

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Millennium Alternative High School
Address	760 Magnolia Ave. Piedmont, CA 94611-4029
County-District-School (CDS) Code	01612750130286
Principal	Shannon Fierro
District Name	Piedmont City Unified School District
SPSA Revision Date	November 2, 2021
Schoolsite Council (SSC) Approval Date	November 2, 2021
Local Board Approval Date	November , 2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Millennium High School seeks to instill in our students a commitment to the four founding principles of the school: respect, communication empowerment, and community. We are committed to supporting each student's personal and academic goals in an emotionally as well as physically safe environment. Students are recognized for and supported to develop strengths and talents unique to them as individuals, as well as challenged to expand their areas of competence and comfort. We foster a climate where respect for the learning process is upheld by honoring the diversity of learning styles and emotional histories present in our students. We promote academic excellence and personal growth through our dedication to meeting the needs of our students, regardless of each one's level of proficiency. We create opportunities for our students to become active, engaged participants in their school and larger communities.

MHS also is directed by PUSD Mission Statement

Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, intellectually curious, and have a strong sense of self and community. Through quality instruction and shared leadership, the district will impart knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment.

In addition, we work to support PUSD's Local Control Accountability Plan (LCAP).

PUSD 2020-2023 LCAP Goals

Goal 1: All students and staff will be physically safe and emotionally supported as part of a caring and inclusive community.

Goal 2: All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.

Goal 3: Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth.

During the 2017-18 school year, MHS took on the revision of our Mission statement, the creation of an aligned Vision Statement and the revision of our Student Learning Outcomes. Our revised Mission is:

The mission of Millennium High School is to provide a safe, accepting and non-competitive school community in which an intentionally heterogeneous group of learners is prepared to be citizens who can RISE to fully realize their individual academic, professional, and personal goals.

Our Vision and SLOs are:

We RISE together!

RESPECT: Honor yourself, your commitments and your environment.

IMPACT: Recognize your responsibilities within the community.

SKILLS: Develop the academic and social abilities to achieve success.

ENGAGE: Courageously take ownership of your personal growth and future.

School Profile

Millennium High School is a small, alternative public high school, part of the Piedmont Unified School District. Piedmont, a city of about 10,000 residents, is set in the hills on the east side of San Francisco Bay. Millennium is located on the Piedmont High School campus and shares many resources with the school.

Beginning in the 1997-1998 school year, Millennium High School transitioned from Piedmont's continuation high school into an expanded alternative high school. This change allowed the school to admit students from outside the Piedmont District, expanding the total school population as well as the MHS staff and its curricular offerings.

Millennium High School welcomes the students from the District's neighboring comprehensive high school, Piedmont High School. MHS also offers enrollment to students beyond our district throughout the Bay Area who are seeking an education consistent with Millennium's mission and instructional style. The Millennium principal personally interviews all prospective students and their parents/legal guardians. The mission of the school is meticulously reviewed and the goals/ objectives/ learning plans of the students are reviewed and agreed to by all parties.

We serve a broad cross-section of students with diverse learning styles, proficiency levels, and personal needs. Students at MHS complete the same graduation requirements as students at Piedmont High School. The MHS curriculum is aligned with content standards for California Public Schools including the Common Core State Standards for math and ELA and the Next Generation Science Standards, and our courses satisfy UC "a-g" admission requirements. MHS prides itself on building an educational community, with an array of educational options and instructional strategies not readily available in traditional classrooms. We support students to achieve their full potential and meet their self-defined academic, career, and life goals. Most MHS graduates pursue higher education at community colleges or four-year colleges and universities.

Students at MHS are challenged in small, interactive, heterogeneous, non-competitive classes. Instruction is individualized with positive student growth and content mastery as the common goals. Many opportunities are provided for experiential learning, self-directed projects, small group discussions, tutorials, community-based learning, service learning, interdisciplinary and multiple intelligences instruction, flexible scheduling and personal counseling.

