

The Single Plan for Student Achievement

SAN MATEO HIGH SCHOOL

School Name

4136370

CDS Code

Date of this revision: October 24, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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San Mateo Union High School District

School District

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The District Governing Board approved this revision of the School Plan on November 17, 2016.

II. School Vision and Mission

San Mateo High School's mission is to provide our diverse student community with opportunities to make successful academic, career and life choices.

San Mateo High School
Peace, Passion, Pride

* * *

At San Mateo High School, staff and students unite around academic rigor and an unrivaled tradition of school spirit. Our school stands out, even in the state of California, as a place of valued diversity. Coming from the full range of socio-economic backgrounds and dozens of ethnic groups, our students reside in San Mateo, Foster City and Hillsborough, and include members of the Latino, Caucasian, Asian, Filipino, Pacific Islander, and African-American communities. We work constantly on being a cohesive whole, giving our students opportunities to create lasting memories with people from a vast array of backgrounds.

San Mateo High School is a passionate place, and our quad bustles with the energy of a college campus. Our students, intensely spirited, strive to meet our school's potential and to better our rivals. Our staff members, highly qualified, serve as both academic and community activists. Our parents, highly involved, dedicate time to supporting our budding ambitions. We seek greater truths, in our classrooms and in understanding who we are as individuals and as a school. We work to put words into action; we reach toward rising expectations; we focus on what is possible rather than on what is not.

Our goal is to serve the needs of all of our students. We excel in advanced placement and specialized courses, visual and performing arts, student leadership and government, and athletics. We work at integrating the latest technology into our new school facilities. While striving to prepare our students for both college and the working world, we maintain a commitment to community service and volunteerism. We recognize that our students have a wide array of needs, from acquiring a foundation of academic skills, to learning at an accelerated pace, to developing language, to overcoming disabilities. We expect our students to develop socially and academically, becoming responsible members of the community as well as productive and successful members of society.

III. School Profile

San Mateo is a city of approximately 100,000 located 20 miles south of San Francisco. It is an extremely diverse community, crossing all socioeconomic and ethnic lines. Current enrollment in grades 9-12 is approximately 1675, with 389 students in the Class of 2017. SMHS is one of six comprehensive high schools in San Mateo Union High School District (SMUHSD), and the most ethnically and socio-economically diverse of the SMUHSD schools.

SMHS's ethnic distribution in 2016-17 is as follows:

Hispanic/Latino: 25.1%
Caucasian: 21.9%
Asian: 24.2%
Filipino: 5.5%
Pacific Islander: 2.6%
African-American: 2.1%
American Indian/Alaskan :0.2%
Multi-ethnic: 18.3%

San Mateo High School is dedicated to combining academic excellence, community service, and hands-on learning to provide a comprehensive and well-rounded college and career preparatory program for all its students. School and community pride are an integral part of the school environment, where families and alumni spend countless volunteer hours on campus.

Curriculum

SMHS students participate in a rigorous, standards-based curriculum as part of an academically challenging college preparatory program.

In order to receive a diploma from the San Mateo Union High School District, a student is required to:

- Pass required coursework (listed below)
- Earn at least 220 credits

English 40 credits

Social Science 35 credits

Math 30 credits

Any course below Algebra 1-2 does NOT meet the high school graduation requirement

Science 20 credits

10 credits in a Biological Science and 10 credits in a Physical Science

At least one must meet UC "d" requirement

Visual & Performing Arts 10 credits

World Language 10 credits

1 year by the end of 10th grade

Health 5 credits

1 semester in the 9th grade

Physical Education 20 credits

2 years completed in 9th & 10th grades

Career Technical Education 10 credits

Electives

40 credits to meet the credit requirement

SMHS has a 7-period modified block schedule. The majority of students participate in six classes; however, students have the opportunity to take advantage of a 7-period day for support and enrichment courses. Approximately 35% of students take advantage of the optional 7th period, not including teacher or office aides.

Grading/Transcripts

The academic calendar is two semesters, 18 weeks each.

The Academic GPA covers Grades 9-12 and is cumulative of all courses taken. This GPA is weighted according to the California Public University system (an additional point is added for University-certified AP and Honors courses; e.g. A=5.0, B=4.0, C=3.0). Mid-year reports include the 7th semester.

The Total GPA is unweighted for Grades 9-12 and covers the same coursework.

SMUHSD does not rank its students.

Accreditation & Recognition

- Western Association of Secondary Schools and Colleges (WASC) 2012-Awarded a six-year term of accreditation
- Bay Bio- 2010 Pantheon Ceremony-DiNA Award-Biotechnology Education
- Intel Schools of Distinction Award, 2007: San Mateo High School was one of three high schools nationwide to receive this award for its innovative, replicable science program that produces positive results
- Outstanding Youth Philanthropic Organization: San Mateo High School Leadership Program, 2007
- Gold Standard Award for Academic Achievement: California Business for Education Excellence, 2005
- Guinness Book of World Records, 1999: SMHS collected over 300,000 pounds of food during a two week canned food drive.

