



# 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	November 9, 2023	December 5, 2023

## 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)

**Additional Targeted Support and Improvement**  
San Marin was identified in the 2022-2023 school year for Additional Targeted Support and Improvement (ATSI) in the area of English Language Learners. San Marin currently serves 82 English Learners which is 6.8% of the total school population. Based on the California Dashboard, 37.6% of English Learners progressed at least on ELPI level. 30.2% maintained an ELPI level of 1, 2H, 3L, or 3H, and 37.2% decreased at least one ELPI level. This data indicates that San Marin needs to identify additional targeted supports to ensure that all English Learners progress in their language development in the 2023-24 school year.

The English Language Development Specialist will create an individual language development plan for each English Learner and monitor progress on a 6-8 cycles using the following data points:

- Class grades
- Local benchmark assessment data
- ELD class progress reports
- Progress on ELPAC

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.

In order to effectively meet the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, San Marin High will work collaboratively with the District to implement Tier I curriculum with fidelity and intervene appropriately with a Multi-Tiered System of Supports.

## **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 five times a year and has a standing agenda targeting the following key topics:

- Single Plan for Student Achievement (SPSA) Goal Monitoring Update
- Student Report - Update from student members about their school experience
- Budget & Expenditures Monitoring Update
- School Safety Update

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 21, 2023 with a review of the progress made on San Marin's 2022-23 goal areas with the entire staff. This process helped the team identify areas in which goals were met and where there continues to be work to do. 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. 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 & PTSA on November 8, 2023 and the SSC on November 9, 2023 for input prior to approval.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	65	63	77	5.7%	5.6%	6.7%
Fluent English Proficient (FEP)	274	289	280	24.2%	25.5%	24.5%

### Conclusions based on this data:

- Prompt 1: Identification of the process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, including those which address the needs of ELs not meeting or at risk of not meeting challenging state academic content standards. (20 U.S.C. 6314[b][6]; 34 CFR Section 200.25[a]; EC Section 64001[g][2][B])

Galileo Assessments are used three times per year to help monitor progress on EL students. EL staff and all teaching staff review data on EL progress. The EL Specialist at the site works with teaching staff and the district office to assist all teachers in monitoring progress and providing support plans. EL data on Galileo assessments decreased from the Beginning of Year (BOY) assessment to the End of Year (EOY) assessment by 11% met or exceeding standards from 13% at BOY to 2% and EOY.
- Prompt 2a: Goals to improve student outcomes, identified through the needs assessment, including those which address the academic and language proficiency needs of ELs. (EC Section 64001[g][3][A])

Based on the Galileo Beginning of Year Assessment, 11% of EL students (62) met or exceeded EL standards. The following goals to improve student outcomes will be used for EL students.  
Site Goal#1: By the end of year (EOY) Galileo Assessment, 20% of EL students will meet or exceed proficiency on the assessment.

Prompt 2b: Evidence-based strategies, actions, or services to reach goals.(EC Section 64001[g][3][B])  
The following strategies are used to assist EL student in meeting goals and closing achievement gaps:

  - The Individualized Learning Plan (ILP) is created by EL staff for all English Learners on campus. The ILP functions similar to an IEP to inform teachers of strength and growth areas for all EL students.
  - Access period with EL student to support increased student achievement. This occurs weekly. Tutorial will emphasize mastery of ELA standards as well as improving student grades.
  - EL students earning below standard as measured by academic grades are assigned to Learning Lounge after school on Tuesday & Thursday for tutoring and homework help. At current, approximately ten (10) students are attending regularly.
  - EL staff will provide training and assistant at staff meeting at least three times per year (August, January, and March meetings). The focus of the trainings include notification of EL students and strengths and growth areas; EL strategies that promote student learning, and an emphasis on data where gaps may be present in order to promote success on ELPAC, CAASPP, and Galileo assessments.
- Prompt 3: Proposed expenditures based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resources inequities, which may include a review of the LEAs budgeting, its SPSA-related portion of the LCAP, and school-level budgeting, if applicable. (EC Section 64001[g][3][C])

  - Release time for teacher planning outside of traditional school work day (Title II)
  - Centralized district funding to pay for EL Specialist to support EL student achievement. The EL specialist will review data with EL team, present at Staff meetings, and work to support individual teachers in their support of EL student achievement.



# 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 June 2024, the San Marin High School Wellness Hub on campus will have a well-established student leadership team, regularly scheduled visits from community partners, and a data collection system to monitor the use of the space.

