School Year: 2020-21

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Marino High School	19649641937754		April 9, 2019

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a plan of action to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. San Marino High School will focus on the development of programs and services in the areas of diversity, safety, communication, and wellness for all students and staff in order to meet the ESSA requirements in alignment with the San Marino Unified School District's Local Control and Accountability Plan and other federal, state, and local programs.

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Comprehensive Needs Assessment Components

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

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

As part of the Western Association of Schools and Colleges (WASC) self-study process over the course of the 2019-20 school year, students, faculty/staff, and parent surveys were administered and tallied. Survey results were used to develop the WASC action plan and the Local Control and Accountability Plan (LCAP) goals. Based on the survey results, it was evident that staff and faculty, parents, and students believe that San Marino High School (SMHS) offers an educational program of high quality and provides staff and students a safe and orderly environment for learning. Students feel good about being students at SMHS and believe the school is fulfilling its vision of delivering world-class education with recognized excellence in academics, arts, and athletics. This was reflected in the WASC Mid-Year Report (June 2017), three years after accreditation was granted. New surveys will be developed and implemented in the areas of diversity, safety, communication, and wellness. The results of these surveys will be used to develop new programs, policies, and practices to increase and improve student success.

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

San Marino High School began the school year in distance learning due to COVID-19 restrictions. All observations were conducted via a virtual environment through a computer interface. The evaluation of teachers given the challenges inherent in distance learning, adoption of a single LMS, use of virtual environments (Zoom, Google Meet, etc.), and the ability to manage a virtual environment of students while simultaneously developing the curriculum for distance learning created major challenges. The administration of SMHS made it a priority to visit each room virtually at least one time each week to learn about the new skills and strategies being developed, the needs of staff and students in order to do the work, as well as to provide celebration and support for all.

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

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

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

Standards, Assessment, and Accountability

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

All state assessments for the 2019-20 school year were suspended due to the COVID-19 school closure orders. However, quarter grades, anchor assessments, and benchmark testing are the common ways students are assessed for progress. Teachers modify instruction and instructional materials based upon the results of these measures. Departments utilize common formative and summative assessments that are used to calibrate course expectations, generate achievement data, and guide instruction in order to support student achievement. Assessment data focuses on common assessments, Smarter Balanced Assessment Consortium (SBAC) achievement of 11th-grade students, support programs, and Special Education, and English Language Learners (ELL). Student Success Team (SST) referrals are made by counselors and/or teachers when low scores are assessed along with other evidence of low achievement.

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

Data is used regularly to monitor student progress and student support Departments use data from SBAC comprehensive and interim tests, common department assessments, and individual classroom assessments to investigate and share best practices during collaboration time to ensure growth and success. For example, California English Language Development Test (CELDT) results are used as one indicator for the transition from the English Language Development Program (ELD) into mainstream English, and SBAC results are used to differentiate instruction for students. Teachers and counselors use results from the SBAC comprehensive and interim assessments, as well as benchmarks standardized among departments, to provide correct scheduling and introduce interventions as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All SMHS teachers are highly qualified. Teachers are also certified to instruct English learners (SDAIE or CLAD). The San Marino Unified School District's Human Resources staff closely monitors the certifications of staff.

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

Full staffing with highly qualified teachers is met and teachers participate in three professional development days per year. In addition, four planning days are granted to every teacher for grade/course level/department curriculum assessment and benchmark revisions and development.

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

Professional development is research-based and founded on on-site and district approved goals related to improving student academic achievement in the core content areas. Continued revision and effective use of benchmark assessments to measure student mastery of the standards and the School-Wide Learner Outcomes is emphasized. Professional Development Days are intended to tighten the alignment of course content standards and instructional strategies such as Close Reading and 21st Century Literacy to continuously improve student performance. LCAP, WASC, and site goals are aligned and supported through professional development throughout the year.

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

During the 2020-21 school year, the negotiated calendar containing professional development days was adjusted through a memorandum of understanding with the local bargaining units in response to continued school closure due to COVID-19. A full day of professional development at the start of the school year along with one hour each Friday was negotiated. Staff at San Marino High School engaged in professional development during these times in the areas of restorative practices, trauma-informed practices, implicit bias, Schoology learning management system, positive behavior intervention supports, and distance learning best practices as developed by staff members and shared throughout the site. Ongoing training in Universal Design for Learning, Suicide Prevention, and Multi-Tiered Systems of Support are also planned.

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

SMUSD, school administration, and faculty consider it necessary to allow time for staff collaboration and communication. To do this, the master schedule is organized in an effort to align prep periods in order to facilitate more collaboration. Additionally, two Friday professional development hours per month are dedicated to department chair meetings along with faculty meetings, with a third organized around personal professional development time for work on WASC or on the needs of particular departments and disciplines.

Teaching and Learning

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

Professional development focuses on aligning courses and instructional strategies with the Common Core standards. Textbook adoption discussions take place in departments and in articulation meetings with the middle school. Staff are supported and encouraged to attend trainings related to Common Core course alignment and instructional strategies. The end of year department reports will compare student performance with assessment results, with focus on ways to support the small number of students with poor academic achievement. The Peer Mentor Program and the full-time specially trained at-risk counselor provide support to low achieving students.

