

School Year:

2024-25

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Mateo High School	4136370	April 21, 2025	

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

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

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

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

This plan is being used by San Mateo High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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

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Plan Description

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

This plan is being used by San Mateo High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

San Mateo High School's SPSA is aligned to our WASC Action Plan, as well as our District's Board Priority & Goal Areas, which are aligned to the LCAP. We are also continuing our equity work and our focus on our multi-lingual learner population.

Educational Partner Involvement

How, when, and with whom did San Mateo High 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. The principal also meets monthly with all parent organization presidents.

Resource Inequities

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

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

None.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

English Learner Progress-Orange, Mathematics-Orange

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

ELA & Math-Hispanic and Students with Disabilities, English Learners & Socioeconomically Disadvantaged, College & Career-English Learners, Long-Term English Learners, Students with Disabilities

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup				
Student Group	21-22	22-23	23-24	24-25
American Indian	0 %	0 0%	1 0.06%	%
Native American	13 0.78%	15 0.93%	17 1.08%	%
Asian	372 22.29%	332 20.58%	338 21.42%	%
Filipino	70 4.19%	59 3.66%	48 3.04%	%
Hispanic/Latino	752 45.06%	798 49.47%	779 49.37%	%
Pacific Islander	32 1.92%	27 1.67%	26 1.65%	%
White	311 18.63%	262 16.24%	256 16.22%	%
Multiple/No Response	119 7.13%	120 7.44%	112 7.10%	%
Total Enrollment	1,669	1613	1578	

Enrollment By Grade Level

Student Enrollment by Grade Level				
Grade	Number of Students			
	21-22	22-23	23-24	24-25
Grade 9	403	376	384	
Grade 10	428	387	360	
Grade 11	386	442	381	
Grade 12	452	408	453	
Total Enrollment	1,669	1,613	1,578	

Conclusions based on this data:

1. Enrollment has been in a slow decline the past three years.
2. Over the past three years, there has been little change in the school's demographics.
3. While we are a diverse community, almost half of our population identified as Hispanic/Latino and this population has been stable in the last two years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment			
Student Group	21-22	22-23	23-24
English Learners	356 17.7%	375 21.3%	349 22.1%
Fluent English Proficient (FEP)	623 39.7%	621 37.3%	651 41.3%
Reclassified Fluent English Proficient (RFEP)	484 29.0%	485 30.1%	528 33.5%

State RFEP Rate

Conclusions based on this data:

1. Our English Learner population increased greatly from the 2021-22 school year to the 2023-24 school year.
2. We have increased the number of students who have been reclassified over the past three years.
3. The number of FEP students has remained constant.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	392	447	377	316	389	324	316	388	322	80.6	87.0	85.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2633.3	2613.9	2619.1	41.14	35.31	38.20	27.22	23.45	28.26	13.92	18.30	11.80	17.72	22.94	21.74

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	39.24	34.28	36.02	44.94	48.20	45.34	15.82	17.53	18.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	39.87	37.37	39.75	38.92	39.69	38.20	21.20	22.94	22.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.52	19.07	22.36	70.25	66.75	65.84	8.23	14.18	11.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	35.13	30.15	31.68	53.16	55.93	55.59	11.71	13.92	12.73

Conclusions based on this data:

1. In the past two years, students scoring % above standard in all four skill areas has increased.
2. In overall achievement, there were gains in the past year in % Standard Exceeded and % Standard Met.
3. The % Above the Standard or % At or Near Standard in writing is the lowest of all skill areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	392	447	377	331	407	308	330	407	308	84.4	91.1	81.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2611.8	2581.0	2601.3	27.88	22.11	30.84	16.97	15.97	12.01	17.27	15.48	16.56	37.88	46.44	40.58

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	30.30	25.31	32.47	31.52	28.26	28.57	38.18	46.44	38.96

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	28.48	24.57	25.32	51.52	48.16	49.68	20.00	27.27	25.00

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	29.70	22.60	26.30	54.55	56.76	51.30	15.76	20.64	22.40

Conclusions based on this data:

1. In overall achievement, the overall percentage of students who exceeded the standard increased by 8.73%.
2. Overall only 42.85% of students scored at Standard Exceeded or Standard Met.
3. Students scored the lowest in Concepts & Procedures.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1531.7	1504.0	1481.3	1525.1	1491.8	1464.8	1537.9	1515.8	1497.4	95	89	92
10	1521.1	1507.8	1508.2	1512.7	1500.7	1489.3	1529.0	1514.4	1526.5	111	87	91
11	1519.4	1493.1	1489.8	1510.1	1476.2	1465.9	1528.4	1509.5	1513.1	68	102	67
12	1506.1	1507.7	1510.7	1491.7	1490.4	1494.7	1520.1	1524.4	1526.3	61	74	80
All Grades										335	352	330

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	16.84	5.62	7.78	28.42	31.46	15.56	25.26	24.72	20.00	29.47	38.20	56.67	95	89	90
10	18.02	16.28	15.56	29.73	22.09	23.33	16.22	19.77	20.00	36.04	41.86	41.11	111	86	90
11	13.24	11.11	7.69	22.06	15.15	15.38	20.59	16.16	16.92	44.12	57.58	60.00	68	99	65
12	8.47	9.46	11.25	15.25	20.27	18.75	22.03	24.32	20.00	54.24	45.95	50.00	59	74	80
All Grades	15.02	10.63	10.77	25.23	22.13	18.46	20.72	20.98	19.38	39.04	46.26	51.38	333	348	325

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	26.32	19.10	13.33	38.95	31.46	18.89	10.53	19.10	17.78	24.21	30.34	50.00	95	89	90
10	29.73	27.91	25.56	27.03	20.93	25.56	9.01	11.63	10.00	34.23	39.53	38.89	111	86	90
11	25.00	18.18	13.85	27.94	18.18	23.08	5.88	9.09	7.69	41.18	54.55	55.38	68	99	65
12	18.64	13.51	16.25	20.34	31.08	25.00	13.56	17.57	12.50	47.46	37.84	46.25	59	74	80
All Grades	25.83	19.83	17.54	29.43	25.00	23.08	9.61	14.08	12.31	35.14	41.09	47.08	333	348	325

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	8.42	3.37	1.11	22.11	13.48	10.00	25.26	31.46	21.11	44.21	51.69	67.78	95	89	90
10	7.21	2.33	6.67	18.02	15.12	23.33	28.83	29.07	20.00	45.95	53.49	50.00	111	86	90
11	4.41	2.02	1.54	14.71	13.13	15.38	27.94	22.22	20.00	52.94	62.63	63.08	68	99	65
12	1.69	2.70	3.75	8.47	13.51	12.50	27.12	32.43	26.25	62.71	51.35	57.50	59	74	80
All Grades	6.01	2.59	3.38	16.82	13.79	15.38	27.33	28.45	21.85	49.85	55.17	59.38	333	348	325

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
9	3.16	2.25	5.56	68.42	60.67	35.56	28.42	37.08	58.89	95	89	90	
10	4.50	16.47	7.78	56.76	43.53	46.67	38.74	40.00	45.56	111	85	90	
11	5.88	5.05	0.00	50.00	34.34	30.77	44.12	60.61	69.23	68	99	65	
12	1.69	5.41	3.75	33.90	40.54	33.75	64.41	54.05	62.50	59	74	80	
All Grades	3.90	7.20	4.62	54.65	44.67	37.23	41.44	48.13	58.15	333	347	325	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	56.38	56.18	37.78	20.21	14.61	12.22	23.40	29.21	50.00	94	89	90
10	57.66	50.00	52.22	9.01	12.79	8.89	33.33	37.21	38.89	111	86	90
11	47.76	34.34	35.38	13.43	14.14	18.46	38.81	51.52	46.15	67	99	65
12	43.10	44.59	41.25	18.97	18.92	20.00	37.93	36.49	38.75	58	74	80
All Grades	52.73	45.98	42.15	14.85	14.94	14.46	32.42	39.08	43.38	330	348	325

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	16.84	10.11	4.44	34.74	29.21	21.11	48.42	60.67	74.44	95	89	90
10	14.41	10.47	15.56	34.23	32.56	26.67	51.35	56.98	57.78	111	86	90
11	7.35	4.04	6.15	35.29	24.24	27.69	57.35	71.72	66.15	68	99	65
12	6.78	10.81	10.00	23.73	31.08	28.75	69.49	58.11	61.25	59	74	80
All Grades	12.31	8.62	9.23	32.73	29.02	25.85	54.95	62.36	64.92	333	348	325

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.11	1.14	0.00	63.16	63.64	42.22	34.74	35.23	57.78	95	88	90
10	1.80	0.00	1.11	57.66	55.81	53.33	40.54	44.19	45.56	111	86	90
11	14.71	3.03	4.62	35.29	43.43	43.08	50.00	53.54	52.31	68	99	65
12	1.69	1.39	1.27	47.46	45.83	53.16	50.85	52.78	45.57	59	72	79
All Grades	4.50	1.45	1.54	52.85	52.17	48.15	42.64	46.38	50.31	333	345	324

Conclusions based on this data:

1. The total number of students taking the ELPAC has remained constant over the past three years.
2. In the Speaking Domain, the percentage of students scoring in the "Well Developed" and "Beginning" range is almost split.
3. Another area of growth is in reading, where nearly 65% of our ELs are scoring in the beginning range.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,578	33.7%	22.1%	0.3%

Total Number of Students enrolled in San Mateo High School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	349	22.1%
Foster Youth	4	0.3%
Homeless	9	0.6%
Socioeconomically Disadvantaged	532	33.7%
Students with Disabilities	189	12%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	17	1.1%
American Indian	1	0.1%
Asian	338	21.4%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
Filipino	48	3%
Hispanic	779	49.4%
Two or More Races	112	7.1%
Pacific Islander	26	1.6%
White	256	16.2%

Conclusions based on this data:

1. San Mateo High School is a diverse community.
2. A third of our population identifies as socioeconomically disadvantaged.
3. Our enrollment is nearly 50% Hispanic.

