The Single Plan for Student Achievement

School: San Marino High School

CDS Code: 19649641937754

District: San Marino Unified School District

Principal: Dr. Issaic Gates

Revision Date: November 13, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions 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.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on

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School Vision and Mission

San Marino High School's Vision and Mission Statements
San Marino High School's mission is to foster the fundamentals of literacy, communication, and mathematical applications for students to succeed in their later studies and/or working lives. School personnel will partner with parents and the community to maximize resources necessary to provide students with a quality education in a supportive and positive climate. Students will develop global awareness, civic responsibility, and critical thinking skills to respond and adapt to the changes of the 21st Century.

Schoolwide Learner Outcomes:
CIVIC RESPONSIBILITY
- Demonstrate a commitment to service beyond self.
- Model strong citizenship with school, nation, and the world.
- Demonstrate a knowledge of critical issues.

CRITICAL THINKING
- Demonstrate the ability to make choices based on well-reasoned strategies.
- Analyze and evaluate complex issues, problems, and events.

POST-SECONDARY PREPARATION
- Demonstrate mastery of the basic skills of reading, language arts, and math.
- Be prepared to successfully enter college and the workforce.

TECHNOLOGICAL PROFICIENCY
- Demonstrate proficiency in all skills necessary to acquire, process, and communicate information through the use of technology.

School Profile

San Marino High School provides the fundamentals of literacy, communication, and mathematical applications for students to succeed in their later studies and/or working lives. School personnel partner with parents and the community to maximize resources necessary to provide students a quality education in a supportive and positive climate. Students develop global awareness, civic responsibility and critical thinking skills to respond and adapt to the changes of the 21st century. Since its founding in 1951, San Marino High School has enjoyed a national reputation as one of California's finest high schools. Our students are encouraged to excel in academics, arts, athletics, and activities, and work toward becoming critical thinkers, productive members of the community, and kind and tolerant people.

San Marino High School's identity is framed by a culture of excellence described in part as rigorous academic programming, high expectations, and superior student achievements in academics, arts, and athletics. College and university admission offices throughout California, across the United States, and around world regard San Marino High School graduates as highly prepared learners who will excel in challenging college-level courses.

The district's governing board has publicly made a commitment to the "Three A's:" Academics, Arts, Athletics. Parents and the community have provided the financial support to allow the school to fulfill this commitment. In addition to its academic performance, the school has excelled in the arts and athletics. The school offers instrumental music, vocal music, visual arts, dance, drama, speech, media, arts, digital photography, and graphic design, allowing students a wide variety of ways to express their talents. All students take at least one year of a visual or performing art. Typically, however, many students take multiple years of the arts and many students are enrolled in more than one art at a time. Athletic facilities include two gyms; an artificial football/soccer field and track; two baseball diamonds, including a college-level varsity diamond; a recently renovated pool; recently resurfaced tennis courts; and a significantly upgraded softball field. Parent and community donations made these improvements possible. To the district's "3 A's," the San Marino High School has added a fourth "A" - Activities. Consistent with the school's goal of providing a wide variety of activities designed to meet the interests of the student body, there are 32 approved clubs ranging from Robotics to a local chapter of the American Red Cross. Students are required to complete a minimum of 40 community service hours as a condition of graduation, but many complete hundreds of hours during their four years of high school.

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 in 2013, student, faculty/staff, and parent surveys were administered and tallied. Survey results were used to develop the WASC action plan and 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 a 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.

Classroom Observations

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

The selection of Professional Development topics such as literacy and close reading is a result of the extensive self-study required to complete the WASC process. Lessons have been developed in all departments addressing the literacy standards and data collection is ongoing. End of year reports provide needed data to revise the focus for next year's instructional goals and planning for professional development. Formal and informal observations by administrators and the data collection from assessments focused on literacy will measure the success of the multiple professional development opportunities provided. In support of new teachers, targeted strategies are announced as teaching goals. New teacher observations assess implementation of those strategies.

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

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

   Quarter grades, anchor assessments and benchmark testing are the common ways students are assessed for progress. Teachers modify instruction and instructional materials based upon 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.