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

N/A

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

N/A

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

Every student has access to standards-based textbooks and instructional materials that have been approved by the Board of Education.

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

Specialized Academic Instruction (SAI) and English Language Development (ELD) students all have the opportunity to receive appropriate subject area SBE-adopted and standard aligned texts and support materials appropriate to their instructional level.

Opportunity and Equal Educational Access

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

A Peer Mentor program pairs trained student mentors with students who need additional support to succeed in classes. One counselor is assigned to create interventions and provide academic, emotional, and social skills support to underachieving students. A free peer-tutoring program is available one day a week through the California Scholastic Federation organization to any student who can benefit from this support. The Student Success Team (SST) is the process used to discover and address student needs. It is a problem-solving body comprised of an administrator, counselors, teachers, parents, and of students themselves that works together to clarify concerns, identify strengths and needs, brainstorm instructional strategies, identify and coordinate resources, and monitor regular education interventions. Courses in Math and English have been created to provide instructional support for students not proficient in grade level curriculum. Remedial summer classes are district-funded and staffed by credentialed teachers. Students with English language learning needs are provided with special intensive courses to support them in learning English (ELD). Other courses are designed to address personalized learning needs due to learning or other disabilities with specific IEPs that outline services in mainstream and Specialized Instruction classes. A special education Community-Based Instruction (CBI) program meets the needs of more significantly challenged students. Help along the way is an important key to student success. Many teachers provide before school, lunchtime and after school, help to individually address a student's needs as appropriate. Peer tutoring programs support struggling students. Monthly visits from admissions representatives from our local community college encourage all students to further education following high school, and information regarding certificate programs, transfer programs, English learner programs, high school diploma programs, and degree programs is communicated. Low achieving students are given special guidance for success at the community college.

Evidence-based educational practices to raise student achievement

The administrative team throughout the District establishes baseline expectations of acceptable teaching practices and evaluates teachers based upon those best practices. In an effort to support students who may need more in order to meet the high academic rigor of San Marino High School, we provide after school support classes in English and mathematics with a particular focus on Algebra I.

Parental Engagement

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

San Marino High School enjoys a broad array of parent and community support including Friends of Visual and Performing Arts, the Academic Advisory Committee, the Robotics Team advisors from nearby Caltech, JPL, and Boeing, the Norberg family support for Teacher of the Year, PTSA, PT Affiliates, Partnership for Awareness, the Huntington Library and Botanical Gardens, the San Marino Recreation Department, booster clubs, The Rotary Club of San Marino, the Crowell Public Library, and the City of San Marino.

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

The San Marino High School Site Council is the governance body that approves the implementation of ConApp programs, including school improvement, SPSA funds, and school safety.

Funding

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

No direct funding was provided to San Marino High School for these purposes.

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

San Marino High School consulted with the San Marino High School School Site Council (SSC) (12/9, 1/28, 2/25, 3/25), the San Marino High School English Language Advisory Committee (ELAC) (12/4), the San Marino Unified School District's English Language Advisory Committee (DELAC) (12/4), the faculty and staff of San Marino High School (1/8), and the San Marino Unified Districts Board of Education during the approval process.

Resource Inequities

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

Resource inequities were identified through parent request for Chromebook and iPad devices and personal hotspots for distance learning needs through online request forms promoted through multiple promotions via email, newsletters, posted online videos, word of mouth, the local newspaper, text, and phone. Furthermore, concerns related to food were addressed by providing

free meals to all who requested it through food services as ordered by the state and federal government. These options were made available for the entirety of distance learning and stay at home orders.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.09%	0.18%	0.29%	1	2	3
African American	0.71%	0.82%	1.06%	8	9	11
Asian	57.97%	58.22%	55.39%	651	641	575
Filipino	1.51%	1.73%	2.22%	17	19	23
Hispanic/Latino	7.48%	6.81%	6.94%	84	75	72
Pacific Islander	0.36%	0.18%	0.19%	4	2	2
White	24.84%	23.71%	23.99%	279	261	249
Multiple/No Response	0.62%	0.45%	9.34%	7	5	6
Total Enrollment				1123	1,101	1,038

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	273	285	223
Grade 10	270	282	283
Grade 11	279	265	273
Grade 12	301	269	259
Total Enrollment	1,123	1,101	1,038

Conclusions based on this data:

1. The most significant subgroups for SMHS are the Asian and White ethnicities.

2. There have been significant declines in the overall enrollment at SMHS the past three years.

3. African American, Filipino, and Two or More races have shown consistent growth over the course of the past three years of data.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	67	92	70	6.0%	8.4%	6.7%
Fluent English Proficient (FEP)	467	429	406	41.6%	39.0%	39.1%
Reclassified Fluent English Proficient (RFEP)	36	0	19	49.3%	0.0%	20.7%

Conclusions based on this data:

1. The number of students has recently increased, and will likely continue to increase in the coming year.

2. The number of students from out-of-country or out-of-state who have tested fluent in an initial assessment (IFEP) has decreased.

