

School Year: **2023-24**



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
Mt. Eden High	01611920135319	05/23/2023	

Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

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)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. [Assembly Bill 716](#), signed by the Governor on September 18, 2018, and codified in the California *Education Code* sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning

Upon notification by the LEA, **the school** is required to collaborate with educational partners to:

- Develop and implement a school-level plan to improve student outcomes

The school plan must:

- be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and
- identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select “Schoolwide Program.” In addition, if your school is in [CSI](#), [TSI](#), or [ATSI](#), you will need to also select those boxes as applicable.

Schoolwide Program

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

Comprehensive School Improvement

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. Eden High School developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

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Educational Partner Involvement

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

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

Involvement Process for the SPSA and Annual Review and Update

Educational partners include; members of the SSC which is made up of students, parents, staff, the principal. We also included ELAC, AASAI, and other outside staff to participate in the process who are classified and certificated. Parents, students and community members are welcome at all of our decision making meetings that facilitate the completion of the SPSA.

The development of this Single Plan for Student Achievement was a collaborative effort. All team members were apart of the brainstorming process.

Resource Inequities

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

Our school has been receiving Title 1 funds for the past six years. The qualification of this funding is dependent on the percentage of students receiving free/reduced lunches. The number of students receiving free and reduced lunches had been steadily rising and therefore, we have started benefiting from this funding source. This money is intended to raise student achievement in the core subject areas for our English learners and students who come from socioeconomically disadvantaged backgrounds.

As we continue to recover from the pandemic, our school is in need of more opportunities available for students to earn credits for classes they failed and recover any learning loss. These efforts will help students get back on track for graduation without needing to seek an alternative placement.

Over 65% of our students qualify for free and reduced lunch. While we have improved our chromebook-to-student ratio, we still do not have sufficient technical resources to have one device for each student enrolled. Last but not least, our WASC follow-up action items suggest that our students do not have consistency in their instructional experiences. Therefore our WASC follow-up action items included the following tasks: create common assessments; develop shared teaching practices; and develop a scope and sequence for each area in which more than one teacher provides instruction.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.21%	0.15%	7	4	3
African American	7.8%	7.52%	7.04%	154	146	137
Asian	11.1%	11.13%	10.53%	218	216	205
Filipino	13.5%	12.00%	12.99%	265	233	253
Hispanic/Latino	57.6%	58.73%	58.5%	1,132	1140	1139
Pacific Islander	3.4%	3.66%	3.75%	66	71	73
White	3.8%	3.30%	3.39%	75	64	66
Multiple/No Response	2.5%	3.40%	3.54%	50	66	69
	Total Enrollment			1,967	1941	1947

Conclusions based on this data:

Mt. Eden's total enrollment has slightly decreased over the past 3 years . We are noticing a steady but minimal drop in enrollment of African-American, Asian, and White students. In contrast, our Pacific Islander population has increased over the last 3 years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	221	216	182	11.20%	11.1%	9.3%
Fluent English Proficient (FEP)	1,058	1054	1,070	53.80%	54.3%	55.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

Over the past three years, our English Learner populations had decreased slightly. The past two years coming out of the pandemic,

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	476	495		0	418		0	410		0.0	84.4	
All Grades	476	495		0	418		0	410		0.0	84.4	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2592.			21.95			33.17			27.32			17.56	
All Grades	N/A	N/A	N/A		21.95			33.17			27.32			17.56	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		23.89			59.61			16.50	
All Grades		23.89			59.61			16.50	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		28.43			49.63			21.95	
All Grades		28.43			49.63			21.95	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		15.44			71.57			12.99	
All Grades		15.44			71.57			12.99	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		21.52			65.04			13.45	
All Grades		21.52			65.04			13.45	

Conclusions based on this data:

