



School Year: 2023-24

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	5/14/2023	5/24/2023

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 items in the plan outline how Menlo-Atherton will support student achievement in the 2023-24 school year and work to meet the established measurable goals.

During the 2022-23 school year, M-A has continued to focus on the integration and support of new courses and new course pathways, the inclusion of a full-time restorative justice staff member, and the support of constructing meaning as an instructional strategy. Moving to the 2023-24 school year, this plan addresses some broad strategies such as the renewed focus on the vertical alignment of key standards across all grade levels, as well as the continued support and expansion of restorative justice strategies, and some targeted strategies such as the implementation of a new Leadership class, focused on celebrating the different cultures on campus and the implementation of an instructional coach for the purpose of improving the specific language instruction for our long term English Learners.

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

In the middle of the 2023-24 school year, Menlo-Atherton restructured our Site Council in order to be consistent with California Education Code requirements. This also provides for more consistent discussion with students, parents, and staff around the creation of the School Plan for Student Achievement. The newly formed Site Council has been looking at, discussing, and providing feedback for the SPSA since January. The goals in the SPSA are also in line with the goals created through the WASC accreditation process and the mid-term review M-A completed in 2021-22.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Increase the number of students career and college-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 attendance, engagement, rigor, and preparation for college, career, adult, and civic responsibility for all students.

SUHSD Goal # 2: The District recognizes that equity requires strategic and sustainable action to meet the needs of every student and employee. We commit to design and implement structures, systems, and policies that achieve equity in our instructional, institutional, and employment practices.

Identified Need

Menlo-Atherton High School has had a consistent graduation rate of about 89% for the last ten years. M-A's overall A-G completion rate has continued to grow over this same time span, reaching a high of just over 67% in 2020 and 2021. For the graduating class of 2022, the rate was 66.8%, down slightly from the previous year but still reflecting a strong overall upward trend. M-A's significant subgroups still lag behind our white and Asian counterparts.

- Hispanic/ Latinx students, our largest subgroup comprising of roughly 40% of our student body saw a slight decline in A through G eligibility and our goal will be to raise the eligibility rates to above 40% again and ultimately sustain growth over time.
- While our African-American and Pacific Islander subgroups saw jumps in their overall A through G completion rate, our goal is to see these increases reflected in a steady year-to-year upward trend.
- M-A's SBAC scores reflect performance that is not too dissimilar to pre-pandemic levels, and we believe through greater course alignment and clarity of expectations from one grade level to the next, we can prepare more students for learning success as reflected by state CAASPP assessments.

- In terms of college and career readiness, we are seeing more students complete CTE pathways, but we would like to see a larger percentage of students connected to career goals and pathways post-high school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A through G completion Rate	<p>Overall A through G completion rate for each of the following graduating classes:</p> <p>66.8% in 2022 67.4% in 2021 67.1% in 2020 63% in 2019 62.4% in 2018</p> <p>Specific Subgroups:</p> <p><u>Latin x Students:</u> (n = 179) 38.5% A-G eligible in the class of 2022 40.8% in 2021 44.1% in 2020 35.8% in 2019 31.1% in 2018</p> <p><u>African American Students:</u> (n =25) 36.0% A-G eligible in the class of 2022 21.7% in 2021 28.6% in 2020 37% in 2019 5.3% in 2018</p> <p><u>Pacific Islander Students:</u> (n = 25) 44% A-G eligible in the class of 2022 18.2% in 2021 23.3% 2020 25% in 2019 28.6% in 2018</p> <p><u>Special Education:</u> (n=58) 20.7% A-G eligible in the class of 2022 23.1% in 2021 22.2% in 2020 15% in 2019</p>	Increase significant subgroups by 3 percentage points

