School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Milpitas High School	43733874334470	June 15, 2020	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Milpitas High School, built in 1969, rests on 45 acres in Milpitas, California, a working class community of approximately 81,000 residents which is located adjacent to the northern edge of the city of San Jose. It is the only comprehensive high school in Milpitas and serves the educational needs of a growing and highly diverse student population of nearly 3,300 students. Milpitas High School currently consists of 136 instructional classrooms, a library learning center, a 1600-seat gymnasium, a 250-seat theater, a student cafeteria with food court and two satellite kitchens, weight room, cardio room, and 5 computer labs (4 dedicated to CTE academies, English Learner program, and Computer Science) .

Milpitas High School Mission:

Milpitas High School prepares students to succeed as individuals and community members in a diverse and changing world.

Milpitas High School Focus:

Equity through Engagement

School Goal:

Increase rigor for all students through schoolwide implementation of AVID WICOR strategies to ensure career and college readiness for all our students, thus closing the opportunity and achievement gap.

Milpitas High School Student Learning Outcomes (SLOs):

Students will be collaborative workers who:
- Define and work toward achievement of group goals.
- Use interpersonal skills effectively.
- Acknowledge the opinions and contributions of others.
- Perform a variety of roles within a group.

Students will be self-directed achievers who:
- Prioritize, evaluate and adjust personal actions affecting well-being.
- Manage time effectively.
- Manage personal resources e.g. money and property.

Students will be participants in society who:
- Actively and positively contribute to a community (including the classroom.)
- Take responsibility for their actions.
- Understand social issues and respect different points of view.

Students will be information processors who:
- Use a variety of resources and techniques to gather information
- Adapt to new ideas and changing technologies.
- Identify and select appropriate resources and technologies for given tasks.

Students will be effective communicators who:
- Speak clearly and correctly to a variety of audiences.
- Read for understanding, listen actively and ask clarifying questions.
- Express thoughts and convey information in correct written form.
- Use the most appropriate medium to present information.

Students will be complex thinkers who:
- Identify and solve problems in a variety of settings.
- Make decisions reasonably and flexibly.
- Recognize choices in applying ideas and concepts.

Milpitas High School students are provided diverse opportunities to personalize their education through participation in Visual and Performing Arts, Athletics, Leadership and Associated Student Body (ASB), Digital Business Academy (DBA), Academy of Travel and Tourism, Engineering Technology (ETECH) Academy, Biotech Pathway, Project Based Learning (PBL), Program for English Learners (PFEL), Specially Designed Academic Instruction in English (SDAIE), Advancement Via Individual Determination (AVID), Resource Specialist Program (RSP), Special Day Class (SDC), Community Based Instruction (CBI), Silicon Valley Career Technical Education (SVCTE), an increasing variety of Advanced Placement and Honors Courses with specialized support for previously underrepresented students, College Partnership with San Jose City College, Read 180, and a well articulated Music program.

Milpitas High School students are involved in a wide range of co-curricular activities including athletics and 59 chartered clubs and organizations. MHS parent organizations include: School Site

Council (SSC), Parent, Teacher, Student Association (PTSA), Athletic Boosters, and Music Boosters.

Site based professional development has been largely centered on AVID schoolwide and WICOR learning strategies to improve students engagement and rigor, and support Common Core State Standards and the Smarter Balanced next generation standardized assessments. Literacy continues to be a main focus because it applies to each curricular area on campus. Additionally, each department continues to work collaboratively in an effort to engage students in critical thinking, reading, and writing activities aligned with the College and Career Readiness Anchor Standards. Aligned instructional activities include close reading, summary and argumentative writing, constructed response, and performance tasks.

Professional development endeavors also concentrate on 21st Century Teaching and Learning. The current technology infrastructure at Milpitas High provides for wireless internet access across campus for both staff and students. All teachers are issued a modern laptop computer. This year, all students will receive a 1:1 computing device. In addition, we have Chromebook carts holding 36 devices are assigned to various departments. One EdTech Mentors, centrally located in the District Office, and Director of Technology work collaboratively with the MHS administration to provide technology professional development opportunities for all staff in varied settings including one-on-one, PLCs, departments, and all staff. Some of the technology offerings include Google Suite of Tools, Otus (data & assessment), Turnitin, Newsela, Naviance, and Google Classroom as our Learning Management System..

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is reviewed by the School Site Council at the start of each year and compared with the achievement data from the previous year. During these meetings, School Site Council Members are able to interpret data and ask questions of the principal and school staff in order to assist stakeholders with understanding results, reflecting, and providing input about actions and allocation of resources.

September 18, 2019 - Update on 2018-19 Initiatives and School Focus. SPSA Review.
October 16, 2019 - Data Review and Analysis. CAASPP and student grades.
December 18, 2019 - Data Review and Analysis. Discussion of CA Dashboard.
January 15, 2020 - SCC Focus SpEd and EL Group Meetings. Data review, discussion of current actions, and feedback.
February 26, 2020 - Discussion of proposed goals and actions.
March 18, 2020 - Cancelled due to COVID-19 Shelter-in-Place
April 22, 2020 - COVID-19 Update
May 20, 2020 - COVID-19 Update, SPSA Progress Update
TBA - Approval of SPSA

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Performance gaps persist in ELA and/or Math CAASPP performance, College and Career preparedness, and Suspension for EL, SpEd, Homeless, Hispanic and African American subgroups. Resources will be targeted toward teacher professional development around instructional practices, as well as cultural sustainability and technology, to increase student engagement and academic performance, restructuring systems and providing services for greater access and targeted academic and social-emotional learning support, building a more inclusive and supportive school culture for all staff and students, and for improving partnerships with parents and the community.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.15%	0.09%	0.19%	5	3	6
African American	2.46%	2.08%	1.72%	80	66	54
Asian	47.49%	48.91%	49.74%	1543	1,554	1,558
Filipino	20.56%	19.26%	19.03%	668	612	596
Hispanic/Latino	19.27%	19.48%	19.19%	626	619	601
Pacific Islander	0.86%	0.72%	0.67%	28	23	21
White	5.63%	5.07%	4.6%	183	161	144
Multiple/No Response	0.03%	0.06%	4.76%	1	2	3
			Total Enrollment	3249	3,177	3,132

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	823	791	768
Grade 10	829	835	791
Grade 11	764	789	797
Grade 12	814	762	776
Total Enrollment	3,249	3,177	3,132