Overall, 45% of our Juniors did not meet standards for ELA. Reading and Writing scores have the highest percentages of standards not being met (17% and 22% below respectively). As we continue to diversify our reading novels and curriculum plans, we hope that our students who are At or Near standard will be able to find some connections to content and be able to improve scores. We also plan to add in some incentives and practice opportunities for CAASPP testing prep and comfort of taking like tests.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	476	495		0	380		0	379		0.0	76.8	
All Grades	476	495		0	380		0	379		0.0	76.8	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2533.			6.86			16.09			21.37			55.67	
All Grades	N/A	N/A	N/A		6.86			16.09			21.37			55.67	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		10.32			36.77			52.91	
All Grades		10.32			36.77			52.91	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		7.92			63.06			29.02	
All Grades		7.92			63.06			29.02	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		9.50			62.27			28.23	
All Grades		9.50			62.27			28.23	

Conclusions based on this data:

Mt. Eden HS had 56% of students who did not meet standards in Math overall and 60% of students are At or Near Standards in problem solving and communicating reasoning, however, only 37% are At or Near Standard in

Concepts and Procedures. We need to determine how we can increase students understanding concepts and also increase comfortability with math for all students.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,941	53.3	11.1	0.3
Total Number of Students enrolled in Mt. Eden High.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	216	11.1
Foster Youth	5	0.3
Homeless	5	0.3
Socioeconomically Disadvantaged	1,035	53.3
Students with Disabilities	263	13.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	146	7.5
American Indian	4	0.2
Asian	216	11.1
Filipino	233	12.0
Hispanic	1,140	58.7
Two or More Races	66	3.4
Pacific Islander	71	3.7
White	64	3.3

Conclusions based on this data:

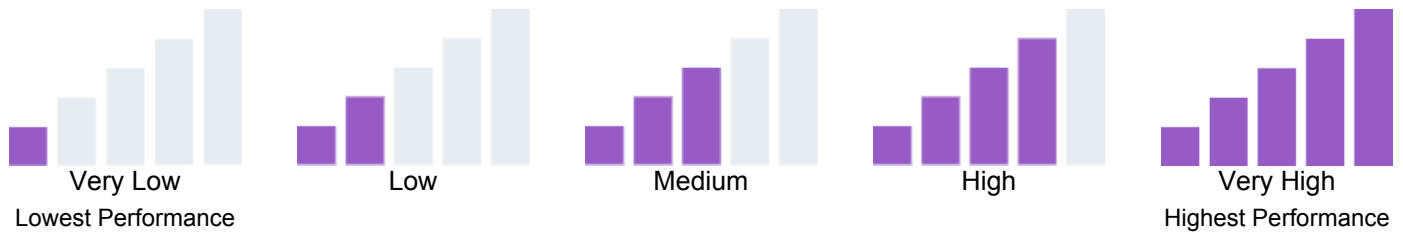
Mt. Eden's student body enrollment includes students from many diverse backgrounds with Hispanic (59%) being the largest student group.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p> <p>Low</p>	<p>Graduation Rate</p> <p>Medium</p>	<p>Suspension Rate</p> <p>Medium</p>
<p>Mathematics</p> <p>Very Low</p>		
<p>English Learner Progress</p> <p>Low</p>		
<p>College/Career Not Reported in 2022</p>		

Conclusions based on this data:

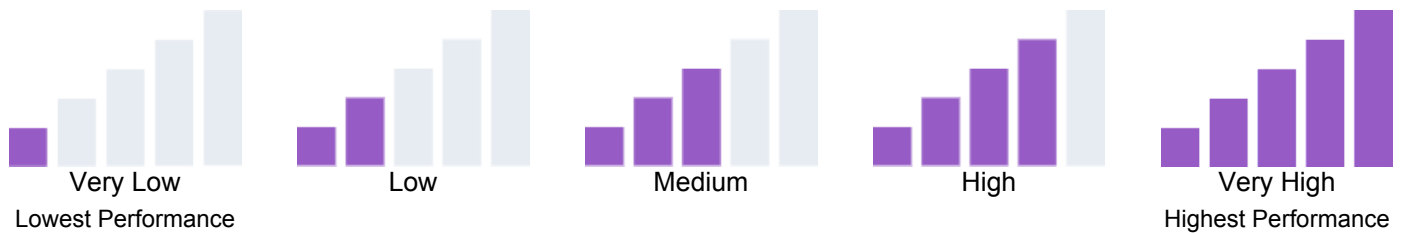
In our return from COVID, academic performance in ELA, Math, and Language Learner Progress is low which we assumed would be the case with the amount of time we were in distance learning. Our return also resulted in a drop in graduation rates from High to Medium which we may continue to see a steady decline in grad rates and possible increase in suspension rates, behavioral concerns, and mental health concerns as we continue to navigate out of the impact of COVID.

