School Year: **2021-22**

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
Mount Madonna High School	43-69484-4334850	September 10, 2020	November 18, 2021

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)

X 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.

Mt. Madonna Continuation High School is a high school credit recovery program for students 16 years or older who are credit deficient. Our primary goals are to help students graduate with a high school diploma and pursue vocational and post-secondary opportunities. The plan identifies the needs of the students, parents, and families and actions taken to address these needs. Goals are established to meet the needs and funding sources are identified to achieve these goals. The programs at Mt. Madonna address the academic and social-emotional needs of the students as well as establishing a sense of community.

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

Monthly staff meetings and parent School Site Council meetings are scheduled monthly to gather input and ideas to develop the SPSA. From March through August of 2020 multiple surveys were sent to parents, students and staff to gather input into the Distance Learning model for the 20-21 school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.5%	1.18%	0.5%	1	2	1
Asian	%	2.37%	0.5%		4	1
Filipino	0.5%	0%	%	1	0	
Hispanic/Latino	87.06%	85.8%	93.4%	175	145	183
Pacific Islander	%	0%	%		0	
White	9.95%	5.33%	4.1%	20	9	8
Multiple/No Response	1.49%	1.78%	0.5%	3	6	1
			Total Enrollment	201	169	196

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 10	8		
Grade 11	60	55	45
Grade 12	133	114	151
Total Enrollment	201	169	196

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	31	24	35	15.4%	14.2%	17.9%
Fluent English Proficient (FEP)	61	68	74	30.3%	40.2%	37.8%
Reclassified Fluent English Proficient (RFEP)	11	5	0	42.3%	16.1%	0.0%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	114	111	112	92	75	85	92	73	83	80.7	67.6	75.9
All Grades	114	111	112	92	75	85	92	73	83	80.7	67.6	75.9

* 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	2473.	2429.	2448.	2.17	0.00	1.20	13.04	1.37	3.61	21.74	17.81	14.46	63.04	80.82	80.72
All Grades	N/A	N/A	N/A	2.17	0.00	1.20	13.04	1.37	3.61	21.74	17.81	14.46	63.04	80.82	80.72

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	111	114	111	88	73	82	87	70	82	79.3	64	73.9
All Grades	111	114	111	88	73	82	87	70	82	79.3	64	73.9

* 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	2432.	2410.	2412.	1.15	0.00	0.00	2.30	0.00	1.22	8.05	5.71	3.66	88.51	94.29	95.12
All Grades	N/A	N/A	N/A	1.15	0.00	0.00	2.30	0.00	1.22	8.05	5.71	3.66	88.51	94.29	95.12

School and Student Performance Data

ELPAC Results (Overall)

	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 10		*		*		*		*
Grade 11	*	*	*	*	*	*	*	8
Grade 12	*	1526.3	*	1502.3	*	1549.8	*	19
All Grades							16	28

	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
11		*	*	*	*	*	*	*	*	*
12	*	5.26	*	5.26	*	73.68		15.79	*	19
All Grades	*	3.57	*	10.71	*	64.29	*	21.43	16	28

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
169	**76.3**	**14.2**	**0.6**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	24	14.2
Foster Youth	1	0.6
Homeless	4	2.4
Socioeconomically Disadvantaged	129	76.3
Students with Disabilities	12	7.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	1.2
Asian	4	2.4
Hispanic	145	85.8
Two or More Races	6	3.6
White	9	5.3

Conclusions based on this data:

1. Although the information is not current, the data shows that Mt. Madonna serves a large number of socioeconomically disadvantaged and Hispanic students.