From its inception, MHS was designed to have a "community-building approach" to education, guided by four founding principles: respect, communication, empowerment and community. While these principles are challenging to make operational, the staff of MHS strives to inculcate those founding principles in each year's student body, and to create a culture in which they are sustained. Our intention is that all members of the community – student with student, staff with staff, and student with staff – will treat each other with respect, recognizing our diverse backgrounds and learning styles as a strength, not a weakness. Direct and honest communication is emphasized, with collective responsibility for addressing problems when they arise. We view everyone as both learner and teacher. Classes and school-wide activities give students the opportunity to make choices about how their learning will be structured. Some classroom projects allow students to connect classroom learning to community.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is created annually with stakeholder input from parents, students and staff during meetings of our school site council. The SSC is open to all students, staff and families with a core representative membership that leads and votes on the work. The work of the SSC is shared in staff meetings, school newsletters and school-wide student meetings.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.54%	0%	%	1	0	
African American	15.38%	10.61%	14.0%	10	7	8
Asian	6.15%	7.58%	7.0%	4	5	4
Filipino	1.54%	1.52%	1.8%	1	1	1
Hispanic/Latino	23.08%	19.7%	21.1%	15	13	12
Pacific Islander	%	0%	%		0	
White	40%	43.94%	36.8%	26	29	21
Multiple/No Response	12.31%	0%	19.3%	8	11	11
	Total Enrollment			65	66	57

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	9	10	11
Grade 10	13	10	13
Grade 11	22	22	11
Grade 12	21	24	22
Total Enrollment	65	66	57

Conclusions based on this data:

1. MHS continues to be an intentionally small public high school that grows in size from 9th to 12th grade as students transfer in.
2. The MHS racial demographics more closely mirror those of Alameda County than those of PUSD as it is comprised of both PUSD and IDT students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	4	1	1	6.2%	1.5%	1.8%
Fluent English Proficient (FEP)	2	5	4	3.1%	7.6%	7.0%
Reclassified Fluent English Proficient (RFEP)	0	1	0	0.0%	25.0%	0.0%

Conclusions based on this data:

1. While small in number, MHS has consistently welcomed an EL population. This continues in 18-19 with 4 EL students and an ELD class housed at MHS.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	18	23	27	16	20	22	16	20	22	88.9	87	81.5
All	18	23	27	16	20	22	16	20	22	88.9	87	81.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2604.	2542.	2547.	12.50	0.00	13.64	62.50	40.00	22.73	18.75	25.00	22.73	6.25	35.00	40.91
All Grades	N/A	N/A	N/A	12.50	0.00	13.64	62.50	40.00	22.73	18.75	25.00	22.73	6.25	35.00	40.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	50.00	25.00	13.64	43.75	50.00	45.45	6.25	25.00	40.91
All Grades	50.00	25.00	13.64	43.75	50.00	45.45	6.25	25.00	40.91

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	18.75	10.00	18.18	62.50	50.00	40.91	18.75	40.00	40.91
All Grades	18.75	10.00	18.18	62.50	50.00	40.91	18.75	40.00	40.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	37.50	20.00	13.64	50.00	60.00	68.18	12.50	20.00	18.18
All Grades	37.50	20.00	13.64	50.00	60.00	68.18	12.50	20.00	18.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	12.50	15.00	22.73	75.00	55.00	36.36	12.50	30.00	40.91
All Grades	12.50	15.00	22.73	75.00	55.00	36.36	12.50	30.00	40.91

Conclusions based on this data:

1. Given that that CAASPP tests are administered only once in HS, we are not able to see year to year growth of individually students or cohorts.
2. Because MHS intentionally draws an academically heterogenous population of students from a variety of schools, the data reflects that annually our small tested cohort of about 15-22 students demonstrate abilities heavily distributed across the spectrum.
3. The limited value of this one data point indicates that we need to have regular locally administered and scored assessments that can provide higher levels of actionable data, such as the SRI.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	18	23	27	15	18	22	15	18	22	83.3	78.3	81.5
All	18	23	27	15	18	22	15	18	22	83.3	78.3	81.5

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2546.	2499.	2514.	13.33	0.00	4.55	20.00	16.67	13.64	13.33	16.67	13.64	53.33	66.67	68.18
All Grades	N/A	N/A	N/A	13.33	0.00	4.55	20.00	16.67	13.64	13.33	16.67	13.64	53.33	66.67	68.18

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	20.00	5.56	13.64	26.67	16.67	13.64	53.33	77.78	72.73
All Grades	20.00	5.56	13.64	26.67	16.67	13.64	53.33	77.78	72.73