School and Student Performance Data

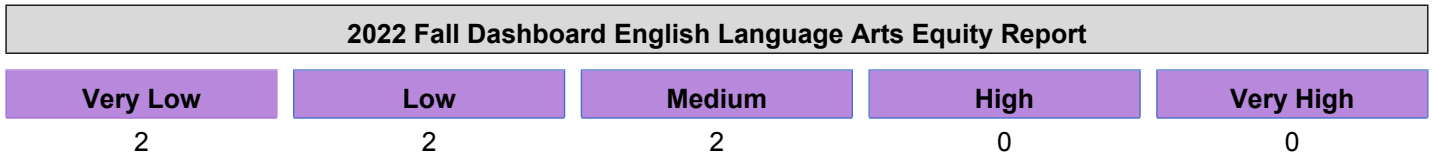
Academic Performance English Language Arts

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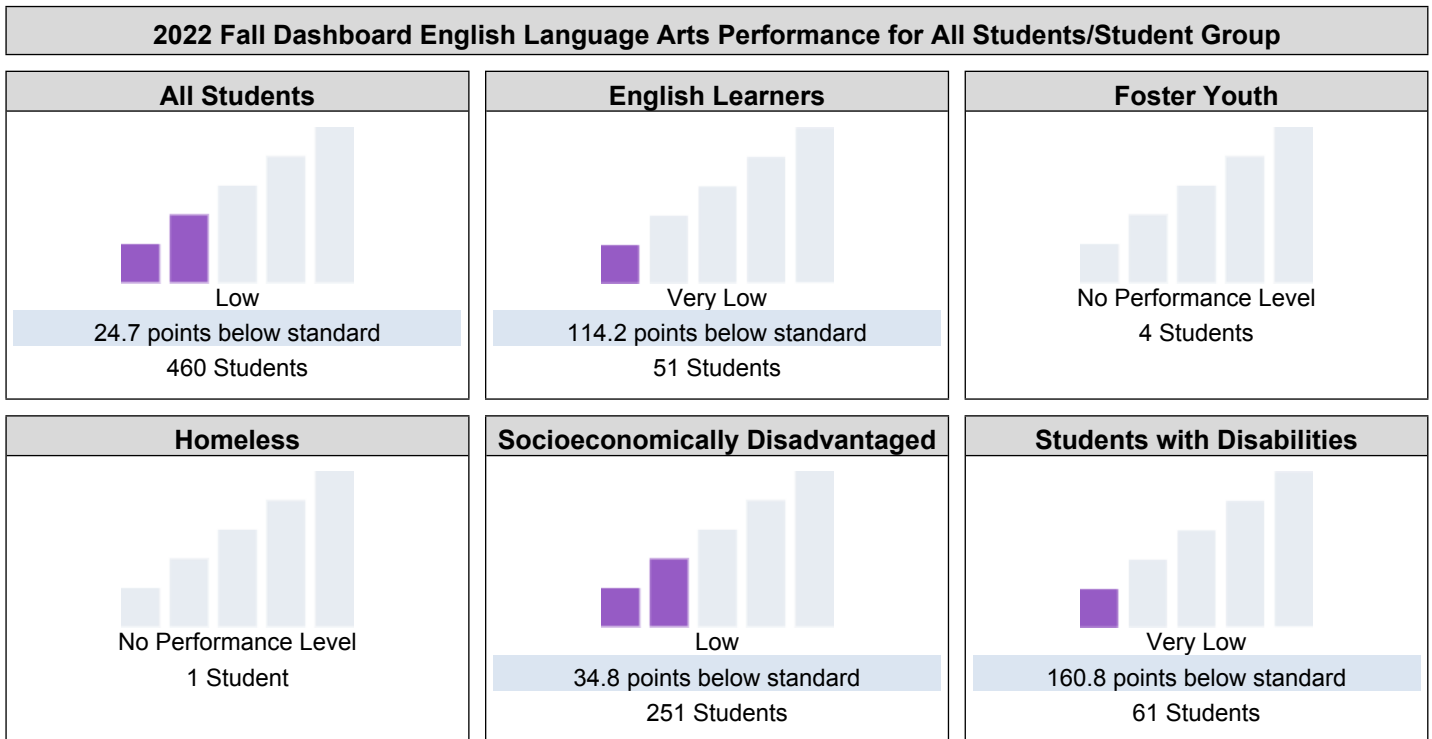
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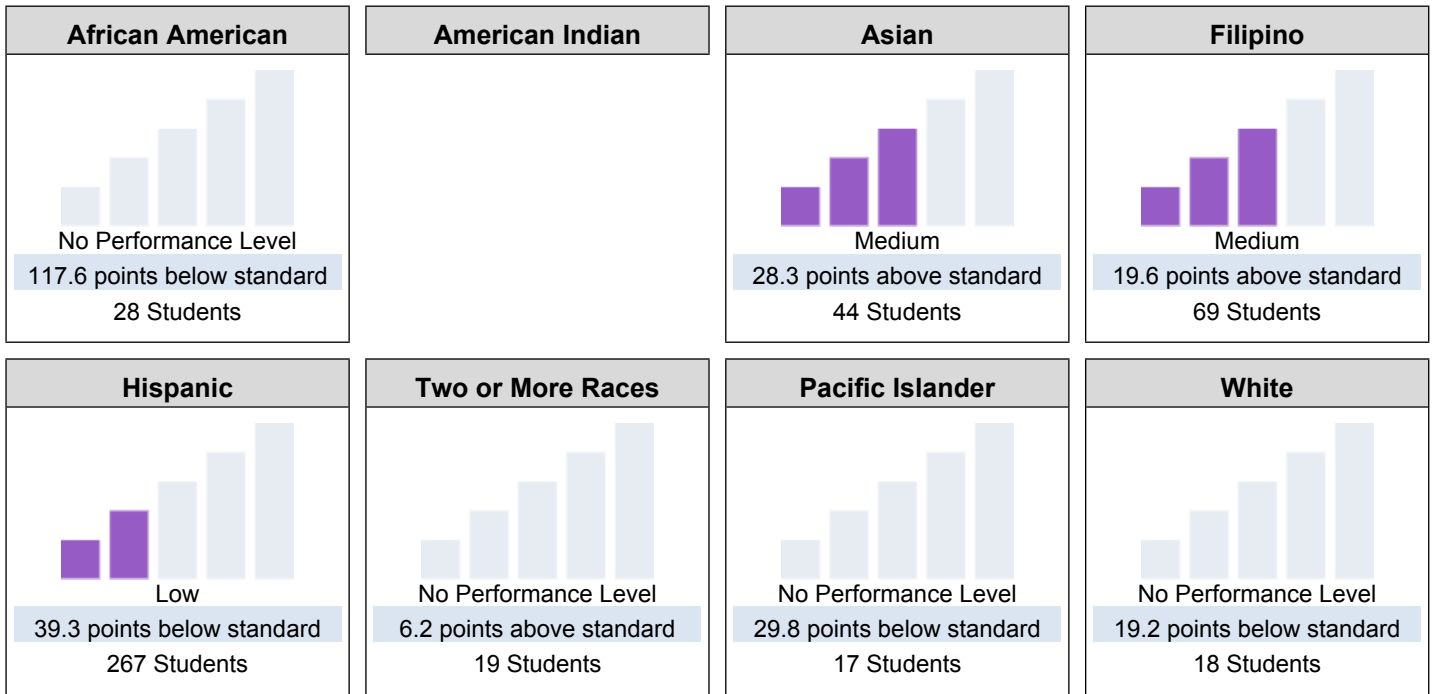
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
143.3 points below standard 30 Students	81.8 points below standard 22 Students	37.4 points below standard 165 Students

Conclusions based on this data:

African American students and Language Learners have the lowest performance rates in ELA (117.6 and 143.3 respectively). Overall, we are still low performing in ELA across the board. We must look to increase engagement and connections to literacy for all student groups with specific emphasis on how to support AA and EL students.

