

School Year: 2022-23



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 Marin High School	21654172133056	October 13, 2022	November 1, 2022

Educational Partner 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

SMHS School Site Council SSC meets regularly on the second Thursday of the month. SSC membership is determined by SSC bylaws. Nominations and elections for open seats on the SSC are done so through a Google Form to the community. Teaching staff votes within departments to select membership. Student members serve as part of an Associated Study Body position with alternates available. The School Site Council Chairperson emails information out to notify of meetings. An ELAC representative is a part of the SMHS SSC and available for translation at meetings.

The SPSA development process began on August 11, 2022 with a review of San Marin's WASC Report and Equity Audit with the entire staff. This process helped the team recognize growth and prioritize areas for improvement. Based on this review, the staff determined that we would identify four school wide goals in alignment with the NUSD LCAP, Equity, Culture of Caring, Culture of Competence, and Culture of Excellence. A committee was created for each goal area to determine action items, monitor process, and review monthly with entire staff. In addition, input and feedback was gathered through the Instructional Leadership Team (ILT) consisting of department representatives, EL representatives, Equity Team representatives, and Counseling Team. The

SPSA was reviewed by ELAC on October 5, 2022, the school site staff on October 5, 2022, and the SSC on October 13, 2022 for input prior to approval.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Culture of Caring

LEA/LCAP Goal

Each school site will foster and maintain positive parent, student and community engagement to promote safe, inclusive, restorative and well-maintained campuses where all students feel a sense of belonging.

Goal 1

By May 2023, San Marin High School will launch a "Wellness Hub" on campus to serve as a safe and comfortable place on campus to access information, support and services pertaining to their physical, mental, and emotional wellness.

Identified Need

Based on feedback from 2022 Equity Audit, Youth Truth Survey, and our WASC review, SMHS students, families, and community partners have expressed that the school has a number of resources and channels of communication, but needs a more consistent and reliable access points. In addition to increasing wide-spread knowledge and access to support and services on the school campus, the need to have help in accessing San Marin's community partners has been identified as a need. A specific focus on reaching our traditionally under represented groups (e.g. African-American, Asian, Filipino, socio-economically disadvantaged, and students with disabilities as identified by data from California Department of Education) will be monitored.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Establishment of a Wellness Hub on campus	There is currently no centralized space for wellness	Wellness Hub will be established and open for students by May 2023
Youth Truth Survey (Culture)	On a scale of 1-5, students reported "I feel safe during school at school" as a 3.74	By June 2023, students will report an increased rating to the statement " I feel safe during school" from 3.74 to 3.84.
Youth Truth Survey (Relationships)	On a scale of 1-5, students reported that "When I'm feeling upset, stressed, or having problems there is an adult in school who I can talk to about it" as a 2.93.	By June 2023, students will report an increased experience of having a place/person to go to when feeling upset, stressed or having other problems from 2.93 to 3.00.

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 with an emphasis on our traditionally under represented groups (e.g. African-American, Hispanic, English Language Learners, socio-economically disadvantaged, and students with disabilities as identified by data from California Department of Education)

Strategy/Activity

Establish a team of students, staff, and community members to engage in the process of designing the Wellness Hub with the support of the NUSD Wellness Coordinator and SWELL Consultant. The SWELL Consultant is an expert in the development of Wellness Centers and has supported all other schools in San Francisco and Marin County.

- Student Team to design space
- Staff Team to determine policies and protocols
- Community Member Team to establish service partnerships

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Wellness Coordinator and SWELL Consultant -
Centralized District Funds - MHSSA Grant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on our traditionally under represented groups (e.g. African-American, Hispanic, English Language Learners, socio-economically disadvantaged, and students with disabilities as identified by data from California Department of Education)

Strategy/Activity

Coordinate site visits for student, staff, and community member teams to visit existing Wellness Centers in nearby regions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on our traditionally under represented groups (e.g. African-American, Hispanic, English Language Learners, socio-economically disadvantaged, and students with disabilities as identified by data from California Department of Education

Strategy/Activity

Establish a location for the Wellness Hub on the San Marin Campus and redesign it to meet the needs of the 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on our traditionally under represented groups (e.g. African-American, Hispanic, English Language Learners, socio-economically disadvantaged, and students with disabilities as identified by data from California Department of Education

Strategy/Activity

Create and distribute a survey to collect input and data from students, staff, and parents about key elements of the Wellness Hub implementation (ex. serviced to be offered, education topics to be highlighted, design of the general environment of the hub, coordination of use, etc.).