SMHS collects over 200,000 pounds of food annually for The Samaritan House and Second Harvest Food Bank for both San Mateo and Santa Clara counties.

Special Programs

- Leadership: An award-winning student-run program
- Renaissance Leadership: Teaching students the philosophies and strategies of the Renaissance system
- Biotechnology: Nationally recognized two-year pathway program, including an industry internship
- Performing Arts: Full offerings include a vocal program, dance program, musical theater, marching band, symphonic band, jazz band, and orchestra
- Barbara Snider College Pathways Program: A Career Center Assistant, funded by the SMHS Foundation, schedules individual college counseling appointments and supports Naviance
- Visual Arts Certificate Program
- AVID: Advancement Via Individual Determination
- ELD: English Language Development program
- GATE: Gifted and Talented Education
- Summer Bridge to Algebra Success: A four-week summer program designed to help struggling math students get off to a successful start in high school
- Peer Tutoring Program-43 students assigned to 9th and 10th grade classes
- School-based Wellness Program-Four Mental Health Counselor available for group and individual support
- Guided Studies
- Ninth grade support classes in English and Math

California Assessment of Student Performance and Progress (CAASPP)

354 11th graders tested ELA/Literacy (April 2016)

Comparison of Average Score (Percentage in each achievement level)

Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	
SMUHSD	7%	13%	32%	48%
SMHS	8%	16%	37%	40%

372 11th graders tested Math (April 2016)

Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	
SMUHSD	22%	20%	27%	30%
SMHS	29%	18%	26%	27%

Average Scale Score Percentage in Each Claims Performance Category

ELA/Literacy

SMUHSD	Below Standard	At/Near Standard	Above Standard
Reading	9%	44%	46%
Writing	8%	30%	62%
Listening	7%	60%	33%
Research/Inquiry	6%	37%	57%

SMHS	Below Standard	At/Near Standard	Above Standard
Reading	11%	47%	42%
Writing	8%	34%	58%
Listening	8%	62%	31%
Research/Inquiry	6%	42%	52%

Math

SMUHSD	Below Standard	At/Near Standard
Above Standard		
Concepts and Procedures	27%	30%
43%		
Problem Solving and Modeling & Data and Analysis	19%	47%
33%		
Communicating Reasoning	13%	48%
40%		

SMHS	Below Standard	At/Near Standard
Above Standard		
Concepts and Procedures	32%	29%
39%		
Problem Solving and Modeling & Data and Analysis	25%	44%
30%		
Communicating Reasoning	14%	50%
35%		

Comparison of Mean SAT Score for Class of 2016

CR	Math	WR	Total	
SMHS	568	588	571	1728
CA	495	506	491	1492
National	484	511	495	1490

Comparison of Mean ACT Scores for Class of 2016

English	Math	Reading	Science	Composite	
SMHS	27.8	27.8	27.5	27.3	27.8
CA '15	22.1	22.7	22.6	22	22.5
National '15	20.4	20.8	21.4	20.9	20.8

Advanced Placement/Honors/Advanced Standing Courses

- Biology AP
- Calculus AB AP
- Calculus BC AP
- Chinese 7-8 H
- Computer Science AP
- Economics Macro AP
- English 1-4 AS
- English Language & Composition AP

English Literature & Composition AP
 Environmental Science AP
 European History AP
 French 7-8 H
 Physics 1 AP
 Psychology AP
 Spanish 7-8 H
 Spanish Language & Culture AP
 Spanish Literature AP
 Statistics AP
 Studio Art: 2D Design AP
 Studio Art: Drawing AP
 U.S. Government & Politics AP
 U.S. History AP

Advanced Placement Exams	2014	2015	2016
AP Scholars	66	66	58
AP Scholars with Honor	36	34	31
AP Scholars with Distinction	76	74	82
National Scholars	17	17	27

In 2016, 451 SMHS students took 949 exams in 25 subject areas. 78% students scored with a 3 or higher.

National Merit Recognition 2017
 National Merit Semifinalists: 7
 National Merit Commended Scholars: 12

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

It is clear that there exists a large achievement gap at San Mateo High School. Our Asian and Caucasian students are top performing subgroups in the District, while our Latino, English Learners and Economically Disadvantaged subgroups are among the lowest performing in the District.

B. Surveys

In Fall 2013, we surveyed (self-report) our students in grades 9-11 and all teachers to collect demographic data, course enrollment data, test scores, grades, identify school strengths and identify obstacles that keep student from enrolling into AP classes. This information was used to identify, recruit and enroll a more diverse group of students into AP classes.

The Healthy Kids Survey was given to all 9th and 11th graders in Fall 2015.

In Spring 2017, we will administer WASC surveys to all appropriate stakeholder groups as a means to collect data as we prepare our Self-Study.

Over the course of the school year, we will continue to collect staff feedback on our current Co-Teaching model and student performance data gathered to begin program evaluation.

