

School Year: **2022-23**

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 3, 2022
Schoolsite Council (SSC) Approval Date	November 3, 2022
Local Board Approval Date	December 14 , 2022

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. The first year that Millennium High School existed in its current form was at the start of the new millennium, in the 1999-2000 school year.

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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	10.61%	14.0%	16%	7	8	10
Asian	7.58%	7.0%	8%	5	4	5
Filipino	1.52%	1.8%	2%	1	1	1
Hispanic/Latino	19.7%	21.1%	11%	13	12	7
Pacific Islander	0%	%	%	0		
White	43.94%	36.8%	46%	29	21	28
Multiple/No Response	16.67%	19.3%	15%	11	11	9
	Total Enrollment			66	57	61

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	10	11	15
Grade 10	10	13	10
Grade 11	22	11	18
Grade 12	24	22	14
Total Enrollment	66	57	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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	27	11	20	22	10	14	22	10	14	81.5	90.9	70.0
All Grades	27	11	20	22	10	14	22	10	14	81.5	90.9	70.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2547.	*	2645.	13.64	*	28.57	22.73	*	57.14	22.73	*	7.14	40.91	*	7.14
All Grades	N/A	N/A	N/A	13.64	*	28.57	22.73	*	57.14	22.73	*	7.14	40.91	*	7.14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	13.64	*	*	45.45	*	*	40.91	*	*
All Grades	13.64	*	*	45.45	*	*	40.91	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	18.18	*	*	40.91	*	*	40.91	*	*
All Grades	18.18	*	*	40.91	*	*	40.91	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	13.64	*	*	68.18	*	*	18.18	*	*
All Grades	13.64	*	*	68.18	*	*	18.18	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	22.73	*	*	36.36	*	*	40.91	*	*
All Grades	22.73	*	*	36.36	*	*	40.91	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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.
- 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	27	11	20	22	8	16	22	7	16	81.5	72.7	80.0
All Grades	27	11	20	22	8	16	22	7	16	81.5	72.7	80.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2514.	*	2592.	4.55	*	0.00	13.64	*	31.25	13.64	*	37.50	68.18	*	31.25
All Grades	N/A	N/A	N/A	4.55	*	0.00	13.64	*	31.25	13.64	*	37.50	68.18	*	31.25

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	13.64	*	*	13.64	*	*	72.73	*	*
All Grades	13.64	*	*	13.64	*	*	72.73	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	4.55	*	*	31.82	*	*	63.64	*	*
All Grades	4.55	*	*	31.82	*	*	63.64	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	4.55	*	*	45.45	*	*	50.00	*	*
All Grades	4.55	*	*	45.45	*	*	50.00	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 MDTP.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	23	100
African American	2	8.7
American Indian or Alaska Native		
Asian	2	8.7
Filipino		
Hispanic	6	26.1
Native Hawaiian or Pacific Islander		
White	8	34.8
Two or More Races	5	21.7
English Learners	1	4.3
Socioeconomically Disadvantaged	5	21.7
Students with Disabilities	5	21.7
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	1	4.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	20	87
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	1	4.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	1	4.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	23	23	0	100
English Learners	1		0	
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	5		0	
Students with Disabilities	5		0	
African American	2		0	
American Indian or Alaska Native				
Asian	2		0	
Filipino				
Hispanic	6		0	
Native Hawaiian or Pacific Islander				
White	8		0	
Two or More Races	5		0	

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

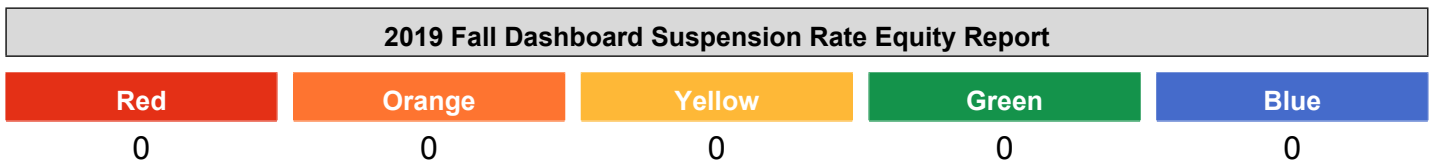
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>4.2</p> <p>Declined -0.4</p> <p>72</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>0</p> <p>Declined -7.1</p> <p>12</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>26</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 17	 No Performance Color Less than 11 Students - Data 9		 No Performance Color 3.3 Maintained -0.1 30

