



School Year: 2022- 2023

School Plan for Student Achievement

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Menlo-Atherton HS	050170	April 14th, 2022	April 27th, 2022

Purpose and Description

Menlo-Atherton High School’s School Plan for Student Achievement (SPSA) sets measurable goals in line with both M-A’s WASC plan and in line with Sequoia Union High School District LCAP (Learning and Continuity and Attendance Plan) Goals. The strategies and action plans in the plan outline how Menlo-Atherton will support student achievement in the 2022-23 school year and work to meet the established measurable goals.

During the 2021-22 school year, M-A has worked to reconnect students and staff to the M-A community. M-A has focused on the implementation of new standards-aligned, integrated classes, the inclusion of students through a variety of lunchtime activities as well as student focus groups, and the new integration of restorative justice practices into the school. Moving into the 2022-23 school year this plan focuses on three areas: one, the implementation of curriculum to assessment practices to provide access to all students; two, the continued building of personal relationships to create a sense of belonging for our struggling students; and three, the continued growing and implementation of restorative practices into the school.

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Staff, student, and parent focus groups reviewed the initial goals and many of the action items in the School Plan during the 2018-19 school year in conjunction with the WASC accreditation process. The goals and action items were reviewed again this school year, 2021-22, in preparation for our WASC mid-cycle visit which occurred in March. The current SPSA continues the focus on the WASC goals and the additional activities/ strategies are reviewed by department chairs, admin team, ELAC committee, and the school’s SDMSC, or school Decision-Making site Council which includes staff, parents, and students from the community. In the spring semester of 2022, we also gathered additional input from our Community Engagement Night which included parents, students, and staff.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Increase the number of students college and career ready and A through G eligible with a focus on our subgroups of African American students, Pacific Islander students, Hispanic/ Latino students, students with special needs, and EL/RFEP students

SUHSD Goal # 1: The District will strengthen quality instruction by improving engagement, rigor, and preparation for college, career, adult, and civic responsibility for all students.

SUHSD Goal # 2: The District recognizes that equity is behavior and we believe in meeting the needs of individual students. We commit to identify and design systems to allow all students to succeed by overcoming institutional practices that perpetuate inequalities in student outcomes.

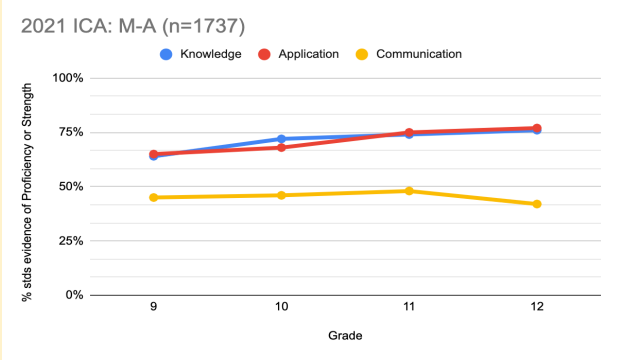
Identified Need

Menlo-Atherton High School has had a consistent graduation rate above 89% for the last ten years. While M-A’s overall A-G completion rate continues to grow slightly every year with a recent high of 64.7%, significant sub-groups in the 2020-21 graduating class saw slight declines, most likely reflecting the disproportionate negative impact of the pandemic and distance learning. M-A needs to continue working on closing the achievement gap with the goal of supporting increased educational opportunities for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A through G completion Rate	Overall A through G completion rate for each of the following graduating classes: 67.4% in 2021 67.1% in 2020	Increase significant subgroups by 3%

	<p>63% in 2019 62.4% in 2018</p> <p>Specific Subgroups:</p> <p><u>Latin x Students:</u> 40.8% A-G eligible in the class of 2021 44.1% in 2020 35.8% in 2019 31.1% in 2018</p> <p><u>African American Students:</u> 21.7% A-G eligible in the class of 2020 28.6% in 2020 37% in 2019 5.3% in 2018</p> <p><u>Pacific Islander Students:</u> 18.2% A-G eligible in the class of 2021 23.3% 2020 25% in 2019 28.6% in 2018</p> <p><u>Special Education:</u> 23.1% A-G eligible in the class of 2021 22.2% in 2020 15% in 2019 2.9% in 2018</p> <p><u>EL/RFEP students:</u> 43.7% eligible in the class of 2021 42.2% in 2020 38.7% in 2019 36.6% in 2018</p>	
<p>ELA Interim Comprehensive Assessment (ICA)</p>	<p>In the Fall of 2021, students took ICA assessment data, which revealed students improving on the average percent correct from similar assessment in 2020 and 2019:</p> <p><i>ELA 9/10thGrade:</i></p> <p>60.6% Correct in 2021 (Decline of 1.5%)</p> <p>62.1% correct in 2020</p> <p>49 % in 2019</p>	

