

The Single Plan for Student Achievement

Millennium High School

01-30286
CDS Code

Date of this revision: 2015-2016

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Sati Shah
Telephone Number: 510-594-2702
Address: 760 Magnolia Ave., Piedmont, CA
E-mail Address: sshah@piedmont.k12.ca.us

Piedmont Unified School District School District

The District Governing Board approved this revision of the School Plan on _____.

MISSION STATEMENT

Millennium High School seeks to instill in our students a commitment to the four founding principles of the school: respect, communication empowerment, and community. We are committed to supporting each student's personal and academic goals in an emotionally as well as physically safe environment. Students are recognized for and supported to develop strengths and talents unique to them as individuals, as well as challenged to expand their areas of competence and comfort. We foster a climate where respect for the learning process is upheld by honoring the diversity of learning styles and emotional histories present in our students. We promote academic excellence and personal growth through our dedication to meeting the needs of our students, regardless of each one's level of proficiency. We create opportunities for our students to become active, engaged participants in their school and larger communities.

MHS also is directed by PUSD Mission Statement

Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, intellectually curious, and have a strong sense of self and community. Through quality instruction and shared leadership, the district will impart knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment.

In addition, we work to support PUSD's Local Control Accountability Plan (LCAP).

SCHOOL PROFILE

Millennium High School is a small, alternative public high school, part of the Piedmont Unified School District. Piedmont, a city of about 10,000 residents, is set in the hills on the east side of San Francisco Bay. Millennium is located on the Piedmont High School campus and shares many resources with the school.

Beginning in the 1997-1998 school year, Millennium High School transitioned from Piedmont's continuation high school into an expanded alternative high school. This change allowed the school to admit students from outside the Piedmont District, expanding the total school population as well as the MHS staff and its curricular offerings.

Millennium High School welcomes the students from the District's comprehensive high school. The school also offers enrollment to students beyond our district throughout the Bay Area who are seeking an education consistent with Millennium's mission and instructional style. The Millennium principal personally interviews all prospective students and their parents/legal guardians. The mission of the school is meticulously reviewed and the goals/ objectives/ learning plans of the students are reviewed and agreed to by all parties.

We serve a broad cross-section of students with diverse learning styles, proficiency levels, and personal needs. Students at MHS complete the same graduation requirements as students at Piedmont High School. The MHS curriculum is aligned with

Content Standards for California Public Schools, and our courses satisfy UC “a-g” admission requirements. MHS prides itself on building an educational community, with an array of educational options and instructional strategies not readily available in traditional classrooms. We support students to achieve their full potential and meet their self-defined academic, career, and life goals. Most MHS graduates pursue higher education at community colleges or four-year colleges and universities.

Students at MHS are challenged in small, interactive, heterogeneous, non-competitive classes. Instruction is individualized with positive student growth and content mastery as the common goals. Many opportunities are provided for experiential learning, self-directed projects, small group discussions, tutorials, community-based learning, service learning, interdisciplinary and multiple intelligences instruction, flexible scheduling and personal counseling.

From its inception, MHS was designed to have a “community-building approach” to education, guided by four founding principles: respect, communication, empowerment and community. While these principles are challenging to make operational, the staff of MHS strives to inculcate those founding principles in each year’s student body, and to create a culture in which they are sustained. Our intention is that all members of the community – student with student, staff with staff, and student with staff – will treat each other with respect, recognizing our diverse backgrounds and learning styles as a strength, not a weakness. Direct and honest communication is emphasized, with collective responsibility for addressing problems when they arise. We view everyone as both learner and teacher. Classes and school-wide activities give students the opportunity to make choices about how their learning will be structured. Some classroom projects allow students to connect classroom learning to community.

FUNDING AND GOVERNANCE

The Piedmont Unified School District Bylaws and Policies are followed at all times. Meetings of the School Site Council are held at least 4-6 times per year to review the school plan and analyze assessment data. All meetings are open to interested community members and notices of the meetings are advertised in electronic newsletters. Members are elected to represent parents/community and school staff and students. The School Site Council annually reviews the school plan and presents it to the Piedmont Board of Education in the fall of each school year.