2. 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 transition from the English Language Development Program (ELD) into the 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.

<u>Staffing and Professional Development</u>

3. 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.

4. 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.

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

Professional development is research-based and founded 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.

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

Professional Development begins during three scheduled days during the school year, with the emphasis on school wide literacy. Professional speakers as well as peer and administrative presentations continue throughout the year in department meetings, faculty meetings, and during teacher planning days. Teachers are strongly encouraged to and supported in attending relevant content-area workshops and conferences and report back to their departments. Instructional coaching and peer collaboration occur regularly in academic departments. Teachers are eager to learn strategies to enhance their teaching and to receive guidance on how to identify at-risk behaviors among students, and have been provided with guidance from counselors and the school psychologist. Instructional assistance is provided by administration, Department Chairs, and the ELD coordinator.

7. 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. As a result, SMUSD has scheduled three professional development days for the entire district. The goal for the year is a focus on strategies and understanding of 21st Century Education. Teachers meet by department regularly to develop strategies for student success, plan course level instruction and benchmarks, and work on course revisions necessary to align courses with the Common Core standards. Alignment of district goal, WASC accreditation recommendations, and site goals are focused on standards-based instruction.

Teaching and Learning

8. 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.

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

   N/A

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

    N/A

11. 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.

12. 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

13. 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.

14. Research-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.

15. 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.

16. 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

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

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

The vast majority of students at SMHS are performing well as measured by performance on state and local assessments. However, there is an ongoing need to look at ways to support the small number of students (e.g., English learners and special needs students) who score below proficient on the local assessments and CAASPP assessments. There are many possible reasons for this achievement gap. Specialized Academic Instruction (SA) is provided to identified students through English and Reading proficiency classes, core content SAI classes, differentiated instruction, classes developed with slower pacing (Algebra A, Algebra B, and English prep), and ELD classes. Summer school remedial classes in English and Math are provided at no cost to the students, funded by the SMUSD, and taught by credentialed teachers. The school library is open before and after school to provide a quiet and safe location for students to study and access media. School counselors, an at-risk counselor, a school nurse, and one school psychologist assist students struggling with social-emotional, health, and/or academic issues.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	340	275	295	333	268	290	289	268	290	97.9	97.5	98.3
All Grades	340	275	295	333	268	290	289	268	290	97.9	97.5	98.3

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2689.5	2665.6	2692.1	50	49	61.72	27	34	24.48	9	10	9.31	0	7	4.48
All Grades	N/A	N/A	N/A	50	49	61.72	27	34	24.48	9	10	9.31	0	7	4.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	61	55	61.72	37	38	30.69	1	7	7.59
All Grades	61	55	61.72	37	38	30.69	1	7	7.59

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	72	64	73.79	27	29	22.41	1	7	3.79
All Grades	72	64	73.79	27	29	22.41	1	7	3.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	35	40	50.69	63	53	44.48	2	7	4.83
All Grades	35	40	50.69	63	53	44.48	2	7	4.83

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	62	48	61.72	36	46	30.69	2	7	7.59
All Grades	62	48	61.72	36	46	30.69	2	7	7.59

Conclusions based on this data:

1. Students benefited from increased practice in reading comprehension, writing, and listening.

2. Students will benefit from increased practice in research and inquiry skills.

3. Teachers will benefit from continued training in Common Core instructional strategies.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	340	275	295	321	268	290	278	264	290	94.4	97.5	98.3
All Grades	340	275	295	321	268	290	278	264	290	94.4	97.5	98.3

* 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**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2725.6	2710.5	2725.2	49	56	57.24	26	24	24.48	8	11	11.72	4	9	6.55
All Grades	N/A	N/A	N/A	49	56	57.24	26	24	24.48	8	11	11.72	4	9	6.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	76	73	73.45	20	18	18.28	4	9	8.28
All Grades	76	73	73.45	20	18	18.28	4	9	8.28

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**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	59	54	60.69	36	37	32.76	5	9	6.55
All Grades	59	54	60.69	36	37	32.76	5	9	6.55

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	60	58	62.41	38	36	33.10	3	6	4.48
All Grades	60	58	62.41	38	36	33.10	3	6	4.48

Conclusions based on this data:

1. Students are well-trained in mathematical calculations, but challenged by the CAASPP assessment requiring them to communicate rationale to support mathematical conclusions.