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: 2021-22

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

ANALYSIS

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

This is the first year of implementing a designated wellness space on the San Marin High School Campus. In year two (2023-24) an analysis of progress and effectiveness will be reported.

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

NA

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.

Based on the 2023 YouthTruth data, the students, staff, and community members will evaluate the annual outcomes and determine goals for next steps.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Culture of Competence

LEA/LCAP Goal

Culture of Competence: To support closing the achievement gap for English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness and Foster Youth in all areas. NUSD will leverage Multiple Tiered Systems of Supports (MTSS) to ensure coherence between student needs and system response.

Goal 2

By June 2023, San Marin High School will establish a school-wide Positive Behavior Intervention System, the behavioral component of our MTSS and academic supports. This is a multi-year goal with the focus for 2022-23 on consistent Tier 1 supports and practices. San Marin will maintain and refine the academic intervention systems to increase effectiveness of Tutorial, intervention course, and Learning Lounge through 6-8 week data cycles by offering explicit intervention in math, English Language Arts, ELD, study skills, and time management.

Identified Need

Similar to identifying and articulating consistent expectations and communication about academic, San Marin needs to identify and communicate consistent expectations for behavior. In order to support closing the achievement gap for English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness and Foster Youth in all areas as well as increasing student achievement school-wide, it is imperative that students have a clear roadmap for success. Academic success can not be achieved without positive attendance, engagement, and a safe, comfortable environment for learning. The roadmap includes:

- Clear and consistent common expectations
- Common definitions of each expectation
- Education and modeling of what each expectations looks like
- Clearly articulated rewards and consequences for each expectation
- Consistent monitoring and accountability for each expectation
- Ongoing evaluation and refinement of each expectation

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of the PBIS Matrix	San Marin does not currently have a PBIS Matrix	An approved PBIS Matrix, supported by all staff
Galileo Assessment (3 times per year)	2021-2022 Baseline Data (Beginning of Year 2021) School-wide 60% met/exceeded EL 11% met/exceeded SED 42% met/exceeded	End of Year 2023 Expected Outcomes School-wide 75% met/exceeded EL 25% met/exceeded SED 60% met/exceeded

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>SWD 31% met/exceeded</p> <p>End of Year 2022 School-wide 70% met/exceeded EL 20% met/exceeded SED 52% met/exceeded SWD 35% met/exceeded</p> <p>2022-2023 Baseline Data (Beginning of Year 2022) School-wide 70% met/exceeded EL 11% met/exceeded SED 51% met/exceeded SWD 38% met/exceeded</p>	<p>SWD 50% met/exceeded</p>
Student Grades D/F Lists	<p>Six-week grade report 2021: School-wide 655 students with D/F Grades</p> <p>Six-week grade report 2022: School-wide 480 students with D/F Grades 9th Grade - 84 students 10th Grade - 156 students 11th Grade - 165 students 12th Grade - 75 students</p>	<p>End of Year data expected outcomes: School-wide 250 D/F Grades 9th Grade - 50 students 10th Grade - 75 students 11th Grade - 75 students 12th Grade - 50 students</p>
Smarter Balanced Assessment (CAASPP) English Language Arts - 11th Grade	<p>Spring 2022 CAASPP School-wide 66% met/exceeded EL 0% met/exceeded SED 38% met/exceeded SWD 20% met/exceeded</p>	<p>Spring 2023 CAASPP Expected Outcomes School-wide 70% met/exceeded EL 5% met/exceeded SED 45% met/exceeded SWD 25% met/exceeded</p>
Smarter Balanced Assessment (CAASPP) Math - 11th Grade	<p>Spring 2022 CAASPP School-wide 42% met/exceeded EL 0% met/exceeded SED 20% met/exceeded SWD 16% met/exceeded</p>	<p>Spring 2023 CAASPP Expected Outcomes School-wide 50% met/exceeded EL 5% met/exceeded SED 30% met/exceeded SWD 25% met/exceeded</p>