Conclusions based on this data:

1. Total student enrollment has decreased over the last 3 years by 3.6% (117 students).

2. Ethnic breakdown of student subgroups is generally maintained, but there is an increase in Asian, and decrease in White, African American, and Filipino.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	428	474	499	13.2%	14.9%	15.9%
Fluent English Proficient (FEP)	1677	1,642	1,592	51.6%	51.7%	50.8%
Reclassified Fluent English Proficient (RFEP)	18	29	48	5.1%	6.8%	10.1%

Conclusions based on this data:

1. English Learners make up about 16% of our student population.

2. FEP students have maintained around 51% over the last 3 years.

3. RFEP students have increased over the last 3 years by 5%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	833	744	754	805	692	627	805	692	627	96.6	93	83.2
All	833	744	754	805	692	627	805	692	627	96.6	93	83.2

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2662.	2648.	2662.	49.07	44.36	52.15	31.30	31.07	26.79	10.93	14.60	11.48	8.70	9.97	9.57
All Grades	N/A	N/A	N/A	49.07	44.36	52.15	31.30	31.07	26.79	10.93	14.60	11.48	8.70	9.97	9.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	53.17	45.38	54.07	37.14	42.63	33.01	9.69	11.99	12.92
All Grades	53.17	45.38	54.07	37.14	42.63	33.01	9.69	11.99	12.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	59.38	57.37	57.74	30.68	30.78	32.38	9.94	11.85	9.89
All Grades	59.38	57.37	57.74	30.68	30.78	32.38	9.94	11.85	9.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	37.02	34.83	36.04	55.90	55.92	55.66	7.08	9.25	8.29
All Grades	37.02	34.83	36.04	55.90	55.92	55.66	7.08	9.25	8.29

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 11	56.27	50.29	54.39	35.16	38.87	35.73	8.57	10.84	9.89
All Grades	56.27	50.29	54.39	35.16	38.87	35.73	8.57	10.84	9.89

Conclusions based on this data:

1. 3.5% Increase in overall ELA- Standard Met + Standard Exceeded over 2 years from 75.5% to 79%.

2. 1% Drop in overall ELA- Standard Met + Standard Exceeded over 3 years from 80% to 79%.

3. Writing, Reading, and Research/Inquiry have the most students above standard. Listening has most student at or near standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	832	744	754	804	694	628	804	694	627	96.6	93.3	83.3
All Grades	832	744	754	804	694	628	804	694	627	96.6	93.3	83.3

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2645.	2648.	2662.	32.46	32.13	37.80	23.63	25.65	25.04	20.90	20.32	18.82	23.01	21.90	18.34
All Grades	N/A	N/A	N/A	32.46	32.13	37.80	23.63	25.65	25.04	20.90	20.32	18.82	23.01	21.90	18.34

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	43.78	43.37	51.52	27.86	29.11	24.40	28.36	27.52	24.08
All Grades	43.78	43.37	51.52	27.86	29.11	24.40	28.36	27.52	24.08

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	35.32	35.59	39.55	41.04	42.51	40.99	23.63	21.90	19.46
All Grades	35.32	35.59	39.55	41.04	42.51	40.99	23.63	21.90	19.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	35.70	38.90	39.23	50.25	44.38	47.53	14.05	16.71	13.24
All Grades	35.70	38.90	39.23	50.25	44.38	47.53	14.05	16.71	13.24

Conclusions based on this data:

1. 7% gain in overall Math Standard Met + Standard Exceeded over 3 years from 56.09% to 62.84%.

2. Concepts and Procedures has the most students below standard.

3. Problem Solving and Modeling/Data Analysis and Communicating Reasoning have the most students above or at/near standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1577.5	1578.8	1584.7	1582.4	1569.9	1574.7	128	123
Grade 10	1576.5	1581.6	1572.0	1594.1	1580.4	1568.6	108	111
Grade 11	1539.1	1556.0	1527.4	1542.8	1550.3	1568.9	80	104
Grade 12	1569.4	1548.5	1565.1	1536.8	1573.2	1559.7	81	84
All Grades							397	422

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	48.44	41.46	20.31	25.20	13.28	18.70	17.97	14.63	128	123
10	48.15	45.05	24.07	18.92	12.04	17.12	15.74	18.92	108	111
11	28.75	29.81	22.50	25.96	25.00	17.31	23.75	26.92	80	104
12	34.57	21.43	29.63	26.19	24.69	25.00	*	27.38	81	84
All Grades	41.56	35.55	23.68	23.93	17.63	19.19	17.13	21.33	397	422

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	53.13	47.15	18.75	26.83	16.41	12.20	11.72	13.82	128	123
10	56.48	52.25	17.59	14.41	12.04	16.22	13.89	17.12	108	111
11	43.75	37.50	26.25	28.85	*	12.50	18.75	21.15	80	104
12	55.56	28.57	28.40	29.76	*	19.05	*	22.62	81	84
All Grades	52.64	42.42	21.91	24.64	12.85	14.69	12.59	18.25	397	422

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Grade										
9	29.69	17.89	28.91	32.52	14.84	33.33	26.56	16.26	128	123
10	37.04	13.51	28.70	37.84	11.11	27.93	23.15	20.72	108	111
11	*	18.27	36.25	22.12	21.25	26.92	33.75	32.69	80	104
12	19.75	7.14	27.16	28.57	27.16	33.33	25.93	30.95	81	84
All Grades	25.44	14.69	29.97	30.57	17.63	30.33	26.95	24.41	397	422

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	50.00	20.33	32.81	62.60	17.19	17.07	128	123
10	50.93	22.52	35.19	59.46	13.89	18.02	108	111
11	30.00	12.50	41.25	57.69	28.75	29.81	80	104
12	43.21	4.76	41.98	48.81	14.81	46.43	81	84
All Grades	44.84	15.88	37.03	57.82	18.14	26.30	397	422

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	64.06	69.11	25.00	17.89	10.94	13.01	128	123
10	63.89	67.57	22.22	13.51	13.89	18.92	108	111
11	61.25	67.31	26.25	9.62	*	23.08	80	104
12	70.37	64.29	24.69	16.67	*	19.05	81	84
All Grades	64.74	67.30	24.43	14.45	10.83	18.25	397	422

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	34.38	26.02	32.03	53.66	33.59	20.33	128	123
10	33.33	30.63	35.19	43.24	31.48	26.13	108	111
11	*	18.27	45.00	46.15	43.75	35.58	80	104
12	18.52	14.29	48.15	41.67	33.33	44.05	81	84
All Grades	26.20	22.99	38.79	46.68	35.01	30.33	397	422

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	36.72	17.89	48.44	70.73	14.84	11.38	128	123
10	45.37	11.71	44.44	72.97	10.19	15.32	108	111
11	26.25	13.46	56.25	69.23	17.50	17.31	80	104
12	38.27	5.95	55.56	76.19	*	17.86	81	84
All Grades	37.28	12.80	50.38	72.04	12.34	15.17	397	422

Conclusions based on this data:

1. Majority of our EL students are at Level 3 and 4, and are in grades 9 and 10. There is an increasing number of students who are at Level 1 and 2.

