School Year: 2021-22

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 (1/21/2021)	4136370	October 25, 2021	November 2021

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)

X Schoolwide Program
This plan is directly related to San Mateo High School's WASC Action Plans which are reviewed on an annual basis.

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 aligned to our WASC Action Plan, as well as our District's Board Prioity & Goal Areas, which are aligned to the LCAP, as it relates to English Language Learners, Long term English Learners, Historically Underserved Groups of Students and Students with IEPs.

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 (CHKS) has on an annual basis been given to all 9th and 11th graders as well as parents and staff; the last administration was January 2020. We plan on administering it in the new year. In September 2020, we administered the Panorama survey to gather Back to School information to all students on a given day through their Social Science classes. Another Panorama survey was administered in November 2020 to gather SEL (Social Emotional Learning) information. In October 2021, another Back to School Panorama Survey was again administered to students, families and staff.

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. In addition, District Administrators observe teachers who may be earning permanent status.
2. Department Chairs are encouraged to observe members of their department. We also encourage teachers to observe each other during Peer Observation week which takes place in the spring semester.
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 some selected faculty complete a professional growth plan (PGP) in lieu of working with an IC. All teachers on evaluation continue to identify a SMARTe goal along with supporting sub-standards.

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)
- UC/CSU Eligibility Data
- SRI scores
- AP/Honors Course Enrollment Data
- Academic Core Completion Data
- GPA, transcripts
- Healthy Kids Survey Data
- Panorama Survey Data
- College and Career Indicators and CTE Pathway development
- Site generated surveys and anecdotal data gathered from school personnel making phone calls and home visits.

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 three sections of Guided Studies, one at each 9th, 10th and 11th 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.

Due to the pandemic, letter grades were not earned in Spring 2020; students received Credit/No-Credit marks on their transcripts.

For the 2020-21 school year, families had the option of choosing an asynchronous learning program, Edgenuity (Independent Study) or the online distance learning model. Letter grades were reinstated and teachers were asked to grade with compassion. In July 2021, AB104 was passed; it allowed seniors not on track to graduate if they completed statewide graduation requirements. 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. The District has offered Leadership equity training to ALL staff. A number of administrators across the District have participated in "Dismantling White Supremacy Culture in Schools", Restorative Practices, as well as MTSS Tier I and II trainings in collaboration with CLS to develop and refine systems of support.

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

With the coordination of SMHS's Professional Development, MTSS Coordinator 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 year so far, professional development has been focused on areas such as technology (CANVAS) and our journey towards an Anti-racist School and Community. Course specific teacher teams collaborate regularly to increase alignment, create pacing guides, and develop, administer and analyze results of common formative assessments.   Teachers were given the opportunity to work during the summer to prepare with their Professional Learning Communities for the return to school, as well as supporting those who attended a Grading for Equity Workshop and AP Workshops.

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

Site administrators and teachers use teacher anecdotal, survey data and student achievement data to determine areas of need for external and internal instructional assistance and support for teachers. Teachers on Special Assignments (TOSAs) in the areas of Instructional Technology, Preofessional Development and MTSS have been providing teachers with on-going support, such as weekly office hours and PD at least twice a month focused on technology or Anti-racist School and Community transformation efforts, which include MTSS, RJP and Grading for Equity. New teachers receive support from an Instructional Coach to guide them through the evaluation process.

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

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 Professional Learning Community time which is calendared for a minimum of three times a month in addition to common prep periods for some teachers who have mutliple teaching assigments.

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. Guided Studies classes at the 9th, 10th and 11th grades.

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, Academic Language Development and Guided Studies. The District invested in Tutor.com to help support students during Distance Learning and has renewed the contract for the current school year. We also used ELO funds to open the Bearcat Den, extending library hours and offering a variety of activities, in addition to tutoring to get students connected back into school The Student Success Coordinator solicits names from teachers, so an invitation can be extended to the "den" and examines our D/F list to filter out students who are already receiving support (Guided Studies, SES, AVID, IEP, etc.). These students are also invited and monitored.