School and Student Performance Data

Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Green

Mathematics



Orange

English Learner Progress



Orange

College/Career



Green

Conclusions based on this data:

1. San Mateo High School is doing relatively well in overall performance.
2. Student performance in math is an area of interest.
3. English Learner Progress has been a long time area of concern.

School and Student Performance Data

Academic Performance English Language Arts

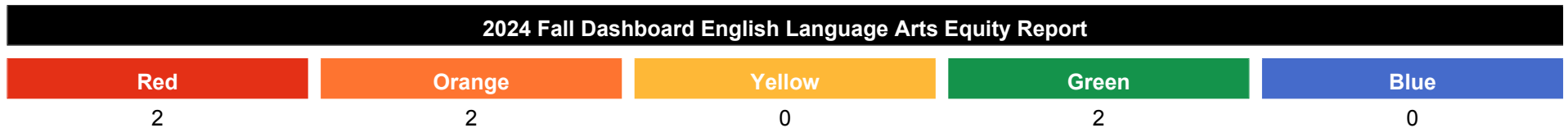
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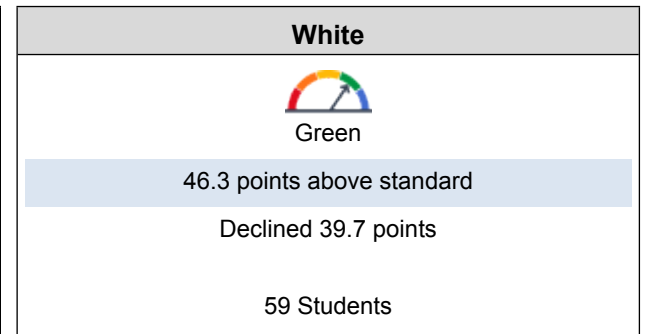
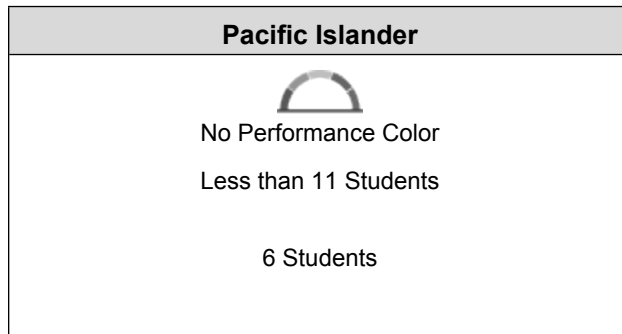
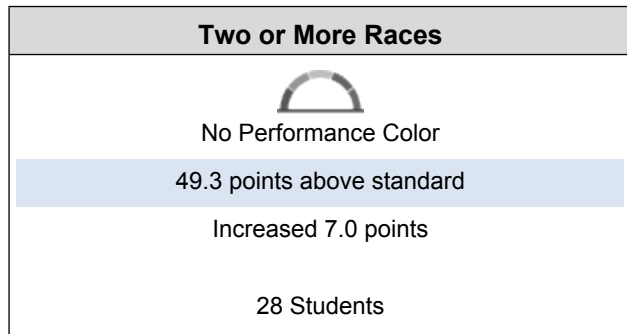
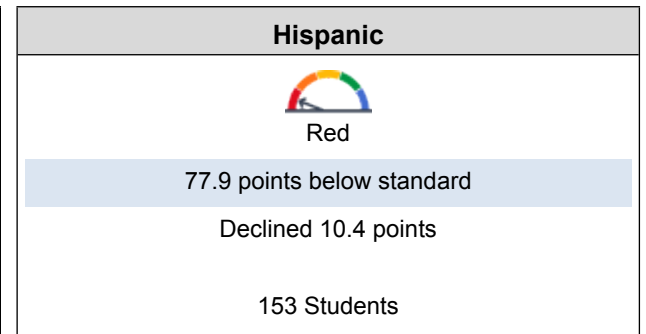
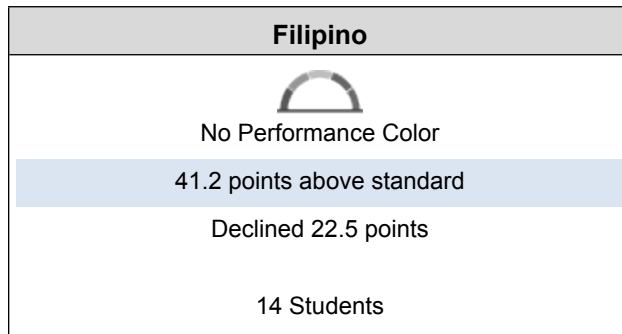
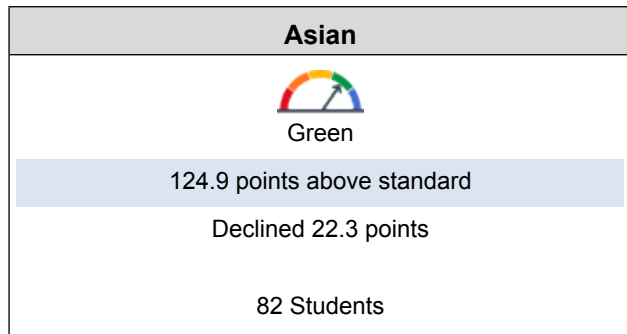
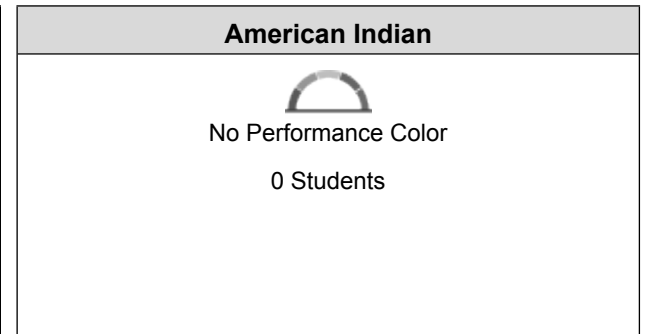
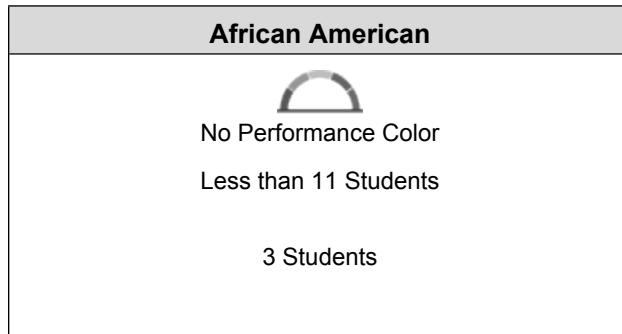
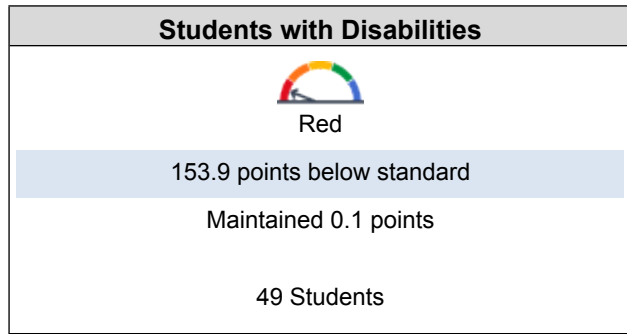
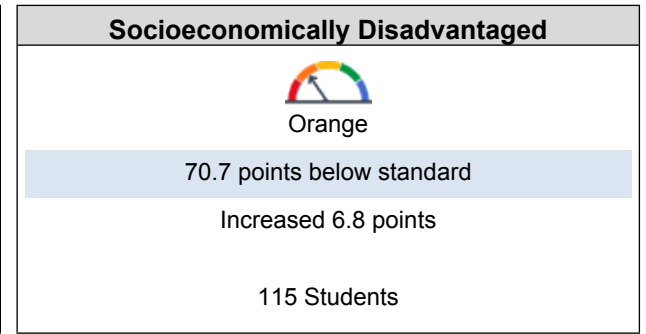
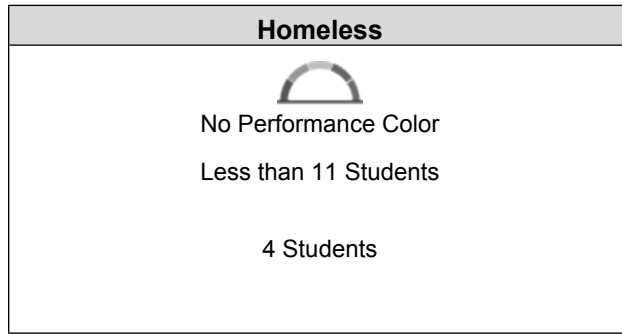
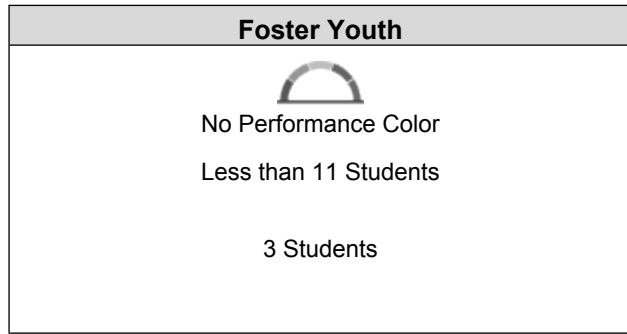


This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
<p>Yellow</p>	<p>Orange</p>	<p>No Performance Color</p>
15.2 points above standard	120.9 points below standard	126.5 points below standard
Declined 7.6 points	Increased 4.3 points	Maintained 2.1 points
339 Students	99 Students	24 Students



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; however it is nice to see that these two groups increased in performance.
2. It is surprising that our White, Asian and Hispanic students' language arts performance declined.