2. There is an increasing number of students who are at Level 1 and 2 (mostly Grade 12 and refugees from Central America).

3. High performance areas are Oral language (67% of students in Levels 3-4) and Speaking Domain (67% Well Developed). Areas for opportunity/focus are Written Language (61% of students are in Levels 2-3, 24% in Level 1), Writing Domain (87% Moderate-Beginning), Listening (84% Moderate-Beginning), and Reading (77% Moderate-Beginning).

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
3177	**33.1**	**14.9**	**0.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	474	14.9
Foster Youth	3	0.1
Homeless	58	1.8
Socioeconomically Disadvantaged	1053	33.1
Students with Disabilities	269	8.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	66	2.1
American Indian	3	0.1
Asian	1554	48.9
Filipino	612	19.3
Hispanic	619	19.5
Two or More Races	137	4.3
Pacific Islander	23	0.7
White	161	5.1

Conclusions based on this data:

1. African American, American Indian, Pacific Islander, White, and 2+ Races individually are less than 5% each (12.3% combined total), while Asian (48.9%), Hispanic (19.5%), Filipino (19.3%) are extremely large groups.

2. The smaller subgroups must be kept in mind as fluctuations in student performance have a greater impact on the group data.

3. Equity supports for EL, Foster/Homeless, low SES, and SpED must be offered.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Blue		
College/Career Green		

Conclusions based on this data:

1. For 2019, every CA Dashboard indicator is Blue or Green.

2. Goal is to maintain or raise this status with specific focus on subgroups that are significantly below standard.

3. Deeper analysis should be considered for smaller subgroups not reflected in this dashboard (groups below 3% of population).

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	1	3	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Yellow	No Performance Color
76.6 points above standard	34.9 points below standard	0 Students
Increased ++9 points	Increased ++14.2 points	
626	103	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Red
29.2 points below standard	31.5 points above standard	74.9 points below standard
Declined -14.1 points	Declined -9.6 points	Declined Significantly -25.3 points
11	205	38

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	Green
Less than 11 Students - Data Not Displayed for Privacy	0 Students	108.4 points above standard	48.6 points above standard
4		Increased ++11 points	Declined -6.2 points
		331	122

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Blue
10.6 points above standard	78.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	93.5 points above standard
Increased ++14.2 points	Increased Significantly ++21.7 points	3	Increased Significantly ++21.4 points
103	28		34

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.5 points below standard	67.6 points above standard	71.6 points above standard
Increased ++13.7 points	Increased Significantly ++54.1 points	Increased Significantly ++19.2 points
78	25	199

Conclusions based on this data:

1. Overall in ELA, school is blue, significantly above standard, with significant increase by 9 points since last year.

2. Increase in performance is due to significant increases in EL, Hispanic, White, 2+ races, Asian subgroups.

3. SpEd is a significant concern being at 74.9 points below standard with a 25.3 point decrease.

School and Student Performance Data

Academic Performance
Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	4	0	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Yellow	
32.4 points above standard	76.1 points below standard	
Increased ++9.3 points	Increased ++12 points	
621	103	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
65.4 points below standard	15 points below standard	154.1 points below standard
Increased ++12.3 points	Maintained -1.9 points	Declined Significantly -45.8 points
11	204	39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Blue	Yellow
Less than 11 Students - Data Not Displayed for Privacy		90.2 points above standard	28.9 points below standard
4		Increased ++13.1 points	Declined Significantly -22.6 points
		330	121

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Blue
71.3 points below standard	14.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	32.3 points above standard
Increased Significantly ++18.8 points	Increased ++12 points	3	Increased Significantly ++29.4 points
101	27		34

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner	Reclassified English Learners	English Only
104.7 points below standard	18 points above standard	14.8 points above standard
Increased ++13 points	Increased Significantly ++49.6 points	Increased Significantly ++23.7 points
79	24	196

Conclusions based on this data:

1. Overall in Math, school is blue, significantly above standard by 32.4 points, with all student groups and most subgroups increased/maintained in progress.

2. Subgroups that are significantly below standard are SpEd (declined 45.8 points), EL, Homeless, Hispanic and Filipino. SpEd math classes are in progress of being aligned with A-G GenEd courses to improve competency of standards-based skills.

3. Although below standard, English Learner, Homeless, and Hispanic subgroups made significant progress.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
57.3 making progress towards English language proficiency
Number of EL Students: 379
Performance Level: High
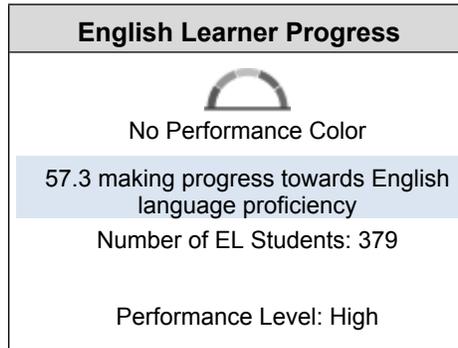
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
56	106	91	126

Conclusions based on this data:

1. 57.3% of EL students are making progress toward English language proficiency.

2. Performance level is high. Most of our EL students are in Level 4, followed by Level 3, making up 59.5% of all EL students. (From CDE ELPAC Data Website.)