3. The number of students who have successfully reclassified from EL designation to RFEP remains relatively stable.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	295	271	262	290	262	262	290	262	262	98.3	96.7	100
All	295	271	262	290	262	262	290	262	262	98.3	96.7	100

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2692.	2692.	2680.	61.72	62.60	54.96	24.48	20.99	28.63	9.31	11.83	11.07	4.48	4.58	5.34
All Grades	N/A	N/A	N/A	61.72	62.60	54.96	24.48	20.99	28.63	9.31	11.83	11.07	4.48	4.58	5.34

Overall Achievement for All Students

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	61.72	60.69	57.25	30.69	32.44	33.59	7.59	6.87	9.16
All Grades	61.72	60.69	57.25	30.69	32.44	33.59	7.59	6.87	9.16

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	73.79	75.19	67.82	22.41	18.70	26.82	3.79	6.11	5.36
All Grades	73.79	75.19	67.82	22.41	18.70	26.82	3.79	6.11	5.36

Listening
Demonstrating effective communication skills

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	50.69	48.09	46.18	44.48	47.71	47.33	4.83	4.20	6.49
All Grades	50.69	48.09	46.18	44.48	47.71	47.33	4.83	4.20	6.49

Research/Inquiry
Investigating, analyzing, and presenting information

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	61.72	64.89	54.96	30.69	29.01	39.69	7.59	6.11	5.34
All Grades	61.72	64.89	54.96	30.69	29.01	39.69	7.59	6.11	5.34

Conclusions based on this data:

1. No students were assessed in the 2019-20 school year due to the school closures required by the state of California due to the COVID-19 pandemic.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	295	271	262	290	263	260	290	263	260	98.3	97	99.2
All	295	271	262	290	263	260	290	263	260	98.3	97	99.2

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2725.	2745.	2735.	57.24	69.58	61.15	24.48	17.11	25.00	11.72	6.84	8.85	6.55	6.46	5.00
All Grades	N/A	N/A	N/A	57.24	69.58	61.15	24.48	17.11	25.00	11.72	6.84	8.85	6.55	6.46	5.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	73.45	80.61	77.31	18.28	11.79	17.31	8.28	7.60	5.38
All Grades	73.45	80.61	77.31	18.28	11.79	17.31	8.28	7.60	5.38

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	60.69	69.20	60.77	32.76	24.33	32.69	6.55	6.46	6.54
All Grades	60.69	69.20	60.77	32.76	24.33	32.69	6.55	6.46	6.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	62.41	68.44	60.38	33.10	27.76	36.54	4.48	3.80	3.08
All Grades	62.41	68.44	60.38	33.10	27.76	36.54	4.48	3.80	3.08

Conclusions based on this data:

1. No students were assessed in the 2019-20 school year due to the school closures required by the state of California due to the COVID-19 pandemic.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1567.7	1624.8	1564.9	1620.6	1570.1	1628.4	32	26
Grade 10	1618.3	1566.7	1617.0	1564.3	1618.9	1568.7	12	23
Grade 11	1559.7	*	1571.1	*	1547.9	*	16	7
Grade 12	*	1507.3	*	1495.0	*	1519.3	*	12
All Grades							67	68

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	50.00	65.38	*	15.38	*	15.38	*	3.85	32	26
10	*	47.83	*	17.39		8.70	*	26.09	12	23
11	*	*	*	*	*	*	*	*	16	*
12	*	25.00	*	16.67	*	33.33	*	25.00	*	12
All Grades	50.75	48.53	20.90	19.12	*	17.65	17.91	14.71	67	68

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	53.13	65.38	*	23.08	*	7.69	*	3.85	32	26
10	*	43.48	*	17.39	*	8.70	*	30.43	12	23
11	68.75	*	*	*	*	*	*	*	16	*
12	*	25.00	*	8.33		41.67	*	25.00	*	12
All Grades	56.72	48.53	*	19.12	*	14.71	19.40	17.65	67	68

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	43.75	34.62	*	50.00	*	7.69	*	7.69	32	26
10	*	43.48	*	21.74	*	13.04	*	21.74	12	23
11	*	*	*	*	*	*	*	*	16	*
12		8.33	*	33.33	*	33.33	*	25.00	*	12
All Grades	37.31	32.35	25.37	36.76	17.91	14.71	19.40	16.18	67	68

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	59.38	34.62	*	57.69	*	7.69	32	26
10	*	30.43	*	47.83	*	21.74	12	23
11	*	*	*	*	*	*	16	*
12	*	16.67	*	41.67	*	41.67	*	12
All Grades	53.73	26.47	23.88	55.88	22.39	17.65	67	68

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	53.13	76.92	*	19.23	*	3.85	32	26
10	*	60.87	*	8.70	*	30.43	12	23
11	68.75	*	*	*	*	*	16	*
12	*	41.67	*	25.00	*	33.33	*	12
All Grades	58.21	64.71	25.37	14.71	16.42	20.59	67	68

