School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Marcos Senior High School	42-76786-4235230	April 12, 2019	May 21, 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.

Our plan will align will align with both the district LCAP and with the school's WASC goals.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The PTSA, School Site Council, ELAC, the school administration team commented specifically on these items during the February and March meetings with each entity. Surveys were sent to parents, staff and students on February 23rd for additional data collection. SSC approved the plan on April 12, 2019.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Develop a culturally proficient school to ensure success for all students.

Identified Need

Based upon 2018 California Schools Dashboard Data we have a continued need to close the achievement between our White and Latino and Students With Disabilities populations.Our WASC reviewed called for additional college and career counseling for our EL students and our socioeconomically disadvantaged students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of staff trained in cultural proficiency. We will provide the cultural proficiency coordinator the support to meet this metric.	Currently 31 of 85 positions have identified themselves as having taken IEE training and 45 of 85 have identified themselves as having taken Implicit Bias training.	We would like to see at least 50 identified staff members having taken IEE training and at least 50staff members having taken Implicit Bias training.
We would like to see the receptionist contribute to the school connectedness as measured by the school climate survey.	Currently 347 responses indicated they felt connected tot he school (2018).	We would like to see that number reach 390 or more. .
We would like increase summer counselor days to increase the percent of minority and socially economically disadvantaged students who are college and career ready.	The most current data identifies1.2% of students with disabilities, 13.5% of students who are language learners, 32.9% of Hispanic students, 30.8% of homeless students and 32.7% of socio-economically disadvantaged students as being college and career ready as defined by the state dashboard.	We would like to see 1.5% of students with disabilities, 15% of students who are language learners, 35% of Hispanic students, 32% of homeless students and 34% of socio-economically disadvantaged students as being college and career ready as defined by the state dashboard.
Increasing instructional supplies that will be available to any student such as three ring binder, pencils and pens.	We saw decreases in both math and ELA for our English Language Learners and students with disabilities.	We would like to see a 1% increase in English Language Learners and Students with Disabilities to reverse this trend.

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

Cultural Proficiency Coordinator will work to make sure all plans suggested for cultural proficiency are prioritized and that high priority suggestions are followed up on with staff. Hourly costs and benefits included.

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)
2600	Supplemental/Concentration Grant - 0790
551	Supplemental/Concentration Grant - 0790

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

All students along with EL and SWD students specifically.

Strategy/Activity

EL/SPED/Office Assistant/Receptionist will serve as a person who welcomes all parties to the school and to ensure that all parties are welcomed in a culturally appropriate manner. In addition, this position will assist with scheduling special education and EL meetings. Hourly costs and benefits included.

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)
35781	Supplemental/Concentration Grant - 0790
19592	Supplemental/Concentration Grant - 0790

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

Summer Counseling Days. All students will benefit from having schedules in place when school begins. This will allow for enhanced discussions with all parents, but especially ELs and low socio-economic students as more time to discuss schedules will allow for enhanced strategy discussions with those students regarding school schedules. Hourly costs and benefits included.

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)
6000	Site Categorical - 0899
1272	Site Categorical - 0899

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

All Students will benefit, but specifically, socio-economically disadvantaged (SED) students and at risk students.

Strategy/Activity

Providing for instructional supplies will allow students to learn more effectively, especially for students who otherwise do not have the means to secure instructional material.

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)
2027	Supplemental/Concentration Grant - 0790

Annual Review

SPSA Year Reviewed: 2018-19

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

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

SMHS considered many data points including, the state dash board, internal data and staff and administration feedback. SMHS considered feedback from the WASC visit. We believe that the goals established support identified needs and will make the site much more efficient in its operations to meet identified needs.

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

The implementation, budget and strategies are all aligned to meet the needs of the school and are aligned with each other.

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

This year's goals were aligned with the district LCAP and WASC goals. This was not done in previous years. We amended SPSA goals 1,2 and 3 for the purpose of this alignment. The administration will review targets for cultural proficiency and meeting state standards annually.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Engage students and families to promote student success.