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	6.67	5.56	4.55	60.00	38.89	31.82	33.33	55.56	63.64
All Grades	6.67	5.56	4.55	60.00	38.89	31.82	33.33	55.56	63.64

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	20.00	5.56	4.55	46.67	44.44	45.45	33.33	50.00	50.00
All Grades	20.00	5.56	4.55	46.67	44.44	45.45	33.33	50.00	50.00

Conclusions based on this data:

- Given that that CAASPP tests are administered only once in HS, we are not able to see year to year growth of individually students or cohorts.
- Because MHS intentionally draws an academically heterogenous population of students from a variety of schools, the data reflects that annually our small tested cohort of about 15-22 students demonstrate abilities heavily distributed across the spectrum.

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3. The limited value of this one data point indicates that we need to have regular locally administered and scored assessments that can provide higher levels of actionable data, such as the MDTP.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

MHS SSC and staff will develop an articulated structure for the 21st century learning skills needed in Distance Learning, such as emotional regulation, resilience, time management, self-care and care for others.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
BESS - Mental Health Screener.	Fewer students will endorse high levels of distress on the mental health screener at the end of 20-21 as compared to the fall of 2020.	BESS screener data was consistent or slightly improved for most students from fall to spring.
School connectedness indicators on the California Healthy Kids Survey.	Maintain high levels of school connectedness through Distance Learning as measured by the CHKS.	We do not yet have post-Covid CHKS data to point to.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Survey students multiple times during the year using a mental health screener to inform interventions and support..	Ms. M-L sent survey in Sept and created support group around reported needs. Mental Health screener completed in class by 45 of 56 students. SML and NS are going into classes to reach out to Ss re mental health support groups. Review new survey results to determine intervention needs Week of 3/27		
Identify the core academic & 21st C life skills that we want to teach and monitor in a unified way. Provide workshops & group counseling on identified skills.	Cohort of highest needs Ss brought in on a weekly basis to receive support in Dec/Jan. LH & SML spent a day researching gratitude, self-care. Created a Wellness Toolkit and shared with whole staff in a PD. Student reports that teachers are doing check-in surveys. Start class		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>with check-ins. "Motivation Mondays." Ideas: Add a mental health tip from other kids. Permission to feel overwhelmed/ acknowledge the challenge. Built out a full Bridge to MHS for new students to be implemented in fall 2021</p>		
<p>Identify the core academic & 21st C life skills that we want to teach and monitor in a unified way. Provide workshops & group counseling on identified skills.</p>	<p>LH & SF met with Classroom Matters about a session for MHS families and students. Classroom Matters sessions took place in January. Low attendance. First session was parents and kids. Second one was parents only. Parents were able to dialog about what is working and what isn't. CM did a refresher session with staff in January as well. Nic will be on campus on Fridays to provide in person support</p> <p>Stefanie: Emotional support: Take a walk with a student, using Stefanie's office and Holley's office to provide one-on-one private support safely. Staff made house calls to support struggling students.</p> <p>Staff sent postcards and emails of support and check in to all students.</p>		
<p>Identify the core academic & 21st C life skills that we want to teach and monitor in a unified way. Provide workshops & group counseling on identified skills.</p>	<p>LH applied for Praise grant for many new EF materials and fidgets etc for LC room. Idea to rebrand that room as a support space for all!</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Increased in-person activities for students and families as much as is safe and practical given covid-19 restrictions. Ex: community service, group hike, group hangout.</p>	<ul style="list-style-type: none"> • Verita as liaison to Parents Club. SF meeting with PC to plan counseling for parents. PC did a 10th gr parent get together. Worked with Nic Saldivar on parent mental health support group. • Started Friday Falcon Fun! • Held monthly online Falcon Meetings to continue community connections and honor students embodying our values in DL through RISE awards. • Held MHS Talent Showcase--and visibly very supportive for all participants • -Decorated the school for the return to in-person learning • -Picnics in the Park in April & May--every Thursday in the spring • -Fun in the Sun field day on Witter • -Food for Finals 		
<p>Increased in-person activities for students and families as much as is safe and practical given</p>	<p>In-person 9th grade and 10th grade sessions focused on organization, technology issues,</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>covid-19 restrictions. Ex: community service, group hike, group hangout.</p>	<p>schoolology apps on phone, email compositions, art activity.</p> <p>Covid Purple Tier was a challenge. Must shift to all online.</p> <p>Cohort of highest needs Ss brought in on a weekly basis to receive support.</p> <p>In October, ASB Ss invited MHS Ss to pick up goodie bags to continue our tradition of an annual Halloween celebration.</p> <p>In September, ASB held an online game night.</p> <p>Online winter break party.</p>		