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	40.63	61.54	37.50	30.77	*	7.69	32	26
10	*	43.48	*	34.78	*	21.74	12	23
11	*	*	*	*	*	*	16	*
12		8.33	*	66.67	*	25.00	*	12
All Grades	37.31	44.12	38.81	39.71	23.88	16.18	67	68

| Grade Level | Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	56.25	34.62	*	61.54	*	3.85	32	26
10	*	8.70	*	69.57	*	21.74	12	23
11	*	*	*	*	*	*	16	*
12	*	0.00	*	83.33	*	16.67	*	12
All Grades	55.22	17.65	29.85	70.59	*	11.76	67	68

Conclusions based on this data:

1. No students were assessed in the 2019-20 school year due to the school closures required by the state of California due to the COVID-19 pandemic.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1101	**9.8**	**8.4**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	92	8.4
Socioeconomically Disadvantaged	108	9.8
Students with Disabilities	74	6.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	0.8
American Indian	2	0.2
Asian	641	58.2
Filipino	19	1.7
Hispanic	75	6.8
Two or More Races	87	7.9
Pacific Islander	2	0.2
White	261	23.7

Conclusions based on this data:

1. The three significant subgroups are English Learners, Socioeconomically Disadvantaged Youth, and Students with Disabilities.

2. The two signification races/ethnicities are Asian and White.

3. There are fewer students in the Socioeconomically Disadvantaged category for this year by nearly half than in the previous year.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Blue	**Suspension Rate** Yellow
Mathematics Green		
College/Career Green		

Conclusions based on this data:

1. Significant work must be made in the area of the SMHS suspension rate.

2. The lack of absenteeism and English learner progress data is a hinderance in aiding the most struggling students.

3. Student progress on the basic skills tests in English and Math remain high.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
99.2 points above standard	29.5 points above standard	0 Students
Declined -8.4 points	Increased ++14.3 points	
260	26	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	82 points above standard	79.7 points below standard
	Increased ++4.4 points	Declined Significantly -69.9 points
	27	12

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	107.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2		Declined -7.8 points	5
		147	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	Blue
63.9 points above standard	110.5 points above standard	0 Students	92.8 points above standard
Increased Significantly ++15.3 points	Declined Significantly -26.3 points		Maintained ++1.7 points
25	25		55

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	69.6 points above standard	90.7 points above standard
8	Increased ++10.3 points	Declined Significantly -23.6 points
	18	137

Conclusions based on this data:

1. No students were assessed in ELA for the 2019-20 school year due to the school closured caused by the COVID-19 pandemic.

2. White and Hispanic students showed a marked increase in performance.

3. Student with Disabilities showed a significant decrease in performance.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	
109.6 points above standard	109.5 points above standard	
Declined -5.4 points	Increased Significantly ++21.5 points	
258	26	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	No Performance Color
	81.5 points above standard	100.9 points below standard
	Maintained ++2.8 points	Declined -12.9 points
	27	11

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		135.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
		Declined -7.6 points	
2		147	5

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color		Blue
27.4 points above standard	86.8 points above standard		90.3 points above standard
Maintained ++1.8 points	Declined Significantly -25.3 points		Increased Significantly ++26.6 points
25	25		53

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	117.9 points above standard	81 points above standard
	Declined Significantly -16.2 points	Declined Significantly -20.1 points
8	18	135

**Conclusions based on this data:**

1. No students were assessed in ELA for the 2019-20 school year due to the school closured caused by the COVID-19 pandemic.

2. White students and English Learner students showed a significant increase in performance.

3. All other subgroups (other than White and English Learners) show little improvement or a decline in performance.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
70 making progress towards English language proficiency
Number of EL Students: 60
Performance Level: Low
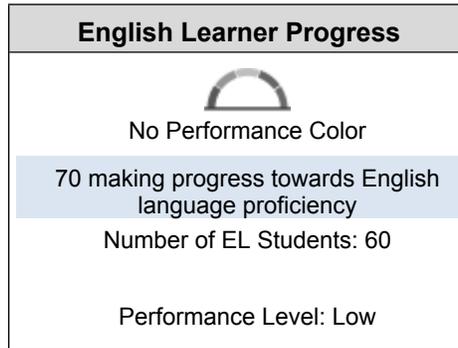
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
		26.6	43.3

Conclusions based on this data:

1. 79.9% of English Learners a SMHS scored at levels 3 and 4 on the ELPAC.