**3.** Majority of students (323) maintained ELPI level or progressed at least one ELPI level. 56 decreased.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	3	1
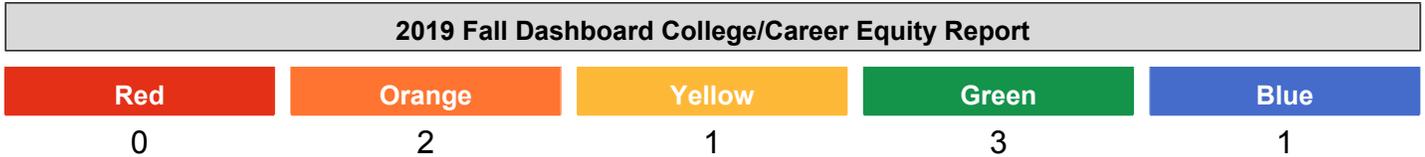
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
68.4	17.8	Less than 11 Students - Data Not Displayed for Privacy
Maintained +1.2	Declined -2.2	4
738	107	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
33.3	57.1	23.9
Increased Significantly +14.6	Increased +3.2	Increased +6.7
27	333	71

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Green
56.5	Less than 11 Students - Data Not Displayed for Privacy	82.7	68
Increased Significantly +9.5	1	Maintained +1.3	Maintained +1.3
23		365	150
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
36.1	66.7	Less than 11 Students - Data Not Displayed for Privacy	57.5
Declined -6.8	Increased Significantly +24.7	4	Maintained -0.8
133	21		40

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	67.3 **Prepared**	68.4 **Prepared**
Approaching Prepared	14.7 **Approaching Prepared**	18.6 **Approaching Prepared**
Not Prepared	18 **Not Prepared**	13 **Not Prepared**

Conclusions based on this data:

1. Overall, school is green with 68.4% graduates "prepared" for college/career, a 1.2% increase from 2019.

2. Subgroups that are significantly not "prepared" are EL 17.8%, SpEd 23.9%, and Homeless 33.3%.

3. Asian is high at 82.7% followed by Filipino at 68%, 2+ Races 66.7% (+24.7), then White 57.5%, African American 56.5% (+9.5%), Hispanic 36.1%.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
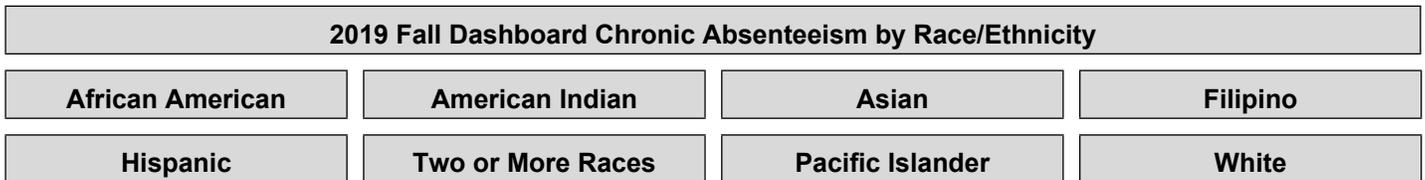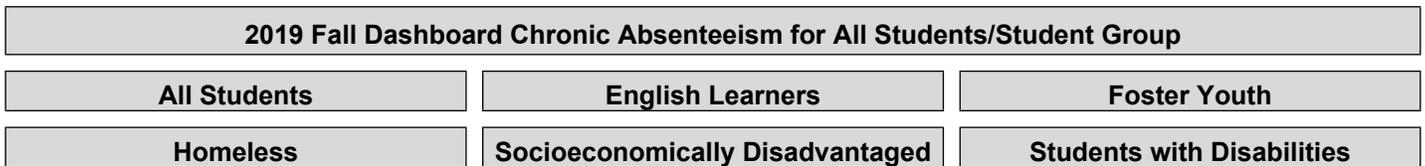
Conclusions based on this data:

**1.** No data from CA Dashboard for 2018-19.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	3
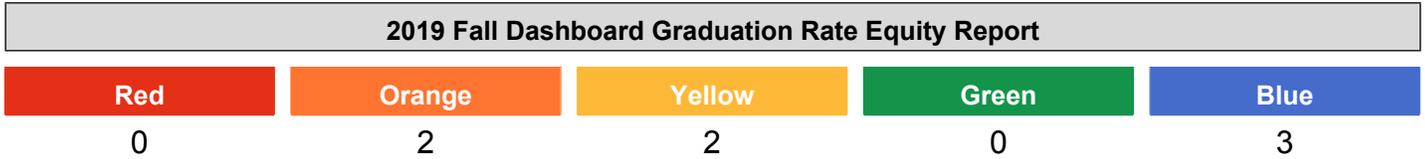
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Orange	No Performance Color
95.4	82.4	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.2	Declined -13	
739	108	4
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
85.2	94	78.9
Declined -2.3	Declined -3.7	Declined -12.5
27	334	71

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	Blue
91.3	Less than 11 Students - Data Not Displayed for Privacy	96.5	95.3
Declined -8.7	1	Declined -1.3	Declined -3.6
23		366	150

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Blue
92.5	100	Less than 11 Students - Data Not Displayed for Privacy	95
Declined -5	Increased +9.7	4	Maintained +0.6
133	21		40

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
97.6	95.4

Conclusions based on this data:

1. Graduation rate is very high at 95.4% for 2019, -2.2% from 2018.

2. Most subgroups are blue. Greatest decline in graduation rate exists in EL, SpEd, African American, and 2+ races.

3. Earlier identification and more frequent check-ins needed for students who are at-risk for not graduating.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	3	4	0
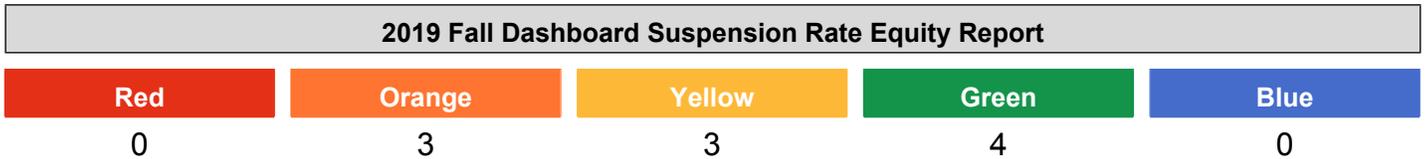
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
2.5	2.8	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.4	Declined -1.5	4
3255	505	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Green	Orange
7.5	3.5	8
Declined -2	Declined -1.5	Increased +0.3
80	1269	288

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	Green	Green
8.6	Less than 11 Students - Data Not Displayed for Privacy 3	0.9	2.1
Declined -6.9		Maintained -0.2	Declined -1.1
70		1572	625

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Orange	No Performance Color	Orange
4.7	7.1	4.3	3.1
Maintained -0.2	Increased +2	Increased +0.8	Increased +0.5
658	141	23	163

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.9	2.5

Conclusions based on this data:

1. Suspension rate decreased by 0.4% compared to 2017-18.

2. African American subgroup had a very significant 6.9% decline in suspensions from 15.5% down to 8.6%. The largest increases in subgroup is Homeless 5.7%, Filipino at 2%, 2+ Races 1.8%, and 1.3% EL.