C. Classroom Observations

1. Identify best practices of teachers who are successful with our under-performing students, and share best practices with the staff at faculty meetings.

2. Teams of teachers share best instructional practices that engage all learners, emphasizing ELs and Special Education students. Teams will utilize research-based instructional practices in their classrooms and analyze impact on student learning.

3. Conduct walk-through and peer observations focused on student engagement and assessment. Teachers will voluntarily participate in observations and debrief sessions.

4. Last year, the SMUHSD Board of Trustees approved the new evaluation system which includes all teachers on full evaluation being assigned an Instructional Coach to assist teachers in identifying a SMARTE goal and observing teachers to collect data-based evidence in order to meet their goal.

D. Student Work and School Documents

To support students performing below grade level, intervention strategies and materials to help struggling students are used in the English, Transitional ELD, and Algebra support classes.

Learning Teams (PLCs) examine student work to inform instruction. In order to focus improvement, each teacher has selected three high leverage focal students (e.g. LTEL, 504, etc.) to monitor and learn from over the course of the school year.

A representative committee will examine our existing ESLRs and update to ensure they reflect the values of the school and are aligned to the Common Core State Standards and Next Generation Science Standards.

Site Leadership Team will examine the number of D/F grades in the 9th grade in order to monitor and to improve our existing interventions. As we further analyze our local D/F data with the Site Leadership Team, we will develop an action plan to close gaps in achievement in by addressing the following areas: interventions, assessments, and student personalization.

E. Analysis of Current Instructional Program (See Appendix B)

See Appendix B.

V. Description of Barriers and Related School Goals

Because so many of our students enter high school reading below grade level and lack skills necessary to navigate through high school, our focus has been on reading and math development through the Strategic and Intensive English and Algebra Support classes. In addition to these classes, grade level Guided Studies classes have been added; we currently have Guided Studies classes in grades 9-11. These classes also act as an intervention, often an SST recommendation. These support classes help students learn study skills needed in high school. A counselor works with Guided Studies students, helping them manage personal and family issues that may interfere with concentrating on academics. Related to the achievement gap is a poverty gap. In some cases access to technology has been a barrier, as who has access to a computer, laptop, printer or wifi. Another obstacle we face is truancy. If students do not come to school, the opportunity to learn is lost. We have struggled with students' extended absences due to incarceration, family emergencies, and cultural responsibilities. Our dean and school resource officer visit homes, refer students to SARB, and put students on contracts. Truancy meetings are held three times per semester. Our attendance clerk and assistant principals send out truancy letters to notify families of their student's absences and hold truancy meetings with students and families. Students who reach a Truancy #3 letter (25-36 period cuts) are not allowed to attend school dances nor participate in school activities. We are finding that many of our students have serious mental health issues with which we often find ourselves ill-equipped to deal. However, this year we have four mental health professionals to assist us in managing these students; it has been challenging to manage and implement a new Wellness Protocol. Our Parent Engagement Coordinator, Counselors and Administration have spent a lot of time helping students and families find appropriate resources and to get the support needed. Action Plan II is well aligned to the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) and we are progressing well with our Action Items. With the implementation of CCSS/NGSS, we have spent more time focusing on this area over our other two Action Plans. Finally, we struggle with shifting from the collection of data to the identification and analysis of meaningful data.

VI. Planned Improvements in Student Performance

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

SUBJECT: College/Career Readiness
LEA GOAL:
Student Achievement: Goal 1A-Proficiency in Reading/ELA, Goal 1B-Proficiency in Mathematics, Goal 5A-Improve Graduation rates and Goal 5B- Decrease Drop-out rates
SCHOOL GOAL #1:
To increase opportunities for students to explore career goals and develop technical and vocational skills.
Data Used to Form this Goal:
Student surveys: senior exit surveys Career Center Assistant Data Reports (i.e. volunteer logs, professional speakers, etc.) Graduation rates Number/percentage of students going to 2-year and 4-year colleges/universities A-G completion
Findings from the Analysis of this Data:
Many students matriculate to higher education after graduation, yet are unsure of the area in which they want to study.
How the School will Evaluate the Progress of this Goal:
Attendance to College and Career sponsored events Professional Speaker Day Student Survey Alignment of CTE courses Enrollment in CTE courses Teacher and student feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify and increase the number of internship, volunteer, and career opportunities for students	Fall 2016 - Ongoing	Service Learning Liaison	Further develop professional relationships with various agencies to create student opportunities.	0000: Unrestricted	Foundation	34,248.63

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>Service Learning Liaison will conduct one-on-one Tutorials with students that include coaching and support in the area of resumes, interviewing, and job identification.</p> <p>Continue to electronically monitor and track student volunteer hours.</p> <p>Implement Professional Speakers Day in October, 2016 where all 9th-11th graders will attend two different career presentations.</p> <p>Host a Job Fair in spring, 2017 where employers will come to campus and offer student employment opportunities.</p> <p>Offer career field trip opportunities in both the fall and spring for students to explore possible college and career opportunities.</p>			
Develop and promote Career Pathways	Summer 2016 - Ongoing	CTE teachers, and CTE Coordinator	<p>Maintain a current CTE course offerings for 2016-17.</p> <p>CTE teachers will invite guest speakers to campus.</p> <p>Host Bearcats by the Bay to recruit and promote science at SMHS.</p>		General Fund	
					Foundation	2,907