School and Student Performance Data

Academic Performance Mathematics

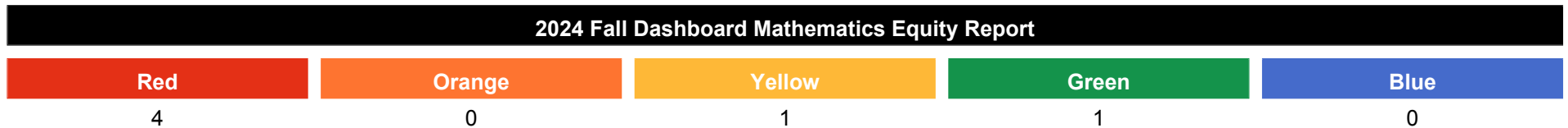
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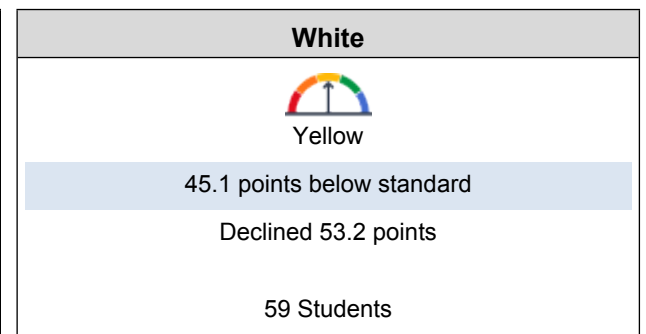
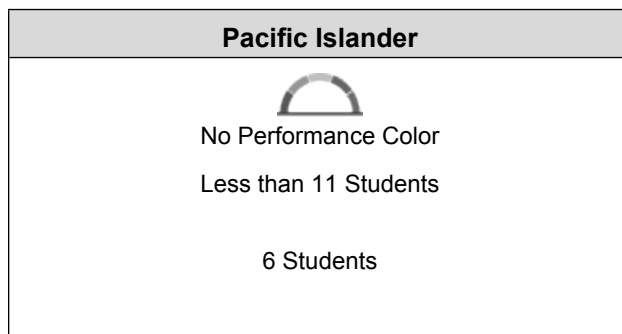
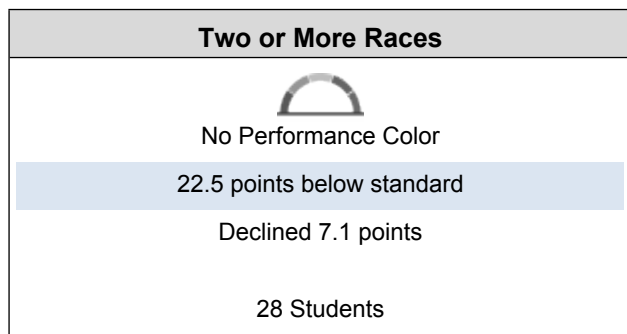
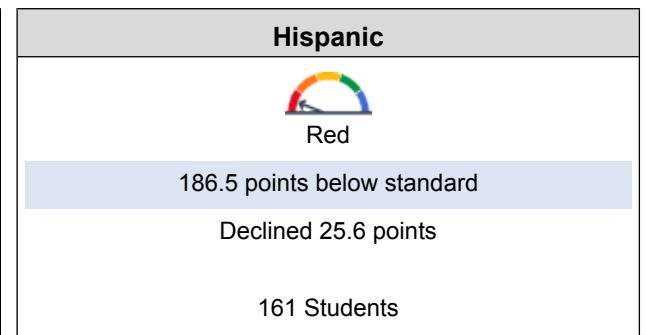
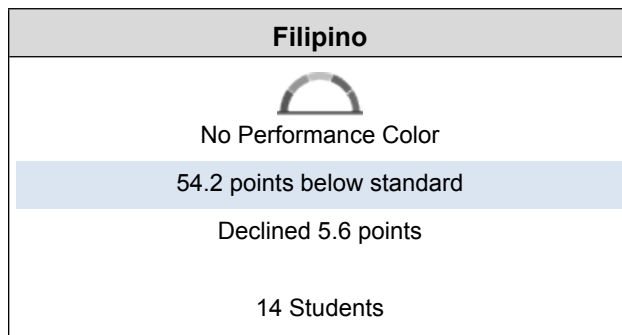
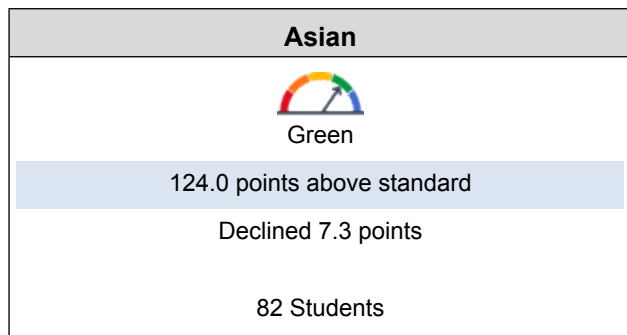
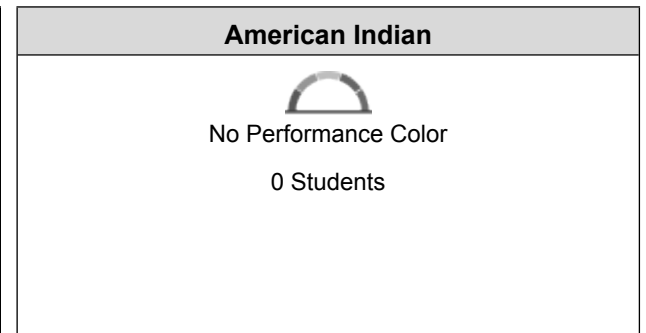
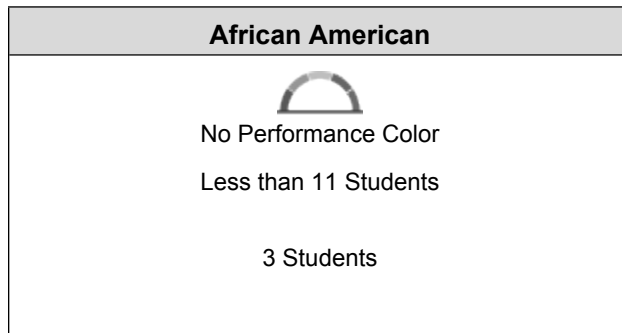
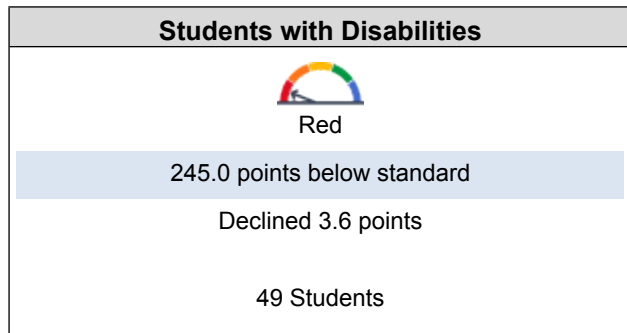
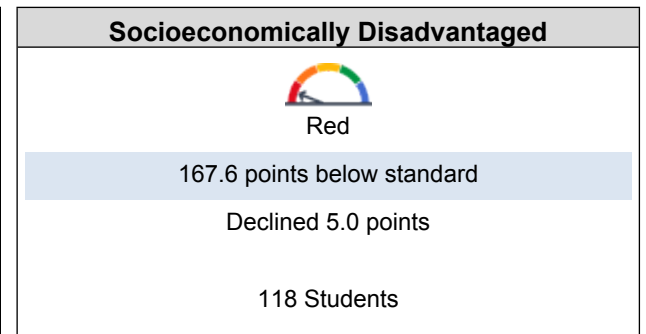
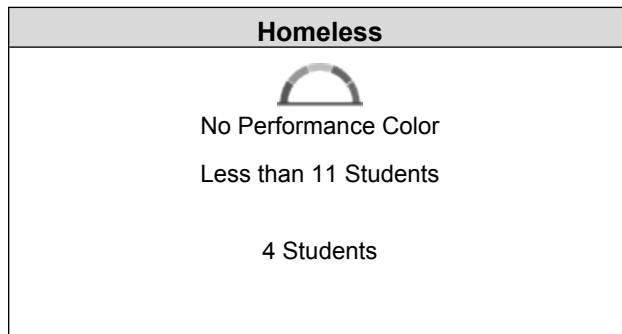
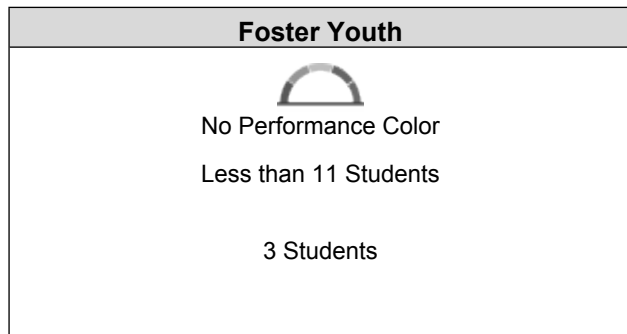


This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
<p>Orange</p>	<p>Red</p>	<p>No Performance Color</p>
68.0 points below standard	211.0 points below standard	230.6 points below standard
Declined 16.5 points	Declined 8.6 points	Declined 5.9 points
349 Students	109 Students	24 Students



Conclusions based on this data:

1. Closer examination needs to happen when all groups declined in mathematics.

School and Student Performance Data

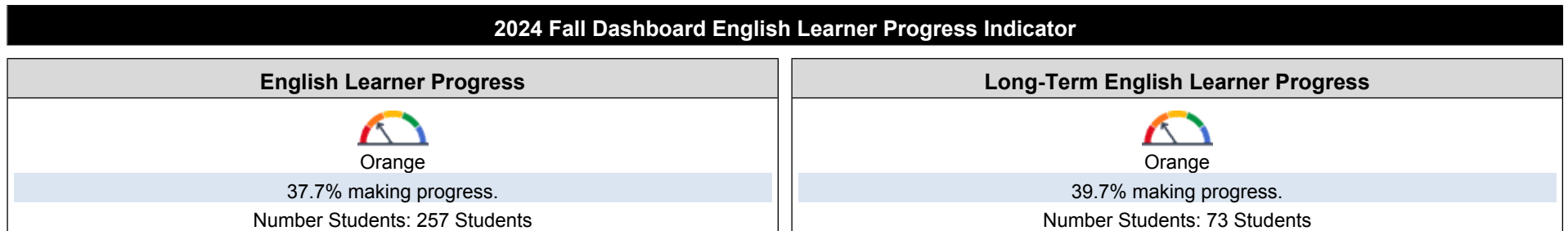
Academic Performance English Learner Progress

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



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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 9.3%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 51.8%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 37.7%

Conclusions based on this data:

- It is nice to see that more than one third of ELs have progressed at least one ELPI level, while a little less than 10% decreased one ELPI Level.
- With over half of our ELs maintaining ELPI Level, it appears students are making progress.