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.6	4.2

Conclusions based on this data:

- 1.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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 21-22 as compared to the fall of 2021.	The number of students in the extremely elevated category decreased from 6% to 4%.
School connectedness indicators on the California Healthy Kids Survey.	Restore high levels of school connectedness in the in-person setting as measured by the CHKS.	83% of students reported having caring adult relationships on the 21-22 CHKS. 64% of students reported "school connectedness". This represents an exact match with prepandemic levels for caring adult relationships. But the "school connectedness" is not yet back to the pre-pandemic level of 76%.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Survey students multiple times during the year using the BESS mental health screener to inform interventions and support.	Students all took the BESS screener multiple times in 2021-22 and the data was reviewed by the student support team and shared with families and staff as appropriate to inform interventions and supports. We saw a decrease in the percentage of students in the "Extremely Elevated" category from 6% to 4% over the year.	Stipend for teacher advisors (3 stipends total) Title I 6000	Stipend for teacher advisors (3 stipends total) Title I 6000
Explicitly teach and practice emotional regulation, resilience, time management, self-care and care for others with students.	Lessons around time management were taught to all new to MHS students as well as being incorporated into the curriculum of the learning center and study skills classes, which are taken	Stipend for teacher advisors and ASB teacher (4 stipends total) Title I 2000	Stipend for teacher advisors and ASB teacher (4 stipends total) Title I 2000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>by 40% of the population. Our Wellness Center intern also provided educational sessions for parents on supporting the wellbeing of their students.</p>		
<p>Provide staff with PD and strategies to mitigate harm of the pandemic.</p>	<p>Staff had multiple professional development sessions on trauma-informed practices that were then observed to be incorporated into the classroom, such as breathing, mindfulness and self-assessment tools. Additionally 4 staff attended a webinar session from UMass on Trauma-Informed practices. This team then created an MHS SEL Toolkit that has been valuable to staff. The staff incorporated this learning and reinforced these tools and strategies throughout the year.</p>	<p>Outside RJ consultant fees 5800: Professional/Consulting Services And Operating Expenditures Unrestricted 3000</p>	<p>Outside RJ consultant fees 5800: Professional/Consulting Services And Operating Expenditures Unrestricted 500</p>
<p>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</p>	<p>Working within ever-changing Covid guidelines and protocols during the 21-22 school year, we were still able to take a sailing trip and a whole-school community service trip which were both very well received. Weekly Fun Falcon Fridays provided low-key on-campus opportunities for students to socialize with the support of Wellness Center counseling staff.</p>		
		<p>Supplies for ASB sponsored events 0000: Unrestricted ASB 400</p>	<p>Supplies for ASB sponsored events 0000: Unrestricted ASB 400</p>

Analysis

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

The components of this goal were implemented as planned even though they had to be creatively redesigned throughout the year in response to the shifting Covid landscape. Staff worked together to learn more about supporting student wellness and soft skills. These skills were put to use in whole-school initiatives and individual classroom activities.

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

Student participation in our designated activities increased over the year including near whole-school participation in our spring service trip. We also saw minimal but positive gains in student self-reporting of mental health on the BESS.

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

We spent less for outside consultant fees than budgeted because we had an unused credit for services due to Covid shutdown.

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.

This goal will shift for the 22-23 school year in our revised Goal 2 to explicitly target the design, use and effectiveness of the newly created Academy structure.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Scholastic Reading Inventory will be given twice during the 21-22 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.	All students were aware of their Lexile score. Students receiving interventions took ownership over their growth and were able to measure it on several indicators. 75% of students in the reading intervention class increased their Lexile level score by over 50 points.
MindPlay	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.	Our Tier 3 students receiving support made the most gains of all students on the SRI from fall to spring. All students using MindPlay mastered multiple skills. Average growth after using MindPlay with consistency was .5 to 1 grade levels.

