

School Year:

2024-25



# 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)<br>Code | Schoolsite Council (SSC)<br>Approval Date | Local Board Approval Date |
|------------------------|--------------------------------------|---|---------------------------|
| Montgomery High School | 49709204934154                       | 5/15/2024                                 | 6/26/2024                 |

**Contact Person:** April Santos  
**Position:** Principal  
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## Plan Description

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

Schoolwide Program  
Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements (for CSI or ATSI, as applicable) in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Montgomery High School's strategy thoroughly fulfills the ESSA requirements by incorporating local data, student performance metrics, and the specific characteristics of the school into its objectives and strategies. These are further enriched by insights gathered from students, parents, and staff. The resulting school plan prioritizes resource allocation towards enhancing the quality of instruction and programs aimed at fostering student success in both college and career readiness. Emphasizing academic excellence, holistic development, and real-world experiences, the plan ensures that resources are directed towards supporting struggling learners, English learners, socio-economically disadvantaged students, and foster youth, thus catering to the diverse needs of the student body. Moreover, the alignment of site goals with district LCAP goals enhances the effectiveness of these actions in meeting ESSA requirements.

## **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**

Montgomery High School conducted a comprehensive review of the SPSA in collaboration with both School Site Council Members and ELAC Committee members, analyzing school-wide data and objectives. The SSC and ELAC convene monthly for this purpose. Additionally, these groups will continue to assess the plan's efficacy as the school year unfolds, ensuring ongoing alignment with the school's objectives and needs.

## **Resource Inequities – Required for CSI / ATSI**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

## **Comprehensive Needs Assessment**

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

MHS operates through monthly meetings with the Site Council, gathering input and feedback from ELAC stakeholders through participation in ELAC meetings. Additionally, presentations at parent nights, Boosters, Montgomery Education Foundation, Alumni, and other parent group meetings allow for review of the plan. Staff and student feedback is also considered, along with consultation of our WASC action plan. Our ongoing efforts focus on program expansion, the implementation of project-based learning, and adherence to IB and AVID strategies to address the needs of all our students academic, social emotional and mental health well being.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup |                         |        |        |                    |       |       |
|--------------------------------|-------------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment   |        |        | Number of Students |       |       |
|                                | 20-21                   | 21-22  | 22-23  | 20-21              | 21-22 | 22-23 |
| American Indian                | 1.2%                    | 1.32%  | 0.95%  | 19                 | 21    | 15    |
| African American               | 2.9%                    | 3.21%  | 3.12%  | 47                 | 51    | 49    |
| Asian                          | 4.2%                    | 3.83%  | 3.5%   | 68                 | 61    | 55    |
| Filipino                       | 1.7%                    | 1.76%  | 1.65%  | 28                 | 28    | 26    |
| Hispanic/Latino                | 50.4%                   | 51.16% | 53.56% | 818                | 814   | 842   |
| Pacific Islander               | 1.4%                    | 1.19%  | 1.4%   | 23                 | 19    | 22    |
| White                          | 35.4%                   | 33.88% | 31.42% | 575                | 539   | 494   |
| Multiple/No Response           | 2.8%                    | 3.58%  | 4.39%  | 46                 | 57    | 69    |
|                                | <b>Total Enrollment</b> |        |        | 1,624              | 1,591 | 1572  |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 20-21              | 21-22 | 22-23 |
| Grade 9                           | 414                | 387   | 399   |
| Grade 10                          | 424                | 411   | 387   |
| Grade 11                          | 403                | 413   | 393   |
| Grade 12                          | 383                | 380   | 393   |
| <b>Total Enrollment</b>           | 1,624              | 1,591 | 1,572 |

# 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                              | 156                | 145   | 147   | 9.6%                | 9.1%  | 9.4%  |
| Fluent English Proficient (FEP)               | 557                | 564   | 588   | 34.3%               | 35.4% | 37.4% |
| Reclassified Fluent English Proficient (RFEP) | 6                  | 530   | 554   | 3.8%                | 78.5% | 79.0% |

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| 2022-23 Student Population                                   |  |  |   |
|--|--|--|---|
| Total Enrollment   | Socioeconomically Disadvantaged  | English Learners   | Foster Youth  |
| 1572   | 48.3   | 9.4  | 0.3   |
| Total Number of Students enrolled in Montgomery High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 147   | 9.4        |
| Foster Youth                                      | 5     | 0.3        |
| Homeless  | 11    | 0.7        |
| Socioeconomically Disadvantaged                   | 759   | 48.3       |
| Students with Disabilities                        | 286   | 18.2       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 49    | 3.1        |
| American Indian              | 15    | 1          |
| Asian                        | 55    | 3.5        |
| Filipino                     | 26    | 1.7        |
| Hispanic                     | 842   | 53.6       |
| Two or More Races            | 69    | 4.4        |
| Pacific Islander             | 22    | 1.4        |
| White                        | 494   | 31.4       |

### Conclusions based on this data:

- Conclusions drawn from this data indicate that MHS is experiencing increasing homogeneity, particularly with the growing Latinx/Hispanic population. This trend significantly affects our student body, as many families operate in

multilingual environments. However, despite exposure to multiple languages, some students fail to fully develop proficiency in their primary home language or English. Consequently, a significant number of students are classified as long-term English learners, leading to academic challenges. These difficulties often result in literacy struggles, hindering students' ability to comprehend academic information effectively. This struggle to decode and derive meaning from academic content negatively impacts students' overall success across all academic subjects.

2. MHS still maintains a considerable portion of socioeconomically disadvantaged students. It's imperative that we intensify efforts to ensure all families complete their free and reduced lunch forms. Currently, only 43% qualify, whereas our target should be 60% or higher.
3. MHS accommodates a significant number of students with disabilities, offering a comprehensive range of services. However, a substantial portion of our student body, particularly in the ESN program, consists of students with Moderate to Severe Disabilities. Currently, 18% of our overall population is designated as students with disabilities. Moving ahead, our focus will be on increasing the participation of students in general education courses to better prepare them for various post-secondary options.

# School and Student Performance Data

## Overall Performance







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### 2023 Fall Dashboard Overall Performance for All Students

| Academic Performance   | Academic Engagement   | Conditions & Climate  |
|--|---|---|
| <b>English Language Arts</b><br><br>Orange     | <b>Graduation Rate</b><br><br>Green                     | <b>Suspension Rate</b><br><br>Red |
| <b>Mathematics</b><br><br>Orange              | <b>Chronic Absenteeism</b><br><br>No Performance Color |   |
| <b>English Learner Progress</b><br><br>Orange |   |   |
| <b>College/Career</b><br>Low   |   |   |

**Conclusions based on this data:**

1. MHS students exhibit several areas of need, as the disruption caused by remote instruction has led to persistently higher rates of student truancy and course failures. Despite these challenges, our graduation rate on the CDE Dashboard for 2023 stands at a commendable 84.9%, which is a notable achievement worth celebrating.
2. In addressing behavior infractions, MHS prioritizes proactive approaches such as restorative practices, suspension diversion, and referrals to counselors and site-based therapists. Suspension is reserved for habitual Ed Code violations or when necessary for safety, in accordance with policy and California Ed Codes.
3. MHS acknowledges the necessity of pro-social activities for all students. Increasing support for ASB engagement, Best Buddies activities, financial aid support for students, and a range of clubs is crucial for enhancing student engagement and academic success. Our diverse array of extracurricular activities and sports, including Cheer, SAGA, Homework Club, Football, Baseball, Swim, Track and Field, Badminton, Volleyball, and more, fosters unity among students, resulting in heightened academic engagement.