3. The highest percentage of suspension in subgroups are African American at 8.6%, SpEd at 8%, and Homeless at 7.5%. Brief Intervention Counseling (for Drugs and Alcohol) and Restorative Practices will be used to decrease these rates through education and intervention.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Schoolwide Professional Development

LEA/LCAP Goal

All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career and close the achievement gap.

Goal 1

Close the gap in student subgroups below standard by 5% by increasing student engagement through providing ongoing, staff-wide Professional Development opportunities that focus on Instructional Leadership, AVID/Engagement/Common Core/Literacy Strategies, PLCs, and Technology.

Identified Need

Dashboard: Significant gaps are exist for EL, SpEd, Homeless, Hispanic and African American subgroups in ELA and/or Math CAASPP performance, Academic Performance/College and Career Readiness,
WASC: Foster effective teacher and staff collaboration and deliver ongoing, consistent professional development as a way to continuously improve curriculum, instruction, and assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Collaborative Rounds (instructional walkthrough observations by department at least 2 times a month)	Schedule observations and department leads and administration participate regularly. Collect data on student engagement.	Development of common observation tool and collection of specific observable data for departments to use to support their goals, specifically the use of AVID WICOR strategies.
Professional Development Participation & Surveys	Increase in professional development participation by teachers in AVID, AP, PLTW.	Data collected and used by ILT to plan PD opportunities for future in-services, conferences, and peer support.
Student Surveys on Student Engagement	Create student surveys seeking input about classroom instructional strategies, especially AVID WICOR strategies.	Surveys will provide data that compliments observable date from collaborative rounds.
CA Dashboard Data	See data section.	5% improvement for subgroups below standard.
Student performance grades in A-G courses.	Current course grades.	5% Reduction in Ds and Fs at Semester 1 and 2.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, with targeted focus on identified student subgroups in need including EL, SpEd, Homeless, Hispanic and African American.

Strategy/Activity

Expand AVID Schoolwide Program to improve student engagement, increase rigor, and prepare all students to be college and career ready.
- AVID Digital XP (COVID-19 alternative, including distance learning) for Administrators (2), AVID teachers (7), and Content Area Teachers (7).
- Teacher-led AVID WICOR strategies workshops during summer, fall, and winter in-services.
- Incorporate AVID WICOR strategies into collaborative rounds (walkthrough) tool.
- Continue AVID Elective sections, 2 per grade level.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	Block Grant AVID PD Costs
10,000	0000: Unrestricted Site AVID PD Costs

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, with targeted focus on identified student subgroups in need including EL, SpEd, Homeless, Hispanic and African American.

Strategy/Activity

Instructional Leadership Professional Development and PLCs
- Monthly PD for administrators, department leaders focused on Instructional Leadership, PLCs, Data Analysis and Cycles of Inquiry.
- Bi-annual full-day study sessions for ILT.
- Continue Departmental Collaborative Rounds with administrators and department leaders
- Begin teacher peer walkthrough observation opportunities
- Administrator to support ILT and PLC work.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000	Supplemental
5,000	0000: Unrestricted

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

New Teacher Support Program to build MHS teacher culture and ensure teachers new to MHS are supported for success
- Stipend for new teacher coach/coordinator (plus, 0.2FTE if available)
- Monthly New Teacher Support meetings focused on topics relevant to the school calendar.
- Mentor partnerships with veteran MHS teachers in same department.
- Administrator to support program (maintain additional assistant principal).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000	Block Grant

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ongoing Departmental Professional Development to ensure current best instructional practices in content specific area.
- AP Training
- PLTW
- NGSS
- Distance Learning

- Culturally Relevant Instruction: Ethnic Studies course offerings, History curriculum review and revise (Facing History Grant)
- Other trainings as needed, aligned to department/school goals, and approved by principal.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	0000: Unrestricted

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

Culturally Sustainable and Relevant Learning (partnership with Facing History and Ourselves)
- Begin planningEthnic Studies course offerings and graduation requirement.
- History courses curriculum review and revision to be inclusive of diverse cultures and experiences of MHS population.
- Culturally responsive and anti-racist instructional strategies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40,000	KLA-Facing History Grant
5000	0000: Unrestricted

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.

Learnings from AVID Summer Institute were translated into teacher developed and led professional development at summer and fall inservices. Through ILT and PLCs, WICOR strategies are being implemented more and more in every classroom, especially in SpEd Study Skills and ELL classes. Overall, student performance in ELA and Math CAASPP has improved, and College and Career Readiness is increasing. New Teacher support program has made a significant impact on ensuring new teachers have a successful on-boarding and support throughout the year, including feedback through walkthough visits and community building. Nearly all of our new teachers will received positive evaluations and will stay at MHS.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the community incident in November and COVID-19, planned opportunities for more teacher-led AVID PD did not happen.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to COVID-19 and projected budget cuts, reductions and reallocations are made in this area (PD registration costs, administrator costs, distance learning focus). Discontinue contract with Partners in School Innovation ($35K to $5K). Reduce AVID PD costs ($70K to $30K), Departmental PD ($30K to $25K).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Supports for Special Education, English Learners, and At-Promise Students

LEA/LCAP Goal

Goal 3: All MUSD historically underserved students will make accelerated growth to close the achievement gap. Supplemental students: consisting of Low Income, English Learners, Foster Youth and Special Education will make significant academic growth in the 2019-2020 school year.