	<p><u>ELA 11/12th Grade:</u></p> <p>56.9% Correct in 2021 (growth of 1.3% from 2020)</p> <p>55.6% correct in 2020</p> <p>52.2% in 2019</p>																					
<p>Math Interim Comprehensive Assessment (ICA)</p>	<p>2021-22: Fall Math ICA, by grade level, looking at three categories: Knowledge, Application, and Communication.</p>  <table border="1"> <caption>2021 ICA: M-A (n=1737)</caption> <thead> <tr> <th>Grade</th> <th>Knowledge (%)</th> <th>Application (%)</th> <th>Communication (%)</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>~65</td> <td>~65</td> <td>~45</td> </tr> <tr> <td>10</td> <td>~70</td> <td>~68</td> <td>~45</td> </tr> <tr> <td>11</td> <td>~75</td> <td>~75</td> <td>~48</td> </tr> <tr> <td>12</td> <td>~75</td> <td>~78</td> <td>~42</td> </tr> </tbody> </table>		Grade	Knowledge (%)	Application (%)	Communication (%)	9	~65	~65	~45	10	~70	~68	~45	11	~75	~75	~48	12	~75	~78	~42
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Strategy/Activity 1

Students to be served by this Strategy/Activity

Students taking Math

Strategy/Activity

Re-introduce the **Instructional Round** process and involve teachers teaching Algebra, Geometry, and Algebra II in the instructional round process next year, which will allow for observation, targeted reflection, and new implementation around specific instructional strategies selected by the group.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	District staffing allocation

Strategy/Activity 2

Students to be served by this Strategy/Activity

12th Grade Students

Strategy/Activity

Start a new **Data Science Course** for 12th-grade students, which will provide an alternative to Algebra II as a means of meeting A through G requirements. The course will provide students with a math course grounded in reading, understanding, and using data to understand real-life phenomena. The course will be available for students to take as an alternative to Algebra II or as a 4th-year math course.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

District staffing allocation

Strategy/Activity 3

Students to be served by this Strategy/Activity

All 9th and 10th-grade students

Strategy/Activity

Continue the Implementation of **Ethnic Studies** course for all 9th graders, **Multicultural Literature and Voice** as a new English I course, and the implementation of new **Chemistry**, NGSS aligned course for all 10th graders. Each of these courses serves the purpose of creating a stronger M-A community where each student can feel valued and where students work with and learn from each other; in addition, each of these courses will present all students with the rigorous challenge of engaging in inquiry-based, real-world, problem-solving. By helping more students feel valued and engaging more students in relevant curriculum, we believe more students will meet A through G requirements.

In year two, course teams will develop and implement a course evaluation to identify areas where teachers can additionally challenge students, support students in accessing curriculum, and areas where they can build stronger communities within the classroom.

Teachers of these courses will continue to collaborate monthly during school collaboration time/ and available release days in order to refine and align focus standards/ goals, writing and speaking activities, and common rubrics.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

Strategy/Activity 4

Students to be served by this Strategy/Activity

Students in selected grade level/ subject cohorts

Strategy/Activity

Standards-Based Grading Initiatives:

Support small groups of subject area teams in Science, English, World Language, and Social Studies implementing Standards-Based Grading. The goal is to align instruction and assessment with core standards of each course and then implement a grading system that encourages students to reflect, re-learn, and be rewarded for demonstrating eventual mastery of core standards. SBG can improve access to core standards as well as increased the opportunity to demonstrate mastery of those standards, helping more students meet A through G requirements.