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

Create a team including certificated and classified staff, students, and community members to participate in PBIS training and PBIS Matrix creation through Placer County Office of Education.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Centralized District Funds - PBIS trainer - MHSSA Grant - Release time - Educator Effectiveness Grant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on our traditionally under represented groups (English Language Learners, socio-economically disadvantaged, and students with disabilities as identified by data from California Department of Education)

Strategy/Activity

Refine the tutorial process to provide focused interventions based on the following metrics and measured on 6-8 week data cycles:

D/F lists at every progress report

Galileo Data in ELA

MDTP Data in Math

English Language Development

Department Determined Needs

Study Skills

Time Management

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The Library will be open for "Learning Lab" Monday through Thursday after school for two hours for students to receive tutoring at no cost by San Marin staff. Each day will offer focused tutoring in a content area.

Monday - English & ELD support

Tuesday - Science & AVID support

Wednesday - Spanish, EL & all subject student tutor support

Thursday - Math 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)

District Funded

Learning Lab staff costs - ELO Grant

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on our traditionally under represented groups (English Language Learners, socio-economically disadvantaged, and students with disabilities as identified by data from California Department of Education)

Strategy/Activity

Staff will align all assessments and benchmarks to content area Essential Standards in order to monitor student progress by each discreet learning objective and provide more targeted, timely intervention. For example, each math teacher has aligned each assessment question to an essential question. Based on each student's responses, the teacher can identify which skill/standard needs extra support and provide reteaching, intervention, and/or a retest.

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: 2021-22

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 school returned to offering a weekly tutorial in the 2021-22 school year. Last year's focus was to realign processes and common agreements about how the time will be spent. In addition, systems were set up to better monitor attendance and support students in prioritizing their time in tutorial. Now that the system is well in place and students are utilizing the time successfully, San Marin will refine the tutorial time to include targeted interventions measured in 6-8 week data cycles including explicit intervention in math, English Language Arts, ELD, study skills, and time management.

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 has been no difference between the intended implementation and budgeted expenditures.

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 most significant change to this goal is the addition of PBIS (Positive Behavior Intervention System) to support students and the school in having consistent expectations for behavior and classroom agreements. This has been added to help build a strong foundation for academic success knowing that students are better able to learn and grow in an environment in which they feel safe and respected.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Culture of Excellence

LEA/LCAP Goal

Through proficiency-based learning all students will demonstrate mastery of the Essential Standards and Learning Targets for each content area, as NUSD ensures all students gain the skills, abilities, and knowledge necessary to be successful in college, career and civic life.

Goal 3

San Marin High School will fully implement Proficiency Based Education (PBE) in every content areas including publishing and communicating essential standards, staff and student use of proficiency scales, and grading based on student proficiency by August 2023.

Identified Need

After a seven year process of establishing the foundations of Proficiency Based Education, San Marin staff, students, and parents have articulated inconsistency in implementation of the tools and classroom practices. Led by the Teacher Leadership Team, the staff has established a PBE staff team to both support implementation, provide professional development, and monitor progress of implementation and student awareness and understanding.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBE tools and classroom practices including grading articulated by each department	Essential Standards for each core content course Proficiency Scales for each core content course PBE Grading implemented in 50% of classrooms	Essential Standards for each course offered at San Marin Proficiency Scales for each offered at San Marin PBE Grading implemented in 100% of classrooms
Student Grades	Six-week grade report 2021: School-wide 655 students with D/F Grades Six-week grade report 2022: School-wide 480 students with D/F Grades 9th Grade - 84 students 10th Grade - 156 students 11th Grade - 165 students 12th Grade - 75 students	End of Year data expected outcomes: School-wide 250 D/F Grades 9th Grade - 50 students 10th Grade - 75 students 11th Grade - 75 students 12th Grade - 50 students
Smarter Balanced Assessment (CAASPP) English Language Arts - 11th Grade	Spring 2022 CAASPP School-wide 66% met/exceeded	Spring 2023 CAASPP Expected Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL 0% met/exceeded SED 38% met/exceeded SWD 20% met/exceeded	School-wide 70% met/exceeded EL 5% met/exceeded SED 45% met/exceeded SWD 25% met/exceeded
Smarter Balanced Assessment (CAASPP) Math - 11th Grade	Spring 2022 CAASPP School-wide 42% met/exceeded EL 0% met/exceeded SED 20% met/exceeded SWD 16% met/exceeded	Spring 2023 CAASPP Expected Outcomes School-wide 50% met/exceeded EL 5% met/exceeded SED 30% met/exceeded SWD 25% met/exceeded