School and Student Performance Data

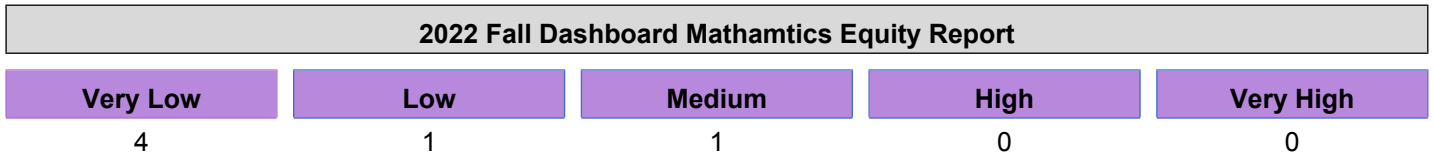
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

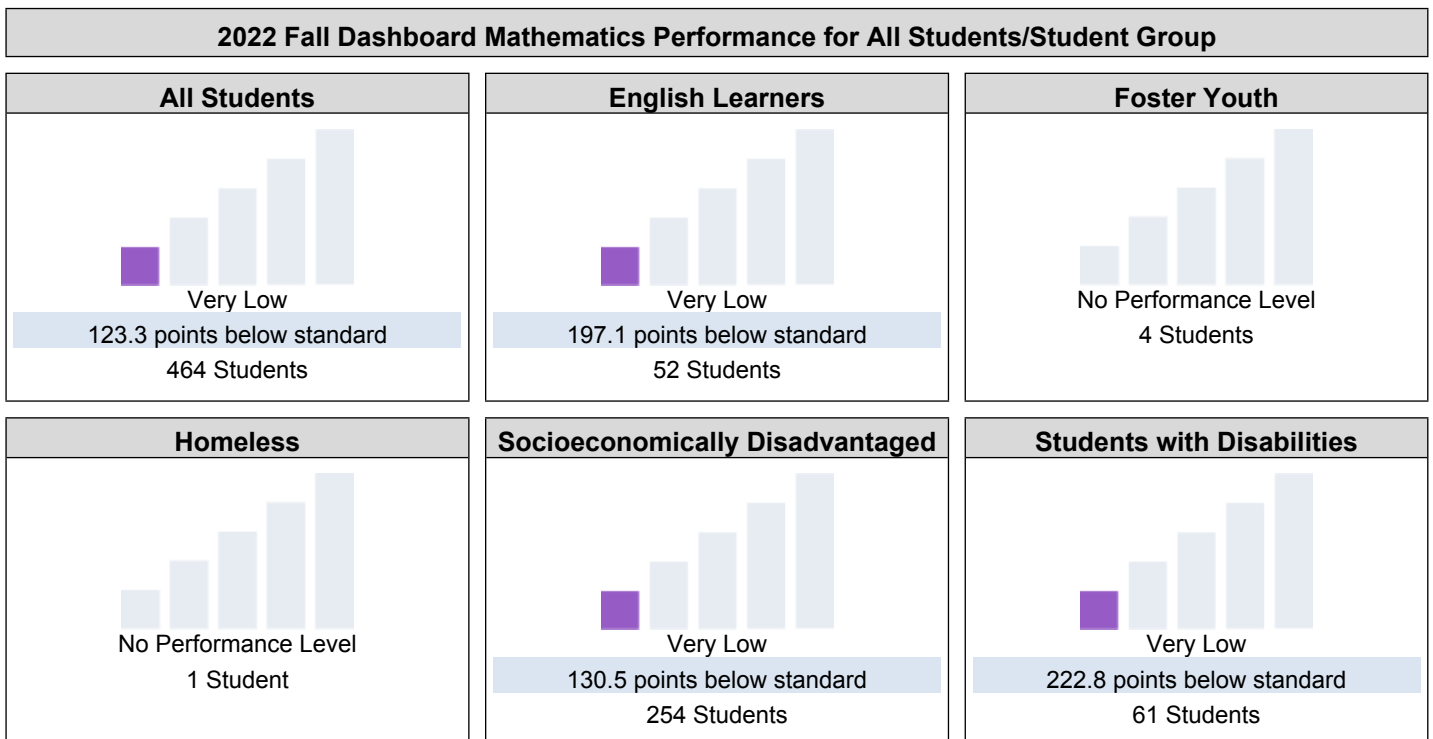
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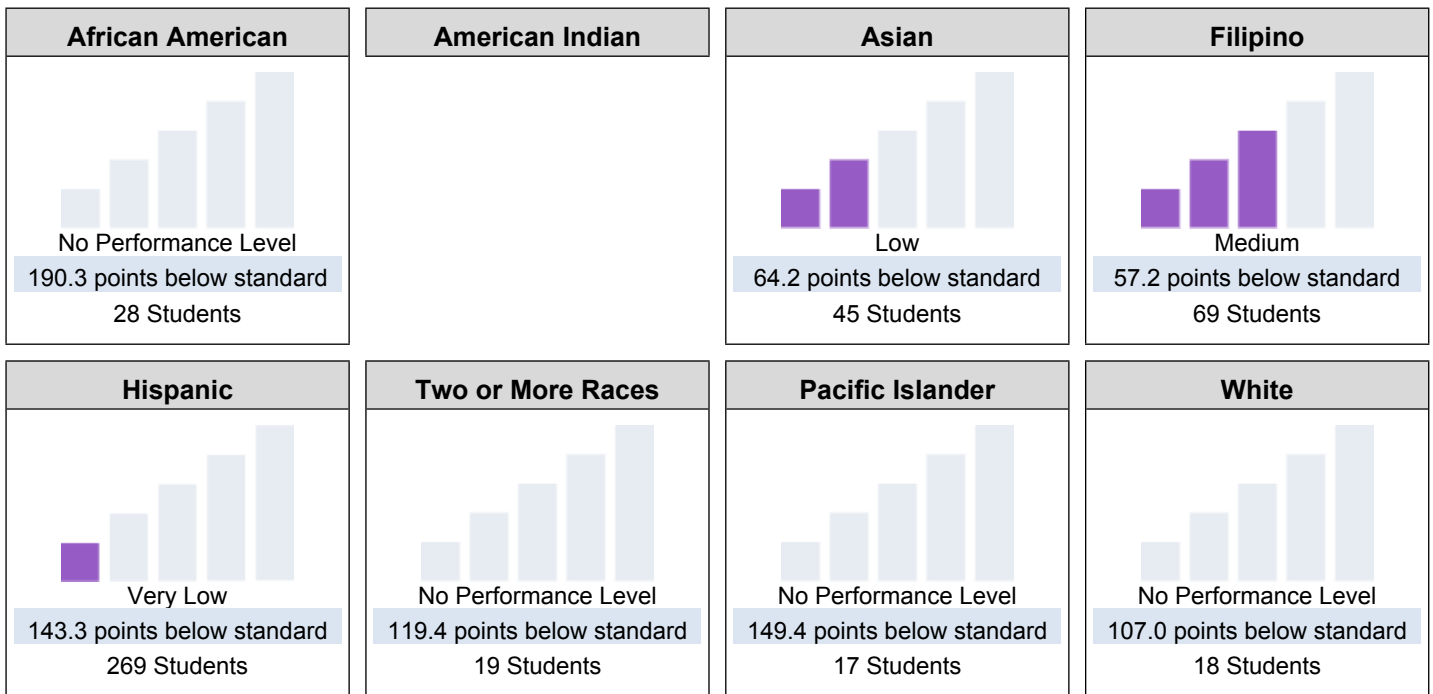
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>212.5 points below standard 31 Students</p>	<p>177.7 points below standard 22 Students</p>	<p>133.8 points below standard 166 Students</p>

Conclusions based on this data:

The downward trend in mathematics for all students is mirrored in the downward trend of socioeconomically disadvantaged students which represents 70% of our students.