M-A will bring back Jim Clark and Samantha Johnson from NGS (Next Generation Science Innovations) for additional standards-based grading training, both for teachers interested in exploring and additional training for teachers who have implemented for a year and are interested in improving the process.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	Collaboration / Staff meeting time during the contractual workday
10,000 (consultant)	Site Discretionary

Strategy/Activity 5

Students to be served by this Strategy/Activity

All Students

Strategy/Activity

Promote the benefits of completing a CTE pathway but creating videos of classes representing each pathway to show during our M-A Today show as well as host a Career and CTE fair for students where classes can demonstrate what students learn and produce in the class as well as what careers such skills can lead to.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	

Strategy/Activity 6

Students to be served by this Strategy/Activity

All students

Strategy/Activity

Data Task Force:

M-A will organize a data task force to look at grade data, A-G data, as well as CTE pathway completion data. The goal will be to identify specific, targeted areas where M-A can improve in supporting greater student success.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

Strategy/Activity 7

Students to be served by this Strategy/Activity

Students In AVID

Strategy/Activity

Funding of Increased AVID sections: M-A will fund additional AVID sections so that we can have two AVID classes per grade level and serve up to 60 students per grade level through the AVID program, which supports students who are often first-generation college students in meeting A through G requirements.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$86,700

Site Discretionary

Goal 2

Increase the performance of Long Term English Learner (LTEL) students with a focus on our Hispanic subgroup. Our main targets will be GPA, credits earned, A through G completion, graduation rate, CAASPP.

SUHSD Goal # 1: The District will strengthen quality instruction by improving engagement, rigor, and preparation for college, career, adult, and civic responsibility for all students.

SUHSD Goal # 2: The District recognizes that equity is behavior and we believe in meeting the needs of individual students. We commit to identifying and designing systems to allow all students to succeed by overcoming institutional practices that perpetuate inequalities in student outcomes.

SUHSD Goal # 3: The District will ensure the well-being of students and students will receive appropriate academic, behavioral, and social-emotional support, including full implementation of Multi-Tiered Systems of Supports (MTSS) at all sites in the District.

Identified Need

The 2017-2018 enrollments of our EL and RFEP subgroups were 56.1% of our students. Of these students, our LTEL students are outperformed by almost every other subgroup including short-term EL and SPED in most measures including A-G completion, average GPA, credits earned, and graduation rates.

During distant learning, Long-term EL students were one of the most impacted groups, whereas LTEL students in the 9th and 10th grades saw declines in GPA and in the percentage of students on track in terms of credits earned. M-A's reclassification rates for LTEL students is also an indicator that needs to be addressed with targeted measures. M-A clearly needs to continue working on connecting LTEL students to the school community and providing access to content and instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Graduation Rate as measured by California Dashboard	<p>2021: 61.6% of EL students in 2021 cohort of 112 graduated.</p> <p>2020: 69.1% of EL students in the 2020 cohort of 123 graduated.</p>	Increase graduation rate by 5% for EL students on California Dashboard.
English Learner Suspension data as measured by the California Dashboard	2019: 9.6% of English Learners were suspended at least once (A Decline of 3.2% from 2018).	Continue to show declines in the number of EL students, who are suspended at least once, with a specific target of decreasing The percentage by an additional 2%.
GPA and Credits for LTEL students	2020-21: In the year of distance learning LTEL students in the 9th grade saw the biggest drop in the number of students who earned 60 credits, and LTEL students in the 11th grade also	<p>Increase GPA to be consistently above 2.0 for each grade level.</p> <p>Increase the percentage of students earning credit targets by 5% for each grade level.</p>

	<p>saw a drop. Students in the 10th grade remained relatively stable.</p> <p>9th Grade: (2020-21) GPA: 1.55 Credits: 29.9% above 60 credits</p> <p><u>2019-20</u> GPA: 1.99 Credits: 47.9% above 60 credits</p> <p>10th Grade: (2020-21) GPA: 1.82 Credits:33.3% above 120 credits</p> <p><u>2019-20</u> GPA: 1.77 Credits: 34.2% above 120 credits</p> <p>11th Grade: (2020-21) GPA: 1.78 Credits:43.6% above 170 credits</p> <p><u>2019-20</u> GPA: 2.11 Credits: 50% above 170 credits</p>	
A Through G completion rate	<p>19.4% of graduating LTEL students met A through G requirements in 2021 (31 students)</p> <p>20.6% in 2020 12.1% in 2019 12.9% in 2018</p>	Increase by 3% for LTEL students.
Reclassification Rate:	<p>2020-21 School Year: 3.6%</p> <p>2019-20 School Year: 4.4%</p> <p>2018-19 School Year: 2.8%</p>	Increase reclassification rate by 5%