Identified Need

Internal data indicates that our Chronic Absentee and Truancy Rates are in need of improvement. We have also continually identified increased parent engagement as an ongoing area of improvement, especially from traditionally underserved populations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of ParentSquare messages viewed and received	Baseline from ParentSquare	Increase by 3% over baseline.
Chronic Absenteeism Rate	Baseline from 2017-18 school year: 16.1% As of April 3, 2019: 10.5%	Improve Chronic Absenteeism Rate to 12.5%
Truancy Rate	Baseline from 2017-18 school year: 33.6% As of April 3, 2019: 28%	Improve the truancy rate to 28%
Attendance Rate	Baseline from 2017-18 school year: 93.32% As of February 28, 2019: 94.71%	Improve attendance rate to 95%

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

We will increase communication to students and families to ensure that important academic information is shared and followed up on. We will monitor quarterly to ensure we are meeting this goal.

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)

English Leaners

Strategy/Activity

Parent engagement support will be increased two hours per day. This extra time allows for an increased amount of parent contacts with teachers and other school personnel. This will aid in decreasing number of truancies and provide more opportunities for families to collaborate with and be informed by the school. Hourly costs and benefits were included. Research shows that increased parents support leads directly to increased student achievement.

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)
10,245	Supplemental/Concentration Grant - 0790
3176	Supplemental/Concentration Grant - 0790

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

ELAC (English Learner Advisory Committee) Meeting Support

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)
2901	Title I - 3010

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Interpretation for parent meetings and back to school nights, 2 additional months for Community Liaison salary/hourly and benefits

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)
5000	Supplemental/Concentration Grant - 0790
9386	Supplemental/Concentration Grant - 0790
4460	Supplemental/Concentration Grant - 0790

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

Funding a Detention and Saturday School Supervisor as a means of providing tier one interventions for truancy. Hourly and benefits

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)
4800	Site Categorical - 0899
1018	Site Categorical - 0899

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

The Dean will analyze weekly attendance data, then use clerical staff to verify all-day unverified absences and follow up with interventions for truant students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The site considered many data points including, the state dash board, internal data and staff and administration feedback. SMHS also considered feedback from the WASC visit. We believe that the goals established, support identified needs and will make the SMHS much more efficient in its operations to meet identified needs. These strategies were limited in their effectiveness because they were well defined and did not clearly articulate their own purpose.

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

The plan was mostly executed as designed.

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

This year's goals were aligned with LCAP and WASC goals. This was not done in previous years. The changes can be found in SPSA goals 1,2 and 3.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Improve college and career readiness for all students.

Identified Need

Based upon 2018 California Schools Dashboard Data we have a continued need to increase A-G completion rates, CTE pathway completion rate, and increase ELA and Math CAASPP scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G completion rate	Overall: 2017 Graduation Cohort A-G completion rate 59%. 2018 Graduation Cohort A-G completion rate 35% (We do not believe 2018 data to be reliable)	Overall: Improve A-G completion rate by 2%
CTE pathway completion rate	Overall: 2018 Grade 12 Students : 9% of all students.	Overall: Improve CTE pathway rate by 2%
% of students who meet/exceeds standards in ELA	Overall: 2018 Grade 11 Students standard met/exceeded: 61% of all students. 47% Homeless/Foster Youth. 51% Hispanic/Latino. 75% White. 49% Socioeconomically Disadvantaged. 12% Special Education. 0% English Learner. 59% Reclassified Fluent.	Overall: Increase % of students who meet/exceeds standards in ELA in all subgroups by 2%
% of students who meet/exceeds standards in Math	Overall: 2017 Grade 11 students standard met/exceeded: 38% of all students. 25% Homeless/Foster Youth. 26% Hispanic/Latino. 54% White. 25% Socioeconomically	Overall: % of students who meet/exceeds standards in Math in all subgroups by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Disadvantaged. 5% Special Education. 3% English Learner. 29% Reclassified Fluent.	