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

Creation of a PBE Team to support and guide each department in moving towards consistent tools and classroom practices. Time set aside for team to meet once each month and support during department time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide time (department meeting time, release time as individuals and in small course alike teams) for each department to complete the PBE components in order to fully implement by August 2023. Including Essential Standards and Proficiency Scales for all elective and non core content courses, evaluate all assignments, assessments, benchmarks, and projects to align with board

adopted essential standards, establish common agreements about classroom practices and communication.

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)
3,000	Title II Part A: Improving Teacher Quality Release time to collaborate

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

Survey students throughout the year to gauge student's understanding, engagement, and awareness. This data will support staff in monitoring success of implementation and help refine our tools, communication, and supports.

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)
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Annual Review

SPSA Year Reviewed: 2021-22

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.

Last year was the first year that staff began the implementation of grading practices aligned with Proficiency Based Education. To begin to build the capacity of the staff, year one implementation was optional and limited to staff who had participated in significant training. Approximately 30% of staff implemented in year 1.

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 most significant difference between the intended implementation and outcome was to shift to a scaled implementation in which staff who are trained and ready began modeled and supported their peers in rolling PBE out slowly until August 2023.

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.

Changes to the metrics were made to include CAASPP data in addition to grades.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Equity

LEA/LCAP Goal

By 2023, all students will demonstrate standards- based proficiency of the Graduate Profile which include the 6 Cs and content based mastery.

Goal 4

By May 2023, we will have developed and implemented a toolkit of content specific restorative strategies to promote student empowerment and an inclusive classroom culture measured by academic outcomes, participation in extracurricular activities and behavioral data.

Identified Need

Restorative practices has been identified by staff, students, and community members as a critical component in creating a high quality learning environment, a culture of positive behaviors, promoting regular attendance, and helping students be empowered to advocate for their academic, emotional, and social needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Grades	<p>Six-week grade report 2021: School-wide 655 students with D/F Grades</p> <p>Six-week grade report 2022: School-wide 480 students with D/F Grades 9th Grade - 84 students 10th Grade - 156 students 11th Grade - 165 students 12th Grade - 75 students</p>	<p>End of Year data expected outcomes: School-wide 250 D/F Grades 9th Grade - 50 students 10th Grade - 75 students 11th Grade - 75 students 12th Grade - 50 students</p>
Smarter Balanced Assessment (CAASPP) English Language Arts - 11th Grade	<p>Spring 2022 CAASPP School-wide 66% met/exceeded EL 0% met/exceeded SED 38% met/exceeded SWD 20% met/exceeded</p>	<p>Spring 2023 CAASPP Expected Outcomes School-wide 70% met/exceeded EL 5% met/exceeded SED 45% met/exceeded SWD 25% met/exceeded</p>
Smarter Balanced Assessment (CAASPP) Math - 11th Grade	<p>Spring 2022 CAASPP School-wide 42% met/exceeded</p>	<p>Spring 2023 CAASPP Expected Outcomes</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL 0% met/exceeded SED 20% met/exceeded SWD 16% met/exceeded	School-wide 50% met/exceeded EL 5% met/exceeded SED 30% met/exceeded SWD 25% met/exceeded
Membership in School Sponsored Extracurricular Activities	No Baseline Data at this time	75% Student Body Participating in School Sponsored Extracurricular Activities
Attendance Data	Month 1 attendance report (September 15, 2022): School-wide 95.9% African American 93.6% Hispanic 95.4% EL 94.6% SED 94.8% SWD 92.9%	Month 9 attendance report (May 15, 2023): School-wide 96% African American 96% Hispanic 96% EL 96% SED 96% SWD 96%