School and Student Performance Data

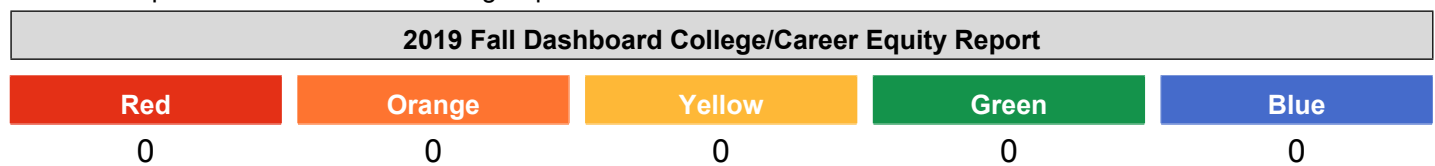## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Orange	**Graduation Rate** Green	**Suspension Rate** Orange
Mathematics Red		
College/Career Orange		

Conclusions based on this data:

1. Although the information is not current, the data shows the Academic Performance in Mathematics needs improvement.

2. Although the information is not current, the data shows the graduation rate is high.

3. Although the information is not current, the data shows lowering the suspension rate needs to be addressed.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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**
Orange 7.2 Increased +6.4 152	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

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
0.8 **Prepared**	0.8 **Prepared**	7.2 **Prepared**
10.3 **Approaching Prepared**	11.1 **Approaching Prepared**	13.8 **Approaching Prepared**
88.9 **Not Prepared**	88.1 **Not Prepared**	78.9 **Not Prepared**

Conclusions based on this data:

1. Although the information is not current, the data shows that over the past 3 years Mt. Madonna has made a positive shift in the categorizes of "prepared" and "approaching prepared."

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.
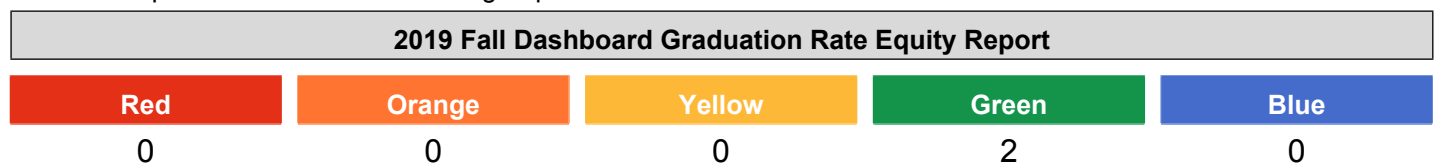
School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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	0	0	2	0

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**
Green	No Performance Color	No Performance Color
75.7	58.1	Less than 11 Students - Data Not Displayed for Privacy
Increased +4.9	Maintained -0.8	
152	31	3

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	71.9	62.5
	Increased +4.6	Declined -10.2
4	121	24

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
		1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
73.3	Less than 11 Students - Data Not Displayed for Privacy	0 Students	87.5
Increased +6.6			Maintained -2
131	1		16

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**
70.8	75.7

Conclusions based on this data:

1. Although the information is not current, the data shows the graduation rate is increasing each year for all students and the socioeconomically disadvantaged.
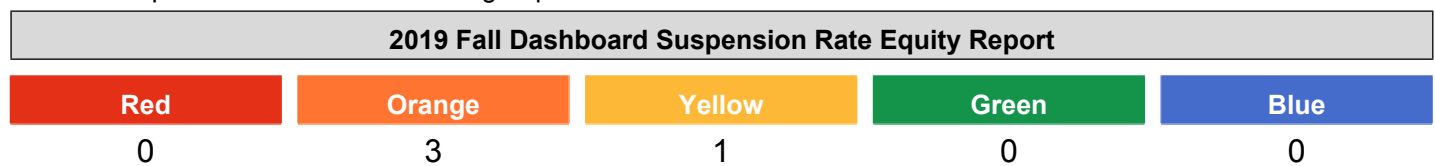
School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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	1	0	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**
Orange	Orange	No Performance Color
7.9	6.9	Less than 11 Students - Data Not Displayed for Privacy
		6
Increased +1.5	Increased +2.8	
355	58	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	7.3	14.3
6		
	Declined -0.6	Increased +5.2
	286	42

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy 2		Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		Orange
7.2	15.4		9.7
Maintained -0.1 307	13		Increased +7.4 31

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	6.3	7.9

Conclusions based on this data:

1. Although the information is not current, data shows a slight increase in the suspension rate from 2018-2019.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide high quality instruction and 21st century learning opportunities to ensure College & Career Readiness

Goal 1

WASC Action Plan #1 - Increase in the number of elective and rigorous course offerings which include modifying specific courses. All students will learn standards set by the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and School-wide Learner Outcomes (SLOs).