School and Student Performance Data

Academic Performance College/Career Report

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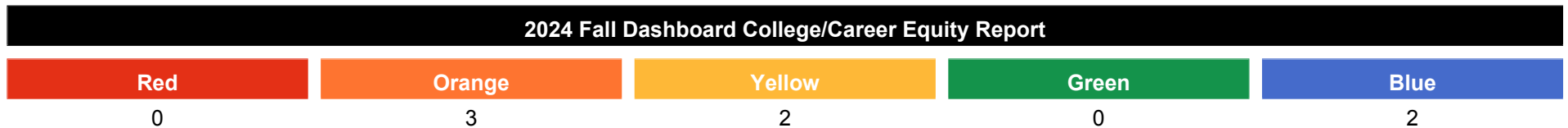
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

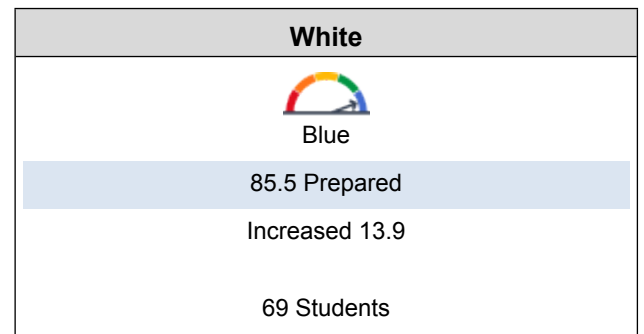
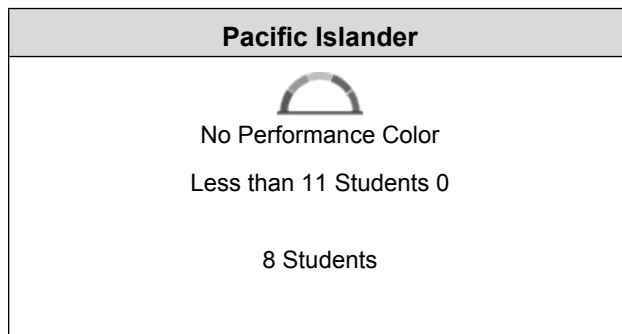
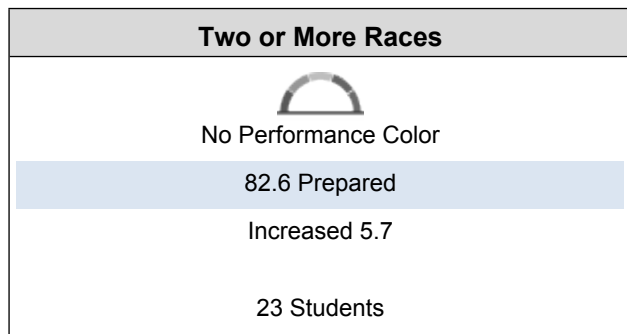
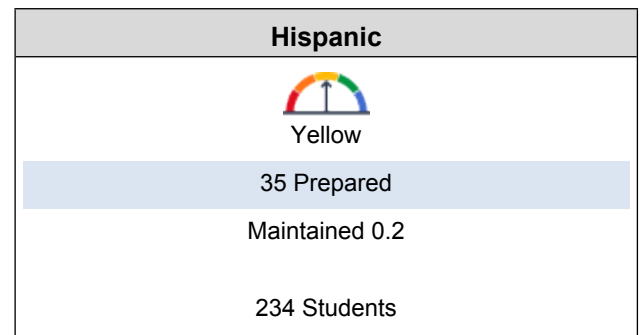
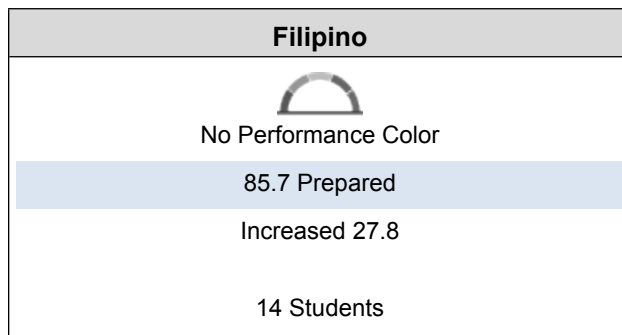
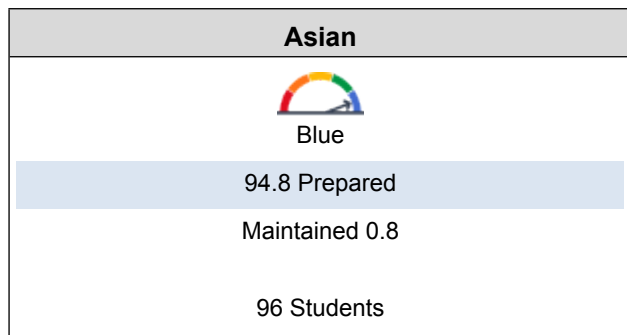
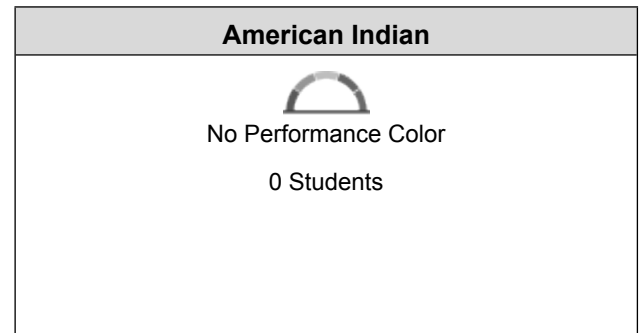
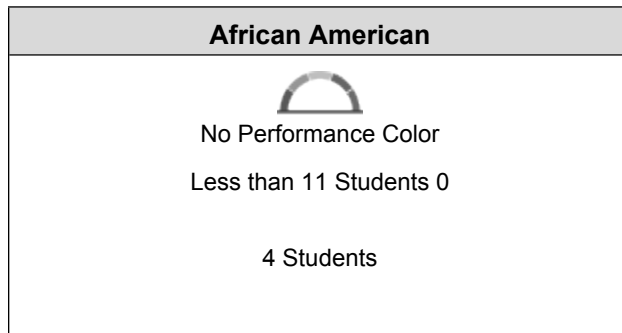
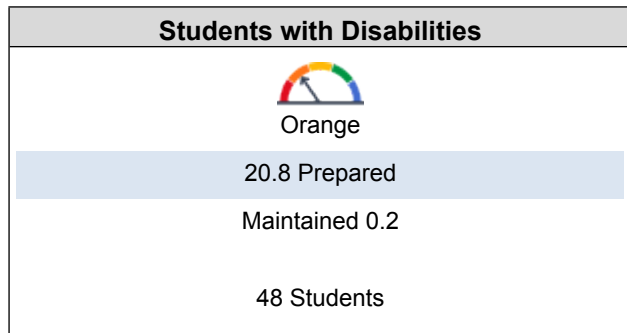
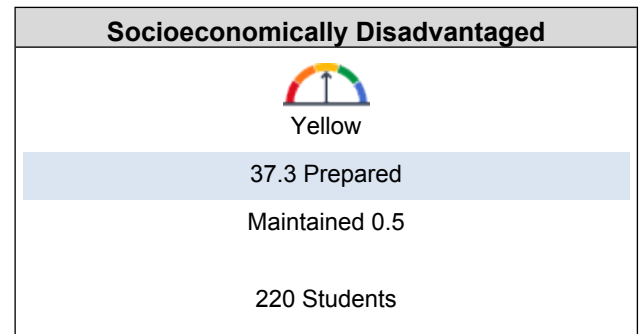
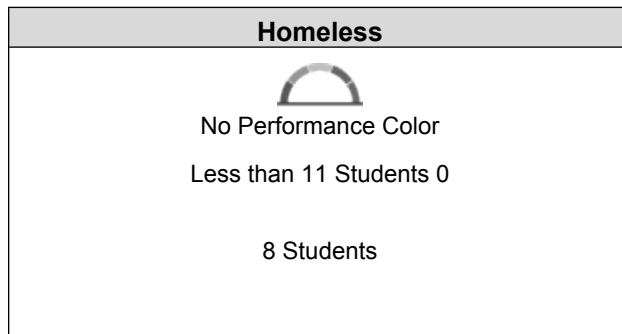
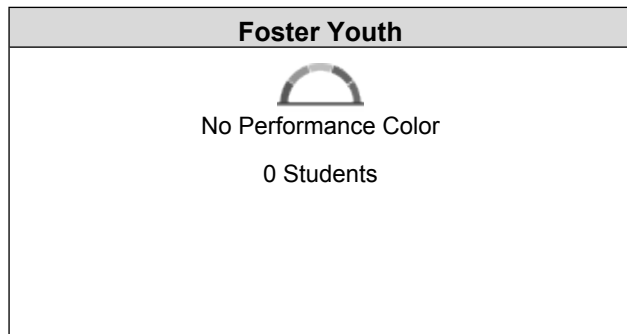


This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
<p>Green</p>	<p>Orange</p>	<p>Orange</p>
59.4 Prepared	16 Prepared	20 Prepared
Maintained 1.4	Declined 4.2	Declined 5
448 Students	144 Students	55 Students



Conclusions based on this data:

1. We would like to work on increasing the number of students who complete a-g requirements, fewer students earning D grades.
2. We were not able to improve our ELs and Long Term ELs performance, which has been an area of concern.
3. We are happy to see that all other groups maintained or increase performance in this area.