Millennium receives Title I funds from PHS to serve the Piedmont students who come to MHS. The Title I Targeted Assistance Program supports Millennium’s efforts to have all students reach grade level proficiency through assisted access to curriculum.

PARENT INVOLVEMENT

Piedmont Unified School District receives federal funding to support our unique learning community. One of our responsibilities under section 1118 of the Elementary and Secondary Education Act is to support meaningful parent participation. We work to engage parents in regular, two-way, and meaningful communication involving student academic learning and other school activities to insure the following:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved into their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) that we offer a flexible number of parental involvement opportunities so that many parents as possible are able to attend;
- (E) that we will provide materials to help parents work with their student to improve academic achievement as appropriate.

In the spring of 2010 the MHS Parents Club endorsed and voted in the concept of "highly encouraged" parent volunteer hours. Families of each child agreed to volunteer five hours of donated time to MHS or PUSD meetings, activities, etc.

GIFTED AND TALENTED

The District's program serves GATE students who are talented in traditional academic area as well as areas including creativity, leadership and visual and performing arts. At Millennium, identified GATE students typically have been underperforming in the traditional setting and come to Millennium for a more creative way to approach the curriculum. Classroom teachers differentiate instruction for all students and the gifted students have opportunities to extend and/or create with the teacher avenues for exploration that connect their interests with their learning.

EQUAL OPPORTUNITY AND ACCESS

The Millennium High School mission is to offer opportunity for all students to access the curriculum. Within our system all students have access to Special Education program and PHS English Learner program.

English Language Learner:

We have three students who are classified as EL and are scheduled in the EL class at PHS.

Special Education Students:

Millennium serves special education students through the PUSD Special Education Department. In 2015 we are currently serving 28 designated special education students. Other students who might be candidates for special education services in a more traditional setting are able to access our curriculum without special services. Our smaller, more personal classroom environment addresses the different learning styles of our special education students. Our goal is to provide education in the least restrictive environment to all students, including our special education students.

TEACHING AND LEARNING

Millennium High School is a school community in which teaching and learning is a collaborative process between faculty and students, so that by graduation, students will have worked towards becoming:

Self Directed Learners Who:

- Demonstrate academic skills that meet state requirements
- Are prepared for success in academic settings beyond high school
- Recognize and use their unique ways of learning, as well as develop a range of learning skills and strategies
- Identify, advocate for and pursue their personal interests and abilities

Critical and Creative Thinkers Who:

- Demonstrate the ability to access, analyze, apply, generalize, synthesize, express and evaluate information from varied sources
- Experience, investigate and evaluate different perspectives from which they can then develop their own opinions
- Are motivated to initiate their own in depth exploration of a variety of issues and interests
- Access their imaginations to envision solutions and express ideas

Effective Communicators Who:

- Demonstrate proficiency in the use of written and oral language
- Can use technological tools for problem solving and communication
- Are present and connected with others, listening with empathy and open minds

Responsible Citizens Who:

- Seek active membership within their communities
- Are respectful, open and ethical in communications and decision making
- Become economically self sufficient
- Are self aware about and responsible for how their actions impact themselves, others and the global environment
- Make a contribution to the community at large

PROFESSIONAL DEVELOPMENT

Millennium teachers and administrators participate in staff development both individually and as a group. Individually, teachers take relevant content and methodology classes and workshops. As a group, the MHS staff attends district-wide trainings and engages in an ongoing process of evaluating and refining the school's goals and strategies for achieving its mission.

STANDARDS, ASSESSMENT AND ACCOUNTABILITY

MHS students are not scoring as well on standardized tests as we would like. We have specific evidence of students who demonstrate proficient language or math skills on the California High School Exit Exam but score Basic or below on the STAR tests. This indicates to us that even though almost all students at MHS were taking STAR exams in previous years, not all see STAR as the same "high stakes" test that the California High School Exit Exam was.