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All 9th grade students will create a 4 year plan for their courses at SMHS	Spring, 2017	Counselors	Counselors will meet with groups of freshmen in March to introduce them to A-G requirements and create a course plan in Aeries.		General Fund	
College Exploration & Transition	Fall 2016-Spring 2017	AVID, Special Education, College and Career Advisor	AVID students will take a southern CA field trips to various four year colleges and universities. Various colleges/universities will visit and present information in for SMHS students.		Donations	18,000
			In spring, 2017 groups of students will be taken to CSM to complete registration and support transition. In spring, 2017 a CSM seminar will be taught by a CSM counselor for students who are transitioning to CSM. Students with IEPs will have an identified transitional goal which will be supported by their career portfolio.		Donations	2000
Recruit and Retain AVID students	Spring 2017 - Ongoing	AVID teachers, AVID Coordinators, and Counselors	AVID teachers will recruit at least 60 incoming 9th grade students at SMHS to support an increase of one additional section.		General Fund	27,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a Comprehensive CTE School Plan	Spring 2017 - Ongoing	Teachers, CTE Coordinator, Administrative Team	Within the WASC Action Plan (2016-17) a comprehensive plan will be created for Career Technical Education to guide the school's work in CTE for the next 6 years.			

VI. Planned Improvements in Student Performance (continued)

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

SUBJECT: Instruction: CCSS
LEA GOAL: Student Achievement: Goal 1A: Proficiency in Reading/ELA, Goal 1B: Proficiency in Mathematics High Quality Professional Development: Goal 2D
SCHOOL GOAL #2: Improve methods of instruction that focus on critical thinking and practical applications
Data Used to Form this Goal: CAASPP results (Spring, 2016) SMI/SRI testing results Teacher assessments Applicable case studies
Findings from the Analysis of this Data: With the implementation of the Common Core State Standards, critical thinking and application of knowledge are fundamental as we challenge students to think deeper. This will be reflected in both formative and summative assessments.
How the School will Evaluate the Progress of this Goal: Anecdotal information that is shared with Learning Teams on students in case studies. CAASPP scores Teachers' SMARTe goals IC coaching cycle reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Learning Team Goal Alignment	October 2016 and continuing through 2017	Administrators, Department Chairs, Faculty	Faculty self-selected Learning Teams (LTs) ranging from Standards-based Assessment to Mindfulness to Content based Assessments. LTs meet during embedded times. Learning Teams request permission for funding to support their work towards their goals which are aligned to WASC and LCAP.	0000: Unrestricted	Professional Development Block Grant	0 5000
Implement CAASPP English ICAs and analyze the results	November 2016-February 2017	Administrators, Teachers, and TOSAs	Examine SBAC assessments during PD time to understand student expectations.		General Fund	0
Increase student tasks that require critical thinking	In place and continuing through 2017	All teachers, led by TOSAs	Increase the implementation of tasks (e.g. activities, assignments, etc.) that demonstrate student thinking at DOK levels 3-4 across all subjects. A number of teachers on full evaluation have chosen to work on this goal. ICs will provide support in helping them reach their goal.		General Fund	0
Increase student language and literacy production across content areas	In place and continuing through 2017	Cohort of CM trained teachers	EL teachers will attend a 2 day Constructing Meaning training. Teachers will receive follow up support from the district.		District Funded	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			A number of teachers on full evaluation have chosen to work on this goal. ICs will provide support in helping them reach their goal.			
Continue Implementation of Peer Observations	October 2016 and Feb/March 2017	All teachers	Continue school-wide observations with a focus on teaching strategies. Continue to gather baseline data on classroom practices and begin to analyze observation data against school wide goals.		General Fund	750
Exploration and pilot of Standards-based grading	In place and continuing through 2017	Cohort of teachers	Expansion of number of teachers to implement Standards-based grading - to include release and planning time.		Professional Development Block Grant	2000