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, to support needs identified by the school administration. 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: purchasing chromebooks to fill the gap, so that every student has access to a District issued device, scientific and graphing calculators, flat screen HD tvs, SMARTBoards, document cameras, webcameras (For Distance Learning), Diamond Grants and a student welfare/equity account. 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 public transportation bus passes, dance shoes, yearbooks, prom tickets, PE uniforms 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 spring 2018 which included participation from stakeholders (students, parents, and staff). In Spring 2021, we successfully completed our mid-cycle visit.

<u>Funding</u>

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

Professional Development/Release time for teachers
After school tutoring-both in person and online through Tutor.com
Hot spot and laptop supplies for special populations
Additional Instructional AIde Time
Additional FTE for an ELD Counselor
Student Success Coordinator
Afterschool HW Support (Bearcat Den)

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, meeting once a month. Each Administrator is a liaison to one of our 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 Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.06%	0.06%	%	1	1	
African American	0.82%	0.98%	0.9%	14	17	15
Asian	23.12%	22.92%	22.5%	396	399	376
Filipino	4.96%	4.6%	4.3%	85	80	72
Hispanic/Latino	42.44%	43.83%	43.9%	727	763	733
Pacific Islander	2.04%	1.67%	1.9%	35	29	31
White	3.33%	18%	19.2%	57	329	321
Multiple/No Response	4.5%	4.54%	7.4%	77	79	123
			Total Enrollment	1,713	1,741	1,671

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	445	420	425
Grade 10	423	461	402
Grade 11	431	423	432
Grade 12	414	437	412
Total Enrollment	1,713	1,741	1,671

Student Enrollment by Grade Level

Conclusions based on this data:

1. Over the past three years, enrollment has remained relatively stable. However, indicators show there will be a slow decline in enrollment in the next few years.

2. Over the past three years, there has been little change in the school's demographics, with one exception, in the multi-racial or no response category.

3. While we are a diverse community, almost half of our population identified as Hispanic/Latino and this population has remained stable.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	264	323	295	15.4%	18.6%	17.7%
Fluent English Proficient (FEP)	708	680	663	41.3%	39.1%	39.7%
Reclassified Fluent English Proficient (RFEP)	39	18	49	13.9%	6.8%	15.2%

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 improve our efforts in identifying students..

2. Our percentage of ELs has not drastically changed. However it is hard to predict the number of ELD students we will receive.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	393	418	422	334	385	0	334	385	0	85	92.1	0.0
All Grades	393	418	422	334	385	0	334	385	0	85	92.1	0.0

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2613.	2639.		33.83	41.30		27.25	26.75		21.26	16.62		17.66	15.32	
All Grades	N/A	N/A	N/A	33.83	41.30		27.25	26.75		21.26	16.62		17.66	15.32	

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	35.33	43.38		41.62	36.88		23.05	19.74	
All Grades	35.33	43.38		41.62	36.88		23.05	19.74	

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	42.51	52.34		36.83	34.38		20.66	13.28	
All Grades	42.51	52.34		36.83	34.38		20.66	13.28	

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

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	24.55	35.58		61.08	52.73		14.37	11.69	
All Grades	24.55	35.58		61.08	52.73		14.37	11.69	

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	41.02	44.68		40.12	40.00		18.86	15.32	
All Grades	41.02	44.68		40.12	40.00		18.86	15.32	

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

Conclusions based on this data:

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

2. In overall achievement, the percentage of students who exceeded the standard increased slightly from 2016-2019 and the percentage of students who were below the standard has decreased slightly.