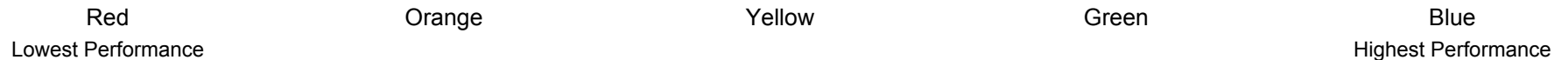
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

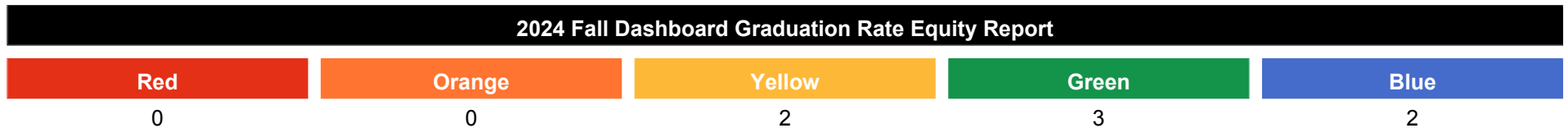
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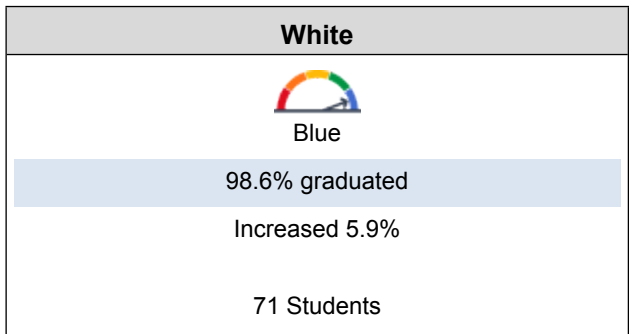
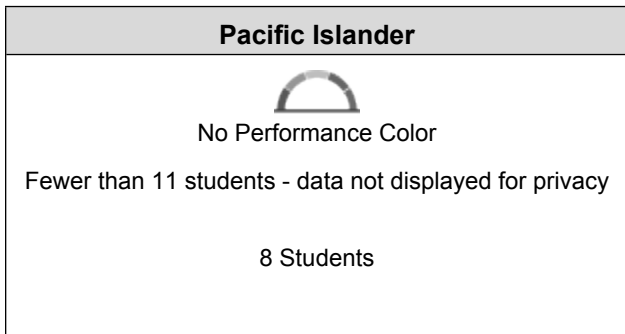
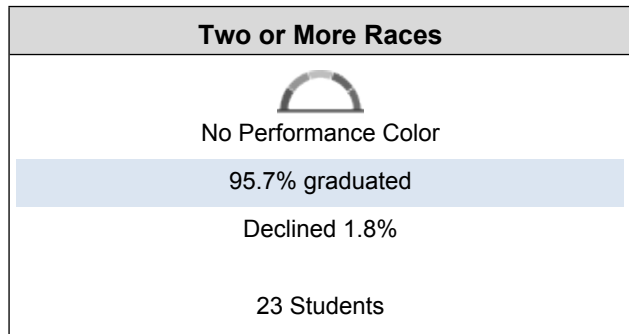
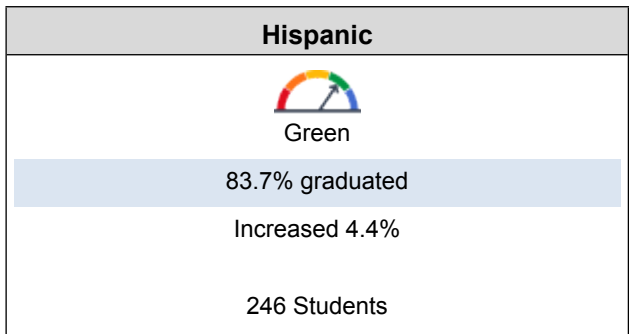
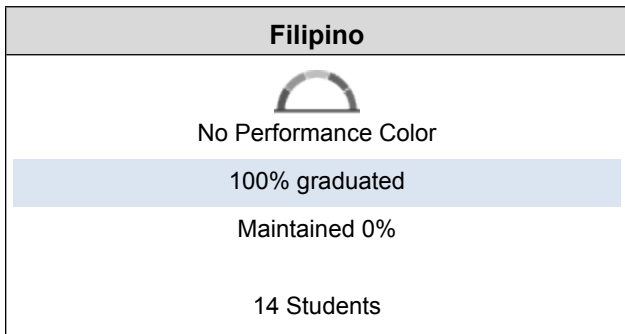
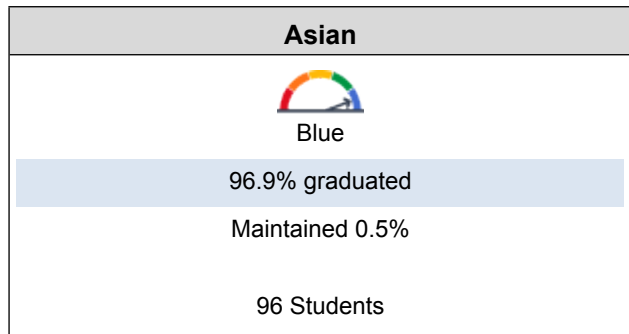
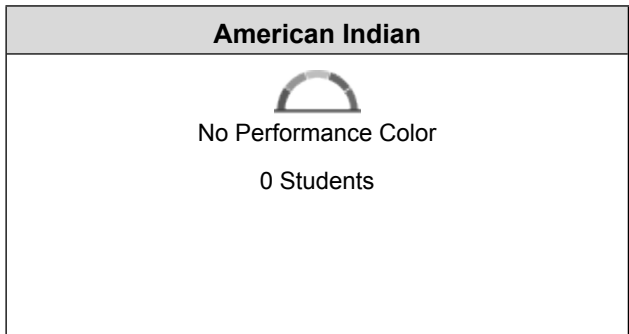
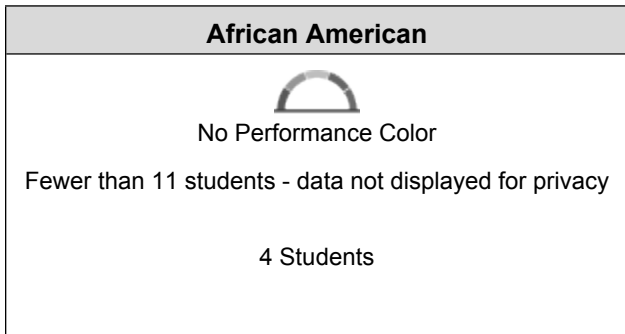
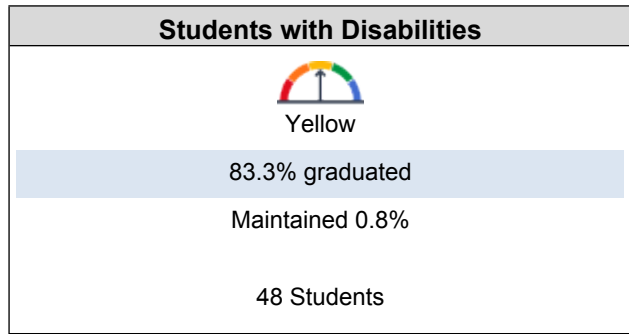
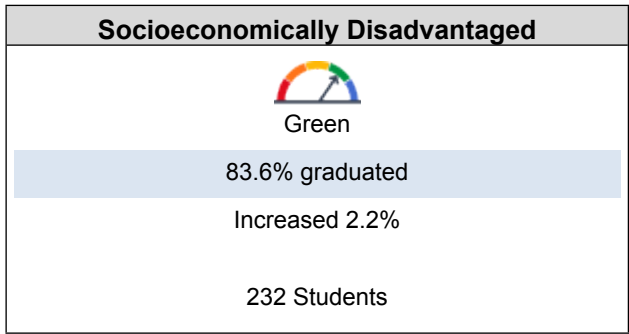
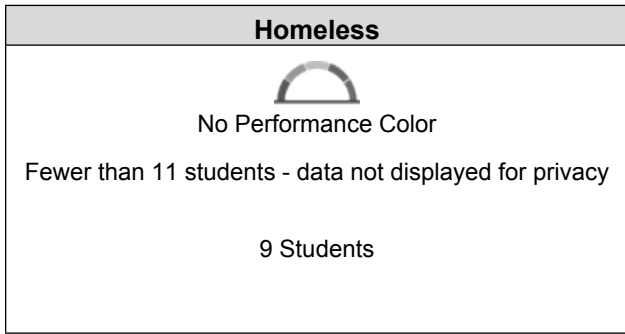
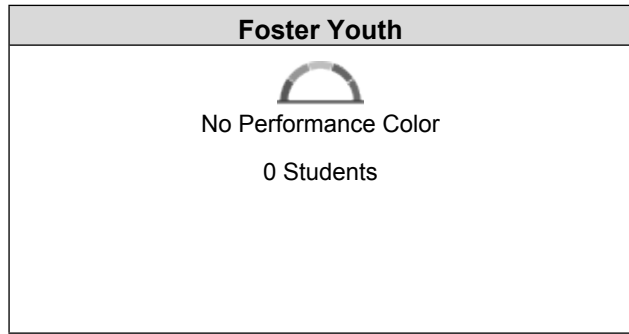


This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
<p>Green</p>	<p>Yellow</p>	<p>Green</p>
90% graduated	77.8% graduated	92.7% graduated
Increased 2.3%	Increased 11.7%	Increased 3.1%
462 Students	158 Students	55 Students



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.
2. Improvement was made in all areas except for our students who identified as two or more races.