Goal 2

Supplemental students, consisting of Low Income, English Learners, Foster Youth and Special Education will make significant academic growth in the 2019-20 school year as detailed by the AMOs

Identified Need

Dashboard:
- Significant gaps are exist for EL, SpEd, Homeless, Hispanic and African American subgroups in ELA and/or Math CAASPP performance. Close the gaps by 5%.
- Maintain or improve its Above Standard score in ELA Research and Writing and focus on improving in the areas of Reading and Listening.
- Decrease the percentage of students scoring Below Standard in Math Concepts and Procedures, Problem and Data Analysis, and Communicating Reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA (EL)	2019: 34.9 points below standard.	10+ point increase to close gap.
SBAC Math (EL)	2019: 71.6 points below standard.	10+ point increase to close gap.
SBAC ELA (SpEd)	2019: 74.9 points below standard.	10+ point increase to close gap.
SBAC Math (SpEd)	2019: 154.9 points below standard.	10+ point increase to close gap.
SBAC Math (Hispanic)	2019: 71.3 points below standard.	10+ point increase to close gap.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Special Education

Strategy/Activity

Special Education Restructuring, Co-teaching/Inclusion Support, and Curriculum Alignment
- Inclusion professional development and co-teaching coaching with Dr. Villa of Bayridge Consortium (partial district funded).
- Restructuring teacher and paraprofessional assignments to support more inclusion and least-restrictive environment for students.
- SpEd Coordinator to manage resource center, administer assessments for and develop initial IEP, monitor compliance, and support teacher instruction. (Current FTE)
- Student Resource Center for centralized and uniform testing accommodations, and alternative environment for learning.
- Grade level caseloads for RSP
- Align modified curriculum to general ed curriculum
- Resources for CBI teachers to expand student opportunities for learning and activities.
- Administrator to support program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
60,000	Supplemental

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

EL Program Articulation, Curriculum, and Student Support
- New EL Counselor case manages ELL students providing appropriate course scheduling, support and opportunities for reclassification and enrichment, and advocacy and counseling. Identify gaps in student learning and language acquisition; Develop remedial/supplemental/support and summer school classes targeting the needs of EL students
- EL Program Leader supports the ELD program teachers with professional development, curriculum and articulation planning, and coaching of instructional strategies.
- Bilingual paraprofessional to support student and department needs.
- Administrator to support program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
150,000	Supplemental 0.6 Counselor, 2 EL Paras, Administrator support.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

ELD Curriculum and Instruction Materials and PD • Continue to run sections of mainstream and sections of SDAIE English I with READ 180 connection sections • Continue to incorporate the System 44 phonics program as part of beginning ELD instruction • Provide ELD teacher professional development through trainings and conferences.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	Supplemental

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Math Engagement and Instruction • AVID Digital XP PD for 6 math teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000	Block Grant

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Math Students with targeted focus on identified student subgroups in need including EL, SpEd, Homeless, Hispanic and African American.

Strategy/Activity

- 1 section of Math Connections intervention classes
- Provide math support to improve conceptual understanding of students who are below basic in math.
- Provide support for students utilizing interactive software (ALEKS) and other targeted teaching strategies such as one-on-one support and differentiated instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Supplemental
4000	Supplemental

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, with targeted focus on identified student subgroups in need including EL, SpEd, Homeless, Hispanic and African American.

Strategy/Activity

Targeted Support and Tutoring
- Provide structured support programs/tutoring to build and reinforce student skills, confidence, and engagement at all levels (struggling students as well as AP). Tutoring and support should be regularly scheduled and lead by department teachers.
- Struggling students should be identified early in each semester and provided targeted academic interventions with support from departments and parents that allow for the student to demonstrate mastery and recover within the semester.

- AVID WICOR strategies will be used in all classes to support all students by increasing engagement, student-centered learning though writing, inquiry, collaboration, organization, and reading.
- Tutoring and intervention support coordinator. (Convert existing tech lab para)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	CAHSEE Classified support.
10,000	Supplemental

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

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.

SpEd department continues to support students through grade level study skills using AVID strategies and grade level appropriate supports. PD and coaching through Bayridge Consortium has provided SpEd and GenEd co-teachers to assess, reflect and improve their team teaching partnership, thus improving access to inclusive instruction. Math PD, connections classes, and support resources have contributed to continuing improvement in CAASPP scores. Tutoring for students continues.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

SpEd Student Resource Center was not fully implemented due to scheduling and staffing conflicts, will be completed in 20-21. Math and ELA curriculum alignment work is only emerging and will continue in 20-21.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to COVID-19 and projected budget cuts, reductions and reallocations are made in this area (new EL Counselor, administrator costs). Increase funds for CBI resources. Convert EL TOSA to 0.6 Counselor. Discontinue contract with CollaboraEd Math consultant, replace with AVID Digital XP ($15K to $6K).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Culture and Climate: Safety, SEL, Cultural Sustainability

LEA/LCAP Goal

LCAP Goal 2: All MUSD Students are fully invested to thrive academically, socially and emotionally in a safe, nurturing and culturally responsive school environment.

Goal 3

At-risk students will increase their daily attendance by 25%. The percent of underrepresented students availing themselves to college, career, and scholarship resources will increase by 25%. UC/CSU eligibility for graduating seniors will increase by 5%.

Identified Need

Dashboard: Significant gap exists for college/career "prepared" between Asian high at 82.7% followed by Filipino at 68%, then 2+ Races 66.7%, White 57.5%, African American 56.5%, Hispanic 36.1%. The highest percentage of suspension in subgroups are African American at 8.6%, SpEd at 8%, and Homeless at 7.5%.
WASC: Provide additional counseling and career/college readiness programs and services to all students in order to better prepare them for high school and postsecondary success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
At-risk daily attendance	Current attendance rate at 94%	Daily attendance increase by 3%
A-G Eligibility	Current A-G rate at 62.7%	Increase by 5%
College/Career Access	Data collected by College and Career Specialist	Data collected by College and Career Specialist
Naviance Usage	Grades 9, 10, and 12	All grades with full use of assessments and tools.
Discipline Data	2.5% suspension	Reduction in suspensions especially in subgroups that increased.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Grade 9 and New Students

Strategy/Activity

Freshman & New Student Transition Program
- All 9th grade students will take a recommended Life Management class that will focus on social-emotional development, communication, stress, and time management, adolescent health and issues, drug and alcohol abuse, and college and career planning. Curriculum development, teacher release time, materials, community partnerships (FACES, Camp Everytown).
- Professional Development for 5 class advisors to participate in training, plan and implement activities for year long freshman transition program, new student intake, and overall school culture. (Link Crew, CADA, etc.)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	Block Grant

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, with targeted focus on identified student subgroups in need including EL, SpEd, Homeless, Hispanic and African American.