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 a .5 FTE Counselor to lower counseling caseloads so that students have more access to an academic counselor. Salary and benefits were included in calculation

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)
40,469	Supplemental/Concentration Grant - 0790
8580	Supplemental/Concentration Grant - 0790

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

Students who are not on track for A-G completion and/or graduation

Strategy/Activity

Provide Odysseyware as a credit recovery vehicle for students to recover credits during the school year. This includes paying teachers hourly to oversee the program as students are engaged. Hourly expenses and benefits are included in the calculations.

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)
20,000	Site Categorical - 0899
4240	Site Categorical - 0899

Strategy/Activity 3
Students to be Served by this Strategy/Activity

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

Students who are not on track for A-G completion and/or graduation

Strategy/Activity

Provide Odysseware as a credit recovery vehicle for students to recover credits during the summer. Hourly and benefits

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)
8,000	Site Categorical - 0899
1696	Site Categorical - 0899

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

Provide professional development/learning for staff to prepare students for the 21st century.

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)
3,687	Title I - 3010

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

We are unsure of the outcomes because the quality of their descriptions from last year was difficult to measure and to define.

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

There were no majors differences from the the way the plan was designed.

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

The goals were updated to align with and reflect the California State Dashboard and this year's goals were aligned with LCAP and WASC goals. This was not done in previous years. Changes were made in SPSA goals 1,2 and 3.

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	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$195,481.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Site Categorical - 0899	$47,026.00
Supplemental/Concentration Grant - 0790	$141,867.00
Title I - 3010	$6,588.00

Subtotal of state or local funds included for this school: $195,481.00

Total of federal, state, and/or local funds for this school: $195,481.00

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

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

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

Requirements for Development of the Plan
I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

   1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

         i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

         ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

         iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

         iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

         v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan
II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Appendix D: 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

6 Classroom Teachers

3 Other School Staff

5 Parent or Community Members

5 Secondary Students

Name of Members	Role
LaForge, Josh	Classroom Teacher
Rundhaug, Richard	Principal
Cloutier, Joanne	Classroom Teacher
Huerta, Izzy	Secondary Student
Santiago, Rina	Secondary Student
Pallad, Ted	Parent or Community Member
Keene, Kelly	Classroom Teacher
Kipp, Susan	Classroom Teacher
Simpkins, Cori	Other School Staff
Pimental Florez, Beatriz	Parent or Community Member
Merrill, Joanie	Classroom Teacher
Castle, Melissa	Classroom Teacher
Zapata, Rosario	Parent or Community Member
Partee, Ben	Parent or Community Member
Rangel, Vivian	Other School Staff
Chan, Jacqueline	Secondary Student
Luevanos, Laura	Secondary Student
Landeros, Lily	Secondary Student
Yoshizumi, Cara	Other School Staff

Cooper, Helen	Parent or Community Member

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.

Appendix E: Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/13/2019.

Attested:

Principal, Dr. Richard Rundhaug on 4/12/2019

SSC Chairperson, Ted Pallid on 4/19/2019

Appendix G: School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,100	**50.3%**	**12.2%**	**0.2%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	257	12.2%
Foster Youth	4	0.2%
Homeless	234	11.1%
Socioeconomically Disadvantaged	1,056	50.3%
Students with Disabilities	315	15.0%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	22	1.0%
American Indian	12	0.6%
Asian	69	3.3%
Filipino	14	0.7%
Hispanic	1,162	55.3%
Two or More Races	5	0.2%
Pacific Islander	1	0.0%
White	813	38.7%