School and Student Performance Data

Conditions & Climate Suspension Rate

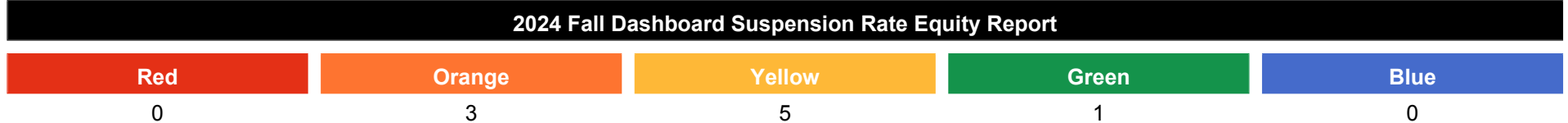
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
<p>Green</p> <p>4.5% suspended at least one day</p> <p>Declined 0.8%</p> <p>1660 Students</p>	<p>Yellow</p> <p>7.4% suspended at least one day</p> <p>Declined 3.9%</p> <p>434 Students</p>	<p>Orange</p> <p>11.9% suspended at least one day</p> <p>Declined 3.2%</p> <p>126 Students</p>

Foster Youth




No Performance Color

Fewer than 11 students - data not displayed for privacy

7 Students

Homeless




No Performance Color

10% suspended at least one day

30 Students

Socioeconomically Disadvantaged




Yellow

6.2% suspended at least one day

Declined 3.9%

628 Students

Students with Disabilities




Yellow

8.8% suspended at least one day

Declined 2.7%

205 Students

African American




No Performance Color

10.5% suspended at least one day

Declined 20.7%

19 Students

American Indian




No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Asian




Yellow

1.2% suspended at least one day

Increased 0.9%

341 Students

Filipino




Orange

4.1% suspended at least one day

Increased 0.7%

49 Students

Hispanic




Yellow

6.2% suspended at least one day

Declined 2.1%

842 Students

Two or More Races




Green

0.9% suspended at least one day

Declined 0.8%

116 Students

Pacific Islander




No Performance Color

7.1% suspended at least one day

Declined 9.5%

28 Students

White



Orange

4.2% suspended at least one day

Increased 2.7%

264 Students

Conclusions based on this data:

1. We hope to continue to see a decline in suspension rates as we explore alternatives to suspension.

School and Student Performance Data

Longitudinal Metrics: State and Local

Student Enrollment

Student Group	2024-25	2023-24	2022-23	2021-22
ML Long Term				

Enrollment Trend								
Academic Year	2023-24	2023-24	2022-23	2022-23	2021-22	2021-22	2020-21	2020-21
San Mateo High	1,578	1,578	1,613	1,613	1,669	1,669	1,671	1,671
African American	17	1.10%	15	0.90%	13	0.80%	15	0.90%
American Indian or Alaska Native	1	0.10%	0	0.00%	0	0.00%	0	0.00%
Asian	338	21.40%	332	20.60%	372	22.30%	376	22.50%
Filipino	48	3.00%	59	3.70%	70	4.20%	72	4.30%
Hispanic or Latino	779	49.40%	798	49.50%	752	45.10%	733	43.90%
Pacific Islander	26	1.60%	27	1.70%	32	1.90%	31	1.90%
White	256	16.20%	262	16.20%	311	18.60%	321	19.20%
Two or More Races	112	7.10%	120	7.40%	119	7.10%	123	7.40%
Multilingual Learners	349	22.10%	375	23.20%	356	21.30%	295	17.70%
Foster Youth	4	0.30%	4	0.20%	1	0.10%	2	0.10%
Homeless	9	0.60%	5	0.30%	8	0.50%	8	0.50%
Socioeconomically Disadvantaged	532	33.70%	643	39.90%	697	41.80%	647	38.70%
Students with IEPs	189	12.00%	174	10.80%	186	11.10%	187	11.20%

Dashboard Combined 4&5 Year Graduation Rate

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	* *
Native American	* *	* *	* *
Asian	96 96.90%	83 96.40%	108 98.10%
Filipino	14 100%	20 100%	21 95.20%
Latino	246 83.70%	203 79.30%	183 78.10%
Pacific Islander	* *	* *	* *
White	71 98.60%	68 92.60%	106 98.10%
Two or More Races	23 95.70%	39 97.40%	29 100%
Multilingual Learner	158 77.80%	121 66.10%	104 63.50%
Multilingual Learner Long Term	55 92.70%		
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	232 83.60%	204 81.40%	200 80.00%
Students with IEPs	48 83.30%	40 82.50%	60 86.70%
All Students	462 90%	423 87.70%	462 89.80%

College/Career Indicator (CCI)

Student Group	2023-24	2022-23	2021-22
African American	*	* *	not reported not reported
Native American	* *	* *	* *
Asian	(91 / 96) 94.80%	(78 / 83) 94.00%	not reported not reported
Filipino	(12 / 14) 85.70%	(11 / 19) 57.90%	not reported not reported
Latino	(82 / 234) 35.00%	(69 / 196) 35.20%	not reported not reported
Pacific Islander	*	* *	not reported not reported
White	(59 / 69) 85.50%	(48 / 67) 71.60%	not reported not reported
Two or More Races	(19 / 23) 82.60%	(30 / 39) 76.90%	not reported not reported
Multilingual Learner	(23 / 144) 16.00%	(23 / 114) 20.20%	not reported not reported
Homeless	*	* *	not reported not reported
Socioeconomically Disadvantaged	(82 / 220) 37.30%	(74 / 196) 37.80%	not reported not reported
Students with IEPs	(10 / 48) 20.80%	(8 / 38) 21.10%	not reported not reported
All Students	(266 / 448) 59.40%	(240 / 414) 58.00%	not reported not reported

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 9.1% or more)</i>	DECLINED <i>from Prior Year (by 2.0% to less than 9.0%)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 1.9%)</i>	INCREASED <i>from Prior Year (by 2.0% to 8.9%)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 9.0% or more)</i>
VERY HIGH <i>70.0% or greater in Current Year</i>	Yellow (None)	Green (None)	Blue • Asian	Blue • White	Blue (None)
HIGH <i>55.0% to 69.9% in Current Year</i>	Orange (None)	Yellow (None)	Green • All Students (School Placement)	Green (None)	Blue (None)
MEDIUM <i>35.0% to less than 54.9% in Current Year</i>	Orange (None)	Orange (None)	Yellow • Socioeconomically Disadvantaged • Hispanic	Green (None)	Green (None)
LOW <i>10.0% to 34.9% in Current Year</i>	Red (None)	Orange • English Learners • Long-Term English Learners	Orange • Students with Disabilities	Yellow (None)	Yellow (None)
VERY LOW <i>9.9% or lower in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

UC/CSU Eligibility

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	* *
Native American	* *	* *	* *
Asian	(80 / 86) 92.50%	(60 / 69) 86.30%	(97 / 106) 91.50%
Filipino	(12 / 13) 92.90%	(10 / 14) 73.70%	(14 / 20) 70.00%
Latino	(23 / 66) 34.40%	(15 / 48) 31.20%	(40 / 131) 30.50%
Pacific Islander	* *	* *	* *
White	(50 / 58) 86.60%	(28 / 42) 67.70%	(74 / 103) 71.80%
Two or More Races	(15 / 18) 81.80%	(19 / 27) 71.10%	(21 / 29) 72.40%
Multilingual Learner	(3 / 18) 16.80%	(2 / 11) 15.10%	(6 / 57) 10.50%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	(24 / 66) 36.50%	(18 / 54) 34.20%	(49 / 148) 33.10%
Students with IEPs	(2 / 8) 20.00%	(2 / 7) 22.60%	(6 / 48) 12.50%
All Students	(150 / 245) 61.40%	(114 / 203) 56.10%	(250 / 402) 62.20%

Advanced Placement(AP)/International Baccalaureate(IB)/Dual Enrollment(DE) Course Participation Rate

Student Group	2023-24	2022-23	2021-22
African American	4 50.00%	3 0.00%	4 0.00%
Native American	* *	* *	* *
Asian	93 86.02%	80 93.75%	106 89.62%
Filipino	14 64.29%	20 55.00%	20 60.00%
Latino	209 24.88%	161 29.19%	144 18.06%
Pacific Islander	7 14.29%	6 50.00%	9 44.44%
White	70 77.14%	63 68.25%	104 70.19%
Two or More Races	22 72.73%	38 78.95%	29 68.97%
Multilingual Learner	81 3.70%	48 6.25%	60 8.33%
Multilingual Learner Long Term	10 0.0%		
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	52 50.00%	112 35.71%	127 27.56%
Students with IEPs	38 26.32%	30 10.00%	50 8.00%
All Students	419 51.07%	371 56.33%	416 55.29%

10th Graders On-Track for Graduation

Student Group	2023-24	2022-23	2021-22
African American	(4/7) 57.14%	(2/3) 66.67%	(4/4) 100.00%
Native American	* *	* *	* *
Asian	(74/74) 100.00%	(84/85) 98.82%	(90/93) 96.77%
Filipino	(9/10) 90.00%	(13/14) 92.86%	(14/14) 100.00%
Latino	(130/195) 66.67%	(135/181) 74.59%	(153/226) 67.70%
Pacific Islander	(6/8) 75.00%	(4/6) 66.67%	(9/10) 90.00%
White	(56/63) 88.89%	(62/65) 95.38%	(66/70) 94.29%
Two or More Races	(22/25) 88.00%	(27/30) 90.00%	(22/24) 91.67%
Multilingual Learner	(56/109) 51.38%	(62/97) 63.92%	(70/128) 54.69%
Multilingual Learner Long Term	(20/39) 51.28%		
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	(112/163) 68.71%	(102/133) 76.69%	(132/193) 68.39%
Students with IEPs	(28/38) 73.68%	(40/47) 85.11%	(36/51) 70.59%
All Students	(301/382) 78.80%	(327/384) 85.16%	(358/441) 81.18%

Post-Secondary Enrollment Immediately after HS Graduation

Student Group	2023-24	2022-23	2021-22
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Post-Secondary Enrollment Two Years after HS Graduation (Persistence)

Student Group	2023-24	2022-23	2021-22
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CAASPP English Language Arts - Participation