Identified Need

Currently, the elective course offerings at Mt. Madonna are limited. Students have various elective credits to complete as part of their graduation requirements. Based on transcript analysis, many students need 20+ credits in electives. Students are limited in their ability to attend the comprehensive high school due to a conflict in bell schedules. Rigor in the classes is needed to challenge student learning. Data from learning walk-through tools indicate a need to increase rigor and engagement in the classroom. A focus on teacher collaboration and Professional Learning Communities (PLC's) meeting time to drive our instruction and professional development is necessary to identify critical instructional needs and "learning loss" based on the Covid-19 pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1% increase in meeting/exceeding standards on CAASPP ELA	0%	To meet the goal
1% increase in meeting/exceeding standards on CAASPP Math	0%	To meet the goal
Increase participation rate in CAASPP	81.73%	90%
Increase graduation rate	77%	90%
Increase enrollment of GATE identified students in High Step courses and provide instructional materials	1	100% of GATE identified students will participate in college level coursework
Increase use of California Colleges website to strengthen graduation plans and help increase college/career awareness	75%	90%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Create PLCs to include Common Core and Integrated ELD Writing standards to support writing skills used for all subject matter	0%	Increase the student completion rate of course work for all subject matter
Increase student participation in NGSS lab supplies and Gizmos	0%	80% rate
Increase course offerings through Edmentum through Credit Recovery	1 course offering	2 course offerings
Increase enrollment in Gavilan College (High Step Program)	15 students	25 students

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)

English Language Learners

Strategy/Activity

1.1 - Develop effective instruction with the support of site-based Instructional Specialist. Continue the use of observational tools to measure classroom and instructional practices. Data will be shared, monthly, during staff meetings and analyzed by all 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.

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

Socioeconomically disadvantaged students

Strategy/Activity

1.2 - School Goal - Increase elective course offerings. Principal and Counselor will continue to work with Gavilan College to offer the High Step Program, explore career pathways, and strengthen Career Day for GATE students and the general population. The High Step Program will be offered to students and will include the purchase of college course textbooks. The Credit Recovery program will continue to be offered and will increase to (2) .20 positions. Courses will include elective course offerings through the rigorous program Edmentum.

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.

500	Restricted Lottery

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

All

Strategy/Activity

1.3 - Purchase of approved consumables, instructional and supplemental materials. All adopted curricula will be implemented with fidelity. Teachers will utilize board approved textbooks and instructional materials. Instructional Specialist will utilize collaboration time to meet district Common Core goals through site-based Professional Learning Communities.

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.

5,000	Restricted Lottery
4,000	SLIBG
3,000	IMF

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

All

Strategy/Activity

1.4 - Prepare students for college and career opportunities. The use of California Colleges will expand to include designated curriculum. Counselor will utilize every quarter to support college and career readiness. Evidenced by the student usage reports.

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.

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

All

Strategy/Activity

1.5 - Provide professional development to assist all staff in meeting the needs of targeted populations. Plan professional development in alignment with LCAP goals and stakeholder input. Support professional development requests for teachers to attend professional development (such as WASC accreditation visits, PBIS workshops) outside the district offerings.

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.

1,000	Site Discretionary

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

All

Strategy/Activity

1.6 - Support students in 21st skills development. Increase and replace the number of digital devices to meet the needs of all students to utilize technology for 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.

2,000	LCAP Goal 1

Annual Review

SPSA Year Reviewed: 2020-21

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.

COVID-19 did affect the results of our goals. However, much work was completed and most of our goals were accomplished. The creation and implementation of the district level PLC processes assisted us in effectively meeting our site PLC goal. Mt. Madonna High School teachers collaborated with the other high school on assessments and plans to increase student academic success with respect to learning objectives. Edmentum curriculum was used to establish a credit recovery system that expanded our elective course offerings. No High Step Program courses were offered to students due to challenges with distance learning at the high school and junior college level.

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

We will have an increase in Cal SOAP services to provide additional tutoring and academic advisement with Additional Concentration funds. We will also have an increase in purchasing instructional materials to launch our new Fine Art program.