VI. Planned Improvements in Student Performance (continued)

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

SUBJECT: Parent Outreach and Student Support
LEA GOAL:
Parent and Community Participation: Goal 2E & 2F Student Achievement: Goal 2A-Annual Progress Learning English, Goal 2B-Annual Progress Learning English, Goal 5A-Increase Graduation rates, Goal 5B-Decrease Drop-out rates, and Goal 5C-Increase Enrollment in AP classes
SCHOOL GOAL #3:
Increase the academic achievement of under-performing subgroups by focusing on student motivation and organization, by fostering positive student/teacher relationships and by examining culturally responsive teaching.
Data Used to Form this Goal:
Grade analysis of 6, 12 and 18 week grades-Number of students on ineligibility list-every six weeks Post-Secondary Readiness Report CAASPP student performance (Spring, 2016) SRI and SMI Reports for 9th grade students Student performance in 9th grade intervention classes (IAS, SAS, IES, SES, GS)
Findings from the Analysis of this Data:
Based on the invitations for Intervention Night, about 2/3 were for families that speak Spanish at home. Number of students on the ineligibility list are largely Latino. Large number of freshmen failing core classes Discrepancy of grading policies within department levels
How the School will Evaluate the Progress of this Goal:
Counselor interventions: attendance at parent meetings between 6-12 weeks Progress of students in AVID and Guided Studies Parent education/meetings & attendance PERK Card distribution (Renaissance leadership)- GPA increases over each grading period Attendance reports with focus on T-2 students A-G completion rates 4-year university acceptances Increase in the number of under-represented students in AP/H classes PSAT results to help identify under-represented students Monitoring progress of 9th grade students from counselor watch list

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assistant Principal(s) to gather data points in order to evaluate programs and initiatives and their impact on underperforming students	In place and continuing through 2017	Administrator(s), SLT	Identify most significant data points (e.g. Guided Studies, Support classes, etc.) to monitor and evaluate the progress of underperforming students. Disaggregate data- SWD, EL, LTEL.		General Fund	0
Hold Academic Intervention Night for underperforming students	In place and continuing through 2017	Counselors, Assistant Principals and Teachers	Intervention Meetings after the 6-week grading periods for all 9th and 10th grade students who earn one or more D or F grades. Schedule follow-up one-on-one counseling meetings after 12-week grading period ends.		LCAP Supplemental	200
Recruit, retain and support all students, especially underrepresented subgroups in AS/H/AP courses	In place and continuing through 2017	Teachers, Counselors, AP Teachers	Identify students during February course selections as candidates for AS/H/AP courses.. Aligned to District LCAP Goal #2. Survey of AVID students' needs in Honors and AP classes and discuss results with AVID coordinators. Continue to increase the number of AVID sections. 7 sections- 2016-17, 8 sections- 2017-18 Summer support classes for first time Honors/AP students.		LCAP Supplemental	27000
					LCAP Supplemental	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Recruit and train SMHS Ambassadors	Start recruitment of an advisor in Spring 2017	Ambassadors Freshman Class, ASB Advisor	Freshman Ambassadors provide an orientation to SMHS 9th graders from a student perspective.		ASB	5000
			Freshman Orientation Program.		General Fund	2500
			Identify two possible staff members to lead and organize ambassador work with 9th graders at least once in the fall and once in the spring semester.		Foundation	1000
Provide outreach services and educational trainings to parents and families of underrepresented groups.	In place and continuing through 2017	Family Engagement Coordinator (FEC), Administrators, Manager of EL and Compliance Programs	Family Engagement Coordinator does one-on-one outreach with Spanish speaking parents to include them in school-wide planning of events (e.g. PTO, Grad Night).		District Funded	42000
			PIQE (Spring 2017), ELAC/DELAC and monthly Latino parent meetings.		Title I Part A: Parent Involvement	28000
			FEC provides translation at student support meetings and parent meetings including IEPs, PTSO and Grad Night meetings.		LCAP Supplemental	5000
			FEC to work with PIQE		LCAP Supplemental	13000
			District Wide Educational Conference (Spring)		LCAP Supplemental	7500
Spanish Speaking Family Orientation (Lunch Programs, School Loop, ELAC, DELAC, Latino Parent Meetings).						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Continue to identify students of great potential to apply to college and refer them to College and Career Center	In place and continuing through 2017	Counselors, College & Career Advisor, Career Center Assistant, AVID Teachers	Utilize counselors and AVID program to increase awareness of college application and financial aid process to support students. Hold student conferences for seniors during the application progress to ensure support.	District Funded	100000
			Hold at least two evening financial aid workshops with time dedicated to completing FAFSA and other scholarship opportunities.	General Fund	200
Maintain and build library for laptops (Chromebooks) for students who do not have access at home	In place	Principal, Technology Specialist, SMHS Parents	Students will be able to check out Chromebooks from library when mobile access is needed to complete research, writing assignments, projects.	Foundation	28800
Recruit, train, and retain peer tutors	Fall 2016 - Ongoing	Assistant Principals, Counselors, Teacher	Include in course preview day, promote during spring student programming.		
			Fall Semester training for student peer tutors.	LCAP Supplemental	500
Maintain appropriate academic courses for newly arrived immigrant students and students arriving with significant gaps in their education	Fall 2016-ongoing	Administration, Manager of English Learner and Compliance Programs, ELD and WL dept. chairs	Increase ELD Math sections.	District Funded	27000
			Increase Spanish for Native Speakers sections.	District Funded	27000
			Teacher training and support in CM (Constructing Meaning).	LCAP Supplemental	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Increased classes appropriate for newcomer students.		District Funded	54000
Develop and implement student Wellness Center	Fall 2016 - Ongoing	Wellness Coordinator, Wellness Counselors, Administrative Team, Guidance Counselors	<p>Develop a set of procedures for Wellness Services and a referral systems for students to receive wellness counseling.</p> <p>Monitor student progress and performance for those receiving Wellness Services throughout the school year.</p> <p>Begin and run student wellness groups in areas of need (e.g. stress, family systems, grief).</p>		General Fund	