More recently, in 2014-15, 85% of juniors scored in the "Standard Nearly Met" range or above on CAASPP. We view this as an improvement compared to past STAR results. Anecdotally, we believe this improvement can be attributed to greater student buy-in to the importance of CAASPP compared to STAR. While some of our students are lacking basic math and language skills, it continues to be difficult to have a diagnosis of the specific areas of weakness due to our small population of students.

Based on a writing exercises we gave the entire student population in Fall 2006, Fall 2012 and Fall 2013, many of our students show high level comprehension and critical thinking skills, but have difficulty organizing and expressing their ideas in a coherent, sequential manner. They also either lack knowledge of certain basic writing conventions (grammar, punctuation and spelling) or are not rigorous in their application of this knowledge. Individualized instruction in MHS English classes suggests that students often know the rules intellectually, but these rules are not "second nature," and students may not bother to apply them.

It is interesting that in reviewing the California High School Exit Exam, a test which our staff believes gives a better indication of how students are achieving, scores from the past 5 years show the same thread of lower scores on areas of "writing strategies" and "writing conventions" even though the students overwhelmingly pass the test on their first try. Writing strategies and writing conventions are the two areas named above by the teachers: writing in a coherent, sequential way and application of grammatical skills in their writing. Our English teachers developed a "writing workshop" curriculum to implement in English classes starting Spring 2013 and continuing the efforts in the following years.

Our students are earning credits at an appropriate rate and in content areas that will allow them to graduate in four years. Last year, every student graduated and 24 out of 31 seniors met the UC/CSU guidelines to be eligible for college. That said, Millennium has a broader and more encompassing mission. It includes a commitment to our students' emotional well-being, as well as to their participation in a school community that will prepare them to be self-directed, contributing adults in a larger world.

State Accountability: Academic Performance Index (API)

From 2005 through 2012 the academic performance index for MHS has fluctuated dramatically. Some years have seen an increase, some have seen a decrease. Millennium High School did not receive a 2010-2011 Growth score because the school's proportion of students excused at parent request compared to its 2011 Standardized Testing and Reporting (STAR) program enrollment on the first day of testing is equal to or greater than 10 percent. We continue to be convinced that the number of students taking the test and the lack of student investment while testing, rather than actual skill level play into our scores. During 2011-2014, we made collaborative efforts as a school to promote participation in STAR testing. This continued in 2014-2015 and we had 95% participation in our first administration of the CAASPP exam. 2014-2015 CAASPP scores constitute our base-line for the new tests and were not used to produce an API score. 2015-2016 CAASPP results will be used to calculate the first MHS API based on CAASPP testing.

California Standards (STAR) Test & California Assessment of Student Performance and Progress (CAASPP) Test

While Millennium students have participated in the STAR testing from 2005-2013 and CAASPP testing in 2015, the data in almost every category has questionable value because the samples are small. Of The approximately 80 students at MHS the test results are for between four and twenty-two students for any given grade level and subject area.

We do not have data indicating to what extent our STAR and CAASPP results are due to difficulties taking standardized test, or to students' not taking this test seriously. Ironically, standardized testing requires a high level of sequential thinking, which seems particularly difficult for students at MHS. We are happy to report that the CAASPP test's critical thinking approach seems to align better with the approach used in MHS courses. Early results indicate that student engagement and performance is improving as a result.

The faculty is continuing to work with students to have a more positive attitude toward taking CAASPP and other standardized tests. We also feel it is important for us to develop alternative methods of assessment that are more reflective of the learning styles and needs of our student population. To this end, teachers in all subject areas have worked to assess students in a variety of ways, but is also continuing to provide opportunities for student to practice taking tests using "standardized" format.

California High School Exit Examination (CAHSEE)

The current version of the CAHSEE was ended in 2015. Prior to 2015, no student received a public high school diploma without having passed the CAHSEE as well as

having met PUSD requirements for graduation. All of Millennium's seniors passed the CAHSEE in 2006-07, 2007-08, 2008-09, 2009-2010, and 2010-2011. During 2011-2012, we had 2 students not pass the CAHSEE. Since both are special education students, they were exempt from passing the test, which meant that they still earned their diploma. During 2012-2013, 2013-2014 and 2014-2015, all of our seniors once again passed the CAHSEE.