2. Math teachers will benefit from continued training in Common Core instructional strategies.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	27	23	40	40	41	40	20	23	7	--	5	13	13	9	--
10	20	9	13	33	43	43	20	39	22	13	4	4	13	4	17
11	22	33	6	43	44	63	30	6	19	--	11	--	4	6	13
12	40	13	29	20	47	29	40	40	--	--	--	14	--	--	29
Total	24	19	20	38	44	46	26	27	15	3	5	7	9	5	13

Conclusions based on this data:

1. Staffing in the ELD program is critical to ensure that students continue to make progress toward proficiency. Students benefit from a full-time ELD teacher and an ELD instructional assistant who assist English learners in the general education setting.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined) | | | | | | | | | | | | | | |
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	28	37	38	26	28	42	21	19	8	12	5	8	14	12	4
10	20	16	13	40	38	41	23	41	25	10	3	3	7	3	19
11	26	37	11	35	42	61	29	5	17	3	11	--	6	5	11
12	40	12	38	20	41	25	40	35	--	--	6	13	--	6	25
Total	26	27	23	32	35	44	25	25	15	8	5	5	9	7	13

Conclusions based on this data:

1. Over half the total number of English learners are achieving at EA or Advanced levels, so excellent progress is being made by our students.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Conditions of Learning
LEA 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.
SCHOOL 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.
Data Used to Form this Goal:
Data from the San Marino Unified School District Department of Human Resources indicates that SMHS is 100% in compliance with recruitment; Schedule of monthly safety drills; Records of formal communication with staff and students from the Assistant Principal's Office; Records of purchases made through Earthquake Supply Management; Maintenance records; Records of Chromebooks purchases and assignments to classrooms.; Master schedule.
Findings from the Analysis of this Data:
Analysis of this data indicates staffing is in compliance and this is supported by the SMUSD Human Resources Department. The campus cleanliness, safety, and repair records indicate the environment is conducive to learning, safe, clean, and in good repair. Records indicate that Chromebooks have been provided at 1:1 ratio of device to student. The master schedule verifies that students are guaranteed a broad range of classes, academic and elective, that prepare them for college admission or for career readiness.
How the School will Evaluate the Progress of this Goal:
The conditions of learning will be monitored by the site administrators, the appropriate district level directors, and by close analysis of student schedules by Counselors and the Assistant Principal of Guidance and Instruction. Oversight of the school budget related to purchases is the responsibility of the Principal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
For the 2017-2018 school year, SMHS had one staff opening in each of the following areas: science department, special education, music department, a speech pathologist, and a school psychologist. The positions were flown, applicants vetted, and interviews conducted. All of the positions were filled by highly qualified instructors and staff members.	June - August, 2017	Principal, Assistant Principal of Instruction and Guidance, Assistant Principal of Discipline and Activities	Hiring of highly qualified FTE 7.4 for the 2017-18 school year	1000-1999: Certificated Personnel Salaries	General Fund	
Improve schedule of safety drills and communication with staff and students concerning proper procedures. Provide additional training for staff on emergency procedures. Maintain emergency supplies sufficient for care of staff and students for one week following a major disaster.	June 2017 - July 2018	Principal, Assistant Principal of Discipline and Activities, Department Chairs, School Site Council, Teaching Faculty	Regular communication with staff and students concerning procedures and needed improvements. Follow up with teachers and students after all drills. Monitoring of emergency supplies bins by outside consultant and purchases of new equipment and supplies. Conduct live shooter training with SMPD.		Site Based Gifts and Donations	
Maintain the condition of the 54 Chromebooks assigned to juniors. The use of these Chromebooks may be deployed to any classroom to supplement instructional technology goals.	June 2017 - July 2018	Principal, Site and District Technology Team	Two classroom sets of Chromebooks to be assigned to math teachers, but shared as needed with department or other classrooms.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to improve understanding among students and parents concerning requirements for graduation and post-secondary preparation.	June 2017 - July 2018	Principal, Site and District Technology Team	Two classroom sets of Chromebooks to be assigned to math teachers, but shared as needed with department or other classrooms. SMHS has a full time Technology Technician to provide support and maintenance for Chromebooks.			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Pupil Outcomes
LEA 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.
SCHOOL GOAL #2:
San Marino High School 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 SMHS college and career ready.
Data Used to Form this Goal:
CAASPP results, graduation data, ELPAC, AP, SAT, CCR
Findings from the Analysis of this Data:
Findings indicate that student achievement continues to increase for all students and significant subgroups. Student achievement has continued to increase for all students and significant subgroups while closing the achievement gap for free and reduced price meal students, English learners (EL), and foster youth. EL students are successful in becoming redesignated ELs within the three-year time from enrollment.
How the School will Evaluate the Progress of this Goal:
Test scores are analyzed by administration, department chairs, and teachers to determine areas of strengths and weaknesses in student performance. The designated Student Support Services Counselor maintains careful records of achievement among at-risk students. The EL teacher and coordinator maintains records concerning length of time between enrollment and redesignation of ELs.