2. 20.1% of English Learners scored at levels 1 or 2 on the ELPAC

3. 60 students were assessed.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0
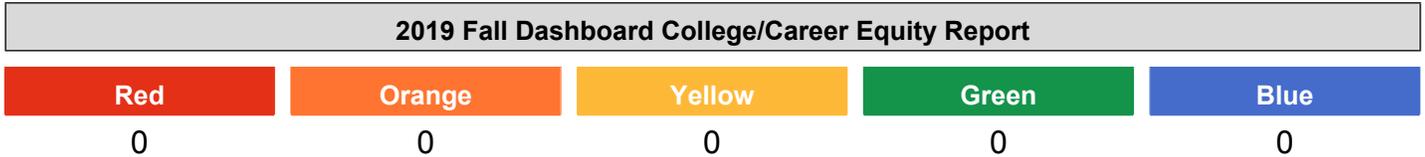
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
79.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.9	0 Students	0 Students
278		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
82.8 **Prepared**	82.8 **Prepared**	79.9 **Prepared**
7 **Approaching Prepared**	7 **Approaching Prepared**	8.3 **Approaching Prepared**
10.3 **Not Prepared**	10.3 **Not Prepared**	11.9 **Not Prepared**

Conclusions based on this data:

1. There was no breakout data by subgroups included.

2. The overall college readiness index declined by 2.9%.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
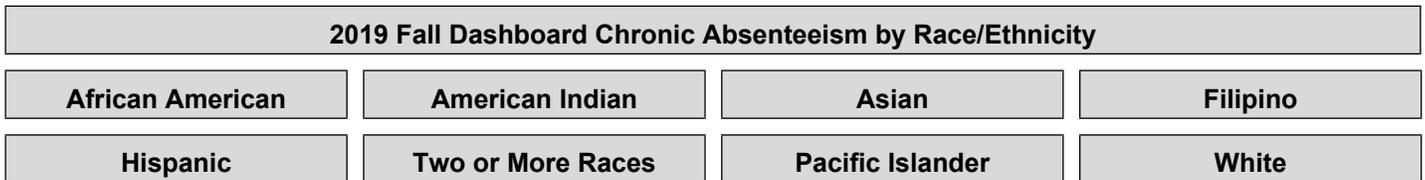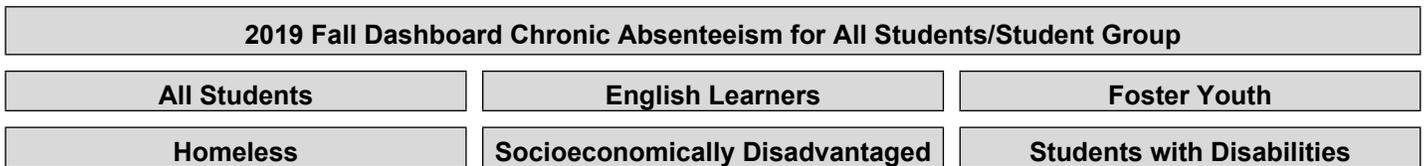
Conclusions based on this data:

1. No Chronic Absenteeism data is available for the high school level.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	1	2
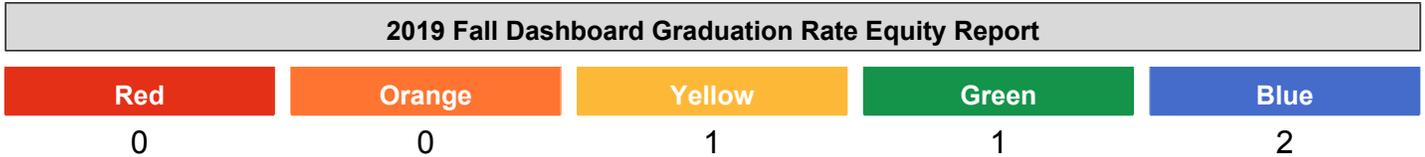
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
95.3	91.9	0 Students
Declined -1	Increased +1.9	
278	37	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	No Performance Color
0 Students	97.3	69.6
	Increased +6.2	Declined -9.6
	37	23

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
0 Students	0 Students	97.1	Less than 11 Students - Data Not Displayed for Privacy
		Maintained +0.8	5
		170	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Yellow
87.5	100	0 Students	91.7
Declined -8.3	Maintained 0		Declined -4.2
16	15		72

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
96.4	95.3

Conclusions based on this data:

1. Overall, students' graduation rate declined by .9%.

2. The graduation rate of students with disabilities declined significantly by 9.6%.

3. The graduation rate of Hispanics declined significantly by 9.6%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	
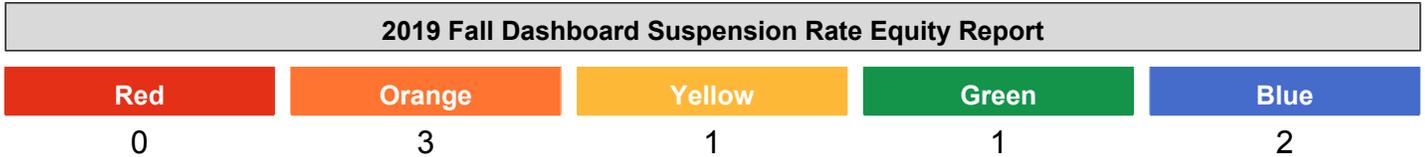
This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	1	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	
1.2	2.2	
Increased +0.6	Increased +2.2	
1123	89	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Green	Orange
	0.8	2.6
	Maintained +0.1	Increased +1.3
	120	78