# School and Student Performance Data

## Academic Performance English Language Arts

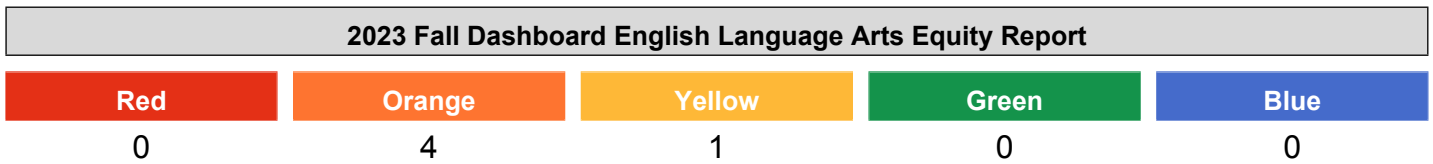
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group   |  |  |
|--|--|--|
| <p><b>All Students</b></p> <p>Orange</p> <p>89.2 points below standard</p> <p>Increased Significantly +85.5 points</p> <p>341 Students</p> | <p><b>English Learners</b></p> <p>Orange</p> <p>170.1 points below standard</p> <p>Increased Significantly +56.9 points</p> <p>59 Students</p>                 | <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>   |
| <p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>6 Students</p>  | <p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>123.1 points below standard</p> <p>Increased Significantly +50.9 points</p> <p>173 Students</p> | <p><b>Students with Disabilities</b></p> <p>Orange</p> <p>198.8 points below standard</p> <p>Increased Significantly +44.7 points</p> <p>67 Students</p> |

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American   | American Indian                         | Asian  | Filipino   |
|--|---|--|--|
| 158.6 points below standard<br>Increased Significantly +49 points<br>11 Students   | Less than 11 Students<br><br>5 Students | 35.3 points below standard<br>Increased Significantly +143.7 points<br>15 Students | Less than 11 Students<br><br>7 Students  |
| Hispanic   | Two or More Races                       | Pacific Islander   | White  |
| <br>Orange<br>119.5 points below standard<br>Increased Significantly +43.9 points<br>186 Students | Less than 11 Students<br><br>9 Students | Less than 11 Students<br><br>4 Students  | <br>Yellow<br>36.7 points below standard<br>Increased Significantly +148 points<br>108 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner  | Reclassified English Learners  | English Only  |
|--|--|---|
| 188.2 points below standard<br>Increased Significantly +83 points<br>33 Students | 154 points below standard<br>Increased Significantly +44.5 points<br>27 Students | 74.2 points below standard<br>Increased Significantly +108.9 points<br>176 Students |

#### Conclusions based on this data:

1. By ramping up our provision of culturally relevant learning opportunities through Ethnic Studies and project-based learning curriculum, MHS aims to involve a larger number of students in their academic achievement.
2. Montgomery High School aims to enhance several areas: IB and AVID program effectiveness, A-G completion rates, and school-wide instructional framework. We strive to improve subgroup course enrollment and grade data, bolster teacher collaboration for EL students, and increase A-G course completion rates. We'll extend current student supports, explore new interventions, and potentially increase offerings through Homeroom. Staff engagement in shaping a school-wide instructional framework and integrating IB learner profile and AVID principles for all students is also prioritized.
3. The data indicate the need for ELD Support Lab tailored to students at ELPAC levels 3-4 and LTELs. Additionally, resources such as EL materials and supplies will be provided for LTELs and monitored RFEPs. MHS will utilize the LARC committee to analyze trends among ELs, particularly LTEL students, and develop additional opportunities for meeting reclassification criteria.

# School and Student Performance Data

## Academic Performance Mathematics

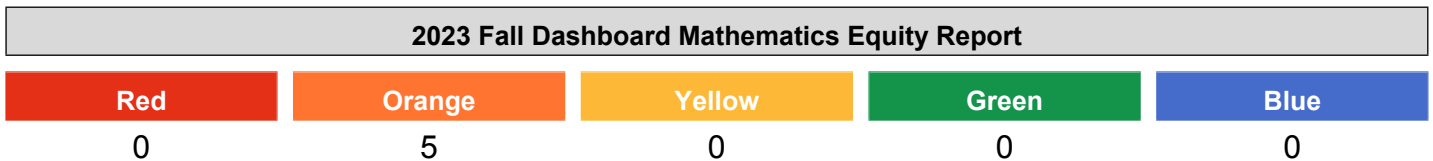
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group   |   |   |
|--|---|---|
| <b>All Students</b><br><br>Orange<br>170.3 points below standard<br>Increased Significantly +54.8 points<br>348 Students | <b>English Learners</b><br><br>Orange<br>238.3 points below standard<br>Increased Significantly +18.8 points<br>64 Students               | <b>Foster Youth</b><br><br>No Performance Color<br>0 Students   |
| <b>Homeless</b><br>Less than 11 Students<br>8 Students   | <b>Socioeconomically Disadvantaged</b><br><br>Orange<br>192 points below standard<br>Increased Significantly +38.8 points<br>177 Students | <b>Students with Disabilities</b><br><br>Orange<br>252.8 points below standard<br>Increased Significantly +33.4 points<br>67 Students |

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American   | American Indian                         | Asian   | Filipino   |
|--|---|---|--|
| 217.5 points below standard<br>Increased Significantly +55.5 points<br>11 Students   | Less than 11 Students<br><br>5 Students | 186.3 points below standard<br>Decreased Significantly - 24.7 points<br>16 Students | Less than 11 Students<br><br>7 Students  |
| Hispanic   | Two or More Races                       | Pacific Islander  | White  |
| <br>Orange<br>184.3 points below standard<br>Increased Significantly +33.8 points<br>190 Students | Less than 11 Students<br><br>9 Students | Less than 11 Students<br><br>4 Students   | <br>Orange<br>144.1 points below standard<br>Increased Significantly +87.8 points<br>109 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner  | Reclassified English Learners                                       | English Only  |
|--|---|---|
| 242.7 points below standard<br>Increased Significantly +66.3 points<br>37 Students | 232.3 points below standard<br>Decreased -9.6 points<br>27 Students | 170.7 points below standard<br>Increased Significantly +55.3 points<br>178 Students |

#### Conclusions based on this data:

- Montgomery will persist in expanding and enhancing existing student support systems while exploring and organizing potential new interventions. There will be a concerted effort to involve staff in collaborative efforts, anti-racist education, and professional development in mathematics. Additionally, embedded tutoring and academic support will be provided for all students. Staff will also engage in discussions regarding a comprehensive school-wide instructional framework and its influence on student outcomes. Furthermore, the IB learner profile and AVID principles will be integrated for all students.
- Our school is delving deeper into project-based learning and thinking classrooms. By enhancing direct instruction on PBL and incorporating more relevant content into mathematics, we anticipate improved student attainment of grade-level competencies and increased success in meeting the three-year math completion rate. We'll achieve this through math interventions during the academic day and an after-school homework club.

# School and Student Performance Data

## Academic Performance English Learner Progress

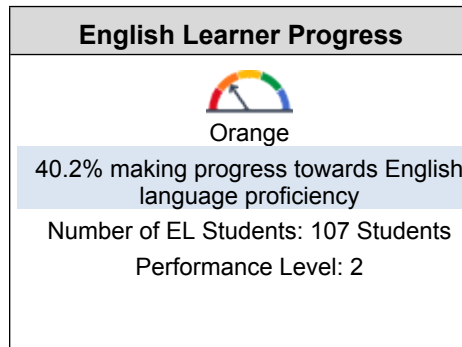
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 20                       | 33   | 0                       | 42                                 |

#### Conclusions based on this data:

1. Montgomery High School continues to face challenges with our LTEL student groups. We will address this issue by providing professional development and further developing our LARC committee. Our focus will be on refining lesson formats and enhancing academic language to boost the academic success of our EL students.