3. CAASPP Testing was put on hold during the pandemic and will resume spring 2022.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	393	418	422	335	398	0	334	398	0	85.2	95.2	0.0
All Grades	393	418	422	335	398	0	334	398	0	85.2	95.2	0.0

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2606.	2625.		21.26	31.41		23.65	18.84		20.66	18.84		34.43	30.90	
All Grades	N/A	N/A	N/A	21.26	31.41		23.65	18.84		20.66	18.84		34.43	30.90	

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	33.53	41.96		24.55	19.60		41.92	38.44	
All Grades	33.53	41.96		24.55	19.60		41.92	38.44	

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	25.75	34.17		39.52	37.69		34.73	28.14	
All Grades	25.75	34.17		39.52	37.69		34.73	28.14	

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	28.14	36.18		51.80	46.98		20.06	16.83	
All Grades	28.14	36.18		51.80	46.98		20.06	16.83	

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

Conclusions based on this data:

1. In overall achievement, the overall percentage of studentts who exceeded the standard increased slightly over the three year period.

2. Overall, data shows that approximately one third of all juniors are below the standard in math

3. In 2018-19 the overall achievement percentage of students who exceeded the standard was nearly the same as the percentage of students who were below the standard.

School and Student Performance Data

ELPAC Results

	Overall			Oral Language			Written Language			Number of Students Tested		
Grade Level	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	1528.8	1511.7	1585.6	1516.6	1498.5	1584.7	1540.4	1524.5	1586.1	74	63	20
10	1518.1	1475.1	1583.8	1497.0	1456.6	1584.4	1538.7	1493.2	1582.4	75	72	15
11	1496.4	1485.5	*	1461.2	1454.8	*	1531.2	1515.8	*	52	66	8
12	1516.5	1488.0		1491.1	1462.4		1541.5	1513.1		54	60	0
All Grades										255	261	43

Table title: ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

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

	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Grade Level	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	21.62	7.94	31.58	28.38	30.16	52.63	21.62	28.57	10.53	28.38	33.33	5.26	74	63	19
10	26.67	6.94	28.57	25.33	13.89	64.29	*	22.22	7.14	36.00	56.94	0.00	75	72	14
11	*	3.03	*	*	21.21	*	28.85	27.27	*	42.31	48.48	*	52	66	*
12	*	1.67		27.78	13.33		31.48	30.00		29.63	55.00		54	60	
All Grades	19.22	4.98	34.15	24.71	19.54	56.10	22.35	26.82	7.32	33.73	48.66	2.44	255	261	41

Table title: Overall Language — Percentage of Students at Each Performance Level for All Students

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

	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Grade Level	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	32.43	19.05	57.89	24.32	38.10	31.58	18.92	14.29	5.26	24.32	28.57	5.26	74	63	19
10	38.67	11.11	57.14	16.00	22.22	35.71	*	16.67	7.14	36.00	50.00	0.00	75	72	14
11	*	9.09	*	23.08	18.18	*	23.08	24.24	*	36.54	48.48	*	52	66	*
12	*	1.67		42.59	23.33		*	30.00		25.93	45.00		54	60	
All Grades	28.24	10.34	63.41	25.49	25.29	29.27	15.69	21.07	4.88	30.59	43.30	2.44	255	261	41

Table title: Oral Language — Percentage of Students at Each Performance Level for All Students

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

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	1.59	31.58	22.97	11.11	15.79	27.03	41.27	42.11	40.54	46.03	10.53	74	63	19
10	*	2.78	0.00	33.33	11.11	71.43	18.67	19.44	28.57	37.33	66.67	0.00	75	72	14
11	*	1.52	*	*	13.64	*	34.62	30.30	*	50.00	54.55	*	52	66	*
12	*	1.67		22.22	10.00		31.48	25.00		42.59	63.33		54	60	
All Grades	8.63	1.92	19.51	22.35	11.49	36.59	27.06	28.74	39.02	41.96	57.85	4.88	255	261	41