	<p>2.9% in 2018</p> <p><u>EL/RFEP students:</u> (n=176) 41.5% A-G eligible in the class of 2022 43.7% in 2021 42.2% in 2020 38.7% in 2019 36.6% in 2018</p>	
<p>2022 ELA SBAC scores</p> <p>(There was no CAASPP assessment in 19-20 or 20-21)</p>	<p><u>ELA Overall:</u> 70.6 % Met or Exceeded in 21-22 73.6% Meet or Exceeded in 18-19 55.7% Met or Exceeded in 17-18</p> <p><u>Latin X students:</u> 46.4% met or exceeded in 21-22</p> <p>African American: N/A Pacific Islander: N/A</p> <p><u>SPED:</u> 31.7% met or exceeded in 21-22 26.9% met or exceeded in 18-19 18.5% met or exceeded in 17-18</p> <p><u>EL/RFEP:</u> 32.4% met or exceeded in 21-22 35.5% met or exceeded in 18-19 20.7% met or exceeded in 17-19</p>	<p>Restore to or exceed '18-'19 level for overall and subgroups</p>
<p>2022 Math SBAC Scores</p> <p>(There was no CAASPP assessment in 19-20 or 20-21)</p>	<p>Math:</p> <p><u>Overall:</u> 52.4% met or exceeded in 2021-22 55.2% met or exceeded in 18-19 46.2% met or exceeded in 17-19</p> <p><u>Latin X Students:</u> 17% met or exceeded in 21-22 25.6% met or exceeded in 18-19 13.2% met or exceeded in 17-18</p> <p>African-American: N/A Pacific Islander: N/A</p> <p><u>Special Ed:</u> 12.1% met or exceeded in 21-22 2% met or exceeded in 18-19 3% met or exceeded in 17-18</p>	<p>Restore to or exceed '18-'19 level for overall and subgroups</p>

	<u>EL/RFEP:</u> 13.0% met or exceeded in 21-22 18.5% met or exceeded in 18-19 11.6% met or exceeded in 17-19	
NEW: CTE Enrollment and completion of CTE Pathway	<u>2021-22:</u> 639 students enrolled in a CTE course 23% of our graduating class of 2022 completed a CTE pathway	

Strategy/Activity 1

Students to be served by this Strategy/Activity

All students - A-G Completion Rate

Strategy/Activity

NEW - School-wide, Departmental focus on vertical alignment of key standards:

Each department will identify at least 4 standards/ skills to develop assessments and rubrics for assessing student learning that each class/grade level will implement, differentiating and aligning expectations between 9th, 10th, 11th, and 12th grade.

With greater clarity on the skills, tasks, and standards we need to address at each grade level, as well as the level of mastery expected, we believe we can be more explicit in supporting our target student populations listed in our goal and more clearly meet the needs of all students by providing differentiated instruction relevant to each standard, task. Given new course pathways in English, Social Studies, Science, and Math in recent years, this work is needed to re-align curriculum expectations across the entire program.

Articulation, where appropriate, will include structured communication and discussion with M-A's main feeder schools: Ravenswood Middle School, Hillview, and La Entrada.

Departments will be supported with collaboration hours over the summer and school year if they wish to use and departments will have access to release days to structure the work or participate in a common grading practice. In addition and during the work day, departments will be able to use both collaboration meeting time and department meeting time to work on this challenging task.

Amount(s)	Source(s)
\$10,000 (Teacher Release Days)	Site discretionary

Strategy/Activity 2

Students to be served by this Strategy/Activity

All students - A-G or CTE Completion

Strategy/Activity

CONTINUE - College and Career Day:

M-A will continue to organize College and Career Day activities for each grade level. While sophomores and juniors take the PSAT as a way to get feedback regarding their college readiness, seniors will participate in a series of career panels (seniors also have the opportunity to take the SAT if they wish), and freshmen will visit a local college or university.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000 for buses (\$5,000 PTA/ \$5,000 SD)	PTA and Site Discretionary
\$15,000 for PSAT administration	Foundation for the future

Strategy/Activity 3

Students to be served by this Strategy/Activity

All students

Strategy/Activity

New: Form a committee to examine strategies for promoting career awareness and post-secondary options.