Strategy/Activity 1

Students to be served by this Strategy/Activity

All students with a focus on English Language Learners

Strategy/Activity

Continue offering instructional support for English Learners in the form of paraprofessionals in the classroom, tutoring, academic support classes, and individual support:

- **Continue funding the Bilingual Resource Teacher (BRT):** for a full-time position, which supports outreach and communication to parents, instruction in the classroom and helps to provide individual support for students struggling in the classroom.
- **Sequoia Aspiration Advocate Program (SAAP) Coordinator:** The SAAP coordinator identifies 60 highest-need students in the 9th grade and continues supporting students through 10th grade. The coordinator provides one-on-one support, mentoring opportunities, behavior intervention and coaching, push-in support to classrooms, and pulls out support for individual students.
- **Literacy support class:** One class section funded by the district to support students coming out of English Intervention classes and are scoring below 600 on the Lexile test as well for students exiting ELD 3. Students are placed with the same English and US History teachers so the Literacy teacher can coordinate the curriculum with support provided in class
- **After school tutoring and writing Centers:** Provide funding for teachers and paraprofessionals to staff tutoring centers Monday through Thursday after school. **The Writing Center** is staffed by English teachers. Funding also provides for one English teacher to provide push-in support for English and US history classes in order to support writing exercises and lessons in class.
- **Paraprofessional support in the classroom:**
 - Two Bilingual Paraprofessionals for English Learners (Title 1 funds & EL funds)
 - Two short term bilingual paraprofessionals for English Learners (EL funds)
 - Paraprofessional for the Math program (Title 1 funds and Site Discretionary)
 - Paraprofessional for the English Program (Title 1 Funds and Site Discretionary)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$166,000 for SAAP Coordinator position	District staffing + Site Discretionary
\$75,000 Bilingual Paraprofessionals	ELL Allocation
\$50,000 Bilingual Paraprofessional	Title 1
\$35,000 Bilingual Paraprofessional	Site Discretionary
\$70,000 English and Math support Paraprofessionals	Site Discretionary
\$70,000 English and Math support Paraprofessionals	Title 1
\$115,000 After School Tutoring, writing Center + one release period for Writing center teacher	Foundation for the Future

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

Continue training all teachers in **Constructing Meaning and Systematic ELD training** through EL Achieve. M-A has trained over 101 teachers over the past several years; of these 101, 76 teachers are still on staff. In addition, 7 teachers are currently signed up to undergo training this semester, bringing our total of trained teachers to 82, representing roughly 50% of our teachers. Our goal next year will be to train an additional 20 teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

District Professional Development Budget

Strategy/Activity 3

Students to be served by this Strategy/Activity

Long Term English Students

Strategy/Activity

Connect LTEL students with targeted lunchtime activities, clubs, and CTE pathways

Develop a series of lunch-time activities that are designed based on the interests of LTEL students and to which LTEL students are specifically invited to participate. Community Liaisons will keep a list of all Long Term English Learners and make sure each student is invited to participate in either a lunchtime activity or club once a semester. In addition, school counselors will use the list to track each student's completion of the CTE requirement and interest in completing a CTE pathway.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

Strategy/Activity 4

Students to be served by this Strategy/Activity

Long Term English Students

Strategy/Activity

LTEL Data Task Force/ Working group: LTEL task force will look at data specific to LTEL students in the school, identifying areas of success and areas for growth. Working group led by our BRT will work to do the following:

- Identify each Long Term English Learner in every class and send an email to teachers reminding them of who their LTEL students are and strategies that are helpful for supporting students.
- BRT will present to the entire staff at the start of the year on what it means to be a Long Term English Learner and administrators will continue to select CSTP # 3 so that we can focus on discussions with teachers specifically on how language learners are supported in the classroom.
- BRT and Admin will take data from working group and meet with subject area teams at the freshmen level and engage teams of teachers in discussions of how LTEL students are doing in a particular subject. We will look at data related to success or struggles in a subject and define an approach for support students to be more successful.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	