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

Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	33.78	3.17	5.26	36.49	57.14	94.74	29.73	39.68	0.00	74	63	19
10	34.67	6.94	0.00	30.67	37.50	85.71	34.67	55.56	14.29	75	72	14
11	*	1.52	*	50.00	40.91	*	40.38	57.58	*	52	66	*
12	*	0.00		62.96	28.33		27.78	71.67		54	60	
All Grades	23.92	3.07	9.76	43.14	41.00	85.37	32.94	55.94	4.88	255	261	41

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

Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	44.59	58.73	88.89	32.43	14.29	5.56	22.97	26.98	5.56	74	63	18
10	42.67	31.94	100.00	22.67	18.06	0.00	34.67	50.00	0.00	75	72	14
11	36.54	33.33	*	23.08	16.67	*	40.38	50.00	*	52	66	*
12	44.44	23.33		35.19	41.67		20.37	35.00		54	60	
All Grades	42.35	36.78	95.00	28.24	22.22	2.50	29.41	41.00	2.50	255	261	40

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

Reading 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	16.22	7.94	42.11	29.73	36.51	47.37	54.05	55.56	10.53	74	63	19
10	*	4.17	21.43	44.00	26.39	71.43	42.67	69.44	7.14	75	72	14
11	*	4.55	*	21.15	40.91	*	73.08	54.55	*	52	66	*
12	*	3.33		37.04	31.67		59.26	65.00		54	60	
All Grades	10.59	4.98	36.59	33.73	33.72	56.10	55.69	61.30	7.32	255	261	41

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

Writing 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	14.86	1.59	0.00	59.46	65.08	100.00	25.68	33.33	0.00	74	63	19
10	17.33	6.94	0.00	50.67	38.89	100.00	32.00	54.17	0.00	75	72	14
11	*	0.00	*	63.46	51.52	*	23.08	48.48	*	52	66	*
12	*	5.00		72.22	53.33		*	41.67		54	60	
All Grades	15.29	3.45	2.44	60.39	51.72	97.56	24.31	44.83	0.00	255	261	41

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

Conclusions based on this data:

1. From the data, an area of growth would be reading, over 60% scored at the Beginning Level.

2. Another area of growth would be written language, where over 78% scored in the Level 1 and 2 range.

3. Another area of growth is in overall language, where over 85% of our ELs are in the level; 1 and 2 range.

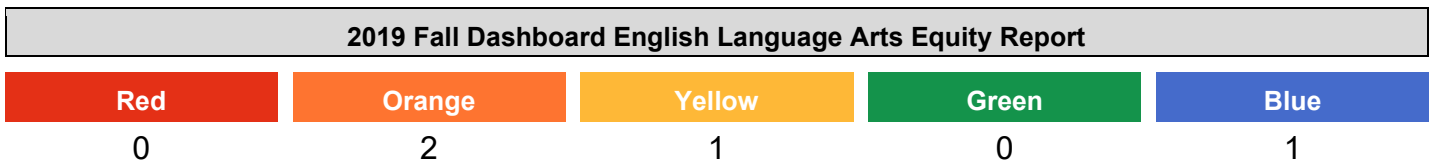# School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1671	**38.7**	**17.7**	**0.1**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	295	17.7
Foster Youth	2	0.1
Homeless	8	0.5
Socioeconomically Disadvantaged	647	38.7
Students with Disabilities	187	11.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	0.9
American Indian or Alaska Native		
Asian	376	22.5
Filipino	72	4.3
Hispanic	733	43.9
Two or More Races	123	7.4
Native Hawaiian or Pacific Islander	31	1.9
White	321	19.2

Conclusions based on this data:

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

2. The student enrollment for these groups has remained relatively the same.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Blue	**Graduation Rate** Orange	**Suspension Rate** Green
Mathematics Blue		
College/Career Yellow		

Conclusions based on this data:

1. San Mateo High School is doing relatiively well in overall performance.

2. San Mateo High School needs to look at data under conditions and climate (suspensions) further.

3. We are working on developing more pathways and increasing dual enrollment classes to work towards meeting the District's goal of 90% of students meeting CCI by 2025.