Strategy/Activity

College & Career Readiness Services, Academic Counseling
- Continue reduced partnership with Naviance to fully implement the platform and tools for all students - subscription, professional development
- Provide stipends for College and Career lead counselor and teacher leaders to work together with technician to increase services and events for students and parents, and work with counselors and teachers to effectively implement the Naviance tools for all students.
- Expand College and Career Center services: Job and Community Service Fair, work experience, college visits, coordinator, etc.
- AVID/Academy/504 lead counselor to support recruitment/onboarding and monitoring of students.
- Professional development for counselors and college and career center staff - conferences, college updates, etc.
- Administrator to support academic counseling and college and career services program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000	Block Grant
15,000	Part. Academy
16,000	0000: Unrestricted Naviance (reduced contract)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, with targeted focus on identified student subgroups in need including EL, SpEd, Homeless, Hispanic and African American.

Strategy/Activity

Equity in Access, Opportunity and Support for College & Career Readiness
- AOS (Achievable Opportunity for Students) Program: Collect and analyze specific data on typically underrepresented students for AP potential and academic interventions, and guide students toward rigorous course selections.
- Offer the PSAT to every 10th grader (during the school day) as exposure for college admissions testing and data for AP potential
- Offer SAT twice on site with coordinator, proctors, and facility use.
- Support testing with classified position to assist in the coordination of test administrations and proctoring for 504, IEP (PSAT, SAT, SBAC, AP, ELPAC, etc.). (Convert existing tech lab para)
- AVID College & Career Program: coordinator, college visits, career exploration field trips
- Academies College & Career Program: college visits, career exploration field trips
- Maintain dual- and concurrent enrollment opportunities with SJCC Milpitas Extension

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	CAHSEE Classified support.
2500	Block Grant SAT support
60,000	Part. Academy

	Academies College & Career
20,000	Block Grant
	AVID College & Career

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Mental Health/Social-Emotional-Behavioral Support Services
- School Linked Services Coordinator supports: individual and group student support sessions, awareness and educational opportunities, resource fairs.
- CASSY Mental Health Counseling support: Additional day of therapist support.
- High School PBIS study and plan for implementation of revised student discipline policies and protocols.
- Drug and alcohol use prevention counseling.
- Cultural/Race Awareness interventions.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	0000: Unrestricted SLS Activities, CIP
15,000	Supplemental CASSY

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

A-G Eligibility, CTE and Instructional Materials
- Expand career technical education (CTE) training experiences available to all students; Incorporate CTE-focused subject matter in a variety of academic and elective courses; create CTE pathways by revising course offerings and sequences.
- Solidify partnerships with SJCC Milpitas College Extension to articulate and create articulated pathways to college and career
- Partnership with National Academies Foundation for CTE curriculum, instructional programs, and internships.

- Maintain CA Partnership Academies grant and supports: CTE Coordinator, Academy leads, master schedule, etc.
- Provide instructional materials and supplies to departments to ensure A-G approved curriculum and learning experiences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200,000	Part. Academy
80,000	Perkins
43,100	0000: Unrestricted

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Safety & Security
- Professional Development for safety supervisors and staff (Safe Schools conference, etc.)
- Annual maintenance of security cameras, surveillance platform, security vehicles.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	0000: Unrestricted

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

COVID-19 Health and Safety Precautions
- PPE
- Signage
- Facility moves
- Schedule modifications
- Extra supervision
- Sanitizing supples.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	0000: Unrestricted

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.

School culture has become more inclusive and engaging, school spirit has increased, through the collaboration and leadership of class advisors who received PD through CADA. Freshman Life Management continues to provide students with SEL experiences that strengthen and support academic learning and goals. Expansion of College and Career Center and use of Naviance has provided more academic and career guidance for students. AOS was launched, internal process replacing EOS, providing counselors with data to invite students for more rigorous coursework and AP opportunities. AVID and academies continue to provide students with college visits and career exploration field trips. MHS earned NAF model school certification. Dual and concurrent enrollment offerings and processes in partnership with SJCC have been refined providing more students the opportunity to take college courses while in high school. SLS Coordinator has provided opportunities and support for students and staff to engage in SEL learning and understanding resources available in the community for families and variety of issues. Campus Safety Supervisors continue to build community with students and staff and improve their work in keep campus safe and secure.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

"Operation Freshmen" pilot of Life Management/PE Block community learning opportunities did not happen due to staffing changes. Naviance had issues with eDocs solution posing challenges to

counselors and seniors applying for college. COVID-19 leads to SAT no longer required for UC and CSU systems.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to COVID-19 and projected budget cuts, reductions and reallocations are made in this area (PD registration costs, administrator costs). Reduction in Naviance contract from $30K to $16K. Reduction in conference costs for class advisors PD from $25K to $15K.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Community Engagement

LEA/LCAP Goal

MUSD Strategic Goal: Build a Culture of We that engages parents, staff, and community partners in supporting student success.

Goal 4

Improve communication with all stakeholders and increase student, parent and community engagement.

Identified Need

WASC: Expand community outreach and increase communication with all stakeholders to encourage and facilitate involvement in the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Survey	2015 WASC Survey	100% satisfaction
Parent Survey	2015 WASC Survey	100% satisfaction
Attendance/Membership in SSC, PTSA, and Parent Events	100% Attendance of Officers Sign-in sheets Increased membership.	100% attendance and increased membership.
Website Use	Website usage data and survey.	100% usage.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Publications - Publish and provide school publications to all students, staff, parents to ensure all stakeholders are aware of community norms, protocols, opportunities, etc. Review explicitly with all students and teachers during the first week of school, pre-registration, and other appropriate times.
- Student Handbook/Planner
- Faculty/Staff Handbook

- Course Catalog
- SpEd Program Information Handbook
- EL Program Information Handbook

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

0000: Unrestricted

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

School Website & Media
- Create new website that is more user friendly and can be used as a resource hub.
- Stipend for webmaster.
- Increase Aeries Parent Portal use by teachers for regular reporting of student progress (users and frequency).
- Increase use of ParentSquare, Facebook, Twitter, The Union, and other media for communication.
- Continue online newsletter and begin Principal's Blog.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

