



School Year: 2021- 2022

# 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	May 20, 2021	June 9th, 2021

## 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 2021-22 school year and work to meet the established measurable goals.

Given the COVID-19 pandemic and resulting at-home learning during Quarter 4 of Spring 2020, and both semesters of 2020-2021, this plan addresses activities for helping students and staff create a stronger community and sense of belonging for all students; in addition, the plan addresses our focus on key instructional strategies, curricular alignment, and efforts to create more equitable outcomes for our significant subgroups.

## 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 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 Spring 2021, we got input from the LCAP staff, student and parent surveys as well as input from our Community Engagement Night.

## 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 and above 91.7% for the last two years. However, during this time our A-G completion rate has been between 60% and 68.4%, with our highest rate occurring last year for the graduating class of 2020. There has been a general upward trend in our A-G rate, and the achievement gap is closing. We would like to work on closing this gap even more, especially with regard to our significant subgroups. Concurrently, we will track students who are college and career ready according to the California Dashboard and increase eligibility.

In 2019, M-A saw significant subgroups improve in areas such as A through G completion rate and EL and Math CAASPP data. While we did not have CAASPP data for the 2020 school year, M-A's A through G completion rate continued to rise for the entire graduating class as well for each significant subgroup. M-A will work to support students in order to maintain these gains and demonstrate growth over time.

### Annual Measurable Outcomes

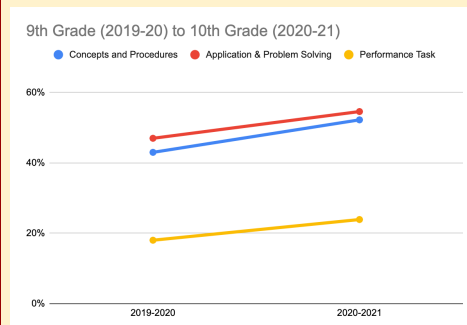
Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A through G completion Rate	Overall A through G completion rate for each of the following graduating classes:	Increase significant subgroups by 3%

	<p><b>68.4% in 2020</b> 63% in 2019 62.4% in 2018</p> <p><b>Specific Subgroups:</b></p> <p><b>Latin x Students:</b> 46.1% A-G eligible in the class of 2020 35.8% in 2019 31.1% in 2018</p> <p><b>African American Students:</b> 28.6% A-G eligible in the class of 2020 37% in 2019 5.3% in 2018</p> <p><b>Pacific Islander Students:</b> 26.3% A-G eligible in the class of 2020 25% in 2019 28.6% in 2018</p> <p><b>Special Education:</b> 22.7% A-G eligible in the class of 2020 15% in 2019 2.9% in 2018</p> <p><b>EL/RFEP students:</b> 44.2% eligible in the class of 2020 38.7% in 2019 36.6% in 2018</p>	
California College and Career Dashboard	In 2019, 52.5% of graduates were considered College and Career ready. (a decline of 2.5% from 2018)	
ELA Interim Comprehensive Assessment (ICA)	<p>In the Fall of 2020, students took ICA assessment data, which revealed students improving on the average percent correct from similar assessment in 2019:</p> <p><b>ELA 9/10thGrade:</b> 62.1% correct (growth of 13.1% from 2019)</p> <p><b>ELA 11/12th Grade:</b> 55.6% correct (growth of 3.4% from 2019)</p>	

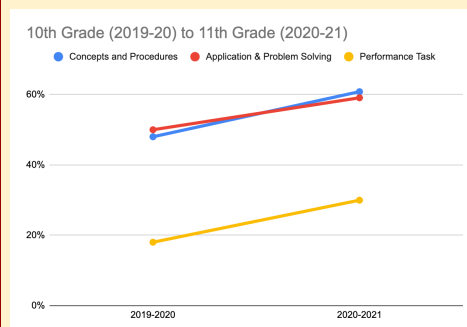
## Math Interim Comprehensive Assessment (ICA)

Year to Year growth from 2019-20 to 2020-21, by grade level:

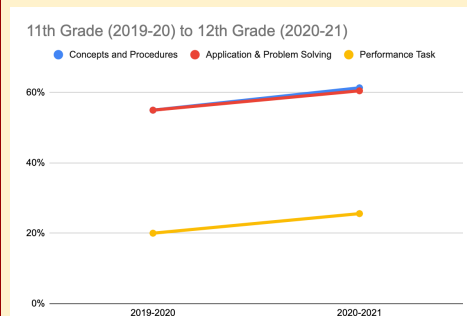
**2019-20 (9th Grade) to 2020-21 (10th Grade):**