VI. Planned Improvements in Student Performance (continued)

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

VI. Planned Improvements in Student Performance (continued)

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

VI. Planned Improvements in Student Performance (continued)

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

VI. Planned Improvements in Student Performance (continued)

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

VI. Planned Improvements in Student Performance (continued)

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #8:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

VI. Planned Improvements in Student Performance (continued)

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #9:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

VI. Planned Improvements in Student Performance (continued)

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #10:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

VI. Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	ASB	5,000.00
	District Funded	253,000.00
	Donations	20,000.00
	Foundation	32,707.00
0000: Unrestricted	Foundation	34,248.63
	General Fund	30,450.00
	LCAP Supplemental	60,200.00
	Professional Development Block Grant	2,000.00
0000: Unrestricted	Professional Development Block Grant	5,000.00
	Title I Part A: Parent Involvement	28,000.00

VI. Summary of Expenditures in this Plan (continued)

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASB	5,000.00
District Funded	253,000.00
Donations	20,000.00
Foundation	66,955.63
General Fund	30,450.00
LCAP Supplemental	60,200.00
Professional Development Block Grant	7,000.00
Title I Part A: Parent Involvement	28,000.00

VI. Summary of Expenditures in this Plan (continued)

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	39,248.63

VI. Summary of Expenditures in this Plan (continued)

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	84,155.63
Goal 2	10,750.00
Goal 3	375,700.00

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	383	391	363	361	340	354	94.8	92.3
All Grades	383	391	363	361	340	354	94.8	92.3

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2637.8	2649.3	39	40	26	37	16	16	12	8
All Grades	N/A	N/A	39	40	26	37	16	16	12	8

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	43	42	40	47	16	11
All Grades	43	42	40	47	16	11

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	54	58	33	34	13	8
All Grades	54	58	33	34	13	8

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	28	31	56	62	16	8
All Grades	28	31	56	62	16	8

Research/Inquiry						
Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	44	52	46	42	10	6
All Grades	44	52	46	42	10	6

Conclusions based on this data:

1. We observe a disparity in our students performance in the area of Listening, relative to other ELA areas
2. There still exists a need to better align our curriculum and assessments.
3. The data demonstrates an emphasis on writing and organization

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	383	391	368	377	344	372	96.1	96.4
All Grades	383	391	368	377	344	372	96.1	96.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2621.8	2623.6	25	27	20	26	20	18	29	29
All Grades	N/A	N/A	25	27	20	26	20	18	29	29

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	35	39	33	29	33	32	
All Grades	35	39	33	29	33	32	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	30	30	49	44	21	25
All Grades	30	30	49	44	21	25

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	26	35	55	51	19	14
All Grades	26	35	55	51	19	14

Conclusions based on this data:

1. Perceptions towards mathematics and numeracy need to be shifted to create greater student perseverance and grit in attitudes towards math
2. Need to identify most appropriate and rigorous course offerings for students with interruptions in their formal education, as well as students who are far below grade level.

Appendix A - School and Student Performance Data (continued)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	807	817	729
Percent with Prior Year Data	99.9	99.5	100
Number in Cohort	806	813	729
Number Met	561	518	465
Percent Met	69.6	63.7	63.8
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	319	547	296	579	312	497
Number Met	107	332	96	338	85	276
Percent Met	33.5	60.7	32.4	58.4	27.2	55.5
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	91	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Appendix A - School and Student Performance Data (continued)

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	4	13	8	26	20	35	40	34	22	19	17	11	11	16	24
10	4	4	15	40	28	28	22	38	33	14	15	15	21	15	8
11	21	9	7	46	35	26	21	22	33	6	12	7	6	22	26
12	21	11	9	42	44	47	26	31	21	3	3	19	8	11	5
Total	11	10	10	39	29	34	27	31	27	11	13	14	13	17	15

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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

Standards, Assessment, and Accountability

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

The San Mateo High School faculty and administration uses the following assessment data to modify instruction and improve student achievement:

- California English Language Development (CELDT) Data
- CAASPP-Interim Comprehensive Assessments for ELA (ICA) scores
- UC/CSU Eligibility Data
- SMI and SRI scores
- AP/Honors Course Enrollment Data
- Academic Core Completion Data
- GPA

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

San Mateo High School has implemented a number of interventions and support classes designed to help English Learners and identified under-performing groups, such as Socio-economically disadvantaged, Special Education, Latino students succeed.