Strategy/Activity 5

Students to be served by this Strategy/Activity

All English Learners

Strategy/Activity

Continued Parent Education and outreach:

Continue Parent workshops in the fall and spring, providing county-based parent education and support through 8-week courses parents attend at M-A. Additionally, the Bilingual Parent Coordinator holds weekly parent education sessions ranging from topics such as how to use Canvas, Infinite Campus, Gmail, course pathways, A through G requirements, and how to access both academic and social-emotional support for students on campus.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$109,000 for bilingual Parent Coordinator	Foundation for the Future funding & Site Discretionary

Goal 3

Increase the performance of students identified as SPED with a focus on those students in mainstream, co-taught classes. Our main targets for the increase are in general education content classes, credits earned, A-G completion, and graduation rate.

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SUHSD Goal # 3: The District will ensure the well-being of students and students will receive appropriate academic, behavioral, and social-emotional support, including full implementation of Multi-Tiered Systems of Supports (MTSS) at all sites in the District.

Identified Need

The number of students with special needs at M-A has increased from 12.1% of our population in 2014- 2015 to 13.1% in 2017-2018 to 14.6% in 2021-22. Overall achievement for students with disabilities in the areas of graduation rate, college and career readiness, and A through G completion lags behind the general population and work is needed to make sure content is accessible to our students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rate as reported on the California Dashboard.	<p>2021: 68.8% of students with IEPs graduated from a cohort of 80 students overall.</p> <p>2020: 69% of students with IEPs graduated from a cohort of 71 students overall.</p>	Increase by 3% and demonstrate growth over multiple years.
A through G completion rate for students with special needs:	<p>23.1% of students with IEPs met A through G requirements for the class of 2021. (A growth of .4% from 2020)</p> <p>22.7% in 2020 15% in 2019 2.8% in 2018</p>	Increase by 3% and demonstrate growth over multiple years.
GPA and Credits earned by grade level for students with IEPs:	2020-21: In the year of distance learning Students at the 9th grade level saw drops in the overall GPA and percentage of	Increase GPA to be consistently at or above 2.5 for each grade level.

	<p>students considered on track compared to previous years. However, students with IEPs at both the 10th grade and 11th grade levels remained relatively stable compared to previous years</p> <p>9th Grade: (2020-21) GPA: 2.17 Credits: 48.7% above 60 credits</p> <p><u>2019-20</u> GPA: 2.41 Credits: 68.3% above 60 credits</p> <p>10th Grade: (2020-21) GPA: 2.49 Credits: 62.9% above 120 credits</p> <p><u>2019-20</u> GPA: 2.25 Credits: 62.3% above 120 credit</p> <p>11th Grade: (2020-21) GPA: 2.33 Credits: 62% above 170 credits</p> <p><u>2019-20</u> GPA: 2.33 Credits: 66.2% above 170 credits</p>	<p>Increase the percentage of students earning credit targets by 3% for each grade level.</p>
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Strategy/Activity 1

Students to be served by this Strategy/Activity

Students with special needs

Strategy/Activity

Focus on Modified Grade processes, perceptions, and supports.

M-A will implement new processes developed by the Co-Teaching Advisory Committee at the district level to help identify who would benefit from a modified grade as well as the process for agreeing to a modified grade for a student. In addition, M-A will facilitate discussions at the department, collaboration group, and whole staff around the value of the modified grade process in providing access to education and educational opportunity.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A	
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Strategy/Activity 2

Students to be served by this Strategy/Activity

Students with special needs

Strategy/Activity

Continue to Support school-wide differentiation strategies related to serving students with IEPs in general education classrooms, including Constructing Meaning strategies, principles of Equity-Based Grading, and also support best practices regarding how and when to offer a modified grade.

Support school-wide differentiation strategies related to serving students with IEPs in general education classrooms, including Constructing Meaning strategies, principles of equity-based grading, and also best practices regarding how and when to offer a modified grade.