# School and Student Performance Data

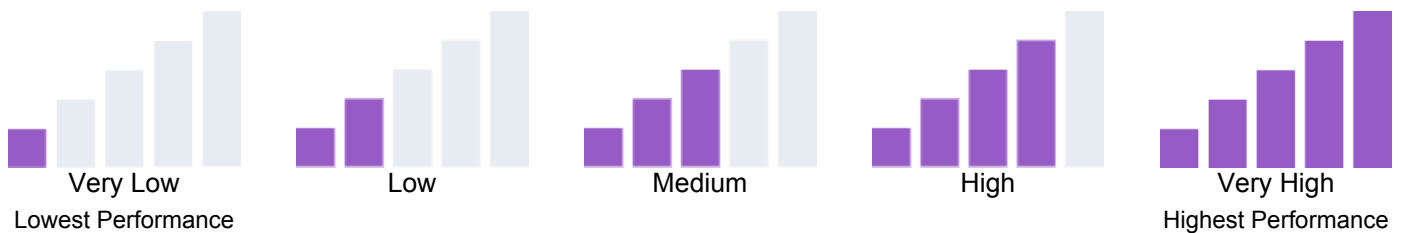
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

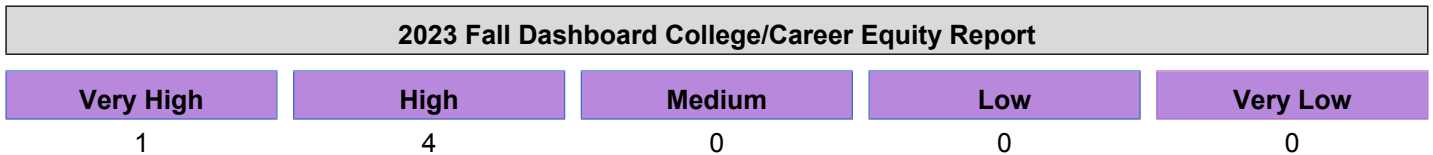
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

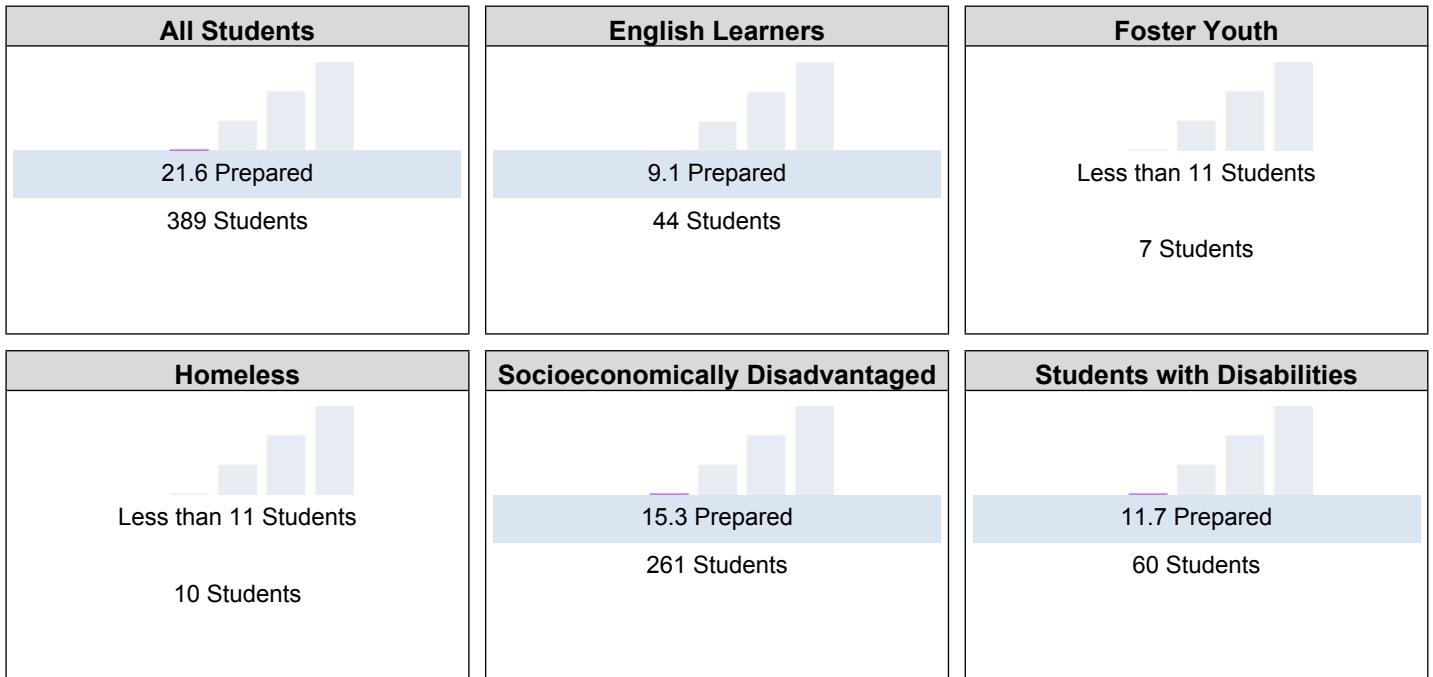


This section provides number of student groups in each level.

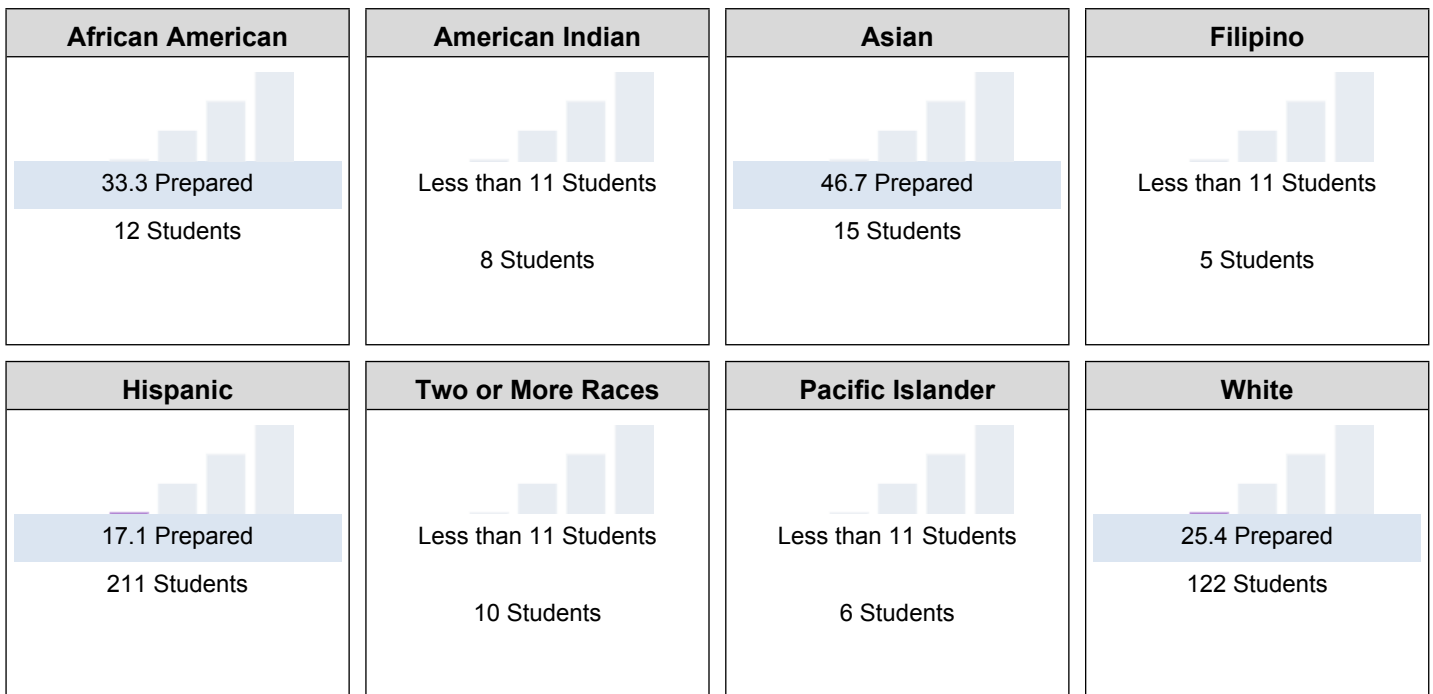


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Conclusions based on this data:**

1. MHS aims to leverage the Golden State Pathway Grant to expand our CTE programs and pathways. With this funding, we will enhance our program's strength and foster greater success among students in Career and College Readiness.
2. MHS remains committed to bolstering pro-social and academic assistance via our College and Career Center. Throughout the year, we've hosted events such as financial aid nights, how-to sessions, college/university visits, FAFSA support, and parent workshops. By maintaining this support structure through our College and Career Center and dedicated College Career Counselor, our goal is to enhance student success across all post-secondary pathways and ensure timely graduation.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