In 2010, the District supported each school with the Guided Studies Program, beginning with the 9th grade, and adding one grade level each year, to support those students who were identified by their middle school teachers and counselors as having organization and study skills issues. We are currently running three sections of Guided Studies. We will continue to monitor the success of these support classes by analyzing grade data each semester and CAASPP test scores for juniors. We will use this data to inform decisions on the future of intervention classes.

In summer 2016, a cadre of teachers expressed interest in investigating and piloting Standards-based grading. Grading and assessments continue to be developed by a group of teachers on campus.

In addition, many of our Specialized Day Classes (Special Education) were dissolved and a co-teaching environment was created; pairing a General Education Teacher with a Special Education Teacher and implementing an inclusion program.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All teaching staff meet HQT requirements under NCLB.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Not applicable.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

The district reviews the sufficiency of credentialed teachers and provides professional development opportunities to administrators and teachers as funds are available. All teachers who teach 9th and 10th grade English, Algebra, Intermediate ELD, and English/Algebra support have received the equivalent of 80 hours of professional development and collaboration time.

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

With the coordination of SMHS's Professional Development Coordinators, professional development is planned based on identified student needs and enhancing teacher proficiency to meet the needs of a diverse student body. On-site professional development has been offered in areas such as performance data analysis, technology, Common Core State Standards, and best first teaching practices for English Learners. Course specific teacher teams collaborate regularly to increase alignment, create pacing guides, and develop, administer and analyze results of common formative assessments. Teachers also attend subject area and instructional strategy related conferences.

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

Site administrators and teachers use teacher peer observation data, student achievement data and student/teacher survey data to determine areas of need for external and internal instructional assistance and support for teachers. Currently, San Mateo's Math Department is working with the SMUHSD Math Coordinator on pilot curriculum and textbooks, to be reviewed and analyzed over the course of the school year.

8. Teacher collaboration by grade level (EPC)

The development of Strategic English Support for 9th and 10th grade students and the development of Strategic Algebra Support has led to increased collaboration to create common curriculum and benchmark common assessments. There is significant and increasing collaboration by teachers by course and grade level to align curriculum, share best practices, and assess and analyze student performance data. Teachers meet during weekly collaboration time, common preps, and either use sub time or time outside the school day.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

English and mathematics departments are aligning their assessments and instructional practices to the Common Core Standards and have identified essential standards.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

All students in 9th and 10th grade receive at least the equivalent of 55 minutes per day in mathematics and language arts instruction.

11. Lesson pacing schedule (EPC)

Common Curriculum is in place for English I and II to support the work of the teachers who instruct Strategic English Support classes in grade 9 and 10 and for Algebra I and the Strategic Algebra Support classes.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

The District provides standards based instructional materials to all students. Students with special needs including Special Education students, English Learners, and other at-risk students also have access to supplemental materials and technologies to support their access to the core curriculum.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Standards aligned materials are used in all content areas and specifically in the English Support 9 and 10 classrooms and Algebra Support classes where strategic interventions take place.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Present course offerings to help under-performing students meet standards include: Strategic English Support for 9th and 10th grade students and Intensive English for 9th Grade students; Strategic Algebra Support or Intensive Algebra for all students in need of support to pass Algebra I. Homework Center is available to all students after school for academic support.

15. Research-based educational practices to raise student achievement at this school (NCLB)

To support staff professional development, Professional Development funds are used to support on-site activities. LCAP Supplemental funds are used by ELD Department for books and supplemental materials. Professional development activities are supported for all teachers to develop teaching strategies that address state and local standards. Research-based educational practices include walk-through and peer observation protocols. Other protocols include Professional Learning Community's Cycle of Inquiry. In addition, we will focus on a positive school culture and climate to improve students' academic achievement.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Not Applicable; SMHS does not receive Title I Funding.

17. Transition from preschool to kindergarten (Title I SWP)

Not applicable.

Involvement

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

SMHS is fortunate to have the San Mateo High School Foundation. SMHS Foundation raises funds to support San Mateo High School academics and programs that help prepare students for the success they deserve. The Foundation is a non-profit organization that reaches out to parents, alumni, community leaders, businesses, and foundations for private philanthropic support to fund key projects identified by the school administration and staff. Some projects that assist all students, not just under-achieving students are: laptop check out program, scientific graphing calculators, flat screen tvs, SMARTBoards, Document cameras, Diamond Grants and a student welfare account. Diamond Grants are sponsored to provide funds for teachers to fund special projects and field trips to enhance learning. The welfare account is used to help students who need financial assistance with school related expenses, such as graphing calculators, notebooks, dance shoes and other specialty items.

19. Strategies to increase parental involvement (Title I SWP)

Not Applicable; Does Not Receive Title I Funding

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

San Mateo High School encourages the involvement of faculty, staff, parents, and community members in the planning, implementing and evaluating programs. Our Single School Plan for Student Achievement is reviewed and approved by our Site Council and School Leadership Team. At the different parent group meetings, the Administration regularly reports out information about the school. At Site Council we also review our ELAC Advisory Committee's recommendations.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Professional Development
LCAP Supplemental
District discretionary funds
Donations

22. Fiscal support (EPC)

See Appendix D.