School and Student Performance Data

Academic Performance
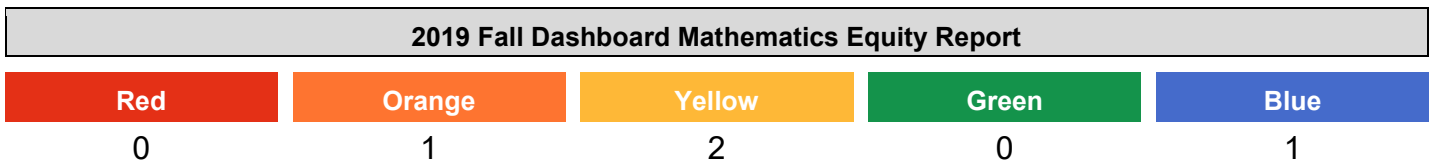## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	0	1

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Orange	No Performance Color
58.1 points above standard	93.3 points below standard	0 Students
Increased Significantly ++27.7 points	Increased ++9 points	
378	72	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	41.6 points below standard	80.9 points below standard
	Maintained ++1.7 points	Increased ++3.5 points
1	137	30

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	136.8 points above standard	87.4 points above standard
2	1	Increased Significantly ++24.5 points	Increased ++13.2 points
		108	21

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
21.4 points below standard	84.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	145.7 points above standard
Increased Significantly ++19.9 points	Increased Significantly ++30.9 points	5	Increased Significantly ++58.4 points
160	18		26

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
129.2 points below standard	31.2 points below standard	100.5 points above standard
Increased Significantly ++32.4 points	Increased ++6.5 points	Increased Significantly ++31.2 points
46	26	165

Conclusions based on this data:

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

2. Despite being "below standard" in a few areas, we have been improving.

3. We continue to reclassify more English Learners by reviewing multiple measures of progress for reclassification.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	1

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Orange	
6.2 points above standard	142.8 points below standard	
Increased Significantly ++28.2 points	Increased ++3.4 points	
380	73	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	105.4 points below standard	161.6 points below standard
	Increased ++6.7 points	Increased Significantly ++30.3 points
1	139	30

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	119.3 points above standard	21.1 points above standard
2	1	Increased ++3.9 points	Increased Significantly ++53.2 points
		108	20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
91.6 points below standard	0.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	98.2 points above standard
Increased Significantly ++20 points	Declined -15 points	6	Increased Significantly ++71 points
161	18		26

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
173.1 points below standard	88 points below standard	41.8 points above standard
Increased ++12.9 points	Increased ++14.6 points	Increased Significantly ++37.9 points
47	26	165

Conclusions based on this data:

1. It appears with our significant subgroups, while we have increased in points, we are still below standard, with exceptions with English only and Asian students.

# School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
38.6 making progress towards English language proficiency
Number of EL Students: 202
Performance Level: Low
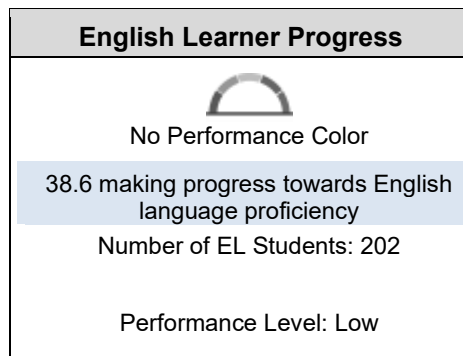
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.8	44.5	1.4	37.1

Conclusions based on this data:

1. While we have one of the largest populations 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.

2. This continues to be an area of focus for San Mateo and has been included in our WASC Action Plans.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