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 with an emphasis on our traditionally under represented groups (e.g. African-American, Hispanic, English Language Learners, socio-economically disadvantaged, and students with disabilities as identified by data from California Department of Education

Strategy/Activity

Create a staff and student Equity Team to identify strategies, participate in training, provide professional development and modeling, and monitor progress of a school-wide restorative practices toolbox.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on our traditionally under represented groups (e.g. African-American, Hispanic, English Language Learners, socio-economically disadvantaged, and students with disabilities as identified by data from California Department of Education

Strategy/Activity

Provide time for individuals and teams to create the restorative practices toolbox, provide support for implementation, and monitor student data to gauge impact on the achievement/opportunity gap.

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)
3,134	Title II Part A: Improving Teacher Quality Release time to collaborate

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on our traditionally under represented groups (e.g. African-American, Hispanic, English Language Learners, socio-economically disadvantaged, and students with disabilities as identified by data from California Department of Education

Strategy/Activity

Equity professional development and support for the Equity Team and whole staff provided by Dr. Anthony Muhammad.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Centralized District Funds - Professional Development with Dr. Anthony Muhammad - Educator Effectiveness Grant

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

This is a new goal, so there is not analysis of 2021-22. The goal, however, has been based on 2021-22 WASC Report and Equity Audit provided by Dr. Anthony Muhammad.

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

Based on any teacher changes to teaching assignments and teacher availability during Common Planning due to substitute teacher shortages.

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.

Changes to the goal have been determined by the following WASC and Equity Audit Recommendations:

WASC:

- * Inconsistencies in the transition from traditional grading to proficiency (standards) based grading within departments
- * Post high school transitions, especially those interested in vocational/trade schools (consider concurrent enrollment opportunities)
- * Focus on opportunities to adjust curriculum to support all student groups with the greatest achievement gaps in math and English.
- * Expansion of the inclusion of EL standards in all course curriculum (ensure every student knows the what, how, why)
- * Further develop the academic intervention and tutorial program
- * Continue to find ways to better involve all stakeholders in supporting student outcomes for all students especially Latinx, EL, and SED populations.

Equity Audit

- * Engage in deep, uncomfortable discussions about student equity. Interviews revealed that teachers describe the staff as “student-centered”, and nothing would validate this claim more than the willingness to challenge and change personal ideologies and experience cognitive dissonance for the benefit of students.
- * Invest in staff development in data literacy and data informed school improvement decision making. The school’s data collection efforts are impressive, but very few interviewees could articulate the substance of the school’s performance data or connect it to the school improvement plan.
- * Continue to review the application and acceptance process for the STEM Program, especially for Latino, African American, and EL students at the leadership, teacher, and community level.
- * Continuously review the impact of current equity efforts like Restorative Justice and the school’s equity team.
- * Focus heavily on the strategic implementation of the PLC model using the process of interdependence of the 4 PLC questions. Meeting and PLC are not synonymous.

School Site Council Membership

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

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

Name of Members	Role
Jennifer Larson	Principal
Dave Krakora	Classroom Teacher
Rob Watson	Classroom Teacher
Carrie Beth McCall	Classroom Teacher
Mike Joly	Parent or Community Member
Larry Thoms	Parent or Community Member
Vicky Bartholo	Parent or Community Member
Carmen Moreno	Other School Staff
Vivian Jensen	Other School Staff
Olivia Cadaoas	Secondary Student
Sadie Fonarev	Secondary Student
Gabriella Bailey	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10-13-2021.

Attested:




Principal, Jennifer Larson on 10-13-2021

SSC Chairperson, Mike Joly on 10-13-2021

Budget Summary - San Marin High 2022-23

Federal	Approved Budget
Title II	\$6,134
Funds provided to the school through the Consolidated Application	\$6,134
State and/or Local	Approved Budget
Unrestricted	\$88,131
Lottery Instructional Material	\$39,445
Parcel Tax	\$62,324
General Donation	\$93,987
Total	\$283,887
Total federal, state, and/or local funds for this school	\$290,021