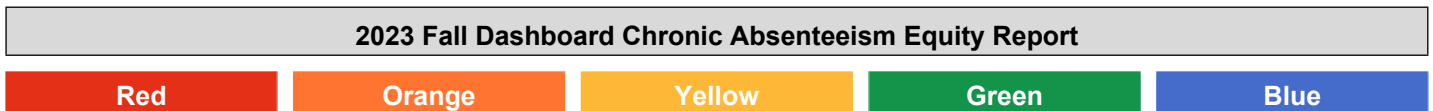
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group  |   |   |
|---|---|---|
| <b>All Students</b>   | <b>English Learners</b>   | <b>Foster Youth</b>   |
| <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students |
| <b>Homeless</b>   | <b>Socioeconomically Disadvantaged</b>  | <b>Students with Disabilities</b>   |
| <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students |

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students |

**Conclusions based on this data:**

1. As per DTS, chronic absenteeism data is provided by CDE solely for K-8 grades; it does not include secondary grades as well.
2. MHS is actively addressing chronic absenteeism among our students. To date, we have conducted 55 SARB meetings resulting in numerous attendance and behavior contracts. As a result, we have observed a notable reduction in student chronic absenteeism. Moving forward, we will persist in holding SART and SARB meetings to further support our students in improving attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

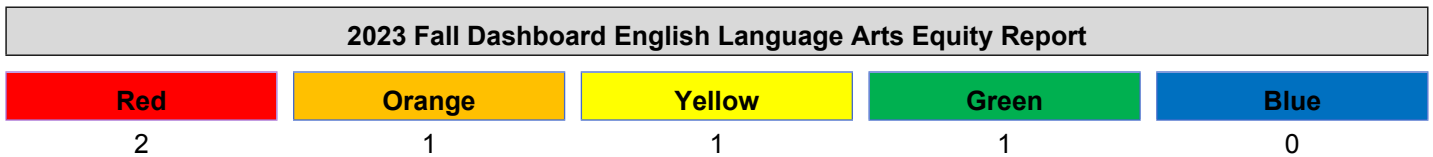
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2023 Fall Dashboard Graduation Rate for All Students/Student Group                   |  |  |
|--|--|--|
| <b>All Students</b><br><br>Green<br>84.9% graduated<br>Increased 1.8<br>390 Students | <b>English Learners</b><br><br>Red<br>64.4% graduated<br>Increased Significantly 6.5<br>45 Students      | <b>Foster Youth</b><br>Less than 11 Students<br>7 Students   |
| <b>Homeless</b><br>Less than 11 Students<br>10 Students                              | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>79.4% graduated<br>Increased 2.9<br>262 Students | <b>Students with Disabilities</b><br><br>Red<br>48.3% graduated<br>Decreased Significantly -8.1<br>60 Students |

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

| <b>African American</b>  | <b>American Indian</b>  | <b>Asian</b>   | <b>Filipino</b>  |
|--|---|--|--|
| <p align="center">75% graduated</p> <p align="center">Decreased Significantly -<br/>17.3</p> <p align="center">12 Students</p>   | <p align="center">Less than 11 Students</p> <p align="center">8 Students</p>  | <p align="center">100% graduated</p> <p align="center">Increased Significantly 5.6</p> <p align="center">15 Students</p> | <p align="center">Less than 11 Students</p> <p align="center">5 Students</p>   |
| <b>Hispanic</b>  | <b>Two or More Races</b>  | <b>Pacific Islander</b>  | <b>White</b>   |
| <p align="center"><br/>Green</p> <p align="center">84% graduated</p> <p align="center">Increased Significantly 7.9</p> <p align="center">212 Students</p> | <p align="center">Less than 11 Students</p> <p align="center">10 Students</p> | <p align="center">Less than 11 Students</p> <p align="center">6 Students</p>   | <p align="center"><br/>Orange</p> <p align="center">86.9% graduated</p> <p align="center">Decreased -2.6</p> <p align="center">122 Students</p> |

**Conclusions based on this data:**

1. Boost the count of students completing A-G courses with a C or higher across all grade levels. Montgomery will further enhance and fine-tune existing student support systems, explore and compile potential new supports, and determine and execute additional interventions for students encountering difficulties.
2. MHS has seen improvements in the graduation rates of our SES, Hispanic, and all students overall. We will persist in our efforts through interventions, PBL, and ethnic student programs to engage our students and foster greater academic success.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

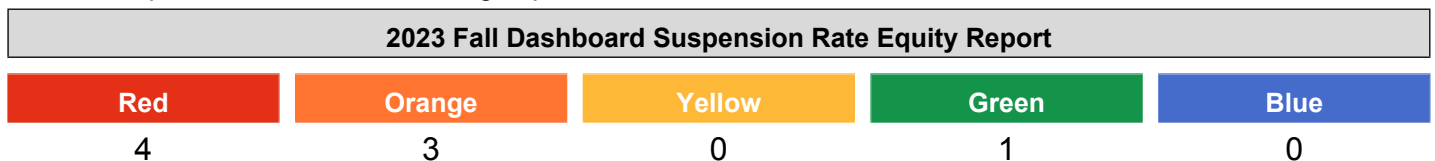
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group   |  |  |
|--|--|--|
| <p><b>All Students</b></p> <p>Red</p> <p>7.8% suspended at least one day</p> <p>Increased Significantly 3.7</p> <p>1662 Students</p> | <p><b>English Learners</b></p> <p>Red</p> <p>12.1% suspended at least one day</p> <p>Increased Significantly 6.9</p> <p>173 Students</p>               | <p><b>Foster Youth</b></p> <p>9.1% suspended at least one day</p> <p>Declined -7.6</p> <p>11 Students</p>                              |
| <p><b>Homeless</b></p> <p>10% suspended at least one day</p> <p>Increased 10</p> <p>20 Students</p>                                  | <p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>9.9% suspended at least one day</p> <p>Increased Significantly 4.2</p> <p>876 Students</p> | <p><b>Students with Disabilities</b></p> <p>Orange</p> <p>9.3% suspended at least one day</p> <p>Increased 2.4</p> <p>321 Students</p> |

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

| African American   | American Indian  | Asian  | Filipino  |
|--|--|--|---|
| <br>Red<br>18.9% suspended at least one day<br>Increased 15.1<br>53 Students              | 0% suspended at least one day<br>Declined -4.8<br>15 Students  | <br>Green<br>1.7% suspended at least one day<br>Declined -1.4<br>58 Students | 3.8% suspended at least one day<br>Increased 0.3<br>26 Students   |
| Hispanic   | Two or More Races  | Pacific Islander   | White   |
| <br>Red<br>9.8% suspended at least one day<br>Increased Significantly 4.8<br>896 Students | <br>Orange<br>5.5% suspended at least one day<br>Increased 4<br>73 Students | 13% suspended at least one day<br>Increased 8<br>23 Students   | <br>Orange<br>4.4% suspended at least one day<br>Increased 1.3<br>518 Students |

**Conclusions based on this data:**

1. MHS has noted a rise in suspension rates following the aftermath of COVID-19 and an incident at the school. By enhancing our restorative program and expanding mental health and pro-social activities, we anticipate a reduction in suspensions across all student groups.
2. Students adjusting to campus learning, becoming socially active and engaged, will result in a decreased suspension rate. This will be facilitated through MTSS, Restorative Practices, and mental health supports, fostering a more engaging learning atmosphere.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|  | 20-21                  | 21-22 | 22-23 | 20-21                | 21-22 | 22-23 | 20-21              | 21-22 | 22-23 | 20-21                  | 21-22 | 22-23 |
| Grade 11                               | 393                    | 388   | 369   | 0                    | 190   | 282   | 0                  | 187   | 273   | 0.0                    | 49.0  | 76.4  |
| All Grades                             | 393                    | 388   | 369   | 0                    | 190   | 282   | 0                  | 187   | 273   | 0.0                    | 49.0  | 76.4  |