Appendix G: School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts

Yellow

Mathematics

Green

English Learner Progress

No Performance Color

College/Career

Yellow

Academic Engagement

Graduation Rate

Green

Conditions & Climate

Suspension Rate

Green

Appendix G: School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
Student Group Performance for State Indicator							
All Students		(gauge)		(gauge)	(gauge)	(gauge)	(gauge)
English Learners		(gauge)		(gauge)	(gauge)	(gauge)	(gauge)
Foster Youth		(gauge)		(gauge)	(gauge)	(gauge)	(gauge)
Homeless		(gauge)		(gauge)	(gauge)	(gauge)	(gauge)
Socioeconomically Disadvantaged		(gauge)		(gauge)	(gauge)	(gauge)	(gauge)
Students with Disabilities		(gauge)		(gauge)	(gauge)	(gauge)	(gauge)
African American		(gauge)		(gauge)	(gauge)	(gauge)	(gauge)
American Indian		(gauge)		(gauge)	(gauge)	(gauge)	(gauge)
Asian		(gauge)		(gauge)	(gauge)	(gauge)	(gauge)
Filipino		(gauge)		(gauge)	(gauge)	(gauge)	(gauge)
Hispanic		(gauge)		(gauge)	(gauge)	(gauge)	(gauge)
Pacific Islander		(gauge)		(gauge)	(gauge)	(gauge)	(gauge)
Two or More Races		(gauge)		(gauge)	(gauge)	(gauge)	(gauge)
White		(gauge)		(gauge)	(gauge)	(gauge)	(gauge)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: (gauge) Red (Lowest Performance) (gauge) Orange (gauge) Yellow (gauge) Green (gauge) Blue (Highest Performance)

Appendix G: 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.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
2	3	0	0	1

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
24.4 points above standard	80.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.9 points	Declined -30.2 points	2 students
468 students	106 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Orange	Red
21.1 points below standard	13.2 points below standard	113.6 points below standard
Declined -22.2 points	Declined -5.4 points	Declined -16.4 points
57 students	243 students	68 students

2018 Fall Dashboard English Language Arts Performance 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	50.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3 students	2 students	Increased 4.7 points	1 students
		24 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
10.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	75.8 points above standard
Declined -5.5 points	1 students		Increased 4.3 points
265 students			172 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
133.5 points below standard	45 points below standard	62.2 points above standard
Declined -8.8 points	Declined -35.3 points	Maintained 2.9 points
42 students	64 students	232 students

Appendix G: 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.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	2	1	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Red	No Performance Color
50.1 points below standard	155 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 13.2 points	Maintained 2.9 points	2 students
464 students	104 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Orange
104.6 points below standard	89.4 points below standard	192.5 points below standard
Declined -8 points	Increased 23.6 points	Increased 15.8 points
57 students	239 students	67 students

2018 Fall Dashboard Mathematics Performance 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	2.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3 students	2 students	Increased	1 students
		18.4 points	
		24 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
88.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	0.3 points above standard
Increased	1 students		Increased 4.1 points
19 points			
261 students			172 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
197.1 points below standard	127.3 points below standard	11.1 points below standard
Increased 11.6 points	Increased 4.3 points	Increased 9.5 points
41 students	63 students	232 students

Appendix G: School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	309	278	257	14	13	12
Fluent English Proficient (FEP)	758	782	772	35	36	37
Reclassified Fluent English Proficient (RFEP)	148	47	35	34	15	13

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students Redesignated to Fluent English Proficient.

San Marcos Senior High School	**2015-16**	**2016-17**	**2017-18**
	Number (Rate) Reclassified	**Number (Rate) Reclassified**	**Number (Rate) Reclassified**
English Learners Reclassified	148 (33.8 %)	47 (15.2 %)	35 (12.6 %)

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students that are At-Risk of Becoming, or are, Long Term English Learners.

San Marcos Senior High School	**2015-16**	**2016-17**	**2017-18**
	Number	**Number**	**Number**
Long Term English Learners (6 + Years)	179	158	154
At Risk of Becoming LTEL (4-5 Years)	8	8	7

Appendix G: School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
211	17.1%	29.9%	22.3%	30.8%

Appendix G: 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.