As we struggle to have systemic ways for bringing awareness of post-secondary options to high school, we will form a committee to discuss strategies and systems we can put in place to connect students with a variety of options, including connections to community college career programs, awareness of pathways that lead to careers in different trades, awareness of CTE pathways at M-A, and even ways of promoting dual enrolled courses offered through the Computer Academy and some CTE courses.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	

Strategy/Activity 4

Students to be served by this Strategy/Activity

African American students in grades 9 through 12

Strategy/Activity

NEW - “Baadaye” culturally responsive college preparation workshops:

M-A will work to provide targeted instruction to African American students in the skills necessary to navigate the college exploration experience, the writing skills necessary to apply for scholarships, goal setting, and the inclusion and support of family in the process.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000	Site discretionary

Strategy/Activity 5

Students to be served by this Strategy/Activity

Students in the AVID program, grades 9 through 12

Strategy/Activity

CONTINUE - Fund 4-year college field trips throughout California and provide paid Tutors for the AVID program:

AVID tutors will support the tutorial process in all four AVID classes during the day, helping students learn valuable inquiry, problem-solving skills and providing support for AVID students in core content classes.

If funding allows, we will again provide funding for AVID students to visit four-year colleges across California. Field trips provide students who may not otherwise be able to visit colleges a sense of what is possible post-high school and can help make going to college feel more attainable.

This strategy specifically targets many of the subgroups listed in the goal, as students in AVID are for the most part first generation prospective college students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$35,000 Avid tutors	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 exam data.

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SUHSD Goal # 2: The District recognizes that equity requires strategic and sustainable action to meet the needs of every student and employee. We commit to design and implement structures, systems, and policies that achieve equity in our instructional, institutional, and employment practices.

SUHSD Goal # 3: The District will implement a robust Multi-Tiered System of Supports (MTSS) structure at all sites, ensuring the well-being, ensuring the well-being of students and staff in the district, as well as students receiving appropriate access to tiered academic, behavioral, social-emotional and college and/or career supports according to their level of need.

Identified Need

Long-Term English Learners continue to represent a subgroup that struggles the most to succeed as indicated by our measurements related to graduation, credits earned, GPA, and A through G eligibility. 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>2022: 64.9% of EL students in 2022 graduated (cohort of 111 students)</p> <p>2021: 61.6% of EL students in 2021 (cohort of 112 graduated.)</p>	Increase graduation rate by 5% for EL students on California Dashboard.

	2020: 69.1% of EL students in 2020 (cohort of 123 graduated.)	
English Learner Suspension data as measured by the California Dashboard (No dashboard data for 2020 and 2021)	2022: 10.6% of English Learners were suspended at least once (445 total EL students) 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	9th Grade: (2021-22) GPA: 1.56 Credits: 34.8% above 60 credits <u>2020-21</u> GPA: 1.55 Credits: 29.9% above 60 credits <u>2019-20</u> GPA: 1.99 Credits: 47.9% above 60 credits 10th Grade: (2021-22) GPA: 1.85 Credits: 28.6% <u>2020-21</u> GPA: 1.82 Credits: 33.3% above 120 credits <u>2019-20</u> GPA: 1.77 Credits: 34.2% above 120 credits 11th Grade: (2021-22) GPA: 2.07 Credits: 44.9% <u>2020-21</u> GPA: 1.78 Credits: 43.6% above 170 credits <u>2019-20</u> GPA: 2.11 Credits: 50% above 170 credits	Increase GPA to be consistently above 2.0 for each grade level. Increase the percentage of students earning credit targets by 5% for each grade level.
A Through G completion rate	11.4% of graduating LTEL students met A through G requirements in 2022 (44 students)	Increase by 3% for LTEL students.

	19.4% in 2021 20.6% in 2020 12.1% in 2019 12.9% in 2018	
CAASPP Data for 2022: (LTEL students) (There was no CAASPP assessment in 19-20 or 20-21)	ELA: 5.1% met or exceeded in 21-22 8.5% met or exceeded in 18-19 5.3% met or exceeded in 17-18 Math: 2.8% met or exceeded in 21-22 2.3% met or exceeded in 18-19 0% met or exceeded in 17-18	
Reclassification Rate: (Currently, for the 2022-23 school year our reclassification rate is 8.1%, unofficially)	2021-22 School Year: 5.0% 2020-21 School Year: 3.6% 2019-20 School Year: 4.4% 2018-19 School Year: 2.8%	Increase reclassification rate by 3%

Strategy/Activity 1

Students to be served by this Strategy/Activity

All students with a focus on English Language Learners

Strategy/Activity

CONTINUE - Offer 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 pull-out support for individual students. Many of these students are LTEL students.