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 |       |       |
|                                      | 20-21            | 21-22 | 22-23 | 20-21      | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 | 20-21             | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 |
| Grade 11                             |                  | 2553. | 2551. |            | 11.76 | 16.12 |                | 30.48 | 28.21 |                   | 31.55 | 22.71 |                | 26.20 | 32.97 |
| All Grades                           | N/A              | N/A   | N/A   |            | 11.76 | 16.12 |                | 30.48 | 28.21 |                   | 31.55 | 22.71 |                | 26.20 | 32.97 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 11   |                  | 15.43 | 19.56 |                       | 62.86 | 53.14 |                  | 21.71 | 27.31 |
| All Grades   |                  | 15.43 | 19.56 |                       | 62.86 | 53.14 |                  | 21.71 | 27.31 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 11  |                  | 14.20 | 19.33 |                       | 59.66 | 50.93 |                  | 26.14 | 29.74 |
| All Grades  |                  | 14.20 | 19.33 |                       | 59.66 | 50.93 |                  | 26.14 | 29.74 |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 11  |                  | 14.20 | 10.00 |                       | 72.16 | 67.04 |                  | 13.64 | 22.96 |
| All Grades  |                  | 14.20 | 10.00 |                       | 72.16 | 67.04 |                  | 13.64 | 22.96 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 11   |                  | 13.11 | 17.34 |                       | 69.95 | 62.73 |                  | 16.94 | 19.93 |
| All Grades   |                  | 13.11 | 17.34 |                       | 69.95 | 62.73 |                  | 16.94 | 19.93 |

**Conclusions based on this data:**

1. The learning loss post-pandemic has significantly affected overall student data.
2. Our results were impacted by a lack of student participation and seriousness during testing, along with quarantined students being unable to complete the tests.
3. Acknowledging that the CAASPP assessment presents an area for growth at MHS.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|  | 20-21                  | 21-22 | 22-23 | 20-21                | 21-22 | 22-23 | 20-21              | 21-22 | 22-23 | 20-21                  | 21-22 | 22-23 |
| Grade 11                               | 393                    | 387   | 370   | 0                    | 197   | 273   | 0                  | 196   | 254   | 0.0                    | 50.9  | 73.8  |
| All Grades                             | 393                    | 387   | 370   | 0                    | 197   | 273   | 0                  | 196   | 254   | 0.0                    | 50.9  | 73.8  |

\* 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 |       |       |
|                                      | 20-21            | 21-22 | 22-23 | 20-21      | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 | 20-21             | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 |
| Grade 11                             |                  | 2508. | 2521. |            | 4.59  | 9.84  |                | 11.22 | 11.42 |                   | 20.41 | 18.50 |                | 63.78 | 60.24 |
| All Grades                           | N/A              | N/A   | N/A   |            | 4.59  | 9.84  |                | 11.22 | 11.42 |                   | 20.41 | 18.50 |                | 63.78 | 60.24 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 11   |                  | 5.10  | 11.42 |                       | 33.16 | 31.50 |                  | 61.73 | 57.09 |
| All Grades   |                  | 5.10  | 11.42 |                       | 33.16 | 31.50 |                  | 61.73 | 57.09 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 11   |                  | 5.61  | 10.63 |                       | 56.63 | 55.12 |                  | 37.76 | 34.25 |
| All Grades   |                  | 5.61  | 10.63 |                       | 56.63 | 55.12 |                  | 37.76 | 34.25 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 11   |                  | 6.12  | 9.06  |                       | 61.22 | 59.84 |                  | 32.65 | 31.10 |
| All Grades   |                  | 6.12  | 9.06  |                       | 61.22 | 59.84 |                  | 32.65 | 31.10 |

**Conclusions based on this data:**

1. The post-pandemic learning loss has significantly impacted our overall data. Spotty student participation has led to inaccurate data.
2. MHS experienced a notable number of students opting out of testing, resulting in incomplete or inaccurate data. Post-pandemic, student participation posed challenges.
3. Acknowledging that the CAASPP assessment presents an area for growth at MHS.

# School and Student Performance Data

## 2023 Fall Dashboard Summary Data Points

The tables below are a summary of the 2023 Fall Dashboard data by student group.

| Demographic Percentages  |                                 |                            |                  |          |              |          |       |                  |
|--|---------------------------------|----------------------------|------------------|----------|--------------|----------|-------|------------------|
| The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS). |                                 |                            |                  |          |              |          |       |                  |
| Total Enrollment   | Socioeconomically Disadvantaged | Students with Disabilities | English Learners | Homeless | Foster Youth | Hispanic | White | African American |
| 1572   | 48.3                            | 18.2                       | 9.4              | 0.7      | 0.3          | 53.6     | 31.4  | 3.1              |

| Chronic Absenteeism Percentages   |                                 |                            |                  |          |              |          |       |                  |
|---|---------------------------------|----------------------------|------------------|----------|--------------|----------|-------|------------------|
| The Chronic Absenteeism state indicator shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at <a href="https://dq.cde.ca.gov/dataquest/">https://dq.cde.ca.gov/dataquest/</a> . |                                 |                            |                  |          |              |          |       |                  |
| All Students  | Socioeconomically Disadvantaged | Students with Disabilities | English Learners | Homeless | Foster Youth | Hispanic | White | African American |

| Suspension Percentages  |                                 |                                 |                                  |                                |                                 |                                 |                                 |                                  |
|---|---------------------------------|---------------------------------|----------------------------------|--------------------------------|---------------------------------|---------------------------------|---------------------------------|----------------------------------|
| The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year. |                                 |                                 |                                  |                                |                                 |                                 |                                 |                                  |
| All Students  | Socioeconomically Disadvantaged | Students with Disabilities      | English Learners                 | Homeless                       | Foster Youth                    | Hispanic                        | White                           | African American                 |
| 7.8% suspended at least one day   | 9.9% suspended at least one day | 9.3% suspended at least one day | 12.1% suspended at least one day | 10% suspended at least one day | 9.1% suspended at least one day | 9.8% suspended at least one day | 4.4% suspended at least one day | 18.9% suspended at least one day |

### Math Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for mathematics. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

| All Students                | Socioeconomically Disadvantaged | Students with Disabilities  | English Learners            | Homeless | Foster Youth | Hispanic                    | White                       | African American            |
|-----------------------------|---------------------------------|-----------------------------|-----------------------------|----------|--------------|-----------------------------|-----------------------------|-----------------------------|
| 170.3 points below standard | 192 points below standard       | 252.8 points below standard | 238.3 points below standard |          |              | 184.3 points below standard | 144.1 points below standard | 217.5 points below standard |

### ELA Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for English Language Arts/Literacy. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

| All Students               | Socioeconomically Disadvantaged | Students with Disabilities  | English Learners            | Homeless | Foster Youth | Hispanic                    | White                      | African American            |
|----------------------------|---------------------------------|-----------------------------|-----------------------------|----------|--------------|-----------------------------|----------------------------|-----------------------------|
| 89.2 points below standard | 123.1 points below standard     | 198.8 points below standard | 170.1 points below standard |          |              | 119.5 points below standard | 36.7 points below standard | 158.6 points below standard |

# Goals, Strategies/Activities, and Expenditures

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

## LEA/LCAP Goal

MHS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for student's personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- Supporting multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

## Goal 1

Engage in the ongoing development of rigorous, student-centered teaching and learning opportunities that lead to equitable outcomes for all students' personal and academic success through the development of interdisciplinary curriculum, Project Based lessons and units, expanding International Baccalaureate, AVID, and building a CTE Health, Science, and Medical Technical Career Pathway building academic language skills for all our students, especially LTEL.

## Identified Need

Enhance Tier 1 interventions and initiate the development of Project-Based Learning activities to offer real-world, pertinent learning experiences.

## Annual Measurable Outcomes

| Metric/Indicator                               | Baseline/Actual Outcome   | Expected Outcome  |
|--|---|---|
| D and F reports                                | # grades by subgroup and by grade   | Decrease the number of students with D's and F's by 10% across all grade/sub groups |
| A-G Completion rates by subgroup               | Current A-G completion rates by subgroup  | Increas A-G completion rate by 8 %  |
| Panorama - student efficacy, engagement scores | This baseline summare measure describes the degree to which student feel that they are able to do their cousework. 80% state they feel somewhat confident, only 33% of them feel engaged. | Meet or exceed district average.  |

| Metric/Indicator                      | Baseline/Actual Outcome  | Expected Outcome                |
|---------------------------------------|--|---------------------------------|
| Youth Truth Data for student efficacy | Baseline summary measure describes the degree to which students feel equipped to pursue college and careers. | Meet or exceed district average |

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

1.1 Schoolwide activities/lessons to open the school year to establish an academic culture, support, and clear expectations for student engagement, behavior, and effort. The entire school will spend the first three days on a common SEL curriculum provided by the school counselors, SBT, and counselor teams

#### Monitoring Effectiveness

##### How will this activity be monitored during the year?

Quarterly assessment of how many SEL lessons were used during the new Homeroom period by teachers. This includes instruction for the 9th grade homerooms and 9th grade classes in the use of planners. Quarter grades will be monitored.