**2019-20 (10th Grade) to 2020-21 (11th Grade):**



**2019-20 (11th Grade) to 2020-21 (12th Grade):**



## Strategy/Activity 1

Students to be served by this Strategy/Activity

All Students

**Department Goals:**

- **English:** Support new 9th grade Multicultural Literature and Voice class with the development of common assessments, release days for common grading and professional development, and work on vertical alignment with Sophomore English classes.
- **Science Department:** Continue to develop best practices around NGSS Cross-Cutting Concepts and Science Engineering Practices and how to assess them. A band of NGSS based assessments will be maintained. We will also emphasize developing and sharing instructional practices that involve students listening and speaking. Finally, we aim to make science instruction more culturally relevant while embracing topics of social and environmental injustices as they pertain to our subjects. Strategies of how to do this will be refined and shared.
- **Math Department:** The Math Department will develop open-ended, critical thinking problem tasks, and the vertical alignment of rigor and skills through such performance tasks.
- **VPA Department:** The VPA Department will work on standards based grading in 2021-22.
- **Social Studies:** The Social Studies Department will incorporate more interactive strategies for discussions and/or debates about controversial topics.
- **World Language:** The World Language Department will focus on Spanish 1 and 2 levels, aligning scope and sequence around key standards, develop a series of “I can” statements for each standard and develop rubrics for assessing each standard. Doing so will build a foundation for a move to Standards Based Grading in Future years.
- **SPED Department:** The Special Education Department will refine Study skills curriculum.
- **Computer Academy Program:** The Academy will promote and increase community connectedness by engaging parents in their child’s education.
- **AVID:** Students will learn and use successful academic strategies, such as: taking and making notes that can be used to study exams, identifying gaps in knowledge, and addressing them by communicating with teachers, visiting homework and writing centers, using Flex time productively, and effective time management.
- **P.E.:** The P.E. Department will work on analyzing and improving the program to include all subgroups.
- **CTE:** The CTE Department will promote CTE pathways, advertising, and encouraging students to complete concentrator and capstone courses in each pathway.
- **Counseling Department:** Evaluate and improve counseling curriculum for all grade levels using a lens of equity and social emotional learning.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Department Chair Release Periods \$125,000	District Staffing Allocation
District Release Days (funding N/A)	District PD budget
Collaboration Time	District staffing allocation (part of the contractual workday)
Collaboration outside of work hours (funded by FFF) \$50,000	Site Discretionary Funds

### Strategy/Activity 2

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

9<sup>th</sup> Grade Algebra students and formerly Algebra Readiness students

#### Strategy/Activity

Maintain and expand the Algebra Initiative instructional strategies into all Algebra I, Geometry, and introduce instructional strategies in the Algebra II classes. All students testing into Algebra Readiness will be placed in Algebra classes. Teachers will be trained in initiative practices and work together to implement instructional practices and align curriculum to focus on key standards. The new Algebra/ math pathway means roughly 100 students at M-A each year who would have been placed in Algebra Readiness will have access to A through G, grade-level content. In addition, the three course pathway means all students in this pathway will continue to have exposure to common core math thinking and open-ended, problem solving practices, creating curricular alignment to the state's CAASPP exam as well as hopeful increased engagement with Math curriculum in general.

- Two Algebra teachers will have a release period to support this work
- Geometry
- Algebra II
- Reduced class size in Algebra classes

### 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

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 addresses the negative impacts of tracking students into advanced and non-advanced courses; each of these courses serve 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.

### 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 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 opportunity to demonstrate mastery on those standards, helping more students meet A through G requirements.

M-A will bring back Jim Clark and Samanth Johnson from NGSi (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.

Evaluate the impacts of standards-based grading at the end of the year in implementation cohorts.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

Collaboration / Staff meeting time during the contractual workday

Summer Collaboration (funded by FFF)

## Strategy/Activity 5

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

All Title 1 Students

### Strategy/Activity

Supporting College Board exams (PSAT and AP) for Title 1 students

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
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\$8,000	Title 1
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## 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.

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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 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. They also have a higher rate of suspension than almost every other group on campus.

M-A saw mixed results in both the EL/ RFEP combined student group as well as Long-term EL students; data still makes clear M-A has a lot of work to do in terms of supporting long-term EL students.



## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Graduation Rate as measured by California Dashboard	<p>2019: 70.7% Graduation rate for EL students (Decline of 9.6% from 2018, and equal to the percentage of 2017).</p> <p>In 2018, 88.6% of Long-Term EL students Graduated (31 students total, as reported on District Dashboard) (an increase of 21% from 2017)</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 (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 percentage by an additional 2%.
GPA and Credits for LTEL students	<p>2019-20: Remained relatively stable from prior years.</p> <p><b>9th Grade:</b> GPA: 1.99 Credits: 47.9% above 60 credits</p> <p><b>10th Grade:</b> GPA: 1.77 Credits: 34.2% above 120 credit</p> <p><b>11th Grade:</b> GPA: 2.11 Credits: 50% above 170 credits</p>	<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>
A Through G completion rate	<p>21.9% of graduating LTEL students met A through G requirements. (32 students).</p> <p>This represents growth from the 12 to 16% meeting A through G over the past three years, with a similar number of students graduating.</p>	Increase by 3% for LTEL students.

## 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 BRT** for a full-time position, which supports both instruction in the classroom and helps to provide individual support for students struggling in the classroom. (While in distant learning, our BRT is working to make sure each ELD student is connected and navigating the learning platforms. The BRT is also working to connect bilingual paraprofessionals with EL students in need of support).
- **SAAP Program:** The SAAP coordinator identifies 60 highest-need students in the 9<sup>th</sup> grade and continues supporting students through 10<sup>th</sup> 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 in 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. In addition, included in the writing center funding is money for one English Paraprofessional. (Currently, tutoring and writing centers support are available and both offered virtually. Here is a link to the Writing Center Website: <https://www.mawriting.com/>)
- **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
\$25,000 Bilingual Paraprofessional	Site Discretionary
\$50,000 English and Math support Paraprofessionals	Site Discretionary
\$50,000 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. In conjunction with the district, M-A will have all VPA and CTE teachers trained in Constructing Meaning strategies in 2021-22. This is after training all English, PE, Social Studies, and World Language Teachers over the past two years. New teachers to the school will have access to CM training or Systematic ELD training during the year.

### 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

Use of Cycle of Inquiry Time to target strategies for supporting LTEL students:

Create a menu of options for groups to choose from as they focus their Cycle of Inquiry work; one menu option would be to focus on LTEL students specifically, identifying areas where they are struggling in the course content, brainstorm appropriate strategies for helping specific students, and re assessing their potential growth.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	

## Strategy/Activity 4

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

All English Learners including Long Term English Learners

### Strategy/Activity

M-A will fund Professional development for teachers, field trips for students, and English classes for parents, parent education workshops and all activities specifically targeting English Learners and Long Term English Learners.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$7,088 for conferences, PD, Field Trips	Title 1
\$5,000 for Parent English Classes	Title 1

## 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. During this time, the number of credits earned and the A-G completion rate of our SPED population has shown an inconsistent but downward trend.

In 2019 M-A moved in the right direction, with increases for students with special needs in Graduation rates, college and career readiness, and A through G completion. However, overall achievement in these areas still lags behind the general education population, and continued growth is needed.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rate as reported on the California Dashboard.	73.8% of students with disabilities graduated in 2019, an increase of 1.6% from 2018.	Increase by 3% and demonstrate growth over multiple years.
College and Career readiness	8.3% of students with disabilities are considered College and Career Ready per the California Dashboard, an increase of 6.8% from 2018.	Increase by 3% and demonstrate growth over multiple years
A through G completion rate for students with special needs:	22.7% of students with IEPs met A through G requirements for the class of 2020. (Growth of 7.7% from 2019 where only 15% met requirements an an increase of 12.1% from 2018)	Increase by 3% and demonstrate growth over multiple years.
GPA and Credits earned by grade level for students with IEPs:	<p>2019-20: Remained relatively stable from prior years.</p> <p><b>9th Grade:</b> GPA: 2.41 Credits: 68.3% above 60 credits</p> <p><b>10th Grade:</b> GPA: 2.25 Credits: 62.3% above 120 credit</p> <p><b>11th Grade:</b> 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 special needs in study skills classes

### Strategy/Activity

Creation of a **common study skills curriculum** that will be applied in all Study Skills classes and which supports student's self-management skills, study habits, short and long term goal setting, and which assists students in meeting common core ELA and Math standards.