Academic Literacy Support Class: M-A will offer an academic literacy support class to Long Term English learners exiting English II Intervention classes and to newcomer students exiting

ELD III at the Junior level. The course will support academic literacy development as well as support the completion of coursework in both English III and US History courses.

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.

Paraprofessional support in the classroom:

- o One Bilingual Paraprofessional for English Learners (ELL funds)
- o Two short-term bilingual paraprofessionals for English Learners (Site Discretionary)
- o Two Paraprofessionals for the Math program (Title 1 funds and Site Discretionary)
- o Two Paraprofessionals for the English Program (Title 1 Funds and Site Discretionary)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$165,000 for SAAP Coordinator position	District staffing + Site Discretionary
\$115,000 After School Tutoring, writing Center + one release period for Writing center teacher	Foundation for the Future
\$60,000 Bilingual Paraprofessional	ELL Allocation
\$105,000 (2) Bilingual Paraprofessionals + (1) English Support Paraprofessional	Site Discretionary
\$105,000 (3 total) English and Math support Paraprofessionals	Title 1

Strategy/Activity 2

Students to be served by this Strategy/Activity

Students in 10th grade English II, English Intensive, and World Studies

Strategy/Activity

NEW - 10th Grade Language Coach for English and World Studies

Identify and support one staff member on release who can provide specific support for teachers implementing language goals/ objectives into every unit and lesson throughout the course of the year. The coach and language support would be targeted to English II, Intensive English II, and World Studies classes.

Language goals would support the explicit instruction of language LTEL students need to be reclassified through the ELPAC exam, as well as expand their use of academic language and discourse in the classroom.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$27,000	District Staffing

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

CONTINUE - Support Constructing Meaning and Rich Talk strategies in the classroom:

M-A will continue to encourage staff to participate in district provided training around constructing meaning and rich talk strategies. M-A will also continue to provide site-provided professional development opportunities for students.

Constructing Meaning strategies are valuable for all students, but in particular, are valuable for LTEL students as the strategies create structured opportunities for students to practice the academic language as students are held accountable for articulating their thinking.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	

Strategy/Activity 4

Students to be served by this Strategy/Activity

EL Students interested in Community College or different Career Pathways:

Strategy/Activity

NEW - Community College Visits:

M-A will schedule four community college visits throughout the year specifically for Long Term English Learners. Visits will seek to connect students not just with access to a community college campus but also to the variety of career-based programs community colleges offer.

Visits will target LTEL students and work to connect LTEL students to post-high school career opportunities and hence continue to engage students in school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,000	Site Discretionary

Strategy/Activity 5

Students to be served by this Strategy/Activity

Long Term English Students

Strategy/Activity

CONTINUE - 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. A 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 the 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 supporting students to be more successful.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	

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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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. Data from the 2021-2022 school year reported below all show positive gains in the percentage of students with IEPs graduating, meeting A through G eligibility, performance on the state CAASPP exam, and overall GPA and credits earned.

Overall, however, the achievement for students with disabilities in the areas of graduation rate, college and career readiness, and A through G completion lag behind the general population, and work is needed to make sure students with IEPs are being supported in meeting their IEP goals and in gaining access to core content area instruction.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rate as reported on the California Dashboard.	<p>2022: <u>71.6%</u> of students with IEPs graduated from a cohort of 81 students overall</p> <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>20.7% of students with IEPs met A through G requirements for the class of 2022.</p> <p>23.1% in 2021 22.7% in 2020 15% in 2019 2.8% in 2018</p>	Increase by 3% and demonstrate growth over multiple years.
<p>CAASPP Data for 2022 (students with IEPs)</p> <p>(There was no CAASPP assessment in 19-20 or 20-21)</p>	<p>ELA: 31.7% met or exceeded in 21-22 26.9% met or exceeded in 18-19 18.5% met or exceeded in 17-18</p> <p>Math: 12.1% met or exceeded in 21-22 2.0% met or exceeded in 18-19</p>	