2018 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	3	1	0

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
47.5% prepared	13.5% prepared	Less than 11 Students - Data Not Displayed for Privacy
Maintained 1.5%	Maintained 0.6%	4 students
550 students	155 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Red
30.8% prepared	32.7% prepared	1.2% prepared
Increased 9.6%	Increased 7.1%	Declined -7%
120 students	321 students	83 students

2018 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	68.8% prepared	Less than 11 Students - Data Not Displayed for Privacy
6 students	6 students	Declined -13.4%	2 students
		16 students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Green
32.9% prepared	0 Students	0 Students	67.5% prepared
Increased 5.2%			Increased 5.8%
307 students			212 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
51.9% **Prepared**	46 **Prepared**	47.5 **Prepared**
20.8% **Approaching Prepared**	18.8 **Approaching Prepared**	13.8 **Approaching Prepared**
27.3% **Not Prepared**	35.2 **Not Prepared**	38.7 **Not Prepared**

Appendix G: 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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	2	1

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
92.7% graduated	85.2% graduated	Less than 11 Students - Data Not Displayed for Privacy
Increased +3.1%	Maintained +0.7%	4 students
550 students	155 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Green	Yellow
85.8% graduated	88.8% graduated	72.3% graduated
Maintained +0.8%	Increased +2.4%	Increased +6.7%
120 students	321 students	83 students

2018 Fall Dashboard Graduation Rate 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	100% graduated	Less than 11 Students - Data Not Displayed for Privacy
6 students	6 students	Maintained 0%	2 students
		16 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
89.9% graduated	0 Students	0 Students	98.1% graduated
Increased +2.8%			Increased +6.3%
307 students			212 students

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

| 2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
89.6% graduated	92.7% graduated

Appendix G: 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   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	4	0
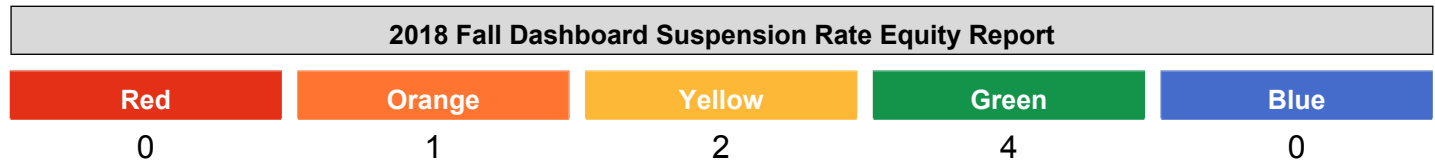
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
2.8% suspended at least once	7.8% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
		6 students
Declined -0.5%	Declined -0.4%	
2168 students	269 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Green	Yellow
3.8% suspended at least once	4.3% suspended at least once	7.1% suspended at least once
Declined -0.9%	Declined -0.8%	Declined -2%
236 students	1145 students	337 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Orange	No Performance Color
4.2% suspended at least once	0% suspended at least once	4.3% suspended at least once	7.1% suspended at least once
Declined -8.3%	Declined -10%	Increased 4.3%	Increased 0.9%
24 students	13 students	70 students	14 students

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
3.8% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	1.1% suspended at least once
	8 students	1 students	
Declined -0.7%			Maintained -0.2%
1202 students			836 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.7% suspended at least once	3.3% suspended at least once	2.8% suspended at least once

Appendix G: School and Student Performance Data

Annual Attendance

The source of this data is the District student information system's student attendance records.

Annual Attendance Rate (P-2)

	2016-17	2017-18	2018-19
San Marcos Senior High School	93.2%	91.5%	

Chronic Absenteeism Indicator
The data for the chronic absenteeism indicator comes from the most recent CA School Dashboard. For more detailed results, please go to https://www.caschooldashboard.org. For a description of the data used by CDE for the Dashboard indicators, please go to https://www.cde.ca.gov/ta/ac/cm/ and view the Resources tab.

Chronic Absenteeism Rates			
Student Subgroup	**2015-16**	**2016-17**	**2017-18**
African American	(not available from CDE)	21.9%	17%
Asian	(not available from CDE)	8.1%	7%
Hispanic or Latino	(not available from CDE)	17.5%	21%
White	(not available from CDE)	11.0%	10%
English Learners	(not available from CDE)	30.1%	37%
Students with Disabilities	(not available from CDE)	29.6%	36%
Socioeconomically	(not available from CDE)	18.8%	23%
Foster Youth	(not available from CDE)	*%	40%
Homeless Youth	(not available from CDE)	15.9%	22%
Total	(not available from CDE)	14.7%	16%