students to be Served by this Strategy/Activity**

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

English Learners

##### Strategy/Activity

Offering an increased number of EL content courses so English Learners can access core academic courses with appropriate supports in order to complete graduation requirements as they develop English language skills.

##### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
75000	District Funded 1000-1999: Certificated Personnel Salaries Invest in a bilingual ELD Counselor
25000	General Fund

## Annual Review

### SPSA Year Reviewed: 2018-19

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

### ANALYSIS

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

San Mateo High School has completed some of the actions under this goal and has made progress on other actions under this goal. More time needs to be dedicated for review and analysis of data.

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

The only obstacle to implementation would be time needed to take action within a limited calendar.

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.

There are no amendments to any of the goals put forth in the SPSA, as we are looking to fulfill our WASC Action Plans.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

SMUHSD will provide high quality teaching and learning environments to all students by:  
 Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to the CA Standards and 21st Century skills.

## Goal 2

Increase the achievement of all students by emphasizing academic literacy and numeracy skills in all content areas.

## Identified Need

Literacy and Numeracy

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Cycle of Inquiry		Curricular alignment
Identify Professional Development Needs	Implement PD that emphasizes Language and Literacy Strategies	Use of strategies during classrooms observations- Evaluations and Peer observations.
Student Achievement Data.		Decrease D/F rates and increase A-G eligibility for four year universities. Increase reclassification rates for EL students.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Provide ongoing PD on teaching literacy, including numeracy, skills in content areas. (i.e. leading entire faculty through a second year of implementation of Constructing Meaning with a focus on interactive note making, writing support and assessment)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	None Specified None Specified Use inquiry/ research to inform PD including reviewing other successful programs within the school district as well as statewide that address literacy and numeracy
	None Specified None Specified Develop a long-term (3-year) PD Plan
10000	LCAP Supplemental 5800: Professional/Consulting Services And Operating Expenditures Implement PD that emphasizes language and literacy including numeracy (CM, SIOP, etc.) using culturally responsive pedagogy

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Develop literacy and numeracy curricula and terminology across content areas.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	None Specified None Specified Identify common terminology by department (using new content frameworks, Constructing Meaning, Tiered Vocabulary lists, etc.) and share with colleagues to promote awareness and potential emphasis
	None Specified None Specified



	Determine and utilize common departmental strategies (using new content frameworks, Constructing Meaning, etc.)
	None Specified None Specified Monitor and assess effectiveness and continuity of teacher use of common literacy/ numeracy language and or strategies

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Develop assessment practices to evaluate instruction and student progress.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2500	LCAP Supplemental 0000: Unrestricted Grow and sustain Standards Based Grading practices
	None Specified None Specified Implement authentic assessments that demonstrate depth of knowledge more regularly

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Form Tier 1 Intervention team to review current practices and develop interventions for all students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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2500

District Funded

1000-1999: Certificated Personnel Salaries  
Substitute coverage for classroom teachers to attend trainings throughout the year.

## Annual Review

### SPSA Year Reviewed: 2018-19

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

### ANALYSIS

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

During our Professional Development Embedded time, we participated in the first three Refining Our Practices of Constructing Meaning: Backwards Design, Structured Student Talk, Language as Part of Content Teaching. Teachers participated in various forms of sharing their strategies with the rest of the faculty..

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

Numeracy PD has primarily happened in Algebra I and Geometry. Extra preparation time was provided to these teams to re-write curriculum and assessments and to plan together. Constructing meaning strategies were school-wide.

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.

San Mateo High School is making progress on the goals that have been determined in our WASC Self-Study (2018)

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

The SMUHSD will continue to enhance and improve the social-emotional health of its students by:  
 Initiatives and activities intended to lower student stress and improve connectedness  
 Supporting families with effective communication and engagement activities

## Goal 3

Cultivate student identities by strengthening their connections within the school community.

## Identified Need

All students need to feel included as a part of the school community.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey		Use data to address school issues on safety, climate and education.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Assess and improve the school structures, activities, and programs that provide opportunities for students to develop their identities.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified Utilize a tool to gather student input (available in multiple languages) in order to assess school structures, activities, and programs.

	None Specified None Specified Expand volunteer opportunities for students to use their bilingual skills.
	None Specified None Specified Conduct classroom presentations with 9th & 10th graders at the beginning of the school year to introduce staff and inform students of the services provided by the C & CC
	None Specified None Specified Conduct classroom presentations in various classes as well as a grade-level presentation to 9th and 10th grade students
	None Specified None Specified Continue to utilize programs that teach self-awareness and healthy lifestyle choices (e.g Substance Abuse Program and Wellness Groups)
47000	Foundation 2000-2999: Classified Personnel Salaries Further develop career and internship opportunities that connect to CTE pathways. Service Learning Coordinator salary.
7500	Foundation 0000: Unrestricted Fund Freshman Connections Program
	None Specified None Specified

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Strategically communicate opportunities to underrepresented students to make connections and actively encourage participation.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCAP Supplemental 5900: Communications Improve school-wide announcements and other communications to ensure that they are delivered clearly in multiple languages
	LCAP Supplemental 5900: Communications Fully implement translation services at rallies/assemblies. (Strategically seat non-English speaking students together to ensure that translation headsets are discreet but utilized.)
	None Specified None Specified Provide parents bilingual information on school activities and ways to get involved.
	None Specified None Specified Share the Scholarship, Volunteer Opportunities, and Internships Lists (also translated) with teachers strategically so that they can raise student awareness.
	None Specified None Specified

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Expand opportunities on campus for students to make authentic connections.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Donations 0000: Unrestricted Bring in career and guest speakers that reflect the student population and who can speak in English and Spanish

	None Specified None Specified Increase CSM course offerings at SMHS that best serve the needs of students
	LCAP Supplemental 1000-1999: Certificated Personnel Salaries Create a peer to peer support structure for 9th grade students
1000	Donations 0000: Unrestricted In collaboration with SMPD, fund an ELD Soccer Team
2500	Foundation 0000: Unrestricted Equity funds to help set off costs of a yearbook, Winter Formal and Prom tickets

## Annual Review

### SPSA Year Reviewed: 2018-19

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

### ANALYSIS

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

Many activities have started and will be continued in the 2019-20.

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

No differences noted.

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.

No changes will be made.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 6

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 7

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 8

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 9

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 10

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$184,500.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
District Funded	\$77,500.00
Donations	\$1,500.00
Foundation	\$57,000.00
General Fund	\$25,000.00
LCAP Supplemental	\$23,500.00

Subtotal of state or local funds included for this school: \$184,500.00

Total of federal, state, and/or local funds for this school: \$184,500.00

# 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
- 5 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 8 Secondary Students

Name of Members	Role
Yvonne Shiu	Principal
Adam Gelb	Other School Staff
Patti Frias	Other School Staff
Michael Holtz	Other School Staff
Moriah Shih	Secondary Student
Andy Fang	Secondary Student
Trinity O'Mahoney	Secondary Student
Alyssa Corpuz	Secondary Student
Edward Huang	Secondary Student
Sheenah Jesbulan	Secondary Student
Aatish Sunder	Secondary Student
Susan Barba	Classroom Teacher
Karen Abernathy	Classroom Teacher
Catherine Bunch	Classroom Teacher
Lisa Burke	Classroom Teacher
Michael Davis	Classroom Teacher
Fabian Morales Medina	Other School Staff

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


# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 20, 2019.

Attested:

	Principal, Yvonne P. Shiu on May 20, 2019
	SSC Chairperson, Moriah Shih on May 20, 2019



# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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



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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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