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0.8	0
9	2	Increased +0.8	Maintained 0
		654	19
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Orange
0	0	Less than 11 Students - Data Not Displayed for Privacy	2.6
Declined -1.2	Declined -1.3	2	Increased +1.2
75	94		268

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.5	1.2

Conclusions based on this data:

1. The overall suspension rate rose significantly from .5% to 1.2%.

2. All significant subgroups save that of students identified as "Two or More Races" increased.

3. White students, students with disabilities, and English learners all had suspension rates above 2.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Conditions of Learning

LEA/LCAP Goal

The San Marino Unified School District will continue to hire, train, and retain the best, most highly effective, fully credentialed and appropriately assigned teachers and staff as well as ensuring a safe, secure, effective and engaging learning environment by providing students access to the latest and best equipment and facilities, and by providing students and staff members access to world-class tools and resources including standards-aligned instructional materials.

Goal 1

San Marino High School will continue to hire, train, and retain the best, most highly effective, fully credentialed and appropriately assigned teachers and staff as well as ensuring a safe, secure, effective and engaging learning environment by providing students access to the latest and best equipment and facilities, and by providing students and staff members access to world-class tools and resources including standards-aligned instructional materials.

Identified Need

Districts who hire, train and retain the best, most effective, and most highly qualified staff have students who learn more. Studies have found that the positive impact of having a certificated teacher is even greater for struggling students. Districts who hire, train and retain the best, most effective, and most highly qualified staff have better teacher morale and retention and increased community involvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facility Inspection Tool	Overall rating of "Good"	Maintain overall rating of "Good"
School Site Safety Audit	2019-20 SMHS School Site Safety Audit has 12 Priority 1 findings, 35 Priority 2 findings, and 12 Priority 3 findings.	No Priority 1, 2, or 3 findings on the School Site Safety Audit.
Hire and retain highly qualified & highly skilled staff	Two staff members are not fully credentialed per the California Department of Education.	All staff will be fully credentialed per the California Department of Education.
Comprehensive School Safety Plan (CSSP)	The CSSP had not been updated as of the writing of this document	By the end of the 2020-21 school year the CSSP will have been updated and approved by the SMUSD, SSC, and local city officials.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Participate in interviewing activities and join recruitment opportunities to identify highly qualified and effective candidates for teaching positions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100	District Funded 4000-4999: Books And Supplies Copy expenses for hiring packet information and water for interview team and applicants.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

New teachers will participate in the Induction Program. Mentors in the Induction Program will be assigned based on knowledge of the Common Core standards and instructional practices aligned with CCSS and the ability to work effectively with others.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100	District Funded 4000-4999: Books And Supplies Copy expenses for hiring packet information and water for interview team and applicants.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional release days beyond the Induction Program requirements will be provided for new teachers to observe in classrooms, collaborate with mentor and attend professional development with mentor.

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

Amount(s)	Source(s)
1000	Donations 1000-1999: Certificated Personnel Salaries Substitutes for new teachers
1000	Donations 1000-1999: Certificated Personnel Salaries Additional hours of compensation for mentor and new teachers

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

All Students

Strategy/Activity

WASC (Western Association of School Accreditation) Staff Safety Committee will be formed. This committee will meet monthly to review safety concerns, develop a community, staff, and student survey on safety and using that data, and implementation plan for safety initiatives.

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

Amount(s)	Source(s)
100	Donations 1000-1999: Certificated Personnel Salaries Emergency Donations Funds for committee copying costs

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase Emergency Equipment for school campus to implement safety plan initiatives.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Donations 4000-4999: Books And Supplies Replace Safety Supplies
2000	Donations 4000-4999: Books And Supplies Plexiglass and Personal Protective Equipment

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Pupil Outcomes

LEA/LCAP Goal

San Marino Unified School District will ensure that all students experience academic progress and success by equipping them with 21st Century learning skills and experiences in creativity, communication, collaboration, critical thinking, and civic responsibility needed to ensure that all students graduate from San Marino High School (SMHS) are college and career ready.

Goal 2

San Marino High School will ensure that all students experience academic progress and success by equipping them with the 21st Century learning skills and experiences in creativity, communication, collaboration, critical thinking, and civic responsibility needed to ensure that all of our students are on track to graduate and be college and career-ready.

Identified Need

State testing is required by state law and federal law (Elementary and Secondary Education Act). Statewide testing is important because it helps ensure all public school students receive a quality education, no matter where they go to school, because they are measured to equal standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress for English Language Arts (CAASPP ELA)	The CAASPP ELA was not administered in 2020 due to COVID-19 school closure.	The percentage of students meeting or exceeding the standard in ELA will be at 85% or above for all those tested.
California Assessment of Student Performance and Progress for Mathematics (CAASPP Mathematics)	The CAASPP Mathematics was not administered in 2020 due to COVID-19 school closure.	The percentage of students meeting or exceeding the standard in Mathematics will be at 85% or above for all those tested.
English Language Proficiency Assessments for California (ELPAC)	The ELPAC was not administered in 2020 due to COVID-19 school closure.	The percentage of English Learner students earning Level 3 or Level 4 on the ELPAC will be at 85% or above for all those tested.
California Science Test (CAST)	The CAST was not administered in 2020 due to COVID-19 school closure.	The percentage of students meeting or exceeding the standard in CAST will be at 85% or above for all those tested.