Over the summer, the department is focusing on strengthening the 12th grade study skills scope and sequence, focusing on SEL education, community building, and transition planning.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	The collaboration time part of the contractual workday
Collaboration Work	Site Discretionary and Foundation for the Future

## Strategy/Activity 2

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

Students with special needs

### Strategy/Activity

**Create a spreadsheet for each case manager to use**, creating a space for case managers to track each student on their caseload's progress in meeting graduation requirements, A through G requirements, and CTE pathway completion. The tracker will help case managers guide students in their goal setting and decision-making process when it comes to course selection.

### 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

Use of Cycle of Inquiry time to target strategies for supporting students with IEPs:

Create a menu of options for groups to choose from as they focus their Cycle of Inquiry work; one menu option would be to focus on students with IEPs specifically, identifying areas where they are struggling in the course content, brainstorm appropriate strategies for helping specific students, and re assessing their potential growth.

## Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 4

### 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. (while in distant learning, the small setting testing coordinator can still provide virtual proctoring for students who need extra time on time assessments)

## Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$25,000	Site discretionary funding

## 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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**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

Overall suspension rates have dramatically decreased in the past six years. However, referral data from teachers in the classroom has not dropped, which suggests there are still struggles in the classroom with off-task behavior. As a school, both suspensions and referrals should be targeted to improve the learning environment. M-A can work on building stronger communities in the classroom as well as on the school campus.

In 2019, suspension rates for students suspended at least once improved for most subgroups except African American students, which saw an increase. Panorama survey data remained the same as in 2018. M-A will continue to work on building a strong sense of community for all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data (reported on California Dashboard)	<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><b>Significant Subgroups:</b></p> <p>9.6% of English Learners were suspended at least once, a decline of 3.2% from 2018</p> <p>7.1% of Latinx students were suspended at least once, a decline of .8% from 2018</p> <p>9.5% of students with disabilities were suspended at least once, a decline of 2.4%</p> <p>13.5% of African-American students were suspended at least once, an increase of 7.1% from 2018.</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	<p>Key questions from Panorama Survey we want to measure over time:</p> <p>Overall <b>School Belonging Category:</b> (3.0 out of 5.0)</p> <p>How connected do you feel to adults at your school?</p> <ul style="list-style-type: none"> <li>• 2.6 out of 5.0</li> </ul> <p>Overall, how much do you feel like you belong at your school?</p> <ul style="list-style-type: none"> <li>• 3.2 out of 5.0</li> </ul> <p><b>School Engagement Category</b> (5 questions total):</p> <ul style="list-style-type: none"> <li>• 2.8 out of 5.0</li> </ul> <p>When you are not in school, how often do you talk about ideas from your classes?</p> <ul style="list-style-type: none"> <li>- 2.6 out of 5.0</li> </ul>	Increase ratings on questions and categories related to School Belonging and Student Engagement by .5.

## 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:

All 9th grade students previously scheduled to take English I or AS English I will take our new English I course, **Multicultural Literature and Voice**. Students entering Menlo-Atherton from various feeder schools will come together to read, write, discuss, and discover their voice in relation to other students/ voices in the room. One of the goals of this course is to improve the overall feeling of connectedness for each student to the school community while also working to value each student's perspective and set of skills and then work on growing those skills.

Similarly, All 9th grade students will be enrolled in **Ethnic Studies** after they take Life Skills in the 1st quarter. Like the new English I course, the Ethnic Studies class will guide students in learning about themselves within the context of the world around them. This class will include students who were

previously not enrolled in the 9th grade World Studies option, students in ELD classes as well as students in English Intensive classes.

### 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
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### Strategy/Activity

**Focus on Community Building and creating a place of Belonging for all students.** As we return students to school in the Fall of 2021, M-A will develop a community building strategy and approach for both in the classroom and for the school community as a whole. A working group will meet over the summer to develop this plan, brainstorm and develop a series of community building activities that teachers can use in the classroom.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Summer Collaboration (funded by FFF)	Site discretionary

## Strategy/Activity 3

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

All students
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### Strategy/Activity

### Equity Based Professional Development for all Staff:

**Professional Development around implicit bias and culturally responsive education:** In 2020-21, M-A implemented the M-A Equity Series for Professional Development working with working with Tovi Scruggs-Hussein who provided whole staff training on the topics of equity, belonging, and culturally responsive trauma informed practices; in addition, Ms. Scruggs-Hussein worked to coach the administration team and our equity committee around how to approach and structure our equity work. In 2021-2022, M-A will continue working with Ms. Scrugg-Husseins, asking her to continue providing PD for all staff around equity, encouraging our own reflection, increased awareness, and action to support greater equitable outcomes for all students.