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.

Goal 1, Strategy/Action 1.2
Goal 1, Strategy/Action 1.4
Goal 1, Strategy/Action 1.6
Goal 1, Strategy/Action 1.7

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide equitable support for all learners (LCAP Goal #2)

Goal 2

WASC Action Plan #2 - The school's Single Plan for Student Achievement will support LCAP/LEA goals of the district to ensure that the needs of our EL students are met. Ongoing practice of Professional Learning Communities and intervention plans will be utilized to analyze data to drive instruction.

Identified Need

(What are the identified needs for the targeted populations)
Our English Learners and Socio-disadvantaged students need differentiated instruction and support to prepare for high stakes exams and college entry level assessments. Support with technology and 21st century skills need to support learning in the classrooms. Academic support must be provided to address the learning loss during the pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5% increase in EL students who score Early Advanced/Advanced on the ELPAC	61.1%	66.1%
5% increase in positive movement on ELPAC exam	35.7%	40.7%
5% increase in EL students meeting the reclassification requirements	35%	40%
5% increase in EL students Meeting or Exceeding Standards for ELA as measured by ELPAC data	38%	43%
5% increase in EL students Meeting or Exceeding Standards for Math as measured by ELPAC data	35%	40%
50% increase in total EL students on track to graduate every grading cycle as measured from the previous year's grading cycle data	45%	95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase available technology to reach a 1:1 ratio at the site	All current Chromebooks are at or near the end of their lifespan	1:1 ratio for technology
MAP testing results		

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)

English Language Learners

Strategy/Activity

2.1 - Ensure equitable access and inclusion of all students. Site and District Professional Learning Communities (PLC's) will be structured for team/cohort meetings once a month. Continue to focus on a specific Common Core standard, ELD standards, and provide resources on inclusivity for all marginalized groups including but not limited to LGBTQ+ youth.

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.

1,000	Site Discretionary

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

EL

Strategy/Activity

2.2 - Utilize Instructional Specialist to provide EL data to measure academic performance, create intervention plans and evaluate the impact of those plans.

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.

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

Socio-economically disadvantaged students

Strategy/Activity

2.3 - Add additional services through South County Cal-SOAP for underrepresented students. Additional funding will include tutoring services for in-class, after school tutoring, and college readiness support services.

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.

5,000	LCAP Goal 2

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

All

Strategy/Activity

2.4 - Allocate funds to replace outdated technology with expired warranties and additional devices.

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.

3,000	Site Discretionary

Annual Review

SPSA Year Reviewed: 2020-21

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.

The effect of COVID-19 affected the results of our goals. Measuring learning loss and effects of distance learning of our underrepresented student populations will be the primary focus in 2021-2022. No CAASPP data is available. MAP testing was provided in the winter and spring.

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

Increase in South County CalSOAP services. An increase in budget expenditure for the replacement/update plan for technology in the classrooms.

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.

Goal 2, Strategy/Action 2.3
Goal 2, Strategy/Action 2.4

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

School Culture and Engagement (LCAP Goal #3)

Goal 3

To reignite a positive school climate and culture where students thrive on campus, and in our community, by creating an MTSS model integrating counseling services from school-based, community agencies.

Identified Need

Our need is to decrease our suspension rate, specifically among socioeconomically disadvantaged youth. Due to the Covid-19 pandemic, we need to re-establish our school culture and increase our parent participation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase parent communication through ParentSquare, Aeries Parental Portal, Peachjar, and the Remind application by gathering parent/guardian emails and current phone contacts.	0	80% of parent/guardians will access information via the District electronic communication systems.
Increase the rate of student attendance	86.34%	90%
Maintain the rate of expulsions	0 expulsions	0 expulsions
Lower suspension rate	The current suspension rate is 6.3% based upon published state data	Reduce the suspension rate by 2%
Increase parent engagement in school-sponsored events, workshops, and parent meetings, and orientations	15% of parent/guardians participate in site sponsored activities	30% of parent/guardians participate in site sponsored activities
Increase tobacco cessation and prevention amongst student body	0	100% student participation in the MMHS Tobacco Cessation and Prevention Program
Maintain a partnership with community agencies to provide school-based counseling services and resources	15% (due to the pandemic)	70% - 80% of student population