Student Group	2023-24	2022-23	2021-22
African American	(3/3) 100%	(3/3) 100%	(3/4) 75%
Native American	* *	* *	* *
Asian	(82/83) 99%	(92/91) 99%	(75/80) 94%
Filipino	(14/14) 100%	(13/13) 100%	(16/19) 84%
Latino	(140/163) 86%	(211/195) 92%	(136/158) 86%
Pacific Islander	(5/6) 83%	(8/8) 100%	(5/6) 83%
White	(52/62) 84%	(66/58) 88%	(46/64) 72%
Two or More Races	(25/29) 86%	(25/21) 84%	(33/37) 89%
Multilingual Learner	(89/105) 85%		(69/79) 87%
Multilingual Learner Long Term	(20/25) 80%		
Foster Youth	(1/3) 33%	* *	* *
Homeless	(1/4) 25%	* *	(1/2) 50%
Socioeconomically Disadvantaged	(103/122) 84%		(133/149) 89%
Students with IEPs	(36/51) 71%		(27/38) 71%
All Students	(321/360) 89%	(418/389) 93%	(314/368) 85%

CAASPP English Language Arts - Pass Rate

Student Group	2023-24	2022-23	2021-22
African American	(3 / 3) 99.00%	(1 / 3) 33.00%	(0 / 3) 0.00%
Native American	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
Asian	(76 / 83) 91.00%	(82 / 91) 90.00%	(68 / 75) 90.00%
Filipino	(11 / 14) 77.00%	(10 / 13) 76.00%	(13 / 16) 80.00%
Latino	(54 / 142) 38.00%	(57 / 195) 29.00%	(59 / 138) 43.00%
Pacific Islander	(4 / 5) 80.00%	(4 / 8) 49.00%	(4 / 5) 80.00%
White	(42 / 52) 81.00%	(55 / 58) 94.00%	(40 / 46) 88.00%
Two or More Races	(21 / 25) 84.00%	(17 / 21) 80.00%	(29 / 33) 87.00%
Multilingual Learner	(2 / 44) 4.00%	(2 / 65) 3.00%	(5 / 45) 11.00%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
Students with IEPs	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
All Students	(211 / 324) 65.00%	(226 / 389) 58.00%	(215 / 316) 68.00%

CAASPP Mathematics - Participation

Student Group	2023-24	2022-23	2021-22
African American	(3/3) 100%	(3/3) 100%	(3/4) 75%
Native American	* *	* *	* *
Asian	(82/85) 96%	(92/93) 99%	(80/83) 96%
Filipino	(12/14) 86%	(13/13) 100%	(17/19) 89%
Latino	(136/178) 76%	(213/236) 90%	(150/177) 85%
Pacific Islander	(4/6) 67%	(7/8) 88%	(6/6) 100%
White	(47/62) 76%	(58/67) 87%	(46/64) 72%
Two or More Races	(24/29) 83%	(21/25) 84%	(29/37) 78%
Multilingual Learner	(92/122) 75%	(134/149) 90%	(88/99) 89%
Multilingual Learner Long Term	(18/25) 72%		
Foster Youth	(1/3) 33%	* *	* *
Homeless	(1/4) 25%	(4/5) 80%	(1/1) 100%
Socioeconomically Disadvantaged	(100/131) 76%	(165/185) 89%	(147/167) 88%
Students with IEPs	(31/51) 61%	(40/52) 77%	(27/37) 73%
All Students	(308/377) 82%	(407/445) 91%	(331/390) 85%

CAASPP Mathematics - Pass Rate

Student Group	2023-24	2022-23	2021-22
African American	(1 / 3) 33.00%	(1 / 3) 33.00%	(0 / 3) 0.00%
Native American	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
Asian	(70 / 82) 85.00%	(77 / 92) 84.00%	(68 / 80) 85.00%
Filipino	(5 / 12) 41.00%	(4 / 13) 30.00%	(6 / 17) 34.00%
Latino	(12 / 136) 9.00%	(19 / 213) 9.00%	(23 / 150) 15.00%
Pacific Islander	(0 / 4) 0.00%	(1 / 7) 14.00%	(4 / 6) 66.00%
White	(29 / 47) 61.00%	(35 / 58) 61.00%	(27 / 46) 58.00%
Two or More Races	(13 / 24) 53.00%	(13 / 21) 61.00%	(19 / 29) 64.00%
Multilingual Learner	(1 / 48) 2.00%	(2 / 88) 2.00%	(0 / 62) 0.00%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
Students with IEPs	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
All Students	(129 / 308) 42.00%	(151 / 407) 37.00%	(142 / 331) 43.00%

CAASPP Science (CAST) - Pass Rate

Student Group	2023-24	2022-23	2021-22
African American	(1 / 3) 33.00%	(0 / 3) 0.00%	(0 / 4) 0.00%
Native American	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
Asian	(71 / 91) 78.00%	(60 / 79) 76.00%	(71 / 105) 68.00%
Filipino	(7 / 14) 50.00%	(9 / 17) 52.00%	(8 / 19) 41.00%
Latino	(28 / 176) 16.00%	(25 / 148) 17.00%	(18 / 137) 13.00%
Pacific Islander	(0 / 4) 0.00%	(2 / 4) 50.00%	(2 / 7) 28.00%
White	(31 / 52) 59.00%	(28 / 49) 58.00%	(56 / 91) 62.00%
Two or More Races	(14 / 21) 65.00%	(22 / 32) 68.00%	(13 / 24) 53.00%
Multilingual Learner	(1 / 60) 1.00%	(0 / 59) 0.00%	(1 / 48) 2.00%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
Students with IEPs	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
All Students	(148 / 361) 41.00%	(146 / 332) 44.00%	(170 / 387) 44.00%

Local Assessment - MAP/NWEA - Pass Rate

Student Group	2024-25	2023-24	2022-23	2021-22
ML Long Term				

English Learner Progress Indicator (ELPI)

Student Group	2023-24	2022-23
Multilingual Learner	(97/257) 37.70%	(96/261) 36.80%
Long Term ML	(29/73) 39.70%	* *

Reclassification (RFEP) Rate

Student Group	2023-24	2022-23	2021-22
All Students	(62/427) 14.5%	(92/445) 20.7%	(38/399) 9.5%

Local RFEP Rate (Total RFEP'd Same Year / Total ML Cohort)

Chronic Absenteeism

Student Group	2023-24	2022-23	2021-22
African American	(9 / 19) 47.40%	(7 / 16) 43.80%	(5 / 14) 35.70%
Native American	* *	* *	* *
Asian	(20 / 341) 5.90%	(24 / 334) 7.20%	(18 / 371) 4.90%
Filipino	(4 / 49) 8.20%	(7 / 60) 11.70%	(12 / 70) 17.10%
Latino	(245 / 831) 29.50%	(265 / 841) 31.50%	(242 / 792) 30.60%
Pacific Islander	(9 / 27) 33.30%	(10 / 29) 34.50%	(9 / 33) 27.30%
White	(46 / 260) 17.70%	(41 / 269) 15.20%	(47 / 311) 15.10%
Two or More Races	(18 / 116) 15.50%	(26 / 121) 21.50%	(23 / 122) 18.90%
Multilingual Learner	(148 / 425) 34.80%	(160 / 452) 35.40%	(135 / 400) 33.80%
Foster Youth	* *	* *	* *
Homeless	(16 / 26) 61.50%	* *	* *
Socioeconomically Disadvantaged	(193 / 619) 31.20%	(229 / 712) 32.20%	(234 / 753) 31.10%
Students with IEPs	(71 / 202) 35.10%	(87 / 197) 44.20%	(92 / 210) 43.80%
All Students	(351 / 1644) 21.40%	(380 / 1670) 22.80%	(356 / 1713) 20.80%

Suspension

Student Group	2023-24	2022-23	2021-22
African American	(2 / 19) 10.53%	(5 / 16) 31.25%	(1 / 14) 7.14%
Native American	* *	* *	* *
Asian	(4 / 342) 1.17%	(1 / 338) 0.30%	(8 / 374) 2.14%
Filipino	(2 / 49) 4.08%	(2 / 60) 3.33%	(3 / 70) 4.29%
Latino	(52 / 853) 6.10%	(71 / 859) 8.27%	(66 / 798) 8.27%
Pacific Islander	(2 / 28) 7.14%	(5 / 30) 16.67%	
White	(11 / 264) 4.17%	(4 / 272) 1.47%	
Two or More Races	(1 / 116) 0.86%	(2 / 122) 1.64%	
Multilingual Learner	(32 / 441) 7.26%	(53 / 472) 11.23%	* *
Foster Youth	* *	* *	* *
Homeless	(3 / 30) 10.00%	* *	* *
Socioeconomically Disadvantaged	(39 / 636) 6.13%	(73 / 725) 10.07%	
Students with IEPs	(18 / 205) 8.78%	(23 / 200) 11.50%	
All Students	(74 / 1672) 4.43%	(90 / 1697) 5.30%	

Expulsion

Student Group	2023-24	2022-23	2021-22
Latino			(1 / 798)
Multilingual Learner			(1 / 406)
Homeless	(1 / 30)		
Socioeconomically Disadvantaged	(1 / 636)		(1 / 757)
All Students	(1 / 1672)		(1 / 1728)

Certificated Staff Demographics

Student Group	2024-25	2023-24	2022-23	2021-22
ML Long Term				

Panorama Survey - Feeling Safe (Hate Speech Response) Question

Percentage of students who respond positively to the following Panorama Survey question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe."

Student Group	2023-24	2022-23	2021-22
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Panorama Survey - Family Engagement Question

Percentage of parents/guardians who respond "favorably" to the following Panorama Survey Question: "The District/Our student's school provides my family multiple opportunities for involvement and/or school governance."

Student Group	2023-24	2022-23	2021-22
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Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Support EL students' success in content-area courses.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 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.