**Facilitate Equity discussions amongst stakeholders in the school community**, examining school data and school wide policies to ensure the most equitable outcomes for students.

#### **Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
N/A	Part of the contractual workday
\$20,000 Consultant fees	Site Discretionary

#### **Strategy/Activity 4**

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

All students

##### **Strategy/Activity**

Community building amongst students and staff with the use of Restorative Practices:

**Restorative Practices:** Continue to work with restorative practices started a few years ago by training more teachers about restorative practices and running community circles in the classroom. The goal is to increase the community circle process as a tool with students to ensure students have a voice and the shared space to explore challenging topics relevant to them.

In addition, we are training all of the support providers in the school, starting a steering committee regarding the implementation of restorative practices in the school, and we will plan to involve all staff community circles once a quarter during staff meetings. The goal is to normalize the process and familiarize all staff with the structure of a community circle and with the process of engaging each other in meaningful conversations.

#### **Proposed Expenditures for this Strategy/Activity**

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

#### **Strategy/Activity 5**

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

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

All Students:

##### **Strategy/Activity**

**Delivery of Social Emotional Learning once a month to each Grade Level:**

Our Mental Health and Intervention Coordinators will deliver a social-emotional learning curriculum using the Casel framework and presenting one lesson a month to each grade level. Presentations will be delivered/ pushed out during Flex Time.

#### **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
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#### **Strategy/Activity**

Implement **Saturday School** option as one means of providing alternatives to suspensions from school and hence increasing the time students are at school and in class. In the first semester of 2019-20, the implementation of Saturday School helped reduce the number of suspensions for substance abuse by roughly 50%.

#### **Proposed Expenditures for this Strategy/Activity**

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

### **Strategy/Activity 7**

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

All students, with a focus on English Learners
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#### **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

## Strategy/Activity 8

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

All students

### Strategy/Activity

Continue funding two key positions meant to address student well being:

- **Hire Additional Community Liaison:** The community liaison 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, community liaison will be trained in restorative practices and conduct mediations when conflicts arise between students and families.
- **Star Vista mental health support services:** Star Vista provides counseling and case management for students who need emotional support on campus

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$90,000 (Community Liaison)	Foundation for the future
\$80,500 (Star Vista)	Site Discretionary funds & Sequoia Healthcare District

## Annual Review

### SPSA Year Reviewed: 2019-20

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, 20120-2021 M-A had the following four goals, which we are maintaining for the 2021-22 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 2020-2021 school year, M-A has worked to align curriculum in two key core content areas, Chemistry and in our Freshmen English classes. This alignment and collaboration has led to the creation of one NGSS aligned Chemistry course for all sophomores and a new Multicultural Literature and Voice course for all freshmen English students. These courses, along with a new Ethnic Studies course, will help provide more equitable access for all students to high expectations. In addition, M-A has grown the Algebra Initiative into Geometry classes, where all geometry teachers have participated in district provided training related to initiative instructional strategies and course alignment. M-A has also taken strides in supporting more standards based grading, supporting cohorts in Science and Social studies. Our belief is that standards based grading practices help make learning objectives clear, provide all students opportunities for growth, and provide all students access to standards based content. Overall, M-A's graduating class of 2020, 68.4% of M-A students met A through G requirements, which represents a ten year high in terms of the number of students meeting eligibility requirements and suggests we are moving in the right direction.

#### **Next Steps:**

M-A will work to support the new Chemistry, Multicultural Literature and Voice, and Ethnic Studies courses. M-A will grow the instructional practices of the math initiative by introducing them into our Algebra II classes and helping to support more students in taking and experiencing success in Algebra II. M-A will also continue to grow Standards Based Grading, providing additional professional development support and supporting cohorts of teachers in implementing. Next year, for example, all teachers teaching multicultural Lit and Voice as well as teachers in the Visual and Performing arts department will implement standards based grading. In addition, each department's goal aligns with a focus on aligning standards, strengthening curriculum around standards, designing rubrics for assessing standards and hence all goals are about helping to strengthen access and appropriate rigor for all students.