1. We unfortunately declined in all areas during the 2018-19 school year, we need to do better.

2. We continue to develop and improve our dual enrollment/CTE pathways for students.

School and Student Performance Data

Academic Engagement
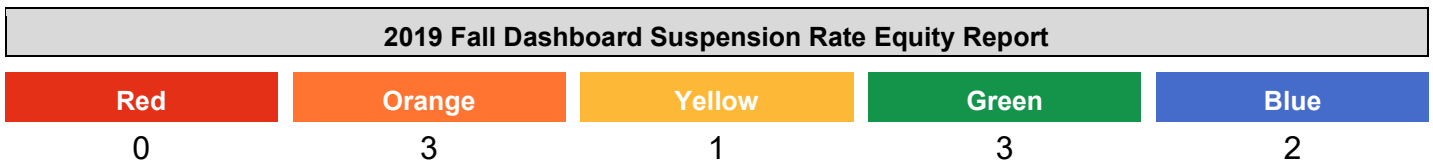## Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students	412	365	9	88.6
English Learners	98	64	9	65.3
Foster Youth	4		0	
Homeless	6		0	
Socioeconomically Disadvantaged	197	157	9	79.7
Students with Disabilities	49	43	2	87.8
African American	3		0	
American Indian or Alaska Native				
Asian	92	89	0	96.7
Filipino	20	20	0	100
Hispanic	185	148	9	80
Native Hawaiian or Pacific Islander	4		0	
White	81	76	0	93.8
Two or More Races	25	25	0	100

Conclusions based on this data:

1. Our Asian students continue to do well and our Hispanic, English Learners and Socioeconomically Disadvantaged are populations where we need to focus our efforts.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	3	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
3.2	8.3	Less than 11 Students - Data Not 9
Declined -0.5	Increased +1.5	
1769	326	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
Less than 11 Students - Data Not 3	5.7	7.6
	Declined -0.9	Declined Significantly -2.5
	703	170

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	Orange
5.6	Less than 11 Students - Data 1	1.7	2.3
Declined -11.1		Increased +0.9	Increased +1
18		401	87
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	Blue	Blue
5.4	1.5	0	0
Declined -0.4	Declined -0.6	Declined -2.9	Declined -2.7
762	408	35	57

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.8	3.2

Conclusions based on this data:

1. As the data indicates,there has been fewer incidents that require suspension, the staff at SMHS expanded the professional opportunities for all staff to participate in restorative justice practices (RJP) in the 2019-2020 school year and the District provided alternatives to suspension programs.

2. RJP continues to be part of our professional development plan.

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: Authentic Relationships: Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture.
Outcomes:
- Increase staff diversity such that it reflects the diversity of the communities we serve
- Ensure every student has a caring relationship with an adult on campus
- Ensure that there are multiple opportunities for family engagement and effective communication

Goal 1

Expand opportunities on campus for students to make authentic connections

Identified Need

Support for English Learners

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student perception of favorable teacher/student relationship	Currently 62% favorable rating as measure on Panorama Survey	Baseline to be set in 2021-22
All students have a caring relationship with one adult	Baseline to be set in 2021-22	
Parent access and involvement in school activities and events	Baseline to be set in 2021-22	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

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)
	None Specified None Specified Fully implement translation services at rallies/ assemblies and in announcements. (Strategically seat non-English speaking students together to ensure that translation headsets are discreet but utilized. or do side by side translation)
	None Specified None Specified Provide parents bilingual information on school activities and ways to get involved. Make translation and Interpretation services available
	None Specified None Specified Have separate meetings for families in Spanish vs providing translation.

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 to monitor student progress-ELS, FEC, ELD Counselor
	None Specified Review Panorama survey data-are they even aware of opportunities-communication
	ELO Student Success Coordinator-Bearcat Den-Afterschool Tutoring and HW Center

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

Student Success Coordinator/Bearcat Den

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)
	ELO 2000-2999: Classified Personnel Salaries Identify Student Success Coordinator
	ELO 2000-2999: Classified Personnel Salaries Recruit and train Peer Tutors
	ELO 4000-4999: Books And Supplies Create a welcoming environment-food, supplies, arts and crafts, rewards for improvement
	Identify students for the SSC caseload

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

Support for ELD students in content classes.