The California High School Proficiency Examination (CHSPE)

The CHSPE is an alternative to students who are far behind on credits or who wish to move ahead to higher education or career preparation. Approximately one student per year takes the CHSPE as a suggested safety net if progress towards graduation is in doubt. The Certificate of Proficiency does not equate with completing all coursework required for regular graduation. If one passes the test, the student may continue to take courses and work toward graduation at MHS, or leave school if at least 16 with verified parental permission. A student who receives a Certificate of Proficiency without completing all credits required by the PUSD will not be awarded a high school diploma by the PUSD.

California English Language Development Test

All MHS students who are designated to be English Language Learners are CELDTed in October of each year. Each year the students are tested and progress as English language learners until they are fully English proficient and are redesignated as such. The process at MHS follows the District guidelines for English Language Learners.

SAT Data

2005-06: 16 students took the SAT
2006-07: 15 students took the SAT
2007-08: 11 students took the SAT
2008-09: 32 students took the SAT
2009-10: 23 students took the SAT
2010-11: 14 students took either the SAT or ACT
2011-12: 16 students took either the SAT or ACT
2012-13: 21 students took either the SAT or ACT
2013-14: 15 students took either the SAT or ACT
2014-15: 26 students took either the SAT or ACT

Students taking PHS Classes

Millennium high school students take a broad variety of classes at Piedmont High School. Some MHS students take several electives at PHS. Some take required graduation/college classes such as PE or a language, such a French which is not offered at MHS, to be eligible for college. Several students access AP classes such as English, Calculus, and Environmental Science etc. Others access elective courses such as Psychology, Acting, and Acapella etc.

MHS Comprehensive School Safety Plan 2016

Millennium High School annually updates the following documents that address student safety:

- Comprehensive School Safety Plan
- Emergency Preparedness Binder
- Student Handbook
- Fieldtrip Permission Forms

In order to meet the needs of high school students, the focus for safety addresses the physical aspects of the daily classroom and campus environment, the practices for ensuring safe and healthy participation in extra-curricular activities, and the considerations related to the social and emotional well-being of teenagers in the high school environment generally. The following assurances are afforded:

1. Buildings are well maintained. The PHS campus supervisor monitors all high school students (PHS and MHS) during the regular school day on the central campus, before and after school, during brunch and lunch. MHS Administrator works with PHS Administrators for campus emergency procedures and drills.
2. The school environment is generally non-threatening, respectful, accepting, and emotionally nurturing because of the influence of a variety of support and participatory programs including: academic and personal counseling, Wellness Center, teacher support, peer support groups, timely interventions for struggling students through Student Study Teams.
3. Millennium high school provides social-emotional support for students through an advisory system, monthly school-wide meetings to celebrate student successes and assemblies where we address topics such as cyber-bullying, safe driving and consent etc.

Components of the Safety Plan

1. Assessment of current status of school crime: low incidence with no reported incidences in 2015.
2. Appropriate strategies/programs that maintain school safety and address procedures for complying with school safety laws:
 - a. Child Abuse reporting procedures: Copies of reporting procedures dictated by district policy are available in the Main Office, the Wellness Center, and the staff Policy and Procedures Handbook. Online training on proper protocols and procedures and the passage of a quiz is completed at the beginning of each school year by staff. Site administrator is available to assist any staff members who find it necessary to file a child abuse report.