Analysis

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

The challenge of Distance Learning and Covid cannot be understated. We shifted our strategies repeatedly throughout the year as the rules changed for online learning, in-person cohorts and then eventually hybrid teaching.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We managed to support mental health, social connection and resilience through a very trying academic experience due to the evolving strategies and activities articulated above.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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 specific details of the executive functioning skills that we have identified for 21-22 are informed by the return to in-person school and the trauma experienced and skills-building necessary as a result of distance learning. The goal #1 has evolved for 21-22 in response to these shifts.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

MHS staff will use data from a school-wide reading assessment to identify student needs for additional support in regard to reading fluency, text-heavy curriculum such as math (CPM) and science, and to give teachers and counselors deeper insight into student learning needs and areas for intervention and differentiation.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Scholastic Reading Inventory	Baseline data will be collected in spring 2021. Data will provide foundation for interventions.	We were able to give the SRI school-wide in the spring of 2021 despite being in distance learning. We used this data to inform intervention planning and resource allocation for 21-22.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Give SRI multiple times to all students and use results to inform instructional practices and text selections.	Gave SRI to all students once during school year.		
Provide PD and training to staff and students on reading strategies and technology tools such as Kami, Rewordify, Read & Write, Audible & podcasts for all students to support content	Guiding coalition members meet with district assistive technology specialist 11/16. Have Audible for all already. 12/4 District Assistive Technology Specialist to meet with staff to introduce and educate staff on the use of Kami. 1/4 District Assistive Technology Specialist to meet with staff to introduce and educate staff on the use of Rewordify.		
Provide PD and training to staff and students on reading strategies and technology tools such as	Worked on Tier 1 supports across curriculum. Decided that focus would be on		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Kami, Rewordify, Read & Write, Audible & podcasts for all students to support content</p>	<p>Assistive Tech tools. Did a staff sharing of reading strategies. Teachers used Kami in innovative ways - inspiration folder. Ss says it gives an "in school vibe" to the class.</p> <p>Used the PLC structure in our remote staff meetings to continue the focus and discussion of reading strategies and interventions. PLC time to be used to share how Rewordify and Kami have been put to use by teachers across the curriculum</p>		
<p>Pilot leveled curriculum across classes.</p>	<p>Textbooks at more accessible reading levels were purchased for use in Social Studies courses. ASB shared leveled library info with English teachers</p>		
<p>Explore implementation of some Tier 2 & 3 reading interventions</p>	<p>Researched Tier 2 & 3 programs and vetted several. Entire staff attended a session on MindPlay literacy program and selected program for 21-22.</p> <p>Worked with District on funding for Tier 2 & 3 supports.</p> <p>Worked with District to create and post secondary Reading Specialist job.</p> <p>Worked with MHS staff to create a 21-22 master schedule with a reading intervention section built in.</p>		

Analysis

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

The online PDs and training for students with the purchased tools Kami and Rewordify were successfully implemented as was the set up and first round of assessments using the SRI platform remotely.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall the strategies and activities were as effective as possible given the fully remote learning environment. The assessment data provided a foundation for creating more intensive reading interventions and supports in the 21-22 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

none

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 goal was not materially changed for the 20-21 school year as it was designed with the context of distance learning in mind. The goal has evolved for the 21-22 school year for the context of a return to in-person learning.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

21st C Executive Functioning and Learning Skills in Distance Learning

Goal Statement

MHS SSC and staff will develop an articulated structure for the 21st century learning skills needed in Distance Learning, such as emotional regulation, resilience, time management, self-care and care for others.

LCAP Goal

Goal 1: All students and staff will be physically safe and emotionally supported as part of a caring and inclusive community.