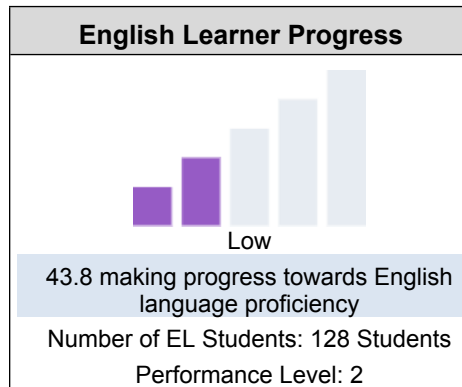
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
23.4%	32.8%	0.0%	43.8%

Conclusions based on this data:

Only 43% of our students moved up one level on ELPAC scores and 23% decreased a level. We look to continue to increase personnel support (i.e. bilingual paraeducators, ELD teachers) and other intervention like programs (i.e. Saturday Academies, ELPAC, CAASPP test prep, and other tutoring opportunities) to assist with improving language acquisition skills and confidence.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High High Medium Low Very Low
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

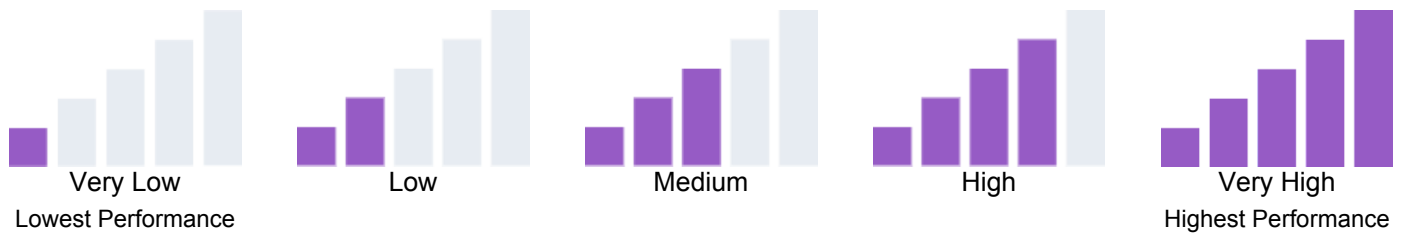
Conclusions based on this data:

No Data

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



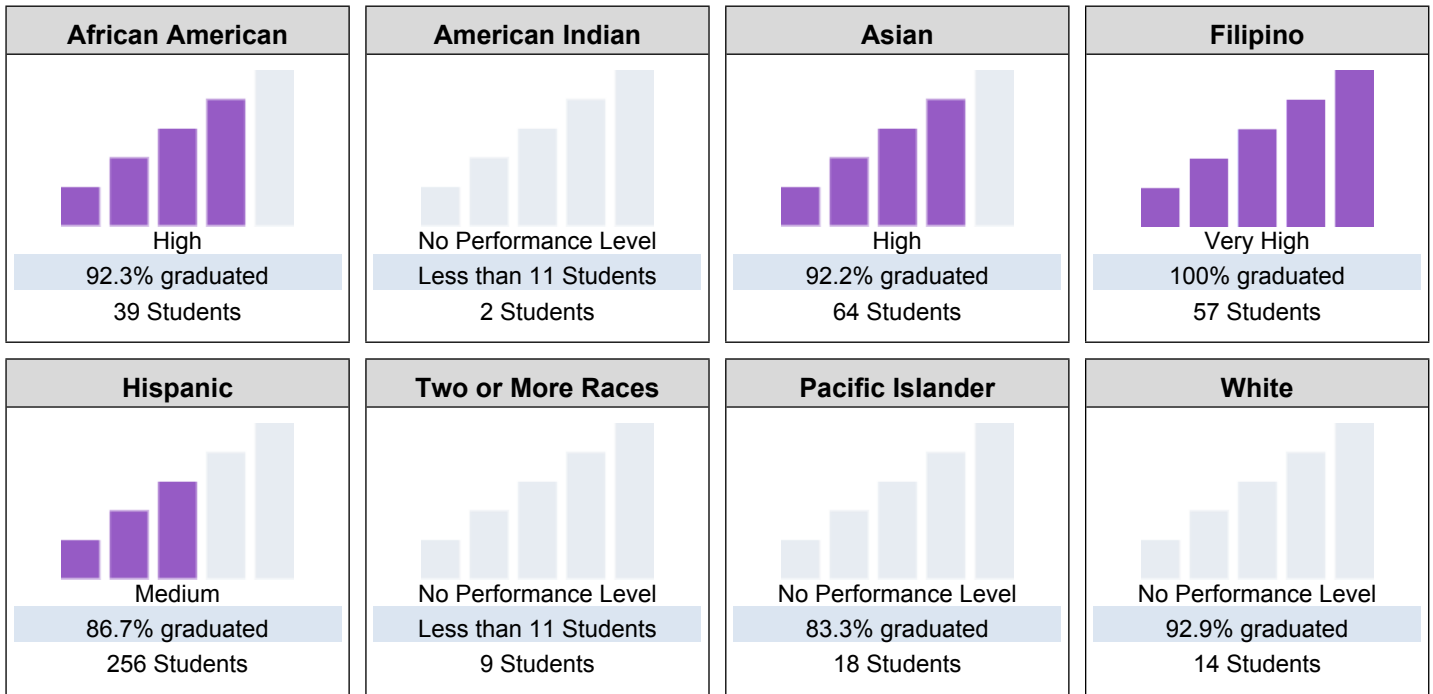
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	2	2	2	1