#### 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)   |
|-----------|---|
| 1000      | 3010 - Title I<br>1112 - Teacher Extended Day<br>Supplement curriculum that will further support students social-emotional needs, teacher collaboration for homeroom activities |

3000

3010 - Title I  
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings  
Planners for 9th grade, string back packs, Snacks for student, staff and guests at meetings.

**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**

1.2 Teacher teams at various levels (such as grade, course, department, and interdisciplinary) work together to develop project-based units that emphasize real-world applications. Increase teacher teams work around creating/assessing classroom assessments and rigor in the classrooms.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Review of agenda, meeting notes and lessons developed during the collaboration time amongst the teachers.

**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)

3000

0500 - Supplemental  
1122 - Teacher Release Time  
Teacher peer observations, co-teach, PBL: training, Assessment creation/evaluation and rigor of core academic courses

4000

0500 - Supplemental  
1122 - Teacher Release Time  
Project based learning training/consultants and collaborative time with district/site assessment teams

2000

0500 - Supplemental  
1122 - Teacher Release Time

Project Based Learning, time to create and evaluate site assessment process/procedures plus collaborative work.

**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**

1.3 Enhancing academic courses such as but not limited to IB, AVID, and a new CTE Pathway, through the provision of materials, organizing enriching field trips, facilitating real-world lessons and activities, fostering project-based learning, crafting and evaluating assessments, and elevating rigor across all subject areas.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Monitoring will occur throughout the year by the number of students in our IB, AVID and CTE programs. Student grades, teacher retention, increase in student interests and success of students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

|      |   |
|------|---|
| 6000 | 0500 - Supplemental<br>1122 - Teacher Release Time<br>Student field trips, and real work experiences that enhance classroom instruction, teacher release time for substitutes   |
| 2000 | 0500 - Supplemental<br>4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings<br>Materials, PBL activities, trainings and light refreshments/snacks for student, staff and parent meetings/trainings. |
| 2000 | 0500 - Supplemental<br>1112 - Teacher Extended Day<br>Teacher curriculum planning and snacks  |

20,000

0500 - Supplemental  
5832 - Field Trip Transportation  
Transportation for field trips; field trips must have a least a bus full of students to be considered/approved.

## Annual Review

### SPSA Year Reviewed: 2023-24

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.

School Site Council reviews data and plans implementation of this annual plan. Due to the 2years of instructional interruption due to COVID, some adjustments have been made to our SPSA in response to our returning to in-person instruction. This is only our second year back full-time in the classroom. The adjustments have been made due to budgetary demand, student and staff needs due to the 3/1/23 campus incident, and all stakeholders' evaluation of our SPSA.

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

Due to on-going changes and the incident of 3/1/24 MHS had to re-allocate and adjust our goals for the site to meet the needs of the entire site (Staff, students and community) through the guidance of the School Site Council.

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

Changes in Goal one to be more specific, expanded goal and include the groups we are targeting.

# Goals, Strategies/Activities, and Expenditures

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

## LEA/LCAP Goal

SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families, and staff.

## Goal 2

MHS students will enhance their self-efficacy, sense of belonging, and respect from staff. MHS is dedicated to nurturing students' academic and social-emotional growth, empowering them to succeed both academically and personally. We are committed to fostering a welcoming and inclusive school environment, engaging students, staff, and families through a diverse range of services and programs that cater to the holistic needs of every student.

## Identified Need

The Social Emotional Social-Emotional Temperature at school shows:

Data in the positive aggregate show that 79% of our students feel that they have self-efficacy, from somewhat confident to extremely confident. 21% do not feel this.

33% of our students feel welcome at our school and have collaborative relationships with their classmates.

42% of our students in YT survey say "adults from my school treat students with respect." Typical YT school is 65%, SRCS average is 54%.

## Annual Measurable Outcomes

| Metric/Indicator     | Baseline/Actual Outcome           | Expected Outcome  |
|----------------------|-----------------------------------|---|
| Panorama Survey Data | Data from 23-24 compared to 24-25 | An increase in student engagement and feeling welcome - data will show an increase by at least 10%. |

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

Enhance the HOMEROOM experience by scheduling it twice a week on block days for all students. HOMEROOM sessions will incorporate activities facilitated by the Counseling Staff (SEL, Academics, and more). Additionally, allocate advisory and common planning time for each grade level group to foster greater school connectivity.n

Monitoring Effectiveness

How will this activity be monitored during the year?

Student grade performance compared with the prior year/grading period. Are students more engaged in their learning, as shown by grades?  
The number of teachers participating in PBL training/collaboration will be the baseline for 2023/24; each department will track the number of units/activities taught.  
Student grade data. The effectiveness of the creation/evaluation of assessments will be based on teacher feedback and student success rates

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)

2000

0500 - Supplemental  
4200 - Books - Other than Textbooks  
curriculum for Homeroom to include but not limited to online curriculum and accompanying consumables.

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

2.2 Conduct motivational assemblies focusing on promoting efficacy, engagement, responsible phone/screen usage, and fostering positive relationship-building skills.

Monitoring Effectiveness

**How will this activity be monitored during the year?**

Monitoring will be through survey's and feedback from students, staff and community members attending the assemblies/presentations. As well, the effectiveness will be evaluated by the Aeries report on student use of cell phones, technology plus the youthtruth/panorama data.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

5000

3010 - Title I  
5800 – Other Services (Consultants; Field Trip Admissions, etc)  
Guest speakers, motivational speakers, field trips, and online curriculum supported by speakers

**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

2.3 Build a more robust and effective Restorative Practices Program

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

The data collected by the Restorative Specialists via the data required by the district office, the number of circles held, along with the increase in usage via QR codes and self referrals to the program will show us the effectiveness of the restorative program.

**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)

2000

0500 - Supplemental  
4316 – Food – Ind-District Meetings

Student meetings, lunches and snacks, snacks and incentives for student success programs and supports.

**Strategy/Activity 4**

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

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

Students Identified for Tier 2 Interventions and Support

**Strategy/Activity**

2.4 MHS aims to enhance staff awareness and intervention for students identified on Tier 2 lists by encouraging greater involvement from both classified and certificated staff members. A dedicated Tier 2 team will receive comprehensive training to effectively support all students on the Tier 2 list. Strategies may involve organizing evening parent meetings, implementing parent shadowing initiatives, coordinating student interventions with external agencies, and utilizing on-site therapists and counselors to provide additional support.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

The effectiveness will be evaluated by the number of students on the Tier 2 Team list receiving the support and services they need to be successful. On-going data collection and evaluation will be reviewed quarterly with the team. As well as student grades, attendance, discipline and engagement.

**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)

1000

3010 - Title I  
2913 – Classified Extra Duty (Childcare-parent engagement)  
Classified support staff with training/collaboration to increase positive contacts with student along with their families/caregivers.

2000

0500 - Supplemental  
1122 - Teacher Release Time  
Release time for teachers and staff to participate in Tier 2 Interventions.

**Strategy/Activity 5**

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

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

All students

**Strategy/Activity**

2.6 Continue to develop, create and implement a Wellness Cener for student to support all students with SEL, Mental Health, Healthy living

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Monitoring will be done through data collection and review quarterly by the Wellness team and Admin.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

|        |  |
|--------|--|
| 10,000 | 0500 - Supplemental<br>4300 – Materials/Supplies (Consumables, snacks for parent meetings)<br>Supplies for the Wellness Center \$5000, Student incentives \$5k (Wellness and Restorative) (must be snacks not meals; giftcards must be specific (ex: not general Amazon or Safeway, could be Starbucks, Subway...) Snacks for students, staff and family/parent meetings |
|--------|--|

|      |   |
|------|---|
| 3000 | 0500 - Supplemental<br>4400 - Equipment (under \$5,000)<br>Wellness center equipment and supplies |
|------|---|

**Strategy/Activity 6**

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

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

All students

**Strategy/Activity**

2.5 MHS will provide parent/guardian information nights for International Baccaularetae, AVID, ELAC, A-G, MHS Infromation Night, and technology support.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Effectiveness will be determined by data from parent nights (flyers, parent square notification, invites) along with attendance numbers, and feedback surveys from those that attend.