Major Student Need

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

Support for English Learners

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
1.1	Research models for successful integration of new-to-mainstream EL students in content area courses.	Multilingual learners	Spring 2024-ongoing	Administration and ELD leadership will identify interested and motivated	10,000	Due to FPM, student placement is more closely monitored, as well as an increase in the number of ML content classes to

				staff to conduct and document research of successful models and best practices. ? Staff will document research and present recommendations.		address the needs of our MLs.
1.2	Professional development on differentiation and on ELD practices and standards. Within this PD, emphasize opportunities to draw on ELD and Special Education teachers' expertise in differentiated literacy instruction.	All Students	2024-2025 2025-2026	PD leadership will collaborate with administration, the TOSA team, and ELD leadership to design effective PD around ELD standards and best practices. ? PLCs will show evidence of implemented supports in their content-area courses through materials available on Canvas. ? SLT minutes ? PD materials	10,000 Look at appropriate PD for teachers.	Need to look at students grade data and compare it to ML Content classes. Review CAASPP and ELPAC Data
1.3	Encourage and support greater alignment in assessment and grading practices. Determine and align expectations about homework, class routines, and academic/study skills to ease transition to mainstream courses for EL students. Implement both	All students	Ongoing	Administration will identify structures within the embedded time calendar to encourage and	5,000 Research materials on best practices, in particular on assessment and grading practices	PLC work continues with PLCs conducting cycles of inquiry to look at student work. More predictable system of assessment across courses and departments

	horizontal and vertical collaboration time to promote alignment.			support greater horizontal and vertical alignment. PLCs will use that time to implement curricular and routine changes to support EL students. ? Curricular materials available on Canvas to students and families will reflect greater alignment. ? Departments will produce common language, rubrics, policies, and basic assessment philosophies in a sharable format. These will be available as teacher resources on Canvas.		Access to curricular materials on CANVAS will create greater alignment. Common language, common rubrics, common policies and common assessment philosophies will support students. Will examine Panorama Survey Data to get feedback Examine student grade data in PLCs.
1.4	Create a space for new-to-mainstream EL students to receive academic support in their content courses and social-emotional support/community building to feel more connected.	Multilingual Learners	Starting school year 2024-2025, ongoing.	Administration will collaborate with EL students, teachers, and other EL support staff to determine needs and structure of this space.	100,000 ML Club Advisory Stipend ML Wellness Counselor ML Social Worker Peer Tutors	We have an ML afterschool tutoring program. An ML Social Worker has been added. Student progress will be documented through the support programs they utilize. Increase evidence of participation in said programs will hopefully provide evident

				<p>? Course resources, Canvas posts, announcements.</p> <p>? School leadership will create opportunities for community building among new-to-mainstream ELD students during the school day.</p>		<p>of better academic performance.</p> <p>Examine Panorama Survey data.</p>
1.5	Targeted interventions and supports for EL students and their families to improve attendance.	Multilingual Learners	Ongoing	<p>The dean of students and the assistant principal responsible for ELD will designate staff to monitor attendance and determine appropriate interventions.</p> <p>? Documentation of attendance data.</p> <p>? Documentation of interventions.</p>		<p>The AP who oversees our ML Program monitors attendance and schedules SART meetings regularly. AP works closely with ML Social Worker, Wellness and Family Engagement Coordinator.</p> <p>Continue to review and examine attendance data.</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

We have made progress in all areas except for one: targeted interventions. More attention needs to be given in this area.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Revise, refine, and improve school systems to ensure equitable access to resources and support.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Alignment with LCAP Goals:

LCAP 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.

LCAP Goal #4: Supporting and Empowering Staff

Ensure 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.

Major Student Need

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

Truancy and Suspensions, offering alternatives to suspensions

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
2.1	Improve transparency and responsiveness of the	All Students	Create committee spring	The assistant principal		Examine student data: Student surveys

	academic/master scheduling process. Create a scheduling committee to represent stakeholder voices in the process.		2024, ongoing each school year.	responsible for the master schedule will assemble the committee and determine master schedule values and norms. ? Master schedule ? Meeting minutes ? Committee agenda		Course enrollment patterns Scheduling mistakes
2.2	Revisit and revise discipline philosophies, processes, and procedures to reduce suspensions and increase school attendance.	All Students	Starting spring 2025	Dean of students, assistant principal, PD and MTSS TOSAs will identify staff with whom to collaborate and revise policies appropriately. ? Referral notes ? Student surveys ? Staff surveys		Examine student data: Panorama Survey Data on Climate and Connectedness Suspension and expulsion rates Chronic absenteeism data
2.3	Streamline communications to students and families for clarity.	All stakeholders	Starting Fall 2025	Administration will collaborate with staff to determine and codify expectations about timing, frequency, and platform of communications to students and families. ? School communications ? Clear guidelines on which		Examine Panorama student survey data Examine Panorama family survey data. Find a way to measure increase awareness of school supports and activities? Attendance at events?

				information students, staff, parents, and other stakeholders can expect to find on what platform.		
2.4	Expand staff training on data tools to help identify students in need of support.	All students	Each semester, ongoing	Administration and PD team will identify tools and provide appropriate training/refreshers. ? SLT minutes ? TOSA team meeting minutes ? Faculty meeting presentations		Examine student participation data in support programs Examine grade data, CAASPP data, CA Dashboard-College and career readiness data.

Annual Review

SPSA Year Reviewed: 2023-24

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

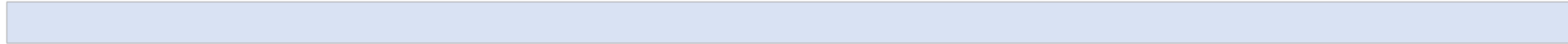
Analysis

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

Of the four actions identified in this goal, we have made progress in two of these areas and need to focus next year on the two areas we neglected this year.

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.



Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Expand opportunities for students to explore careers that do not require a college degree and identify opportunities to align the teaching of soft skills.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 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.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
3.1	Create opportunities within the school day to learn about trades, vocational education, and job training programs. Consider using tutorial.	All students	Determine systems school year 2024-2025, begin implementation school	Counselors, administrators, and the Career and Community		CA Dashboard: College and career indicator. Collect graduate data. Create student survey to gather data on alignment

			year 2025-2026	Service Coordinator will work together to identify interested students, determine times during the day they could learn more about trades, etc., and coordinate the logistics of when and where this learning can take place. ? Presentation and workshop materials. ? Rosters of students participating.		of curriculum with interests.
3.2	Encourage greater coordination between SMHS, neighboring high schools in SMUHSD, and the local community college district in promoting vocational education, job training, and dual enrollment opportunities.	All students	Ongoing	Administration will continue to provide time and support for SMHS Career and Community Service Coordinator to collaborate with peers across district school and in the community college district. ? SLT minutes ? Coordinated presentation materials		Examine CTE completion data CA Dashboard. Examine dual enrollment courses and data Coordination between school and other district schools.

				? College and career center presentation materials ? Rosters of students participating		
3.3	Align the teaching of soft skills (study skills, organization, note-taking, email writing, etc.) across PLCs, courses, and departments.	All students	Recommendations by the end of the Fall 2024, implementation ongoing.	A committee of teachers will determine which skills to teach and at what levels. The committee will make recommendations to the whole faculty. ? SLT minutes ? PLC minutes ? Department meeting minutes		Examine CA Dashboard-College and Career Indicators
3.4	CTE expansion with an eye toward accessibility for ELD and Special Education students. Consult with ELD and Special Education representatives.	Multilingual Learners and Special Education Students	Ongoing	Counselors will ensure ELD & Special Education student and teacher feedback in the CTE scheduling process and in the sharing of information on trades, careers, job training, etc. ? Master schedule ? Meeting minutes ? Enrollment data ? Successive		Conduct student interviews to collect data, as well as create a survey. Review Panorama Data concerning climate.

				pathway—multiple years of enrollment or engagement.		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Unfortunately the least amount of progress has been made on this goal. Our attention was focused on other areas, but we are still committed to this goal.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Encourage more diverse participation and greater representation in visible academic, co-curricular, and extra-curricular programs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Alignment with LCAP Goals:

LCAP 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.

LCAP 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.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
4.1	Coordinate with AVID program to identify strong students from	All students	Spring 2025, ongoing	Coordinate with AVID program to		Review AP Enrollment Data

	underrepresented backgrounds to enroll in AP courses			identify strong students from underrepresented backgrounds to enroll in AP courses		Create Student survey Examine AP grades and test scores.
4.2	Create curricular and co-curricular supports for first-time AP students	First time AP Students	Spring 2025 ongoing	AP teachers will gather student input on what sorts of academic, social, and mental-health supports would encourage their success in AP courses. Administration will collaborate with students, teachers, and other staff to create supports to meet their needs. ? Scheduling notes ? Teacher feedback		Review participation data Create student survey Comparison of grades before and after participation in support classes.
4.3	Gather accurate demographic data from students.		Ongoing	Administration will gather, compile, and distribute AP student demographic information to teachers. ? Demographic data		

4.4	Survey students about their attitudes toward advanced courses, leadership, athletic leadership, and other visible school programs.	All students	Ongoing	Survey data ? Teacher responses to survey data		Create student data on AP views. Need to examine more closely the survey created on School Spirit and Participation.
4.5	Continue to revise and reform the Leadership curriculum and application process.	All students	Ongoing	The Leadership teacher will examine demographic and survey data each year and make adjustments to the election and application process. ? Participation patterns for Leadership course ? Student survey data		Changes have been made in the application and selection process for Student Leadership. Review student participation data: school events, school activities Review course enrollment data.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

We have moved the needle the most in this area. More data on students needs to be collected and surveys created.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$125,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
	\$125,000.00

Subtotal of state or local funds included for this school: \$125,000.00

Total of federal, state, and/or local funds for this school: \$125,000.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	125,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	125,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		125,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	125,000.00

School Site Council Membership

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

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

Name of Members	Role
Yvonne Shiu	Principal
Michael Holtz	Other School Staff
Gary Hong	Other School Staff
Margarita Navarro	Other School Staff
Claire Kuziemko	Secondary Student
Connor Lu	Secondary Student
Akshita Bisht	Secondary Student
Madison Collum	Secondary Student
Elana Hartley	Secondary Student
Avery Roslansky	Secondary Student
Luciana Bertolina	Secondary Student
Ellie Lib	Secondary Student
Susan Barba	Classroom Teacher

Tracey Freyre

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 28, 2022



SSC Chairperson, Claire Kuziemko on November 28, 2022

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

- **Specific,**
- **Measurable,**
- **Achievable,**

- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success. A school may number the goals using the “Goal #” for ease of reference.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Major Student Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.
- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): <https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar: <https://www.cde.ca.gov/sp/sw/t1/documents/atciplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts: <https://www.cde.ca.gov/sp/sw/t1/atciplansummary.asp>

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023