The Single Plan for Student Achievement

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase academic progress for all students.	July 2017 - June 2018	Administrative Team, Department Chairs, Student Support Services, Counselors, Teachers	Increase number of items in format of CAASPP on homework, quizzes, and tests in mathematics, English, science, and social studies classes.			
			Conduct interim SBAC for Junior class in November.			
			Create computer-based assessments to with online format students will encounter on the SBAC.			
			Continue to move up in DOK level questioning in all classes.			
			Integrate non-fiction texts into curriculum.			
			Special attention is given to low achieving students by Student Support Services, Counseling (tutoring, peer assistance, supervised study, and SST), EL teacher, and special education teachers.			
			Increase Late Start dates to support teacher collaboration and professional development.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount
Increase academic progress for students who are English Learners (EL).	July 2017 - June 2018	ELD teacher, General Education teachers	Intensive practice in EL classes on format and English language content in preparation for all CAASPP assessments (ELPAC and SBAC).			
			All teachers will require written oral presentations from English learners and integrate non-fiction texts into curriculum.			
			Students will use computers for assignments and assessments to increase comfort level with online format in preparation for CAASPP assessments.			
			Specialized assignments and assistance from ELD aide in general education classrooms to promote literacy and oral communication among ELs.	2000-2999: Classified Personnel Salaries	District Funded	40,000
Maintain the working condition of the 120 Chromebooks purchased to ensure SMHS has a 1:1 chromebook-student ratio and ensure students are exposed to 21st Century instruction and are prepared for state testing.	July 2017 - June 2018	Principal, Assistant Principal of Curriculum and Instruction, Site and District Technology Team.	Maintain the working condition of the Chromebooks. When applicable, replace aging Chromebooks throughout school.			

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount
Increase CAASPP Literacy by 5 points (from 2666 to 2671).	July 2017 - June 2018	Administrative Team, Department Chairs, Student Support Services, Counselors, Teachers	Increase number of items in format of CAASPP on homework, quizzes, and tests in mathematics, English, science, and social studies classes. Conduct interim SBAC for Junior class in November. Create computer-based assessments to with online format students will encounter on the SBAC. Continue to move up in DOK level questioning in all classes. Integrate non-fiction texts into curriculum.			