- Constructing Meaning training is offered through the district year-round. M-A will encourage staff to complete and support implementation through collaboration time and sharing of best practices during staff meeting time.
- M-A will offer site-specific equity-based grading training in June and refreshers in August
- M-A will also provide best practice training regarding how to modify a grade during staff meeting time in the Fall.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	Part of the contractual workday

Strategy/Activity 3

Students to be served by this Strategy/Activity

Students with special needs

Strategy/Activity

Continue funding the **Small Testing Coordinator position**, which allows the school to meet the accommodations of students with special needs by providing a space and proctor who is available throughout the day to manage and proctor small setting testing.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$35,000	FFF

Goal 4

Increase overall student engagement, well-being, and engagement in school as measured by annual student and parent surveys on school climate, school engagement, and school belonging.

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Identified Need

While overall suspension rates have dramatically decreased over the past seven years, as M-A returned from distance learning, students struggled with regulating their emotions as reflected in the most current Panorama survey data and as reflected in the uptick of suspensions in the first semester of our 2021-22 school year. Panorama survey data, overall suspension data, as well as the number of students checking in for social-emotional support all reflect the need for M-A to continue working on building a strong sense of community and belonging for all students, helping students have a voice and stay engaged in and out of the classroom, and developing systems for keeping students in class and in school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Suspension Data</p> <ul style="list-style-type: none"> • (Given the Pandemic and operating under distance learning in 2020-21 school year M-A had zero suspensions and expulsions) • (2019 and 2018 data is taken from California Dashboard) • Current, 2021-22 data is from school district database, Infinite Campus) 	<p>In 2019, 4.5% of all our students were suspended at least once, as reported on the California Dashboard, a decrease of .5% from 2018.</p> <p>As of April 2022, 4.1% of our students have been suspended at least once (Data gathered from Infinite Campus)</p>	<p>Continue to show declines in the number of students suspended at least once; Reduce the percentage by at least 1% in each subgroup.</p>

Panorama Survey Results Fall 2021: Student Competency and Well Being (1,419 student responses)

Key questions from Panorama Survey we want to measure over time:

Supportive Relationships: (Overall rating, 4.2 out of 5.0)

Do you have a teacher or other adult from school who you can count on to help you, no matter what?

- 3.8 out of 5 (982 or 70% of students said yes)

Do you have a friend from school who you can count on to help you, no matter what?

- 4.5 out of 5.0: 1234 or 88% said yes

Emotion Regulation: (Overall rating, 3.3 out of 5.0)

How often are you able to control your emotions when you need to?

- 3.7 out of 5.0 (862 or 61% students said frequently or almost always)

Once you get upset, how often can you get yourself to relax?

- 3.4 out of 5.0 (647 or 46% said frequently or almost always)

Social Awareness: (Overall rating, 3.6 out of 5.0)

During the past 30 days...How carefully did you listen to other people's point of view?

- 3.9 out of 5.0 (1064 or 75% said quite carefully and extremely carefully)

During the past 30 days...when others disagreed with you, how respectful were you to their views?

Increase ratings on questions and categories related to School Belonging and Student Engagement by .5.

	<ul style="list-style-type: none"> 3.7 out of 5.0 (946 students or 67% said quite respectful or extremely respectful) 	

Strategy/Activity 1

Students to be served by this Strategy/Activity

9th Grade students

Strategy/Activity

Increase School Belonging through Integration of New 9th grade core classes (Tier 1)
 In our second year of implementation for the Multicultural Literature and Voice and Ethnic Studies, we will continue to support the collaboration, reflection and the creation of rigorous curriculum, curriculum that will challenge all students to read and listen to different perspectives as well as develop their own voice through both writing and speaking. One of the goals of each course is to improve the overall feeling of connectedness for each student to the school community, and the teachers in these courses will be evaluating their work and the experiences of students from the first year to improve upon this goal for next year’s students.
 Teachers of these courses will continue to collaborate monthly during school collaboration time in order to refine and align focus standards/ goals, writing and speaking activities, and common rubrics. Additionally, M-A will support release days for teachers to participate in the implementation of common assessments and to create opportunities for deeper, more meaningful collaboration.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	

Strategy/Activity 2

Students to be served by this Strategy/Activity

All students

Strategy/Activity

Restorative Practice Implementation (Tier 1 and 2):
Peninsula Conflict Resolution Center (PCRC): M-A will work with PCRC to provide a part-time staff member who will facilitate restorative conversations between students in conflict as well as staff and students in conflict. In addition, PCRC will provide monthly training for teachers interested in growing

a classroom culture grounded in restorative practices with training being offered during monthly collaboration time. The part-time staff member will then also provide push-in support for teachers working to implement restorative practices in the classroom. PCRC in collaboration with M-A will also explore one all staff training, framing the goal and purpose of restorative practices.