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.	We gave the SRI to all students at MHS at least twice during the school year. Select students who received targeted reading interventions and supports were given the SRI a third or fourth time during the year to measure the efficacy of the interventions.		
Provide PD and training to staff and students on reading strategies and technology tools to support equitable access to content.	All staff participated in several professional development sessions around reading, including those presented by the district secondary reading specialist on visualization, prefixes,		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	and suffixes and those connected with the MindPlay program. A subset of staff did intensive work building and redesigning components of their curriculum to embed explicit reading teaching strategies.		
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.	Several whole-staff meetings were dedicated to reviewing and making meaning of the SRI data and what Lexiles can tell us. Our English and humanities teachers took the lead in analyzing their texts for complexity, access and overall Lexile and then providing scaffolds to students in need. This work needs to continue school-wide.		
Explore implementation of some Tier 2 & 3 reading interventions	We created a reading intervention class for our highest needs 9th graders. We also started using MindPlay with below basic LC students.	MindPlay 0000: Unrestricted Unrestricted 1000	MindPlay 0000: Unrestricted Unrestricted 1000

Analysis

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

This was our year back from remote learning and we were able to fully launch both our assessment and intervention structure around reading. Our small-group intervention class and our whole-staff professional learning were key components to moving this work forward as well as purchasing the MindPlay program.

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

We saw the SRI scores of our most struggling readers who participated in the MindPlay intervention improve notably.

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

No differences. We anticipate needing to allocate more resources in the future to buy additional licenses for MindPlay.

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.

We will expand the use of MindPlay beyond the intervention class and therefore increase our budget. We may also need to allocate funds for off-site professional development.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Making Effective Use of New Academy Structure

Goal Statement

We will effectively use the new Academy structure to address WASC goals 1 and 2 around 21st century learning skills and meeting the needs of our unique population.

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. We now have a new Academy time that needs structure and definition.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
BESS - Mental Health Screener.	September 2022 Extremely elevated risk - 2% Elevated risk - 20% Normal risk - 78%	Goal Spring 2023 Elevated & Extremely elevated risk - 15% Normal risk - 85%
School connectedness indicators on the California Healthy Kids Survey.	Winter 2021 CHKS: 64% Connected 83% Caring Adults 41% Vaping	Goal 70% Connected 83% Caring Adults 36% Vaping
Student Survey of Academy Effectiveness	Fall Semester 2022 results (survey to be administered in December)	Goal 50% + positive responses re the value of Academy in terms of their <ul style="list-style-type: none"> • mental health • time management • academic stress • building connections and community

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

2022-2023

Person(s) Responsible

Teachers
Paras
Principal
Counselor
Outside Agency

Strategy/Activity 3

Provide students with tools and information to make healthier choices around things such as vaping and social media use.

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

Survey students in fall and spring on the value and effective use of Academy.

Students to be Served by this Strategy/Activity

all Students

Timeline

Year-long

Person(s) Responsible

Academy teachers
All paraeducators
Principal
Counselor

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

School-wide Reading Assessment and Interventions

Goal Statement

Using reading data sources, MHS staff will implement a multi-tiered reading intervention program to move all students beyond reading proficiency and towards college and career readiness.

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. Additionally, the impact of interrupted education due to the Covid pandemic has resulted in uneven reading skills for many of our students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Scholastic Reading Inventory will be given twice during the 22-23 school year and additionally to student who are a Basic or Below Basic in the fall.	SRI was given twice in 21-22 school year. Spring 2022 Advanced - 24% Proficient - 30% Basic - 36% Below Basic - 10%	Goal Spring 2023 SRI Proficient or Advanced - 65% Basic or Below Basic - 35%
MindPlay	MindPlay student usage with fidelity 4 students	MindPlay student usage with fidelity 10 students
MindPlay	75% of students using MindPlay made over 1 year gr level growth	80% of students using MindPlay will make over 1 year gr level growth

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

2021-22

Person(s) Responsible

Teachers
Paras
Principal

Strategy/Activity 2

Provide PD and training to staff on reading strategies and technology tools to support equitable access to content, including increased learning around dyslexia.

Students to be Served by this Strategy/Activity

All students

Timeline

2022-23

Person(s) Responsible

Students
Parents
Teachers
Paras
Secondary Reading Specialist
Principal

Strategy/Activity 3

Create a Guiding Coalition of educators who meet twice a month to plan and review the interventions and supports for all Basic and Below Basic readers.

Students to be Served by this Strategy/Activity

Basic and Below Basic readers

Timeline

2022-23

Person(s) Responsible

Students
Teachers
Secondary Reading Specialist
MTSS Team
Principal

Strategy/Activity 4

Evaluate and Implement an array of Tier 2 & 3 reading interventions, matching students with tools and supports and evaluate their efficacy.

Students to be Served by this Strategy/Activity

Students identified by SRI as needing Tier 2 or 3 Reading Intervention

Timeline

2022-23

Person(s) Responsible

Teachers
Secondary Reading Specialist
MTSS Team
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
- 1 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
Rachel Osajima	Parent or Community Member
Grace Rego	Secondary Student

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