Appendix C - 2016-17 Categorical District Services Budget

	Title I	Title II	Title III	LCAP Supplemental	Other
Allocation	47,808.00	1,500.00	19,461.00	168,064.00	20,000.00
Carryover					
Amount to Central Services					
Total	47,808.00	1,500.00	19,461.00	168,064.00	20,000.00

2016-17 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION						
Object Code	Description of Services	Title I	Title II	Title III	LCAP Supplemental	Other
1000	Certificated		1,245.00		17,788.00	
2901	ELD Specialist/Instructional Aides	27,649.00		14,040.00	95,438.00	
2902	Other Classified Support				4,000.00	
3000	Benefits	20,159.00	255.00	5,421.00	50,838.00	
4000	Instructional Supplies					
5000	Professional Development Support					20,000
5000	Other Services					
	TOTALS	47,808.00	1,500.00	19,461.00	168,064.00	20,000.00

Appendix D – Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Increase opportunities for students to explore career goals and develop technical and vocational skills.

Implementation of the Common Core State Standards-focus on critical thinking

Increase the academic achievement of under-performing subgroups

Identify the major expenditures supporting these priorities.

Professional Development-conference/workshop fees, substitutes, travel

Career Center Assistant/Service Learning Coordinator

Chromebook Cart

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Field trips to local community colleges

Identification of under-represented minorities to advance to more challenging courses (CP to H/AP)

Professional Speakers' Day

Standards-based grading cohort

Peer Tutoring

Freshman Ambassador Training

Chromebook and Graphing Calculator Loaner Program

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Standards-based grading implementation

Instructional shifts required to support critical thinking

Freshman Community Building-on-going Ambassador Program

What specific actions related to those strategies were eliminated or modified during the year?
Family Literacy Nights was eliminated for 2016-17.

Identify barriers to full or timely implementation of the strategies identified above.
Time and resources
Beliefs and Biases

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
Administrators stepped in to ensure certain goals were met, but with modifications to the original plan.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
There still exists a disconnect between CTE courses and integrated career pathways.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
The consolidation and focusing of Learning Teams has resulted in the completion of Learning Cycles (including the analysis of student work). Implementation of language and literacy strategies has increased as a result of staff participation in Constructing Meaning training as evident within teacher observations. Instructional Coaches involvement with the evaluation system.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
Tracking of students who use or do not use afterschool tutoring.
Analysis of data.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- X Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other:

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- X Continuing it with the following modifications:
Description of actions listed in the goals have been modified for this year.

Involvement/Governance

How was the SSC involved in development of the plan?

Last year's SPSA was reviewed and goals were modified according to feedback from the School Site Council and School Leadership Team.

How were advisory committees involved in providing advice to the SSC?

Advisory committees did not provide advice to SSC; however SPSA is shared with ELAC, school leaders (department chairs) and parent community.

How was the plan monitored during the school year?

Self- monitored

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

SMHS's design of Professional Speakers' Day

Field trips, job shadows, speaker opportunities

Sharing best practices

Creation of site based professional development

Recruit, retain and support students in more challenging courses

Outreach Coordinators

Intervention Meetings

Measure progress of Special Education students in co-taught general education classes.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

Based on this information, what might be some recommendations for future steps to meet this goal?

Further data is necessary to track student progress and performance in the area of critical thinking (e.g. CAASPP and internal assessments)

Appendix E - Recommendations and Assurances (SAN MATEO HIGH SCHOOL)

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

X Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: October 24, 2016

Attested:

Yvonne P. Shiu

Typed Name of School Principal

Signature of School Principal

Date

Ken Chen

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

X Original signature on file (date: 11/16/15)

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Parents Pledge:

Staff Pledge:

Appendix G - School Site Council Membership: SAN MATEO HIGH SCHOOL

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:


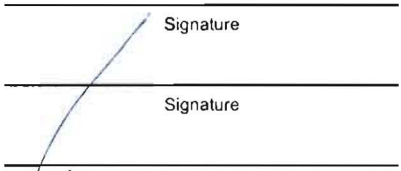

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Yvonne Shiu	X				
Jesse Boise			X		
Adam Gelb			X		
Eddie Wong					X
Kenneth Chen					X
Thomas Lui-Shao					X
Ashley Choi					X
Jarrett Nelson					X
Kelly Ma					X
Romy Alberts					X
Ethan Fadrilan					X
Asif Rahman		X			
Karen Abernathy		X			
Susan Barba		X			
Lisa Burke		X			
Nancy Dinges		X			
Julie Scanlon				X	
Numbers of members of each category	1	3	2	1	8

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 (SAN MATEO HIGH SCHOOL)

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: October 24, 2016

Attested:

Yvonne P. Shiu

Typed Name of School Principal



Signature of School Principal

10/24/16

Date

Ken Chen

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/24/16

Date

X Original signature on file (date: 11/16/15)