	3.0% met or exceeded in 17-18	
GPA and Credits earned by grade level for students with IEPs:	<p>9th Grade: (2021-22) GPA: 2.33 Credits: 63.7%</p> <p><u>2020-21</u> 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: (2021-22) GPA: 2.34 Credits: 43.3%</p> <p><u>2020-21</u> 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: (2021-22) GPA: 2.40 Credits: 55.6%</p> <p><u>2020-21</u> 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 GPA to be consistently at or above 2.5 for each grade level.</p> <p>Increase the percentage of students earning credit targets by 3% for each grade level.</p>

Strategy/Activity 1

Students to be served by this Strategy/Activity

Students with IEPs

Strategy/Activity

NEW - Align Study skills lessons at each grade level, with common goals for each grade level and common assessments for each quarter.

This strategy will be aligned with strategy # 1 under our first goal which is to work on vertical alignment school-wide and in each department.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A (see strategy one for goal one above)	

Strategy/Activity 2

Students to be served by this Strategy/Activity

students with IEPs

Strategy/Activity

New - Best practices on the writing of SPED goals District or site will provide training for case managers on best practices for writing productive IEP goals for students with the intention of focusing our work with students and help students meet meaningful learning goals.
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Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	

Strategy/Activity 3

Students to be served by this Strategy/Activity

Students with special needs

Strategy/Activity

NEW - 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 opportunities.
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Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	

Strategy/Activity 4

Students to be served by this Strategy/Activity

Students with special needs

Strategy/Activity

CONTINUE - Fund 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

As M-A returned from distance learning in the 2021-2022 school year, students struggled with regulating their emotions and M-A saw an uptick in suspensions over the course of the first semester; however, overall the percentage of students suspended at least once as reported on the California dashboard remained similar to pre-pandemic levels. Currently, in the 2022-2023 school year, M-A is seeing a record-low number of both referrals from the classroom and suspensions from the school, suggesting we are moving in the right direction as we work to provide services that help students and staff resolve conflict and build a stronger community in the classroom and the school. In addition, Panorama survey data in three of the four categories we identified from the year prior all saw slight increases in the percentage of students responding favorably. While the data is overall moving in the right direction, M-A sees a tremendous need to continue focusing on school climate and overall student well-being. M-A looks to continue providing resources to support conflict resolution, emotional regulation and self-awareness, as well as community building amongst our students and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data <ul style="list-style-type: none"> (Given the Pandemic and operating under distance learning in the 2020-21 school year M-A had zero suspensions and expulsions) (2022, 2019 and 2018 data is taken from California Dashboard) Current, 2022-23 data is from school district database, Infinite Campus) 	<p>In 2022, 4.5% of all our students were suspended at least once, as reported on the California Dashboard.</p> <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 the end of Semester 1 in 2022-23, 1.5% of our students have been suspended at least once (Data gathered from Infinite Campus)</p>	Continue to show declines in the number of students suspended at least once; Reduce the percentage by at least 1% in each subgroup.
Panorama Survey Results Fall 2022: Student Competency and Well-Being (1,316 student responses)	<p>Key questions from Panorama Survey we want to measure over time:</p> <p><u>Supportive Relationships:</u> 83% recorded a favorable response for this category.</p> <p>Do you have a teacher or other adult from school who you can count on to help you, no matter what?</p> <ul style="list-style-type: none"> 73% of students said yes (plus 3% from the fall of 2021) <p>Do you have a friend from school who you can count on to help you, no matter what?</p> <ul style="list-style-type: none"> 86% responded favorably (down 2% from the fall of 2021) <p><u>Emotional Regulation:</u></p>	

50% of students responded favorably to this category.