Basis for this Goal

Rationale: Students come to MHS from a variety of academic backgrounds and schools with a variety of strengths and needs. Each year approximately 1 in 3 students at MHS is new to the school. It has become evident that given our population and the trauma experienced due to the Covid-19 pandemic and distance learning for a year and a half, we need to specifically scaffold and teach emotional regulation, resilience, time management, self-care and care for others.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
BESS - Mental Health Screener.	Baseline data will be captured at the start of the year for all MHS students.	Fewer students will endorse high levels of distress on the mental health screener at the end of 21-22 as compared to the fall of 2021.
School connectedness indicators on the California Healthy Kids Survey.	Winter 2019 data.	Restore high levels of school connectedness in the in-person setting as measured by the CHKS.

Planned Strategies/Activities

Strategy/Activity 1

Survey students multiple times during the year using the BESS mental health screener to inform interventions and support.

Students to be Served by this Strategy/Activity

All students

Timeline

Fall 2021 - Spring 2022

Person(s) Responsible

Administrator, Teacher and Counselor

Strategy/Activity 2

Explicitly teach and practice emotional regulation, resilience, time management, self-care and care for others with students.

Students to be Served by this Strategy/Activity

All Students

Timeline

2021-2022

Person(s) Responsible

Teachers
Paras
Principal
Counselor
Outside Agency

Strategy/Activity 3

Provide staff with PD and strategies to mitigate harm of the pandemic.

Students to be Served by this Strategy/Activity

All Students

Timeline

Year-long

Person(s) Responsible

All teachers
All paraeducators
Principal
Parents Club
Counselor

Strategy/Activity 4

Increased in-person social activities for students and families as much as is safe and practical given covid-19 restrictions. Ex: community service, group hike, group hangout

Students to be Served by this Strategy/Activity

All Students

Timeline

Year-long

Person(s) Responsible

All teachers
All paraeducators
Principal
Parents Club
Counselor

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

School-wide Reading Assessment

Goal Statement

Based on data from a school-wide reading assessment, MHS staff will implement a multi-tiered reading interventions to move all students towards reading proficiency.

LCAP Goal

Goal 2: All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.

Basis for this Goal

Rationale: Students come to MHS from a variety of academic backgrounds and schools with a variety of strengths and needs. Each year approximately 1 in 3 students at MHS is new to the school. It has become evident that given our population, we need to have a baseline reading assessment or inventory in place to gain an understanding as to the abilities and gaps in reading proficiency of our students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Scholastic Reading Inventory will be given twice during the 21-22 school year.	SRI was given once in 20-21 school year.	Increased awareness of and responsiveness to student reading levels by all members of the MHS staff. Increased knowledge of one's own reading level by MHS students.
MindPlay	No targeted reading intervention tool has been used prior to 21-22.	Students who are identified to need Tier 3 reading intervention support will make substantial gains in their reading levels due to targeted instruction and the use of the MindPlay program.

Planned Strategies/Activities

Strategy/Activity 1

Give SRI multiple times to all students and use results to inform instructional practices and text selections.

Students to be Served by this Strategy/Activity

All students

Timeline

2020-21

Person(s) Responsible

Teachers
Paras
Principal

Strategy/Activity 2

Provide PD and training to staff and students on reading strategies and technology tools to support equitable access to content.

Students to be Served by this Strategy/Activity

All students

Timeline

Spring - Fall 2021-22

Person(s) Responsible

Students
Parents
Teachers
Paras
Outside Service provider
Principal

Strategy/Activity 3

Conduct school-wide analysis of Lexiles of text and text complexity relative to student reading skills and make necessary adjustments to ensure equitable access to curriculum for all students.

Students to be Served by this Strategy/Activity

All students

Timeline

Spring 2022

Person(s) Responsible

Students
Parents
Teachers
Paras
Outside Service provider
Principal

Strategy/Activity 4

Explore implementation of some Tier 2 & 3 reading interventions

Students to be Served by this Strategy/Activity

Students identified by SRI as needing Tier 3 Reading Intervention

Timeline

Marking period-long intervals for the entire year for select groups of students

Person(s) Responsible

Teachers
Outside Service provider
Principal

School Site Council Membership

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

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

Name of Members	Role
Ken Brown	Classroom Teacher
Laura Holley	Classroom Teacher
Amal Smith	Parent or Community Member
Trina English	Parent or Community Member
Shawn English	Parent or Community Member
Shannon Fierro	Principal
	Parent or Community Member

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