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase CAASPP Math achievement by 5 points (from 2711 to 2716).	July 2017 - June 2018	Administrative Team, Department Chairs, Student Support Services, Counselors, Teachers	Increase number of items in format of CAASPP on homework, quizzes, and tests in mathematics, English, science, and social studies classes.			
			Conduct interim SBAC for Junior class in November.			
			Create computer-based assessments to with online format students will encounter on the SBAC.			
			Continue to move up in DOK level questioning in all classes.			
			Integrate non-fiction texts into curriculum.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source	Amount
Reduce by 3% the number of students in the "nearly met" performance band of the CAASPP English/Literacy and Math assessment.	July 2017 - June 2018	Administrative Team, Department Chairs, Student Support Services, Counselors, Teachers	Increase number of items in format of CAASPP on homework, quizzes, and tests in mathematics, English, science, and social studies classes.			
			Conduct interim SBAC for Junior class in November.			
			Create computer-based assessments to with online format students will encounter on the SBAC.			
			Continue to move up in DOK level questioning in all classes.			
			Integrate non-fiction texts into curriculum.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reduce by 3% the number of students in the "not met" performance band of the CAASPP English/Literacy	July 2017 - June 2018	Administrative Team, Department Chairs, Student Support Services, Counselors, Teachers	Increase number of items in format of CAASPP on homework, quizzes, and tests in mathematics, English, science, and social studies classes.			
			Conduct interim SBAC for Junior class in November.			
			Create computer-based assessments to with online format students will encounter on the SBAC.			
			Continue to move up in DOK level questioning in all classes.			
			Integrate non-fiction texts into curriculum.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount
Reduce by 3% the number of students in the "not met" performance band of the CAASPP Math assessment.	July 2017 - June 2018	Administrative Team, Department Chairs, Student Support Services, Counselors, Teachers	IIncrease number of items in format of CAASPP on homework, quizzes, and tests in mathematics, English, science, and social studies classes.			
			Conduct interim SBAC for Junior class in November.			
			Create computer-based assessments to with online format students will encounter on the SBAC.			
			Continue to move up in DOK level questioning in all classes.			
			Integrate non-fiction texts into curriculum.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount
Reflect on the performance of each EL student on the ELPAC.	July 2017 - June 2018	Assistant Principal of Curriculum and Instruction General Education teachers EL teacher	In the Spring of 2018, assistant principal, EL teacher, and English teachers servicing EL students reflect on the pilot outcomes of the ELPAC and its implications for future instruction. Intensive practice in EL classes on format and English language content in preparation for CAASPP assessment. All teachers will require written oral presentations from English learners. Integrate non-fiction texts into curriculum. Students to use computers for assignments and assessments to increase comfort level with online format in preparation for CAASPP assessment.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Raise the achievement level of English Learners from 23% to 30% in English/Language Arts and from 76% to 78% in mathematics.	July 2017 - June 2018	EL teacher, General Education teachers	Intensive practice in EL classes on format and English language content in preparation for CAASPP assessment. All teachers will require written oral presentations from English learners. Integrate non-fiction texts into curriculum. Students to use computers for assignments and assessments to increase comfort level with online format in preparation for CAASPP assessment.			

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support English Learners with a full-time, qualified instructional assistant.	July 2017 - June 2018	EL teacher, General Education teachers	Intensive practice in EL classes on format and English language content in preparation for CAASPP assessment. All teachers will require written oral presentations from English learners. Integrate non-fiction texts into curriculum. Students to use computers for assignments and assessments to increase comfort level with online format in preparation for CAASPP assessment.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount
Increase student access to and success in honors and AP classes	July 2017 - June 2018	Assistant Principal of Instruction, Teachers, Counselors	Counselors encourage enrollment in the most rigorous curriculum suitable to student interest and needs during annual scheduling meetings.			
			Counselors and teachers guide, support, and encourage high level achievement in preparation for not only assessments, but also success in college and careers.			
			Explore current prerequisite criteria for students entering AP and honors courses with teachers and staff.			
			Analyze prerequisites to ensure alignment with SMUSD School Board directive (2010).			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain or increase the number of honors and AP classes - 10 honors level classes and 13 AP classes are offered. Raise participation rate in Grades 10-12 from 49% to 50% Maintain a pass rate of 87% among students taking AP exams.	July 2017 - June 2018	Assistant Principal of Instruction, Teachers, Counselors	Counselors encourage enrollment in the most rigorous curriculum suitable to student interest and needs during annual scheduling meetings. Counselors and teachers guide, support, and encourage high level achievement in preparation for not only assessments, but also success in college and careers. Explore current prerequisite criteria for students entering AP and honors courses with teachers and staff. Analyze prerequisites to ensure alignment with SMUSD School Board directive (2010).			