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

- 65% of students responded favorably (Plus 5% from Spring of 2022 and Up 4% from Fall of 2021)

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

- 53% responded favorably (Up 4% from the spring of 2021 and Up 7% from the fall of 2022)

Social Awareness:

64% responded favorably to this category

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

- 76% responded favorably to this question (Up 6% from the spring of 2022 and up 1% from the fall of 2021)

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

- 69% responded favorably (Up 1% from the spring of 2022 and up 2% from the fall of 2021)

Sense of Belonging:

38% responded favorably to this category.

Overall, how much do you feel like you belong at your school:

- 47% responded favorably (down 1% from spring of 2022)
- 9th graders responded at a 57% favorable rate

	compared to 47, 46, and 45 % for 10th, 11th, and 12th-grade	

Strategy/Activity 1

Students to be served by this Strategy/Activity

All Students

Strategy/Activity

<p>CONTINUE and Expanded - Restorative Practice Implementation (Tier 1 and 2):</p> <p>Peninsula Conflict Resolution Center (PCRC): Continue to work with Peninsula Conflict Resolution Center PCRC to provide conflict resolution staffing on campus as well as support for teachers interested in applying restorative, community building activities in the classroom. In addition, M-A and PCRC will collaborate on providing all staff training around de-escalation strategies with students, strategies for engaging in one-on-one restorative conversations, and building/ maintaining positive relationships with all students.</p> <p>Conflict Mediation: M-A will continue to offer conflict mediation through a part-time certificated staff member with the goal of resolving conflict before it grows, fostering healthy communication, and supporting students’ voice and agency in addressing challenges within the school.</p> <p>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.</p> <p>Continue relationship with the Fresh Lives for Youth Program, FLY, as they work to build community with some of our neediest students through both a semester-long law class offered during flex time as well as a community circle process for students who will become part of community restorative circles later in the semester. Fly is also working to provide case management for students as a true alternative to suspensions if appropriate for the situation. Students in this part of the program would engage in case management, engage in the restorative circle process, develop a restorative plan, and have access to resources through the county.</p>

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
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\$50,000 (conflict mediation)	FFF
\$7,000 (Saturday School)	Site Discretionary
\$73,000 (PCRC)	Site Discretionary

Strategy/Activity 2

Students to be served by this Strategy/Activity

All students

Strategy/Activity

CONTINUE - Social Emotional Services offered through a “Wellness Center” (Tier 2)

M-A will re-structure our current “Zen Den” into a more targeted “Wellness Center,” which will provide a quick assessment of student need as they enter and provide targeted wellness resources for students or refer directly to counseling. We are looking to change the dynamic of the Zen Den from a place where students can avoid class to a center where we are specifically addressing social and emotional needs.

Part of this transformation will be a repurposing of space with a continued commitment to providing the staffing necessary to support a check-in and quick assessment of students as they enter the wellness center.

Proposed Expenditures for this Strategy/Activity

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

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

CONTINUE - 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)
\$80,000	Site discretionary

Strategy/Activity 4

Students to be served by this Strategy/Activity

All students

Strategy/Activity

NEW - 3rd Leadership Class (Tier 1):

M-A will open up an additional section of Leadership. Currently, M-A offers two leadership classes, one of which is focused on service and the other focused on community building through activities. The third class will be focused on celebrating the different cultures and lived experiences of our M-A community. The 3rd class will not only expand the capacity for students interested in leadership, but also provide some institutional, structural support for clubs, students, and faculty who wish to celebrate our communities' culture. The goal of the class is to increase the feeling of belonging and pride for students at M-A.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
.4 staffing, \$55,000	District staffing chart

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 2022-2023, M-A had the following four goals, which we are maintaining for the 2023-2024 school year:

Goal #1: Increase the number of students career and college-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 and Next Steps:

During the 2022-23 school year, M-A worked on supporting our new classes and course pathways. Course teams in Ethnic Studies, Chemistry, Algebra and Geometry, and Multicultural Lit and Voice have worked on refining curriculum and assessments. In efforts to continually reflect on and improve our curriculum, math teachers participated in the instructional round process and teachers in Ethnic Studies and English made use of release days to refine curriculum and assessment processes. Initial grade data for each of these courses is positive suggesting more students are earning credit towards A through G eligibility. While the overall enrollment in honors and AP classes has either remained steady or even increased in some departments, the diversity of students taking honors or AP classes has not increased. Metrics M-A uses to measure school belonging such as Panorama survey data and data related to school disruption reflect positive improvements.