**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)  |
|-----------|--|
| 1500      | 3010 - Title I<br>4316 – Food – Ind-District Meetings<br>Snacks for parents/guardian, student and staff  |
| 1000      | Title I - Parent Participation<br>2913 – Classified Extra Duty (Childcare-parent engagement)<br>Classified support for parent/guardian meetings including childcare and translation. |

**Strategy/Activity 7**

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

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

Multi-lingual learners and New Support

**Strategy/Activity**

2.7 MHS will establish a peer tutoring program tailored for our multilingual learners, offering language assistance during both school hours and after-school sessions to support these students in their core academic classes.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

An effective peer tutoring program will be monitored by effectiveness by the number of student served by the program ( data to be collected and analyzed)

**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)  |
|-----------|--|
| 3000      | 3010 - Title I<br>4300 – Materials/Supplies (Consumables, snacks for parent meetings)<br>For peer tutors and staff that supports the program, educational supplies, training, new teachers, restorative, and ELAC. Snacks and incentives for students. |
| 5000      | 3010 - Title I<br>1112 - Teacher Extended Day<br>Peer tutor training and support, stipended for teachers participating.  |

**Strategy/Activity 8**

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

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

All students

**Strategy/Activity**

2.8 After School Tutoring Program/Homework Club

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Effectiveness will be determined by data collected during the sessions (sign in sheets, student grades and records, teacher reports)

**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)   |
|-----------|---|
| 16,000    | 0500 - Supplemental<br>1112 - Teacher Extended Day<br>Teachers to provide after school tutoring 3xs per week up to 1.5 hours per session. |

1500

3182 Title I CSI Grant

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

After school tutoring support, supplies, snacks for students/staff and parents in attendance

### Strategy/Activity 9

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

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

All students

#### Strategy/Activity

2.9 English and math teachers within course-alike or grade-level departments will work together to assess student progress and pinpoint any obstacles hindering their achievement of standards. The goal of this collaboration is to work on clear, concise, common assessments that include students having the ability to re-take assessments. Collaborative efforts will focus on devising strategies to address these challenges, with regular monthly or quarterly meetings scheduled. Release time will be allocated for smaller group discussions, with stipends provided for larger gatherings. Additionally, release time will be designated for peer observation activities.

#### Monitoring Effectiveness

##### How will this activity be monitored during the year?

Reveiw of assessments created, team meeting/collaboration notes and student grades to be evaluated quarterly.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

0500 - Supplemental

1122 - Teacher Release Time

Teacher time for collaboration regarding student progress, mitigate barriers, grading and assessment disucssion, and peer observations.

### Strategy/Activity 10

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

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

All students

Strategy/Activity

2.10 Increased supervision by certificated staff during lunch, brunch for site security, student wellness/emotional support. Plus increased classified supervision for dances, graduation, events after school to ensure safety and security.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

The amount of staff providing 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)

4000

3010 - Title I  
1000-1999: Certificated Personnel Salaries  
teacher brunch and lunch duties.

2000

3010 - Title I  
2913 – Classified Extra Duty (Childcare-parent engagement)  
increased classified supervision for dances, graduation, events  
after school to ensure safety and security.

## Annual Review

**SPSA Year Reviewed: 2023-24**

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.

Conducting a longitudinal analysis of the Youth Truth survey will enable us to monitor and enhance engagement with both families and students. The School Site Council (SSC) evaluated the overall effectiveness of the 2022-23 Title I Program to ensure that its

strategies and activities were being implemented effectively. MHS SSC and site teams evaluated the soft start and the effectiveness of homeroom along with the supporting lessons to determine the needs for the school site.

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 new goal addresses increasing homeroom supports and activities, building more effective and transparent parent/guardian meetings/interactions, student support through peer tutoring and after school tutoring; these changes were made due to a staff and students reporting a decline in positive and engaging experiences at MHS.

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

Changes include decreasing of an FTE and increasing funds for site support and materials/supplies.

# Goals, Strategies/Activities, and Expenditures

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

## LEA/LCAP Goal

SRCS values and supports growth-minded professionals and positive learning environments by:

- Providing educators with current tools and training to support pedagogical leadership and innovation
- Providing flexible learning environments conducive to teaching and learning
- Implement Culturally relevant and sustaining pedagogy

## Goal 3

MHS will establish and provide culturally relevant and sustaining pedagogy to enhance student engagement and academic success. This involves integrating updated technology and creating flexible learning environments, such as incorporating Ethnic Studies ELA in all 10 th-grade classes. Flexible learning environments encompass various approaches like group discussions, outdoor learning spaces, and time flexibility. These initiatives align with Goal 1, leveraging updated technology and adaptable learning spaces to enrich real-world applications through project-based learning.

## Identified Need

Offer culturally relevant teaching and learning experiences to enhance student engagement and academic achievement, graduation requirements and A-G requirements are necessary for student success through the use of flexible learning environments,

## Annual Measurable Outcomes

| Metric/Indicator                               | Baseline/Actual Outcome  | Expected Outcome   |
|--|--|--|
| Student successfully completing Ethnic Studies | students earning a C or higher in Ethnic studies based on semester grades and credits earned | 85% of all 10th grades will pass Ethnic Studies ELA with a grade of C or higher. |

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**

3.1 Sustain the ongoing enhancement of software, hardware, and technological resources across campus to facilitate students' engagement in real-world learning experiences. This effort encompasses managing student access to social media while on school premises, introducing Ethnic Studies courses within the English Language Arts curriculum, and ensuring staff have access to the necessary technology to effectively perform their duties.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

**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)

1500

3010 - Title I  
4412 - Hardware (under \$5,000)  
Support for classrooms and students

2000

0500 - Supplemental  
4400 - Equipment (under \$5,000)  
Equipment for students and staff

10,000

0500 - Supplemental  
4412 - Hardware (under \$5,000)  
Chrome Cart, Ipads for students and staff use

**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**

3.2 MHS will offer professional development sessions, training programs, and conferences to foster pedagogical leadership and innovation, catering to both the entire school community as well as specific programs like IB and AVID.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Professional development information, reports from attendess and admin updates.

**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)   |
|-----------|---|
| 12,000    | 0500 - Supplemental<br>5215 - Staff Travel & Conferences<br>IB and AVID summer training   |
| 2000      | 0500 - Supplemental<br>5800 – Other Services (Consultants; Field Trip Admissions, etc)<br>COncferences inlcuding (but not limited to) CALSA, Project Based Learning, NEA and core subject supports trainings. |
| 2000      | 3010 - Title I<br>5800 – Other Services (Consultants; Field Trip Admissions, etc)<br>Consultants for Project Basesd Learning, SEL, and community building/student engagement.                                 |
| 5500      | 0500 - Supplemental<br>1122 - Teacher Release Time<br>IB/AP/CASSPP edn of year testing, grading and evalaution.   |
| 6000      | 0500 - Supplemental<br>5215 - Staff Travel & Conferences<br>COncference and travel for all MHS (including SCOE)   |
| 6000      | 3010 - Title I<br>5215 - Staff Travel & Conferences<br>Project Based Learning, New Comer/Multilingual Learners (including but not limited to.) Other departmentl support                                      |

**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

3.3 Introduce a "new" teacher support group aimed at sharing effective teaching strategies, providing coaching, and fostering peer support within the school community. Veteran teachers may apply for stipends to lead these sessions, while all participating teachers will receive after-school stipends. Additionally, release time will be allocated for teachers to observe classes implementing real-world relevant curriculum.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Agendas, meeting invites and survey by the New teachers at the end of the year.

**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)

4000

3010 - Title I  
1112 - Teacher Extended Day  
Stipends or after school new teacher support; mentors and participating teachers/admin

1000

0500 - Supplemental  
4300 – Materials/Supplies (Consumables, snacks for parent meetings)  
New teacher support - materials, snacks/food and consumables

**Strategy/Activity 4**

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

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

IBstudennts, school wide introudction of IB pedagogy in all classrooms

Strategy/Activity

3.4 IB membership and site support to increase IB for all activities and supports throughout campus

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

IB/AVID strategies provided to staff (data to be collected and monitoried), teacher feedback and student increase in programs and IB/AVID assessments.

**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)

11,500

0500 - Supplemental

IB membership: world and local CAWS.