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)
	District Funded 2000-2999: Classified Personnel Salaries Invest in more bilingual Instruction Aides hours to cover the increasing number of content courses ELs are taking
	General Fund 3000-3999: Employee Benefits Instructional IA hours
	District Funded 1000-1999: Certificated Personnel Salaries Sections of EL Biology, EL Physics, EL Geometry, EL MWH, Intro to Science, EL Art

Annual Review

SPSA Year Reviewed: 2020-21

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. Upon returning from Distance Learning, human connections and interactions are more important than ever.

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 that occurs on an annual basis is not knowing how many students to expect from year to year. In some years there is a huge influx of newcomers and in others not. It is very hard to predict the numbers and build an appropriate schedule and provide support.

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 and stay aligned to the LCAP.

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: Safe & Connected Communities: We are dedicated as a district to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe.
Outcomes:
* Identify & implement a common (evidence-based) framework for effective family-school partnerships so that ALL families are able to engage in a diversity of roles with their respective schools
* Increase student leadership opportunities (formal and informal) so that participation reflects the diversity of our schools
* Create school community that is culturally responsive and inclusive that foster a culture of care

Goal 2

Increased achievement that includes inclusive and relevant learning for all students.

Identified Need

Truancy

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic truancy will decrease by at least 1% and maintain goal	4% 2018-19	2.5% 2023-24
Decrease number of suspensions	55: 2018-19	34: 2023-24
Maintain or decrease expulsion rates for ALL students	0: 2018-19	0: 2023-24

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 Restorative Justice Practices

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 Training and practice
	None Specified None Specified Release time to conduct conferences to allow for teacher/counselor participation
	LCAP Supplemental 5800: Professional/Consulting Services And Operating Expenditures Implement PD that emphasizes language using culturally responsive pedagogy
	None Specified None Specified Identify the types of writing we do across the curriculum. Use of sentence frames across content areas to support reflective writing
	Professional Development Block Grant None Specified Conferencesopportunities

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Recommended/nominated students (30)

Strategy/Activity

YCLL-Youth Catalyst Liberatory Leadership Student Leadership opportunity.

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 4 trainings for students in fall semester
	None Specified None Specified Student presentation to staffulty

	None Specified
	None Specified
	Monitor and assess effectiveness of implementation of school project

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

Grading for equity-rethinking grading after the pandemic

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	Professional Development Block Grant 0000: Unrestricted Faculty read: Grading for Equity
	Professional Development Block Grant None Specified Summer Conference for group of teachers
	Professional Development Block Grant PD time/book club discussion

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)
2500	District Funded 1000-1999: Certificated Personnel Salaries Substitute coverage for classroom teachers to attend trainings throughout the year.

	District Funded
	MTSS Coordinator

Annual Review

SPSA Year Reviewed: 2020-21

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.

This year kicked off with Racial Equity Training. All staff, classified and certificated were participants.

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

We moved away from focusing on literacy and numeracy due to the pandemic and are in recovery mode. We have been focused on community building, self-care and the power of language.

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) There have been some shifts from the focus on English Learners to the larger population.