## 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 Student Leadership Team	7 Students created a Wellness Hub Club to help design the Wellness space for the May 2023 launch.	10 or more students will be identified to represent the student body's voice about the needs and effectiveness of the Wellness Hub. This team will also support the marketing and communication between students and the Wellness Hub.
Regularly scheduled visits by community partners for students to access services on campus	Community Partners visit the campus 2 times a year at a "wellness fair" to table and distributed information.	Community partners will have a regular presence on campus in a central location (Wellness Hub) for students to access services. This will include, but not limited to, support for substance use/abuse, physical and sexual health, LGBTQ+, housing and food instability.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Establishment of a data collection system to monitor use and effectiveness of the Wellness Hub	No data system in place	Data Collection System to be monitored by Wellness Navigator and Specialist to include the following data: Students visiting Purpose for visit Time spend in the hub Outcome of visit - student's report of the care/support experienced during visit
Youth Truth Survey (Culture)	On a scale of 1-5, students reported "I feel safe during school at school" as a 3.46	By June 2024, students will report an increased rating to the statement " I feel safe during school" from 3.46 to 3.66.
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 2024, 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 to serve as a leadership team for the Wellness Hub. The purpose of this team will be:

- Provide student voice about the needs of the student body
- Provide input/feedback about the Wellness Hub's effectiveness and experience
- Provide information to students about the services in the Wellness Hub

### 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

Coordinate a regular schedule for community partners to serve students on the San Marin Campus at the Wellness Hub.

### 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

Implement a consistent data collection and monitoring system to ensure that the services and support offered in the Wellness Hub are meeting the students' needs and equitably accessible to all.

### 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)

5,000

Title II Part A: Improving Teacher Quality

Data Analysis

# Annual Review

## SPSA Year Reviewed: 2022-23

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.

In May 2023, San Marin opened its first Wellness space on campus. This space is called the Wellness Hub and has been established in a central location on campus. The space was carefully designed by students in partnership with an expert consultant from SWELL Well Consulting. In the short time between the opening and the end of the school year the space not only well received by students, staff, and community members, but frequently utilized by students. The space is staffed with a full time Wellness Navigator (classified support person) and a Wellness Specialist (licensed clinician). The strategy to have multiple stakeholder groups provide input to a student team led by the Wellness Navigator proved successful. The space was not only created on time, but is 100% reflective of student voice.

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 differences between the intended implementation and budget and the actuals.

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 the goal for 2023-24 is the shift from creation to implementation. All action items and strategies are designed to collect student voice and data to establish processes, services, and experiences that meet the current student body's needs.



# 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 2024, San Marin High School will further develop the school-wide Positive Behavior Intervention System, the behavioral component of our MTSS and academic supports. This is a multi-year goal. The focus for 2023-24 is developing a PBIS Team that is representative of the entire school community including students, certificated staff, classified staff, and parents to monitor and reinforce tier 1 interventions and student success.

## Identified Need

Similar to identifying and articulating consistent expectations and communication about academics, 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
Establishment of PBIS Team	San Marin does not currently have a PBIS Team	A PBIS Team that is representative of the entire school community including students, certificated staff, classified staff, and parents.
Galileo Assessment (3 times per year) - English Language Arts	2021-2022 Baseline Data (Beginning of Year 2021) School-wide 60% met/exceeded EL 11% met/exceeded SED 42% met/exceeded SWD 31% met/exceeded	End of Year 2024 Expected Outcomes School-wide 75% met/exceeded EL 25% met/exceeded SED 60% met/exceeded SWD 40% met/exceeded

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<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>End of Year 2023  School-wide 71.5%  met/exceeded  EL 20% met/exceeded  SED 54% met/exceeded  SWD 34% met/exceeded</p> <p>2023-2024 Baseline Data  (Beginning of Year 2023)  School-wide 64.3%  met/exceeded  EL 13% met/exceeded  SED 44% met/exceeded  SWD 32% met/exceeded</p>	
<p>Student Grades D/F Lists</p>	<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>Six-week grade report 2023:  School-wide 309 students with  D/F Grades  9th Grade - 57 students  10th Grade -133 students  11th Grade - 76 students</p>	<p>End of Year data expected  outcomes:  School-wide 205 D/F Grades  9th Grade - 50 students  10th Grade - 75 students  11th Grade - 50 students  12th Grade - 30 students</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	12th Grade - 43 students	
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 School-wide 70% met/exceeded EL 7% met/exceeded SED 51% met/exceeded SWD 13% met/exceeded</p>	<p>Spring 2024 CAASPP Expected Outcomes School-wide 73% met/exceeded EL 10% met/exceeded SED 55% met/exceeded SWD 15% 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 School-wide 40% met/exceeded EL 5% met/exceeded SED 15% met/exceeded SWD 0% met/exceeded</p>	<p>Spring 2024 CAASPP Expected Outcomes School-wide 45% met/exceeded EL 7% met/exceeded SED 20% met/exceeded SWD 10% 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 monitor and reinforce tier 1 interventions and student success