0000: Unrestricted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Parent & Family Resource Center

- Continue to expand center on campus that is easily accessible to parents, especially parents of our EL students, for information and assistance with academic programs, community resources, activities, and other parent needs. This would be a joint effort by PTSA, Community Liaisons, and SLS Coordinator.
- Establish a high functioning, regularly meeting ELAC.

engage parents in transition process
- Provide staff (existing) to support the center.
- Provide translation services for school events, documents (including Parent Handbook), and web resources in Vietnamese, Tagalog, Spanish, Punjabi, Chinese and other languages as needed.
- Provide information to non-English speaking parents on how to use school resources (Include Saturday sessions for specific language groups. Topics could include A-G requirements, orientations for specific grade levels, service learning requirements.)
- Encourage collaboration among the PFEL counselor and ELD and SDAIE teachers to better meet the individual needs of immigrant students.
- Communicate who to contact for verbal translation service for parents who call in Fall and Spring outreach events for our limited English proficiency parent groups.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	Supplemental

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Enrichment and Engagement Sessions
- Schedule and host monthly parents sessions on parent-interest topics, town hall meetings, etc.
- Collaborate with SSC, PTSA, Community Liaisons, and SLS Coordinator for outreach and presentations.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

2000	0000: Unrestricted

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

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.

Publications continue to provide information to various stakeholders to improve access to resources and build positive school culture. PTSA membership has nearly tripled over the last 3 years and SSC parent engagement has doubled. SSC has hosted 2 focus group events for SpEd and EL to share initiatives, progress, listen to concerns, and work on solutions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

SSC functions as ELAC to jumpstart the committee. Website is used as a hub for information. Parent and Family Resource Center is still in the works.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Addition of SpEd and EL Handbooks to assist students and parent navigate the program and better understand their options.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Techonology and Personalized Flexible Learning

LEA/LCAP Goal

Goal 1: All MHS students will receive standards-based instruction - Personalized instruction using the latest technology tools to explore multiple career paths.

Goal 5

Increase technology resources that support curriculum and instruction dedicated to creativity, collaboration, communication, and critical thinking.

Identified Need

WASC: Expand student and staff access to technology, improve the use of technology as an instructional tool, and increase digital literacy.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Technology Task Force	2017 WASC Recommendation	Progress/plans made for 3-5 years.
Student Access to Technology	2019: 80% toward 1:1 Chromebooks	100% 1:1
Library/Database Usage	Usage data collected by librarian	100% usage
Enrollment and Student Performance in MUSD Personalized Learning (Summit)	23 students enrolled in 9th grade pilot	28 students enrolled; students at or above standard compared to regular program.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Library and Database Subscriptions and Licenses
- Subscriptions to Student Resources in Context, Global Issues in Context, Opposing Viewpoints and Diseases & Disorders databases renewed.

- EBooks license renewed and review availability of additional titles for collection.
- Continue Junior Library Guild and Atlantis Subscription Services.
- Update nonfiction print collection.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
26,000	Block Grant

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

Personalized Learning
- Continue Summit Learning at 9th grade level in ELA, Math, and Biology
- Develop sustainability plan for recruitment, enrollment, and retention.
- Provide needed technology, such as chromebooks, monitors, and other teaching tools to effectively implement program.
- Provide professional development opportunities for Summit Learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	0000: Unrestricted

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

1:1 Devices, Technology Tools and Support
- Ensure all students have chromebooks and needed peripheries.
- Ensure all teachers and staff have the tools they need; replace broken or obsolete technology

- Designate/Reinstate a tech troubleshooter or tech mentor on campus whom students and teachers can contact.
- Routine upgrade CTE computer labs, academic support labs, and Computer Science labs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000	0000: Unrestricted
50,000	Part. Academy
10,000	Perkins

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.

Library Databases are used by all content areas and supported with research strategies and trainings for students and teachers by library staff. Summit PLP had slight increase in enrollment but still below optimal numbers. Computer labs were upgrades on routine schedule. New AP Computer Science classes (2 classes) were successful and will be increasing to 5 classes for 20-21.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19, MHS is now 1:1 chromebooks for students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to COVID-19 and projected budget cuts, reductions and reallocations are made in this area (Summit support from $6K to $3K). 1:1 chromebooks will need additional resources for charging stations, repair, replacement, etc.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,195,600.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Perkins	$90,000.00

Subtotal of additional federal funds included for this school: $90,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$244,100.00
Block Grant	$189,500.00
CAHSEE	$30,000.00
Part. Academy	$325,000.00
Supplemental	$317,000.00

Subtotal of state or local funds included for this school: $1,105,600.00

Total of federal, state, and/or local funds for this school: $1,195,600.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	244,100.00
Block Grant	189,500.00
CAHSEE	30,000.00
Part. Academy	325,000.00
Perkins	90,000.00
Supplemental	317,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	60,000.00
0000: Unrestricted	204,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		40,000.00
0000: Unrestricted		204,100.00
	Block Grant	169,500.00
	Block Grant	20,000.00
	CAHSEE	30,000.00
	Part. Academy	325,000.00
	Perkins	90,000.00

	Supplemental	317,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	200,000.00
Goal 2	267,000.00
Goal 3	581,600.00
Goal 4	28,000.00
Goal 5	119,000.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

7 Parent or Community Members

3 Secondary Students

Name of Members	Role
Francis Rojas	Principal
Jerell Maneja	Classroom Teacher
Andrea Hutchison	Classroom Teacher
Kaila Schwartz	Classroom Teacher
Dena Chavez	Classroom Teacher
Kavita Sreedhar (Chair)	Parent or Community Member
Angie Leones (Vice Chair)	Parent or Community Member
Jinhu Song (CBAC Rep.)	Parent or Community Member
Charles Collier (CBAC Rep.)	Parent or Community Member
Sean Nguyen	Secondary Student
Sarah Cao	Secondary Student
Josephine Nguyen	Secondary Student
Norma Morales	Other School Staff
Kevin Mackey (at-large)	Parent or Community Member
Carolina Williams (at-large)	Parent or Community Member
Esther Ynzunza (at-large)	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature   **Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 15, 2020.

Attested:

Principal, Francis Rojas on June 15, 2020

SSC Chairperson, Kavita Sreedhar on June 15, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

  1. Ensure that those students' difficulties are identified on a timely basis; and

  2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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