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

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

All Students

Strategy/Activity

Provide supplemental instruction in the areas of English and mathematics for students demonstrating a need as identified through grades earned in their current mathematics and English courses.

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

Amount(s)	Source(s)
50000	District Funded 0000: Unrestricted After School Instructional Support Specialists
1000	Donations 4000-4999: Books And Supplies Instructional Support Materials

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Pupil Engagement

LEA/LCAP Goal

The San Marino Unified School District will provide all students the programs, staff, tools, and skills needed to meet their social and emotional needs to ensure growth and improvement of students' sense of school connectedness.

Goal 3

San Marino High School will provide all students the programs, staff, tools and skills needed to meet their social and emotional needs to ensure growth and improvement of students' sense of school connectedness.

Identified Need

Home-school collaboration leads to improved student achievement, better behavior, better attendance, higher self-concept and more positive attitudes toward school and learning. Parents and educators also benefit when true partnerships are established.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Risk/Threat Assessments	The SMHS staff report conducting 11 Risk/Threat Assessments for the 2019-20 school year.	While we would like to see a reduced number of risk/threat assessments due to the nature of school closures and local lockdowns as a result of the pandemic we expect to see an increase in the number of overall referrals for risk/threat assessments.
Suspension Rate	SMHS had a suspension rate of 0.7% for the 2019-20 school year.	0% Suspension Rate
Graduation Rate	SMHS had a graduation rate of 96.2% for the 2020 school year.	100% Graduation Rate
College and Career Readiness	SMHS had a college and career readiness indicator level of 85.1% for the 2020 school year.	90% College and Career Readiness Rate
California Healthy Kids Survey (CHKS)	92% of all 9th grade students and 85% of all 11th grade students completed the survey.	100% of all 9th and 11th grade students will complete the survey.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey (CHKS) Key Indicators of School Climate and Student Well-Being: School Connectedness	57% of 9th grade students and 51% of 11th grade students reported "Agreeing" or "Strongly Agreeing." to being connected to school.	65% of 9th grade students and 65% of 11th grade students will report "Agreeing" or "Strongly Agreeing." to being connected to school.
California Healthy Kids Survey (CHKS) Key Indicators of School Climate and Student Well-Being: Caring adults in school	60% of 9th grade students and 61% of 11th grade students reported "Pretty much true" or "Very much true" that there caring adults in school.	75% of 9th grade students and 75% of 11th grade students will report "Pretty much true" or "Very much true" that there caring adults in school.
California Healthy Kids Survey (CHKS) Key Indicators of School Climate and Student Well-Being: Meaningful participation at school	26% of 9th grade students and 24% of 11th grade students reported "Pretty much true" or "Very much true" that they have meaningful participation at school.	40% of 9th grade students and 40% of 11th grade students will report "Pretty much true" or "Very much true" that they have meaningful participation at school.
California Healthy Kids Survey (CHKS) Key Indicators of School Climate and Student Well-Being: Promotion of parent involvement in school	50% of 9th grade students and 36% of 11th grade students reported "Agreeing" or "Strongly Agreeing." that the school promotes parent involvement in school.	60% of 9th grade students and 50% of 11th grade students will report "Agreeing" or "Strongly Agreeing." that the school promotes parent involvement in school.

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

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

All Students

Strategy/Activity

SMHS Wellness Center

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

Amount(s)	Source(s)
100000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries SMHS Wellness Counselor

Strategy/Activity 2
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Restorative Practices, Trauma Informed Practices, Implicit Bias Training

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

Amount(s)	Source(s)
1000	District Funded 5800: Professional/Consulting Services And Operating Expenditures LACOE Restorative Practices Training
2000	District Funded 5800: Professional/Consulting Services And Operating Expenditures LACOE Trauma Informed Practices Training
2000	District Funded 5800: Professional/Consulting Services And Operating Expenditures LACOE Implicit Bias Training

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

Strategy/Activity

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

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Community Engagement

LEA/LCAP Goal

The San Marino Unified School District will promote opportunities for shared and distributed leadership and expanded transparent communication amongst school and community members through active involvement in decision making at all levels.

Goal 4

The San Marino High School will promote opportunities for shared and distributed leadership and expanded transparent communication amongst school and community members through active involvement in decision making at all levels.