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Pupil Engagement
LEA 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.
SCHOOL GOAL #3:
San Marino High School will provide all students the programs needed to ensure growth and improvement of students' sense of school connectedness.
Data Used to Form this Goal:
The Healthy Kids' Survey results, information from counselors' meetings, information from school psychologists' meetings, and administrators' records, attendance records.
Findings from the Analysis of this Data:
The Healthy Kids' Survey results from the 2014-15 school year indicated that 59% of 9th graders and 54% of 11th graders felt a high degree of school connectedness; 37% of 9th graders and 41 % of 11th graders felt a moderate degree of connectedness; and 4% of 9th graders and 5% of 11th graders felt a low degree of school connectedness. Counselors, the school psychologist, and administrators were consulted about these findings, but hard data was not collected by the counselors or psychologist. Their input, supported by teachers and parents, indicates that stress and anxiety are common among our student body of high-achievers.
How the School will Evaluate the Progress of this Goal:
The Healthy Kids' Survey will be administered in March of 2018. We are hopeful that interventions will prove supportive of higher student engagement numbers. Monitor attendance records. Ongoing PD with staff in presenting mindfulness exercises on a regular basis in all classrooms.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to develop the "Link Crew" program with training and support for adults and student leaders. Provide funding for Freshman Orientation and ongoing monthly activities.	July 2017 - June 2018	Principal, Assistant Principals, Student Support Services, Counselor, Link Crew Advisors	Provide training for adult advisors	0000: Unrestricted	Site Formula Funds	
			Provide financial and personnel support for nationally known guest speaker to lead Freshman Orientation.	5000-5999: Services And Other Operating Expenditures	Other	1,950
			Provide training for Link Crew student leaders.	5000-5999: Services And Other Operating Expenditures	District Funded	4,500
			Provide funding for monthly Link Crew lunchtime events.	5000-5999: Services And Other Operating Expenditures	ASB	1,000
			Provide funding for Support Services Counselor	1000-1999: Certificated Personnel Salaries	District Funded	98,651
			Purchase online prevention and intervention program dealing with bullying, alcohol & drug abuse to be used in Health classes and by certificated Drug and Alcohol Intervention Counselor.	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	5,000

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount
Continue to expand "mindfulness" practices beyond the Health classes. All teachers are expected to conduct relaxation exercises through the "Inner Explorer" program or another acceptable method a minimum of one-time monthly.	July 2017 – June 2018	Principal, Health Teacher, All teachers	To continue mindfulness practices, but extend beyond the Health classes, the program Inner Explorer was purchased.	0000: Unrestricted	Site Formula Funds	350
			Professional development provided for all staff members.			
			All staff members given access to the online program of 100 guided meditations and requested to give students in Period 4 at least one opportunity for a time of quiet reflection each month.			
			Health classes mandated to engage in one Inner Explorer guided meditation or other relaxation experience each week.			
			Explore increasing SMHS Librarian Hours and SMHS Library hours of operation to provide students a space and opportunity for completing home work after school.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reduce tardies and absences, suspensions and dropouts With monitoring and individual appointments with students confronting excessive truancies and absences, reduce chronic absenteeism from 4.3% to 3.9%; reduce truancy from the 2016 level of 8.46% to 7.5 %; reduce suspensions from 1.1% to .8%. Maintain 0% expulsion rate.	July 2017 - June 2018	Assistant Principal, Attendance Technician, Counselors	The Attendance Technician will provide the Assistant Principal with weekly and monthly reports alerting him to students chronically tardy or absent. The Assistant Principal engages students in progressive discipline procedures including warning, detention, withdrawal of privileges, citizenship grade drops, SART, and SARB. Counselors work with at-risk students to improve attendance, academic performance, and school connectedness.			
Form a steering committee to develop a wellness program and explore the viability of a student-wellness center on campus.	July 2017 - June 2018	Administrative Team Parent Representatives School Counselor Representatives Teacher Representatives Student Representatives School Board Member Representatives	To present a proposal to the Superintendent and Board of Education that: Defines a wellness center, Describes viability for SMHS, Lists resources needed to implement center & programs, Describes types of programs, Staffing requirements, and Location.			