M-A will work on the task of vertically aligning each department around key standards so that we can articulate how students will progress to mastery of such standards and so that teachers can focus on collaboration and appropriately rigorous learning experiences for students across courses at the same grade level and also sequentially as students progress through a course sequence. M-A will also work on some targeted strategies, targeting key subgroups in our goal, such as the support of African American students in college scholarship writing and the continued support of our AVID program through the funding of academic tutors and potentially college field trips.

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 exam data.

Analysis and Next Steps:

M-A continued to offer support for all students including Long Term English Learners, with our after-school tutoring and writing center logging in more entries than ever before. M-A also made some efforts to support constructing meaning as a key instructional strategy for LTEL students, holding a two-hour professional development session in January for all staff. M-A has continued with the LTEL data task force and with the process of highlighting who the LTEL students are in each classroom, but we have stopped short of taking the data specific to individual departments into their collaboration meetings so that we can hold data-driven conversations related to how well LTEL students are performing; this is something we want to make sure we do in the 2023-24 school year. We are also going to release a teacher for one section to work specifically with 10th-grade English and Social Studies teachers with the goal of incorporating language objectives into every lesson that target LTEL language needs and help build skills necessary for reclassification. We also struggled to follow through on connecting LTEL students to specific activities and CTE courses and hence will try the broader approach of taking LTEL students to visit local community colleges and the career programs they offer as a means of helping LTEL students connect school to life after high school.

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 and Next Steps:

M-A has worked to some extent around providing more differentiated support for teachers and students. As mentioned above, M-A has renewed a focus on constructing meaning strategies both through the evaluation process and through the inclusion of meaningful professional development for all teachers. M-A has also worked to support teachers doing standards-based grading which we believe would be helpful for students with IEPs. But M-A has fallen short of presenting staff with a modified grading training; something we intend to

follow through in the 2023-24 school year and have already created the training. M-A's academic resource department will also work on vertically aligning skills taught in study skills courses and how those skills can be assessed, as a means of strengthening or coordinating instruction for students with IEPs.

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 and Next Steps:

In 2022-23 M-A expanded our work with the Peninsula Conflict Resolution Center and began working with the Fresh Lives For Youth program, or FLY, out of San Mateo County. The Fly program has helped to engage students during flex time in both an engaging law class and in community circle discussions; Fly is also providing case management and county resources for students who participate in an alternative to suspension program. Students involved in components of the program have shown to be less disruptive on campus. Overall M-A's data related to disruption has dramatically improved in 2022-23, with the rates of both referrals and suspension reflecting all-time lows. M-A is also showing small but incremental improvement in the targeted categories related to the panorama survey data, data reflecting school belonging and the ability for students to engage with each other in respectful ways.

M-A also continued to implement the Zen Den in 2022-23 and worked with Star Vista for social-emotional counseling. The Zen Den has been a valuable resource for students who felt anxious about returning to school, but we are concerned that too many students are using the Zen Den to avoid class. Hence we are interested in re-shaping the Zen Den into more of a targeted wellness center.

M-A will continue to work with PCRC and the FLY program to provide restorative justice services to M-A, and we will look to use PCRC to provide some all-staff training. M-A will also look to restructure our Zen Den to a more targeted wellness center with focused support. In addition, M-A is working to expand its leadership program as a means of providing both expanded opportunities for students but also some institutional support for clubs and staff, students interested in celebrating the variety of cultures and lived experiences in our community; the goal being to acknowledge and increase the sense of belonging on campus.

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 105,000

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 996,000

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	\$ 105,000

State or Local Programs	Allocation (\$)
Site Discretionary Funding	\$ 246,000
District Funding	\$ 790,000

Subtotal of state or local funds included for this school: \$ 891,000

Total of federal, state, and/or local funds for this school: \$ 996,000