Conflict Mediation: M-A will offer conflict mediation through a part-time certificated staff member with the goal of resolving conflict before it grows, fostering healthy communication, and supporting student’s voice and agency in addressing challenges within the school.

Continue Implementing **Saturday School** as one means of providing alternatives to suspensions from school and hence increasing the time students are at school and in class. Saturday School program will provide students access to academic support as well as community/ restorative circle participation.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
60,000 for PCRC staff member and training (one year contract)	Site Discretionary
\$10,000 for Saturday School	Site discretionary funds
\$45,000 for .4 certificated conflict mediator	Foundation for the Future

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

Social Emotional Services offered through the “Zen Den” (Tier 2)

M-A will continue operating our “zen den,” which provides a space for students to check in when they are in need of a place to calm down or when they are in need of support through a social emotional counselor. M-A will provide a staff member to work in the “Zen Den,” providing consistent support to students throughout the day.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
35,000 for dedicated, short term staff member	FFF

Strategy/Activity 5

Students to be served by this Strategy/Activity

All students

Strategy/Activity

Star Vista mental health support services (Tier 2): Star Vista provides counseling and case management for students who need emotional support on campus. Counseling is available for students in crisis and for short-term social-emotional needs. Star Vista also runs small group counseling for anger management and drug and alcohol prevention. Students or families in need of long-term counseling are referred to services available in the community.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$80,500 (Star Vista)

Site Discretionary funds & Sequoia Healthcare District

Strategy/Activity 6

Students to be served by this Strategy/Activity

All students

Strategy/Activity

Community outreach and parent involvement:

M-A will continue to hire a Community Liaison who will work with the parent coordinator to aid in communicating with families, leading parent workshops, and work to troubleshoot students with attendance issues. In addition, M-A will support staff members working on a timesheet to support specific communities: African-American families, Pacific Islander families, and families of students in our ILS program. The goal will be to develop relationships with families, invite families to school for parent events and parent education, and work with families to access resources on campus that support their students.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$73,000 (Community Liaison)

Foundation for the future

\$30,000

Site Discretionary

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

In 2021-2022, M-A had the following four goals, which we are maintaining for the 2022-2023 school year:

Goal #1: Increase the number of students college and career ready and A through G eligible with a focus on our subgroups of African American students, Pacific Islander students, Hispanic/ Latino students, students with special needs and EL/RFEP students

Analysis:

During the 2021-2022 school year, M-A has successfully implemented three core classes, Ethnic Studies, Multicultural Literature and Voice, and a new Chemistry course aligned to NGSS standards. Teachers have continued to collaborate on curriculum, assessments, and grading in order to provide both access and rigor to all students. With additional training occurring in June of 2021, M-A expanded the number of teachers implementing equity based grading principles. M-A's Geometry and Algebra teachers participated in further professional development including watching and debriefing model lessons in order to strengthen their skills implementing common core "initiative" methodologies in the classroom, methodologies that work to support students gaining access to algebra and geometry standards.

Next Steps:

Now that M-A has implemented three core courses for one year, teachers of these courses will collaborate around an evaluation of these courses to determine next steps in terms of strengthening our ability to create a community where all students feel they belong as well as providing access to rigor for all students. M-A will grow implementation of equity based grading by training additional teachers in English and Social Studies as well as training all World Language teachers. In our math program, M-A will bring back the instructional round process in order to support best practices and reflection for teachers implementing "initiative" practices.

Goal # 2: Increase the performance of Long Term English learner (LTEL) students with a focus on our Hispanic subgroup. Our main targets will be in GPA, credits earned, A through G completion, graduation rate, CAASPP.