**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:**

Even in a year where most instruction and support has been virtual, M-A has continued to provide a high level of support for EL students, both newcomers and long-term EL students. M-A continues to offer a robust after school-tutoring center staffed by teachers and paraprofessionals, a strong SAAP program staffed by a full-time coordinator in order to provide one-on-one support for some of our most in-need students, as well as multiple Para-professionals that are hired in order support EL students directly in the classroom. In addition, M-A successfully offered two sections of ELD at each level, ELD 1, 2, and 3, in addition to multiple sections of LEP core content classes, creating a significantly more stable classroom environment for both teachers and students. However, most efforts to support EL students in 2020-21 were focused on helping students stay connected in distance learning. Paraprofessionals, teachers, and other support staff worked hard to connect with students, providing hot spots, chromebooks, and one-on-one tutoring if necessary. Students who could not connect at home were invited to participate in "connectivity cohorts" on campus. While Constructing Meaning training was still offered and taken advantage of by teachers at M-A, there was not the institutional focus on implementation of these strategies, a focus we hope to regain in 2020-21.

#### **Next Steps:**

M-A will continue to fund a number of positions and programs that support long-term English Learners, hiring additional paraprofessional support for in-classroom support, hiring a community liaison to support positive attendance and provide additional parent outreach, and M-A will continue to fund after school tutoring and writing centers. M-A will also continue to require teachers to attend Constructing Meaning provided by the district as a means of strengthening our instructional skills in building academic language skills and engaging

students in relevant, open-ended tasks as a means of building those skills. In addition, M-A will organize our collaboration time, which we term the Cycle of Inquiry, by asking teachers to focus on one key area of our site plan, LTEL students in their classroom being one of the key areas. Teachers will be asked to identify areas where LTEL students are struggling, brainstorm strategies for supporting their growth, and then reassess.

**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:**

During the 2019-2020 school year, M-A focused more on having consistent IEP procedures amongst each of its case managers and developing better communication systems with content departments. Hence, the Academic Resource department restructured how they do department meetings so that case managers could be assigned to and attend each content department's meeting, providing updates on SPED processes, suggestions for providing accommodations, and listening to concerns brought up by content teachers. The department developed strong IEP procedures that each case manager now follows. In the 2020-21 school year most case managers were in triage mode, working hard to connect students to our virtual school model, using paraprofessionals to work with students individually and in small groups on a variety of core content classes.

**Next Year:**

M-A will re-focus efforts on developing and implementing a strong Study Skills curriculum that each case manager relies upon, as this is one of our WASC action items and key means of supporting students in study skills classes and also new case managers to the school. M-A will also ask case managers to use a Google sheet tracker which allows each case manager and counselor to identify how close a student is to meeting graduation requirements, A through G requirements, and CTE completion; the trackers can help case managers, students, and families make informed academic decisions. And finally, similar to addressing LTEL students, M-A will provide teachers a menu of options for how to use the Cycle of Inquiry time and one of the options will be to focus on our students with IEPs taking core content classes, focusing on areas where students are struggling, brainstorming strategies, and reassessing students skill level. Staff are getting started this summer by working to develop a strong 12th grade study skills curriculum, funded through our Foundation for the Future summer collaboration program.

**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:**

In 2020-21, M-A had to shift our focus to engaging students in a distance learning environment, building community in this environment, and supporting staff and students in processing the pandemic, violence against people of color, social justice movements, and our most recent presidential election. M-A worked hard to support community building and engagement in our shift to distance learning. We worked with our wide array of paraprofessionals and community support providers to reach out and support students individually, our mental health and intervention support providers invited students to social emotional and executive functioning small group sessions, and our teachers worked to develop new interactive strategies and community building exercises into their virtual curriculum and instruction. In addition, at the request of staff, we brought back restorative practice training for interested staff. Our staff formed an equity committee which worked to define needs around equity at the school and worked to provide a number of forums for both staff and students to be



in community together around topics and world events. And, we worked with a consultant, Tovi Scruggs to provide all of our staff with six hours of PD around equity and trauma informed educational practices.

#### Next Steps:

M-A will first focus on bringing students back to campus and integrating all students into our community; M-A will develop a framework and focus on developing community in and outside of the classroom. Part of this process will be supporting new courses--Multicultural Literature and Voice, Ethnic studies, and Chemistry--which all students on campus will take; students in these courses will be engaged in rigorous curriculum that also challenges them to learn from and work together in the process. M-A will also push out social emotional lessons for all students once a month as a means of both providing reflection and social emotional health. In addition, M-A will continue PD related to creating a more equitable school.

## Budget Summary

### DESCRIPTION

### AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 135,750

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

\$ 1,056,588

## 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	\$120,088

State or Local Programs	Allocation (\$)
Site Discretionary Funding	\$ 636,000
District Funding	\$ 300,000

Subtotal of state or local funds included for this school: \$ 636,500

Total of federal, state, and/or local funds for this school: \$ 1,056,588