- b. Routine and emergency disaster procedures: There are a number of drills conducted each year which includes: fire drills, duck-and-cover drills and intruder drills (not every year). MHS participates in a district-wide evacuation drill once a year. Routine and emergency procedures are discussed in a faculty meeting each year. Substitutes are provided with an overview of emergency procedures in folders they are issued as they start their assignment. First aid and emergency supplies are centrally located in a shed outside the 20's building; minimal supplies of food and water are stored in the Student Center and Witter Field Concession to be used in the event of emergency. General first aid supplies are also located in the main office, the gym, and Witter field and are restocked by the administration and school trainer. Each classroom is supplied with an emergency backpack, that are portable and displayed in a prominent location, that include role sheets, 2-way radios, extra batteries, flashlights, a 1st aid kit, Powerbars, and water bottles. Coaches carry first-aid kits to games and ice is available in the gyms and at the athletic complex. AED equipment has been installed in "Binks" Gym and Witter Field. An Athletic Trainer is generally available to work with athletes on injury prevention measures and to assist athletes with minor rehabilitation of injuries. All classrooms and offices have a centralized communication system. Student emergency information is organized and easily accessible for transfer if evacuation from emergency shed as required. Administrators and custodians carry cellular phones and two-way radios for use in emergency situations. The team leaders in our emergency plan also have radios to communicate with the administrative team. These radios allow for more effective communication amongst school-site leaders and the district office personnel. During a severe emergency, cell tower may be inoperable making cellular communication unreliable.
- c. General procedural guidelines around suspension and expulsion are reviewed in faculty meetings at the opening of the school year and when there are incidents on campus or at school activities that are of such a serious nature as to affect school climate or result in expulsion recommendations.
- d. Procedures to notify teachers of dangerous students: When teachers receive their class lists at the opening of the school year or the change of the semester, they are provided a confidential list of students pursuant to Education Code Section 49079 "to inform the teacher of each pupil who has engaged in, or is reasonably suspected of engaging in, and acts punishable by suspension or expulsion. Information about such students continues to be reported for the mandated 3 years.
- e. Sexual harassment policy: The district's sexual harassment policy is distributed to all staff at the beginning of the school year, and reviewed at faculty meetings annually.

- f. Dress code policy: A dress code for students is included in the Student and Parents Handbook. The code stresses appropriate dress for the school day and school activities. It specifically prohibits the following: unsanctioned social club insignias; clothing that is too revealing; promotion of illegal behavior; obscenity or sexually explicit messages; graphics or messages demeaning to individuals, groups or people or any category of diversity. Inappropriate dress is subject to detention or suspension. There is a system in place for students or staff to make referrals to the administration of students who dress inappropriately.
 - g. Procedures for safe ingress and egress of students, parents/guardians and school employees: Maps illustrating exits and evacuation locations are posted in each classroom and included in the Emergency Preparedness Binder. Regular drills assist students and staff in gaining familiarity with the predetermined routes.
 - h. Safe and orderly environment conducive to learning: Classrooms and general purpose facilities are attractive and clean; custodial staff is available throughout the school day, for Adult School evening classes and for extra-curricular events evenings and on the weekends. Major and long-term projects are managed by a district maintenance team; the grounds are maintained by district gardeners. Teachers are responsible for the organization of their classrooms; there are standard forms for them to request repairs or notify the administration of problems. Vandalism and graffiti are expected to be reported immediately upon discovery and graffiti is removed as soon as possible.
 - i. To address the emotional and social needs of students, MHS has a counselor on campus during the regular school day. Counselor maintains contacts with outside agencies that will accept referrals for specific cases. The PUSD Wellness Center is also available for individual and group counseling. There are also various peer leadership groups that promote school climate. Student attendance issues are addressed by the Principal, Counselor, and Administrative assistant.
 - j. Rules and procedures on school discipline: General campus rules are updated and distributed to students at the opening of each school year in the *Student Handbook*. Disciplinary consequences are consistent with district policy and also outlined in the handbook. The school has a detention program designed to encourage appropriate, rule-abiding behavior and attendance. In certain instances, Saturday School may be assigned for disciplinary reasons.
3. Additional strategies for providing a safe environment:
- a. To further promote respect for diversity, the teaching staff adheres to accommodations outlined in a Jewish Holidays Policy contained in the Policies and Procedures Handbook.
 - b. To promote multi-cultural education, teachers embed lessons that give students the opportunity to be exposed to diversity.
 - c. To promote alcohol-free school dances, all students are expected to take a breathalyzer test before they are allowed to enter a school-sponsored dance.