Analysis:

In 2021-2022, M-A got back to offering all of the in-person supports for all students including Long Term English Learners: after school tutoring, writing center and the homework center in the library. M-A also expanded our tutoring options with the addition of the on-line Paper tutoring option available to students 24 hours a day and also with the addition of Peer Tutoring available in the library during Flex Time. In 2021-2022, M-A also conducted a series of lunchtime focus groups with Long Term English Learners in order to solicit student voice around ways in which the school could enhance their experience. M-A also worked to restaff our Parent Support Center after key staff members moved onto other positions in the district. M-A hired a new Parent Coordinator, New Community Liaison, and one additional Community Liaison. Together, this team has worked to provide parent outreach events around A-G completion requirements and the course selection process, student support available, and attendance processes and support available.

Next Steps:

In M-A's focus groups with Long Term English Learners, students reported two trends. One, they valued classes where they had structured opportunities to engage with other classmates, and two, they appreciated all of the lunch time activities on campus but often felt overwhelmed by them. As a result, next year M-A will refocus our efforts to encourage more teachers to participate in Constructing Meaning training and also support the implementation of such training in the classroom. In addition, M-A will work to connect our Long Term English Learners with clubs that interest them, and smaller, targeted lunch time activities, as well as to CTE course options on campus. M-A will also make sure teachers have identified who the Long Term English learners are in their class and are engaging in specific discussion and implementation of strategies to support the students in their classes.

Goal # 3: Increase the performance of SPED students with a focus on those students in mainstream, co-taught classes. Our main targets for an increase are in general education content classes, credits earned, A-G completion and graduation rate.

Analysis:

M-A has developed a substantial wealth of successful study skills curriculum for all resource teachers to rely upon and provide students, including study skills curriculum for 12th graders related to transition from high school. M-A has also continued to provide additional support for students with disabilities through the staffing of a small setting coordinator which has proven to be a needed resource for students accessing accommodations.

Next year:

M-A will focus on ways all teachers can support students with disabilities, supporting differentiation in the classroom through Constructing Meaning strategies, clear expectations and multiple opportunities to display knowledge through equity based grading principles, and clarity around processes as well as best practices for modifying a standard/ grade for students with disabilities.

Goal # 4: Increase overall student engagement, well-being, and engagement in school as measured by annual student and parent surveys on school climate, school engagement, and school belonging.

Analysis:

During the 2021-22 school year, M-A has worked to welcome students and staff back to in-person learning. M-A has created new supports for students to manage their anxieties through the "Zen Den," additional Community Liaison to connect with families and work with students, as well as the implementation of various lunch time activities in efforts to create opportunities where students can reconnect with each other. For example, M-A hosted grade level picnics for each grade in the fall semester and also invited parents to a series of evening dinner focus groups. M-A also continued to work with Tovi Hussein Scruggs in the fall of 2021-22 as she provided two equity based whole staff trainings.

In addition, at the semester break as M-A was responding to an uptick in dysregulated behavior from students, M-A brought back a conflict mediator role on campus and initiated a relationship with Peninsula Conflict Resolution Center, PCRC, in order to provide restorative justice options and conflict resolution resources to the campus. These two resources helped M-A reduce the number of conflicts that grew into physical conflicts in the second semester and also helped to create systems where students could seek out help in resolving conflicts with staff.

Next Steps:

M-A will continue to support students in our three relatively new integrated courses, Multicultural Literature and Voice, Chemistry, and Ethnic Studies. Teachers will gather student perspectives related to their sense of community, belonging, and access to rigor and then identify important steps for improving the experience of all students. M-A will also continue our relationship with PCRC and identify steps for growing restorative practices in the classroom and the school as a whole. M-A is also working to adjust the resources provided through Star Vista in order to increase the mental health support available to students. And finally, M-A will continue to fund additional community liaison support, broadening our outreach to both African American and Pacific-Islander families.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 121,408
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 1,156,608

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title 1	\$121,408

State or Local Programs	Allocation (\$)
Site Discretionary Funding	\$ 412,000
District Funding	\$ 623,200

Subtotal of state or local funds included for this school: \$ 1,035,200

Total of federal, state, and/or local funds for this school: \$ 1,156,608