**Strategy/Activity 5**

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

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

AVID students/Recruitment of AVID students

Strategy/Activity

3.5 AVID support: materials/supplies, substitutes for field trips

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Increased number of students participating in AVID; student grades/activities related to AVID.

**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)

2500

0500 - Supplemental

1122 - Teacher Release Time

Field trips and college visits

1000

0500 - Supplemental

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

Snacks for students and parents/guardians, consumables and supports

## Strategy/Activity 6

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

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

All Students

### Strategy/Activity

3.6 Field trips to support Goal 1 and to ensure we have pro-social activities for our students to increase academic engagement.

### Monitoring Effectiveness

#### How will this activity be monitored during the year?

Student feedback, teacher lessons and activities around the field trip.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

3010 - Title I  
5832 - Field Trip Transportation  
Field trips and pro social activities to increase student engagement and SEL

## Strategy/Activity 7

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

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

All Students taking Ethnic Studies

### Strategy/Activity

3.7 Provide .20 FTE for Ethnic Studies support through a Ethnic Studies Program Specialist.

### Monitoring Effectiveness

#### How will this activity be monitored during the year?

An increase in ethnic study offerings (lesson plans, books, supports, etc) ethnic studies professional development, and on-going site support to build a ethnic studies program across all academic genres.

### 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)

25,180

0500 - Supplemental  
1000-1999: Certificated Personnel Salaries  
.20 FTE Ethnic Studies Program Specialist

**Strategy/Activity 8**

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

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

All students

Strategy/Activity

3.8 Materials and Supplies for departments per sections except for CTE.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Purchase orders/requisitions, department chair information about students progress.

**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)

44,000

0500 - Supplemental  
4300 – Materials/Supplies (Consumables, snacks for parent meetings)  
Per section amount to be divided equally among all departmens.

**Annual Review**

**SPSA Year Reviewed: 2023-24**

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

## ANALYSIS

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

The goal is the second year in implementation and we have enhanced the goal by adding new an FTE for Ethnic Studies TOSA/

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

Decreases in budget for MTSS counselor and increase for .2 FTE for an Ethnic Studies TOSA.

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 metrics will now measure how we increase our Ethnic Studies offerings across campus, adding a new TOSA.

# 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 | \$           |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$           |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$248,180.00 |
| Total Federal Funds Provided to the School from the LEA for Title I     | \$           |

## 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 (\$) |
|------------------|-----------------|
| 3010 - Title I   | \$44,000.00     |

Subtotal of additional federal funds included for this school: \$44,000.00

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 (\$) |
|--------------------------------|-----------------|
| 0500 - Supplemental            | \$201,680.00    |
| 3182 Title I CSI Grant         | \$1,500.00      |
| Title I - Parent Participation | \$1,000.00      |

Subtotal of state or local funds included for this school: \$204,180.00

Total of federal, state, and/or local funds for this school: \$248,180.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

## Expenditures by Funding Source

**Funding Source**

**Amount**

0500 - Supplemental

201,680.00

3010 - Title I

44,000.00

3182 Title I CSI Grant

1,500.00

Title I - Parent Participation

1,000.00

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1000-1999: Certificated Personnel Salaries

29,180.00

1112 - Teacher Extended Day

28,000.00

1122 - Teacher Release Time

30,000.00

2913 – Classified Extra Duty (Childcare-parent engagement)

4,000.00

4200 - Books - Other than Textbooks

2,000.00

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

7,500.00

|   |           |
|---|-----------|
| 4300 – Materials/Supplies (Consumables, snacks for parent meetings) | 58,000.00 |
| 4316 – Food – Ind-District Meetings                                 | 3,500.00  |
| 4400 - Equipment (under \$5,000)                                    | 5,000.00  |
| 4412 - Hardware (under \$5,000)                                     | 11,500.00 |
| 5215 - Staff Travel & Conferences                                   | 24,000.00 |
| 5800 – Other Services (Consultants; Field Trip Admissions, etc)     | 9,000.00  |
| 5832 - Field Trip Transportation                                    | 25,000.00 |

### Expenditures by Budget Reference and Funding Source

| Budget Reference   | Funding Source      | Amount    |
|--|---------------------|-----------|
|  | 0500 - Supplemental | 11,500.00 |
| 1000-1999: Certificated Personnel Salaries                                   | 0500 - Supplemental | 25,180.00 |
| 1112 - Teacher Extended Day  | 0500 - Supplemental | 18,000.00 |
| 1122 - Teacher Release Time  | 0500 - Supplemental | 30,000.00 |
| 4200 - Books - Other than Textbooks  | 0500 - Supplemental | 2,000.00  |
| 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings | 0500 - Supplemental | 3,000.00  |
| 4300 – Materials/Supplies (Consumables, snacks for parent meetings)          | 0500 - Supplemental | 55,000.00 |
| 4316 – Food – Ind-District Meetings  | 0500 - Supplemental | 2,000.00  |
| 4400 - Equipment (under \$5,000)   | 0500 - Supplemental | 5,000.00  |
| 4412 - Hardware (under \$5,000)  | 0500 - Supplemental | 10,000.00 |
| 5215 - Staff Travel & Conferences  | 0500 - Supplemental | 18,000.00 |

|  |                                |           |
|--|--------------------------------|-----------|
| 5800 – Other Services (Consultants; Field Trip Admissions, etc)              | 0500 - Supplemental            | 2,000.00  |
| 5832 - Field Trip Transportation   | 0500 - Supplemental            | 20,000.00 |
| 1000-1999: Certificated Personnel Salaries                                   | 3010 - Title I                 | 4,000.00  |
| 1112 - Teacher Extended Day  | 3010 - Title I                 | 10,000.00 |
| 2913 – Classified Extra Duty (Childcare-parent engagement)                   | 3010 - Title I                 | 3,000.00  |
| 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings | 3010 - Title I                 | 3,000.00  |
| 4300 – Materials/Supplies (Consumables, snacks for parent meetings)          | 3010 - Title I                 | 3,000.00  |
| 4316 – Food – Ind-District Meetings  | 3010 - Title I                 | 1,500.00  |
| 4412 - Hardware (under \$5,000)  | 3010 - Title I                 | 1,500.00  |
| 5215 - Staff Travel & Conferences  | 3010 - Title I                 | 6,000.00  |
| 5800 – Other Services (Consultants; Field Trip Admissions, etc)              | 3010 - Title I                 | 7,000.00  |
| 5832 - Field Trip Transportation   | 3010 - Title I                 | 5,000.00  |
| 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings | 3182 Title I CSI Grant         | 1,500.00  |
| 2913 – Classified Extra Duty (Childcare-parent engagement)                   | Title I - Parent Participation | 1,000.00  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 43,000.00          |
| Goal 2      | 64,000.00          |
| Goal 3      | 141,180.00         |

# 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:

April Ssntos School Principal

Alena Balasek Classroom Teachers

Dominick Dudle Other School Staff

Katie Boyd Parent or Community Members

Ethan Magers Secondary Students

## **Name of Members**

## **Role**

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**

See Attached Document for Signature

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 May 15, 2024.

Attested:



Principal, April Santos on May 15, 2024

See Attached Document for Signature

SSC Chairperson, Katie Boyd on May 15, 2024

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies/Activities, and Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## Resource Inequities

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

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

## Goals, Strategies, Expenditures, & Annual Review

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

### Goal

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

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

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

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

### Identified Need

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

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

## **Annual Measurable Outcomes**

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

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

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

## **Strategies/Activities**

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## Proposed Expenditures for this Strategy/Activity

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

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

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

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

## Annual Review

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

## Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

## **Budget Summary**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## **Budget Summary**

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
  - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

MHS SPSA 24/25

### 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**

Clear

Clear

\*

Clear

Clear

Clear

Clear

Clear

**Committee or Advisory Group Name**

State Compensatory Education Advisory Committee

English Learner Advisory Committee

*Mr. Adrian Juarez, President*

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee

[Empty signature box]

Clear

[Empty signature box]

Other:

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 May 15, 2024

Attested:

Clear

[Handwritten signature]

Clear

[Handwritten signature]

Principal, April Santos

on May 15, 2024

SSC Chairperson, Katie Boyd

on May 15, 2024

[Handwritten signature: Katie Boyd]