Single Plan for Student Achievement Millennium High School Goals 2015-2016

Evaluation of Progress toward 2014-2015 Goals:

Goal #1: Refine instructional strategies/techniques/tools to support Common Core readiness across all subject areas and math. (LCAP Student Need #1, #2, #4)

1. All teachers attended district-wide professional development on common core.
2. Teachers developed common core aligned lessons in each of their courses with a focus on evidence based argumentation.
3. All teachers led a Collaborative Professional Development focusing on one of four themes (differentiation, mastery-based learning, study strategies or assessment)

Goal #2: Continue to establish a supportive and organized school structure/practices that fosters students to take ownership and accountability of their academic and personal needs. (LCAP Student Need #3, #5)

1. Refined a system to assign students that teachers feel require extra help to tutorial on Tuesday mornings.
2. Institutionalized a monthly advisory system for 9th and 10th grade students.
3. Held once a month school-wide town hall meetings (Falcon Meetings) that rotate through the class periods on Mondays to celebrate students' personal and academic successes.
4. All students participated in the planning and execution of a spring semester long school beautification service project that culminated on the MHS/PHS service learning day.

Goal #3: Leverage MHS participation in the PUSD Connected Learning pilot to increase differentiated instruction, access to course materials and student organization in core content areas. (LCAP Student Need #1,2)

1. All teachers created technology integrated lessons in their classes.
2. All teachers attended district-wide professional development on Connected Learning.
3. Teachers attended up to five Connected Learning professional development sessions after school that focused on the connections between technology and common core.
4. Teachers attended the Google for Education Summit in Mill Valley, CA.

2015-2016 School Goals:

1. **Refine instructional strategies/techniques/tools, including the integration of technology, to support differentiated and individualized instruction, common core readiness, current additional content area standards and the diversity of postsecondary preparation needs across all subject areas. (LCAP Student Needs #1, #2, #4)**
2. **Continue to strengthen structures and practices that promote growth towards individual goals, support, and organization so that students may take ownership of and accountability for their individual academic and personal needs. (LCAP Student Needs #3, #5, #6)**

2015-2016 Action Plan for MHS Goals:

| Groups to Participate | Anticipated Annual Performance |
|--|---|
| Participants for Goal #1: <ul style="list-style-type: none"> ● All teachers ● All para-educators ● Counselor ● Administrator | Anticipated Annual Performance for Goal #1: <ul style="list-style-type: none"> ● Continuous progress in the alignment of core subject curriculum to the common core standards. ● Increase knowledge in how to utilize chromebooks as instructional tools in order to maximize differentiation in the classrooms. ● Decrease number of ineligibility students at the end of each marking period. ● Decrease in students who do not meet organizational requirement in their classes. |
| Participants for Goal #2: <ul style="list-style-type: none"> ● All students grades 9 – 12 ● All teachers ● All para-educators ● Certificated staff ● Counselor ● Administrator | Anticipated Annual Performance for Goal #2: <ul style="list-style-type: none"> ● Increase credit completion among all students through attendance of: <ul style="list-style-type: none"> ○ Tutorial for academic support ○ Advisory for individual goal-planning support and social emotional support. ● Increase communication between students and teachers around individual goals. ● Decrease in late assignments. ● Increase in a sense of community through monthly Falcon Meetings. |
| Means of Evaluating the Goal | Data to Measure Academic Goals |