#### 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)
4,856	Other Materials to implement PBIS
3,000	Title II Part A: Improving Teacher Quality

## 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 access 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

Galileo 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 Lounge" Tuesday through Thursday after school for 2-3 hours for students to receive tutoring at no cost by San Marin staff. Each day will offer focused tutoring in a content area.

Tuesday - Science support

Wednesday - ELD support

Thursday - English & 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)

None Specified

### 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)

10,000

Source(s)

Title II Part A: Improving Teacher Quality  
Staff collaboration time

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

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.

San Marin staff engaged in ongoing PBIS training and whole staff input/decision making to launch PBIS in August 2023. This included an agreed upon behavior exception matrix, a school-wide acronym to represent these expectations, and weekly lessons and reviews about the expectations to ensure students are set up for success. In addition, San Marin further refined the Access period to pilot targeted interventions during the school day. These interventions were focused in the math and science departments.

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 shifting our focus from development to implementation, beginning by creating a PBIS Team that is representative of the entire school community including students, certificated staff, classified staff, and parents to monitor and reinforce tier 1 interventions and student success.

# 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

By August 2024, all teachers will positively and confidently communicate instructional goals, progress feedback, and assessment results in alignment with the Proficiency Based Education (PBE) Model to ensure consistent and reliable academic expectations for student success.

## 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 course offered at San Marin PBE Grading implemented in 100% of classrooms
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>Six-week grade report 2023: School-wide 309 students with D/F Grades 9th Grade - 57 students</p>	<p>End of Year data expected outcomes: School-wide 205 D/F Grades 9th Grade - 50 students 10th Grade - 75 students 11th Grade - 50 students 12th Grade - 30 students</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	10th Grade -133 students 11th Grade - 76 students 12th Grade - 43 students	
Smarter Balanced Assessment (CAASPP) English Language Arts - 11th Grade	Spring 2022 CAASPP School-wide 66% met/exceeded EL 0% met/exceeded SED 38% met/exceeded SWD 20% met/exceeded  Spring 2023 CAASPP School-wide 70% met/exceeded EL 7% met/exceeded SED 51% met/exceeded SWD 13% met/exceeded	Spring 2024 CAASPP Expected Outcomes School-wide 73% met/exceeded EL 10% met/exceeded SED 55% met/exceeded SWD 15% 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 School-wide 40% met/exceeded EL 5% met/exceeded SED 15% met/exceeded SWD 0% met/exceeded	Spring 2024 CAASPP Expected Outcomes School-wide 45% met/exceeded EL 7% met/exceeded SED 20% met/exceeded SWD 10% 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

Recommit every third Wednesday staff collaboration time to building understanding, consistency, and capacity in the use of PBE to guide instruction and provide high quality feedback and assessment of student proficiency.

#### 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

Determine a grading system that will support PBE to be implemented by 100% of staff.

#### **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)

6,110

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)

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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.

San Marin's staff fully implemented Proficiency Based Education (PBE) in every content area including publishing and communicating essential standards, staff and student use of proficiency scales, and grading based on student proficiency. The staff decided upon a consistent method of calculating and reporting student progress on proficiency and begin the 2023-23 school year with full implementation. As new courses are developed, determining essential standards and developing proficiency scales is a new part of the process.

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 the identification of several individual elective courses that had not been a part of the process to develop proficiency scales. The teachers of these courses worked with the PBE team members to create the tools and resources they needed to transition to PBE.

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.

There were no changes made to the metics for this goal.

# 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 June 2024, Staff will be comfortable and confident in engaging in deep, uncomfortable discussions about student equity using the Compassionate Curiosity Framework (Kwame Christian, 2022) for the purpose of improving instructional practices and school-wide practices leading to more equitable outcomes for student success.