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: Inclusive and Relevant Learning for Every Student: Every SMUHSD student is provided with (academic, social, and emotional) learning experiences that are relevant and inclusive. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.
Outcomes:
- Ensure learning experiences for all students that are aligned with their identities, lived experiences, and interests in all subject areas.
- Continue to build and implement a strong multi-tiered system of support anchored in culturally relevant and responsive pedagogy, curriculum, instruction, and assessment.
- Improve students' access to coursework aligned to their interests and post-secondary career and academic goals

Goal 3

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

Identified Need

All students need to adequately challenged.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student perception of favorable teacher/student relationship	Current 62%	Baseline to be set 2021-22
Increase percentage of 10th graders on track for graduation	Current 79%	80% by 2023
Increase AP/Dual Enrollment numbers	Baseline to be set 2021-22	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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 grade level presentations at the beginning of the school year to introduce staff and inform students of the services provided by the school and support services
	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.
1000	Foundation After school programs-PAL Soccer, Boxing
25000	LCAP Supplemental 0000: Unrestricted Tutoring/Mentorships (Bearcat Den)

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

Increase dual enrollment course that best serve the needs of our 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)
	LCAP Supplemental 5900: Communications Create survey to identify areas of interest
	LCAP Supplemental 5900: Communications Provide parents bilingual information
2500	District Funded Counseling 100 course on campus
	None Specified None Specified Share the Scholarship, field trip information with teachers strategically so that they can raise student awareness.
2500	District Funded 0000: Unrestricted Explore pathways.

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

Offering an increased number or 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)
	ELO 0000: Unrestricted Recruit and retain more bilingual Instruction Aides to cover the increasing number of content courses ELs are taking
	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 EL students
1000	Donations 0000: Unrestricted In collaboration with SMPD-PAL Soccer for our EL students
2500	Foundation 0000: Unrestricted Equity funds to help set off costs of a yearbook, bus passes, spirit gear, Winter Formal and Prom tickets ot increase student participation and sense of belonging.

Annual Review

SPSA Year Reviewed: 2020-21

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.

There have not been any on campus organized events on campus while we are in distance learning. Small pods of students: athletes, ELs and Sped students have been invited to campus. We hope to slowly bring back events, as allowable by the San Mateo County Health Department. We are looking at creative ways to keep sutdents engaged, especially for families who have poor internet connection.

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: Supporting and Empowering Staff: Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.
Goals:
- Train all staff on addressing Hate Speech and racist incidents in classrooms and on campus
- Teachers will engage in high-quality, personalized/differentiated professional learning aligned to each sites Tier I Common Assurances and District-wide Universal Supports
- Continue to improve the Instructional Coaching Program and effectively implement the new SMUHSD Induction Program.
- Ensure that faculty of color feel supported and included in school and collegial communities

Goal 4

During the 2021-22 school year, SMHS will be working on training all staff to address White Supremacist Culture, racial incidents and campus safety and learn to recognize and address them appropriately.

Identified Need

To disrupt and eliminate institutional barriers and eliminate harmful incidents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Hate speech responsiveness	Baseline to be set in 2022	

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

To develop a common understanding of anti-racist practices.

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)
	Professional Development Block Grant

	Professional Development throughout the school year, full days and early release days
	PD TOSA Stipend and variable pay for teachers who help with planning.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Each month the PD TOSAS and others plan staffulty trainings on anti-racist practices.

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$86,500.00

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	$7,500.00
Donations	$1,000.00
Foundation	$50,500.00
LCAP Supplemental	$25,000.00
Professional Development Block Grant	$2,500.00

Subtotal of state or local funds included for this school: $86,500.00

Total of federal, state, and/or local funds for this school: $86,500.00

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
Michael Holtz	Other School Staff
Margarita Navarro	Other School Staff
Aritro Datta	Secondary Student
Anirudh Prasad	Secondary Student
Faith Bettis	Secondary Student
Claire Kuziemko	Secondary Student
Lauren Hong	Secondary Student
Kyle Jiang	Secondary Student
Elliott Kim	Secondary Student
Allison Morganstern	Secondary Student
Susan Barba	Classroom Teacher
Joanne Sablich	Classroom Teacher

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

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 November 29, 2021.

Attested:

	Principal, Yvonne P. Shiu on November 29, 2021
	SSC Chairperson, Aritro Datta on November 29, 2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

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 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.

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/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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