| | | | | |
|---|---|---------------------------|---------------------------|------------------------------|
| <p>Means of Evaluating Goal #1:</p> <ul style="list-style-type: none"> ● Staff meeting notes on common core strategies/techniques/tools ● Attendance at district-wide Common Core Professional Development ● Common Core aligned lesson plans ● Professional Learning Community lead sign-up document ● Common Core Fact Sheet ● 9-12 content area benchmarks publicized | <p>Data to Measure Goal #1:</p> <ul style="list-style-type: none"> ● Attendance of teachers and paraeducators during weekly staff meetings. Ongoing discussions during staff meetings about common core best practices. ● Shared common core lesson plans among staff. ● Teachers will lead Professional Learning Community discussions on topics: Growth Mindset, differentiated instruction and Formative assessment. ● Communicate to MHS parents about common core, including at parents club meetings. ● Develop/articulate department goals from 9th grade to 12th grade: Publicize in handbook and website. ● Participation in district-wide professional development on Common Core and Connected Learning. | | | |
| <p>Means of Evaluating Goal #2:</p> <ul style="list-style-type: none"> ● Semester credit completion reports during 2014-2015 and 2015-2016. ● ILP documents for 9th-11th grade students. ● Student and teacher survey regarding all academic, personal, and community support structures (Tutorials, Advisory, Weekly Check-ins and Falcon Meetings). ● Weekly check-ins on Infinite Campus | <p>Data to Measure Goal #2:</p> <ul style="list-style-type: none"> ● Compare students' semester credit completion during 2015-2016 school year to 2014-2015 school year. ● Number of students with completed ILP documents. ● Based on teacher and student surveys, determine if teachers and students perceive structures to be improving MHS's academic climate and community relations. ● Review of assignment completion through weekly check-in data. | | | |
| <p>Actions taken to Reach this Goal</p> | <p>Start / End Date</p> | <p>Expenditure</p> | <p>Description</p> | <p>Funding Source</p> |
| <p>Actions for Goal #1:</p> | <p>Aug 2015 –</p> | <p>- 0 -</p> | <p>- 0 -</p> | <p>- 0 -</p> |

| | | | | |
|---|-------------------|---------------|--------------------|----------------|
| <ul style="list-style-type: none"> ● Teachers will attend professional development provided by PUSD on common core and connected learning. ● Teachers will each lead 1 or more Professional Learning Community discussions at designated staff meetings (topics: Growth Mindset, Differentiated instruction, Formative Assessment). ● Teachers will share common core lesson plans during staff meetings. ● Teachers will collaborate with colleagues to develop department goals for a 9th through 12th progression. ● Administrator and Teacher(s) will present to MHS parents club about common core and postsecondary preparation. | <p>June 2016</p> | | | |
| <p>Actions for Goal #2:</p> | <p>Aug 2015 –</p> | <p>\$4000</p> | <p>Stipend for</p> | <p>Title I</p> |

| | | | | |
|---|------------------|--------------------|---|--|
| <ul style="list-style-type: none"> ● MHS staff will maximize tutorial on Tuesdays through a set structure: <ul style="list-style-type: none"> ○ Teachers will request students for tutorial before Monday at 4pm through a google form set up by the Tech Coordinator. ○ Teachers will remind students to check their emails for tutorial requests on every Monday anchor day. ○ Students who were requested for tutorial and do not attend will be given detention by Principal. ● Teachers will maintain a weekly check-in report on Infinite campus for student and family viewing. ● Principal, counselor, and one teacher will hold advisory sessions for 9th through 11th grade students from 8:00-9:00am one Tuesday per month. ● Advisors will guide 9th through 11th grade students to develop an individualized learning plan targeting academic and personal goals. ● Teachers will communicate with students about how their courses can support their individual goals. ● Two designated teachers and Principal will plan monthly school-wide Falcon Meeting during which the school celebrates students' academic and personal successes. | <p>June 2016</p> | <p>(\$2000x 2)</p> | <p>teacher advisor and community building leads (2)</p> | |
|---|------------------|--------------------|---|--|

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

| Names of Members | Principal | Teacher | Student | Parent or Community Member |
|--------------------|-----------|---------|---------|----------------------------|
| Sarah Baldwin | | | X | |
| Leah Hoskin | | | | X |
| Christine Kukula | | | | X |
| Richard Meyers | | X | | |
| Cardell Mike | | | X | |
| Elif Ritchie | | X | | |
| Sati Shah | X | | | |
| Ulla Smit | | | | X |
| Amal Smith | | | | X |
| Numbers of Members | 1 | 2 | 2 | 4 |

¹ 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.

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- 1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X School Advisory Committee for State Compensatory Education Programs

X English Learner Advisory Committee

X Community Advisory Committee for Special Education Programs

X Gifted and Talented Education Program Advisory Committee

___ Other (**list**)

- 4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
- 5. This school plan 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.
- 6. This school plan was adopted by the school site council at a public meeting on: 12/2/15.

Attested:

Sati Shah
Principal

Signature of school principal, 12/2/15

Christine Kukula
SSC chairperson

Signature of SSC chairperson, 12/2/15