## Identified Need

Not all students are at grade level based on assessment data.

## 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>Six-week grade report 2023: School-wide 309 students with D/F Grades 9th Grade - 57 students 10th Grade -133 students 11th Grade - 76 students 12th Grade - 43 students</p>	<p>End of Year data expected outcomes: School-wide 205 D/F Grades 9th Grade - 50 students 10th Grade - 75 students 11th Grade - 50 students 12th Grade - 30 students</p>
Smarter Balanced Assessment (CAASPP) English Language Arts - 11th Grade	<p>Spring 2022 CAASPP School-wide 66% met/exceeded EL 0% met/exceeded</p>	<p>Spring 2024 CAASPP Expected Outcomes School-wide 73% met/exceeded</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>SED 38% met/exceeded SWD 20% met/exceeded</p> <p>Spring 2023 CAASPP School-wide 70% met/exceeded EL 7% met/exceeded SED 51% met/exceeded SWD 13% met/exceeded</p>	<p>EL 10% met/exceeded SED 55% met/exceeded SWD 15% 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 School-wide 40% met/exceeded EL 5% met/exceeded SED 15% met/exceeded SWD 0% met/exceeded</p>	<p>Spring 2024 CAASPP Expected Outcomes School-wide 45% met/exceeded EL 7% met/exceeded SED 20% met/exceeded SWD 10% met/exceeded</p>
Membership in School Sponsored Extracurricular Activities	2022-23: 71% Student Body Participating in School Sponsored Extracurricular Activities	80% Student Body Participating in School Sponsored Extracurricular Activities
Attendance Data	<p>Month 1 attendance report (September 2020): School-wide 95.9%</p> <p>Month 9 attendance report (May 2023): School-wide 98.75%</p> <p>Month 1 attendance report (September 2023): School-wide 96.9%</p>	<p>Month 9 attendance report (May 2024): School-wide 98.75%</p>
Student Agency Survey Data	No Baseline Data at this time	To be determined after first survey administration.

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**

All staff meetings devoted to developing and implementing the skills and protocols learned in Kwame Christian's (2022) Compassionate Curiosity Framework.

**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)

400

Source(s)

Title II Part A: Improving Teacher Quality

Books for Instructional Leadership Team

**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**

Qualitative data will be collected from staff and students to measure student agency through Shane Safir and Jamila Dugan's (2021) Agency Survey and student agency interviews with the purpose of having meaningful data about students' experience in school.

**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)

5,000

Source(s)

Title II Part A: Improving Teacher Quality

Data collection and analysis

**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

Tiered training and coaching facilitated by Tenisha Tate (Critical Friends) for all staff, the instructional leadership team, and administrative team.

### 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 - Educator Effectiveness Grant

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Based on San Marin's WASC and Equity Audit data in 2021-22, equity was determined to be the focus and foundation of all other goals. In 2022-23, through the work with Dr. Anthony Muhammad, the staff acknowledged that it is critical that time be spent having difficult conversations about equity, student experiences, and the inconsistencies in how students are served and supported at school. As such, the goal for 2023-24 is solely to build capacity in staff to look at qualitative and quantitative data and learn to have difficult, uncomfortable conversations about our how instructional practices are being experienced by students, so we can be more intentional in our support of student learning.

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 significant differences between the intended implementation and/or the 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.

Creating a focus goal around equity was determined by the following WASC and Equity Audit Recommendations. Based on the work done in 2022-23, the staff decided that highlighting area 1 of the 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." is most critical for 2023-24.

## 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

# 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	\$29, 510.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$34,366.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title II Part A: Improving Teacher Quality	\$29,510.00

Subtotal of additional federal funds included for this school: **\$29,510.00**

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

State or Local Programs	Allocation (\$)
Other	\$4,856.00

Subtotal of state or local funds included for this school: **\$4,856.00**

Total of federal, state, and/or local funds for this school: **\$34,366.00**



# School Site Council Membership

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

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

Name of Members	Role
Jennifer Larson	Principal
Liz Lloyd	Classroom Teacher
Adam Williams	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
Shelby Atkinson	Secondary Student
Isabel Gray	Secondary Student
Parker Wheatley	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 11-9-2023.

Attested:



Principal, Jennifer Larson on 11-9-2023

SSC Chairperson, Mike Joly on 11-9-2023