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Pupil (Parent) Engagement
LEA 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.
SCHOOL GOAL #4:
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.
Data Used to Form this Goal:
Master schedule, enrollment in honors and AP classes, graduation data, UC eligibility data, college acceptance data.
Findings from the Analysis of this Data:
Findings indicate that students are counseled and guided toward a rigorous course of study with the expectation that college admission is the primary goal.
How the School will Evaluate the Progress of this Goal:
End of year reports yield data on graduation rate, UC eligibility, college acceptances, and success on AP exams.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SMHS will demonstrate increased parent school connectedness as evidenced by the California School Parent Survey through the Key indicator of, Parental Involvement: School allows input and welcomes parents' contributions with an increase from 41- 46%	July 2017 - June 2018	High School Staff & Community	Weekly Monday Morning Memo			
			Weekly Athletic Bulletin			
			Weekly use of Blackboard App			
			Quarterly SSC Meetings			
			Quarterly ELAC Meetings			
			Coffee and Conversation			
			SMUSD Social Media App			
			PTSA Association Meetings			
			Counseling Department hosted informational nights			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SMHS will demonstrate increased parent school connectedness as evidenced by the California School Parent Survey through the Key indicator Parental Involvement: School actively seeks the input of parents before making important decisions with an increase from 22% -% 27%.	July 2017 - June 2018	High School Staff & Community and Community	Weekly Monday Morning Memo			
			Weekly Athletic Bulletin			
			Weekly use of Blackboard App			
			Quarterly SSC Meetings			
			Quarterly ELAC Meetings			
			Coffee and Conversation			
			SMUSD Social Media App			
			PTSA Association Meetings			
			Counseling Department hosted informational nights			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SMHS will demonstrate increased parent school connectedness as evidenced by the California School Parent Survey through the Key indicator Parental Involvement: Parents feel welcome to participate at this school with an increase 33% - 38%	July 2017 - June 2018	High School Staff & Community	Weekly Monday Morning Memo

Weekly Athletic Bulletin

Weekly use of Blackboard App

Quarterly SSC Meetings

Quarterly ELAC Meetings

Coffee and Conversation

SMUSD Social Media App

PTSA Association Meetings

Counseling Department hosted informational nights | 1000-1999: Certificated Personnel Salaries | District Funded | |
| SMHS will demonstrate increased parent school connectedness as evidenced by sign in sheets for the Counseling Department hosted information nights with an 5% increase in parent participation. | July 2017 - June 2018 | Administrative Team, Counseling Department, and Community | Counseling Department hosted informational nights | | | |
| SMHS will demonstrate increased parent school connectedness as evidenced by Blackboard App analytics with a 5% increase in site use and 5% increase in parent participation. | July 2017 - June 2018 | High School Staff & Community | Weekly use of Blackboard App | | | |

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SMHS will demonstrate increased parent school connectedness as evidenced by Constant Contact analytics with a 5% increase in site use and a 5% increase in parent participation.	July 2017 - June 2018	Administrative Team, Counseling Department, and Community	Constant Contact statistics			

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Laura Ives		X	X		
Michelle Cota		X			
David Irie		X			
Liliana Monroy		X			
Isaaic Gates	X				
Annie Chen			X		
Hannah Huynh					X
Hank Wang					X
Dahlys Ang					X
Yvonne T. Chen					
Karen Wicke				X	
Elizabeth Slocum				X	
				X	
Numbers of members of each category:	**1**	**4**	**2**	**3**	**3**

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

[ ]	State Compensatory Education Advisory Committee	_____ Signature
[ ]	English Learner Advisory Committee	_____ Signature
[ ]	Special Education Advisory Committee	_____ Signature
[ ]	Gifted and Talented Education Program Advisory Committee	_____ Signature
[ ]	District/School Liaison Team for schools in Program Improvement	_____ Signature
[ ]	Compensatory Education Advisory Committee	_____ Signature
[ ]	Departmental Advisory Committee (secondary)	_____ Signature
[ ]	Other committees established by the school or district (list):	_____ Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on 12/06/17.

Attested:

Dr. Issaic Gates	_____	12-6-2017
Typed Name of School Principal	Signature of School Principal	Date
Yvonne T. Chen	_____	Dec. 6, 2017
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date