Identified Need

Parent involvement results in increased student achievement, say experts. Educators agree that the most effective parent involvement efforts involve parents, family, and community members in efforts that are coordinated with the school's overall improvement plan. Research from the National Coalition for Parent Involvement in Education shares that "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Parent Survey (CSPS)	90 parents responded to the California School Parent Survey	500 parents respond to the California School Parent Survey
California School Parent Survey (CSPS) Key Indicators of ... Parental Involvement: School allows input and welcomes parents' contributions	17% of parents "strongly agreed' and 45% of parents "agreed" that the School allows input and welcomes parents' contributions	25% of parents "strongly agreed' and 50% of parents "agreed" that the School allows input and welcomes parents' contributions
California School Parent Survey (CSPS) Key Indicators of ... Parental Involvement: School encourages me to be an active partner with the school in educating my child	22% of parents "strongly agreed' and 48% of parents "agreed" that the School encourages me to be an active partner with the school in educating my child	25% of parents "strongly agreed' and 50% of parents "agreed" that the School encourages me to be an active partner with the school in educating my child
California School Parent Survey (CSPS) Key Indicators of ... Parental Involvement: School actively seeks the input of parents before making important decisions	12% of parents "strongly agreed' and 41% of parents "agreed" that the School actively seeks the input of parents before making important decisions	25% of parents "strongly agreed' and 50% of parents "agreed" that the School actively seeks the input of parents before making important decisions

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Parent Survey (CSPS) Key Indicators of ... Parental Involvement: Parents feel welcome to participate at this school	17% of parents "strongly agreed' and 58% of parents "agreed" that Parents feel welcome to participate at this school	25% of parents "strongly agreed' and 60% of parents "agreed" that Parents feel welcome to participate at this school
California School Staff Survey (CSSS)	39 staff responded to the California School Staff Survey	60 staff respond to the California School Staff Survey
California School Staff Survey (CSSS) Key Indicators of ... Staff Working Environment: This school...is a supportive and inviting place for staff to work	32% of staff "strongly agreed" and 34% of staff "agreed" that this school is a supportive and inviting place for staff to work	35% of staff "strongly agreed" and 40% of staff "agreed" that this school is a supportive and inviting place for staff to work
California School Staff Survey (CSSS) Key Indicators of ... Staff Working Environment: This school promotes trust and collegiality among staff	37% of staff "strongly agreed" and 26% of staff "agreed" that this school promotes trust and collegiality among staff	40% of staff "strongly agreed" and 25% of staff "agreed" that this school promotes trust and collegiality among staff
California School Staff Survey (CSSS) Key Indicators of ... Staff Working Environment: This school provides the materials, resources, and training needed to do your job effectively	32% of staff "strongly agreed" and 32% of staff "agreed" that this school provides the materials, resources, and training needed to do your job effectively	35% of staff "strongly agreed" and 40% of staff "agreed" that this school provides the materials, resources, and training needed to do your job effectively
California School Staff Survey (CSSS) Key Indicators of ... Staff Working Environment: This school promotes personnel participation in decision-making that affects school practices and policies	16% of staff "strongly agreed" and 43% of staff "agreed" that this school promotes personnel participation in decision-making that affects school practices and policies	25% of staff "strongly agreed" and 50% of staff "agreed" that this school promotes personnel participation in decision-making that affects school practices and policies

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

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

All students

Strategy/Activity

School Site Council (SSC)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

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

All students

Strategy/Activity

Parent Teacher Student Association (PTSA)

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

Amount(s)   Source(s)

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

English Learner students

Strategy/Activity

District English Language Advisory Committee (DELAC)

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

Amount(s)   Source(s)

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

All students

Strategy/Activity

Academic Advisory Committee (AAC)

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Local Control Area Plan (LCAP) Stakeholder Committee

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

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Coffee with the Principal

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

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Faculty, Department Chair, and Western Association of Schools and Colleges Committee Meetings

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

Amount(s)   Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$273,206
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$162,300.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$100,000.00

Subtotal of additional federal funds included for this school: $100,000.00

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

State or Local Programs	Allocation ($)
District Funded	$55,200.00
Donations	$7,100.00

Subtotal of state or local funds included for this school: $62,300.00

Total of federal, state, and/or local funds for this school: $162,300.00

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
Title I	273,206	273,206.00
None Specified		

Expenditures by Funding Source

Funding Source	Amount
District Funded	55,200.00
Donations	7,100.00
Title I Part A: Allocation	100,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	50,000.00
1000-1999: Certificated Personnel Salaries	102,100.00
4000-4999: Books And Supplies	5,200.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	District Funded	50,000.00
4000-4999: Books And Supplies	District Funded	200.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	5,000.00
1000-1999: Certificated Personnel Salaries	Donations	2,100.00
4000-4999: Books And Supplies	Donations	5,000.00

| 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 100,000.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,300.00
Goal 2	51,000.00
Goal 3	105,000.00

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

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

1 Secondary Students

Name of Members	Role
Tonya El-Hendi	Other School Staff
David Irie	Classroom Teacher
Andrew Gayl	Classroom Teacher
Annie Brassard	Parent or Community Member
Amanda Horton	Parent or Community Member
Lisa Wang	Parent or Community Member
Vahini Garimella	Secondary Student
Jason Kurtenbach	Principal
Michelle Pauline	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

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 2/25/21.

Attested:

Signature	
Jason Kurtenbach	Principal, Jason Kurtenbach on 2/25/21
Tonya Renee El-hendi Tonya Renee El-hendi (Feb 25, 2021 16:12 PST)	SSC Chairperson, Tonya El-Hendi on 2/25/21