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)

English Learners, Socio-economically disadvantaged students

Strategy/Activity

3.1 - School Goal - Increase parent engagement:
- All stakeholders (including parents) will have an active participation in writing and providing feedback to LCAP/LEA and the Single Plan for School Achievement
- Increase outreach for English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), School Site Council (SSC), Migrant Education Parent Advisory Committee

(Migrant PAC)
- Provide parent engagement events such as Back to School Night, New Student Orientation (New Student Welcome event), Thanksgiving Feast, Graduation ceremony, and other awards ceremonies
- Increase outreach and communication through ParentSquare, Aeries Parent Portal, Student Aeries Portal, Aeries Gradebook, mailers, and home visits

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.

1,000	Site Discretionary

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

All

Strategy/Activity

3.2 School Goal - Increase access to extra-curricular activities to promote a positive school climate and increase student engagement:
- Intramural sports activities offered through the Pro-Com Sports League
- MMHS Field Days
- 3rd period Class Challenges
- Thanksgiving Feast event
- Awards ceremonies and other Student Leadership activities
- A Positive School Climate (PSC) team will conduct multiple surveys to students, parents, and staff members to measure school climate on campus

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.

2,000	Site Discretionary

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

All

Strategy/Activity

3.3 Utilize counseling support services form community partners nd resources to address the social-emotional needs of students:
  • Coordinate school-based counseling services
  • Operate the on-site School Attendance Leadership Team (SART/Tier II)
  • Create a student incentive awards program
  • Provide additional services for targeted groups: English Learners, Foster Care youth, migrant students, and socio-economic disadvantaged students

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.

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

Strategy/Activity

3.4 - Principal and Tobacco Cessation Team will create a tobacco and prevention program for all students to participate using Stanford University Medicine curriculum.

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.

500	Site Discretionary

Annual Review

SPSA Year Reviewed: 2020-21

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.

The impact of COVID-19 did affect the results of our goals. However, much work was completed and most of our goals were accomplished. Creating and implementing an MTSS model as a response to intervention for social-emotional behaviors is needed after the Covid-19 pandemic. The MTSS model integrates problem solving by using school data. Current school data is needed to develop intervention plans for students. The Positive School Climate (PSC) team continued throughout distance learning and purchased student incentives to help support academic performance and attendance goals.

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 pandemic, changes made to this goal will focus on re-creating and reestablishing a positive school climate on campus. All activities will be in-person and not online.

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.

Goal 3, Strategy/Action 3.1
Goal 3, Strategy/Action 3.2
Goal 3, Strategy/Action 3.3
Goal 3, Strategy/Action 3.4

Budgeted Funds and Expenditures in this Plan

Budget Summary (GUSD)

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 Allocated to the School (including Title I)	$68,819,00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds **Budgeted** for Strategies to Meet the Goals in the SPSA	$28,000.00

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	Budgeted ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Budgeted ($)
IMF	$3,000.00
LCAP Goal 1	$2,000.00
LCAP Goal 2	$5,000.00
Restricted Lottery	$5,500.00
Site Discretionary	$8,500.00
SLIBG	$4,000.00

Subtotal of state or local funds included for this school: $28,000.00

Total of federal, state, and/or local funds for this school: $28,000.00

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

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

Funding Source	Allocated

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

1 Classroom Teachers

1 Other School Staff

1 Parent or Community Members

1 Secondary Students

Name of Members	Role
Dianne Padilla	Principal
Justin Hallmark	Classroom Teacher
	Classroom Teacher
Carmina Salgado	Other School Staff
Rebeca Armendariz	Parent or Community Member
Priscilla Cabrera	Other School Staff
Yoletzin Lopez	Secondary Student
	Secondary Student

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

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
[signature]	English Learner Advisory Committee

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 November 18, 2021.

Attested:

[signature]	Principal, Dianne Padilla on 9/28/21
[signature]	SSC Chairperson, Rebeca Armendariz on 9/28/21