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p style="text-align: center;">Medium</p> <p style="text-align: center;">89.8% graduated</p> <p style="text-align: center;">459 Students</p>	<p style="text-align: center;">Low</p> <p style="text-align: center;">76.5% graduated</p> <p style="text-align: center;">51 Students</p>	<p style="text-align: center;">No Performance Level</p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">3 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p style="text-align: center;">No Performance Level</p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">10 Students</p>	<p style="text-align: center;">Medium</p> <p style="text-align: center;">88.2% graduated</p> <p style="text-align: center;">364 Students</p>	<p style="text-align: center;">Low</p> <p style="text-align: center;">73.8% graduated</p> <p style="text-align: center;">61 Students</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

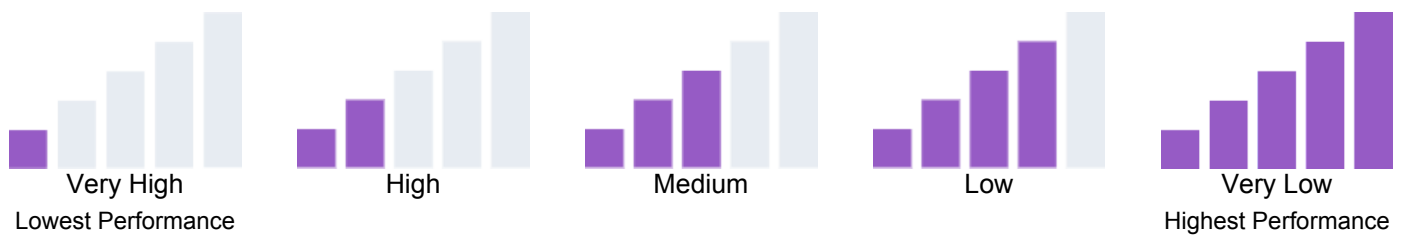
Our graduation rate dipped slightly under 90% and we are noticing a considerable decline in years to come due to the impact of the pandemic. Students who successfully passed classes while in distance learning contribute to the higher graduation rates in some subgroups. In addition, students were able to graduate under CA state grad requirement which is 40 credits less than HUSD grad requirements. We are actively seeking credit recovery opportunities outside of Credit Recovery to support students making up credits throughout the school year to avoid potential decrease in graduation percentage in years to come.

School and Student Performance Data

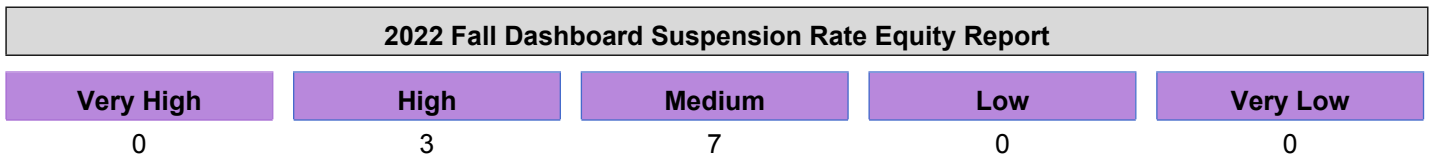
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

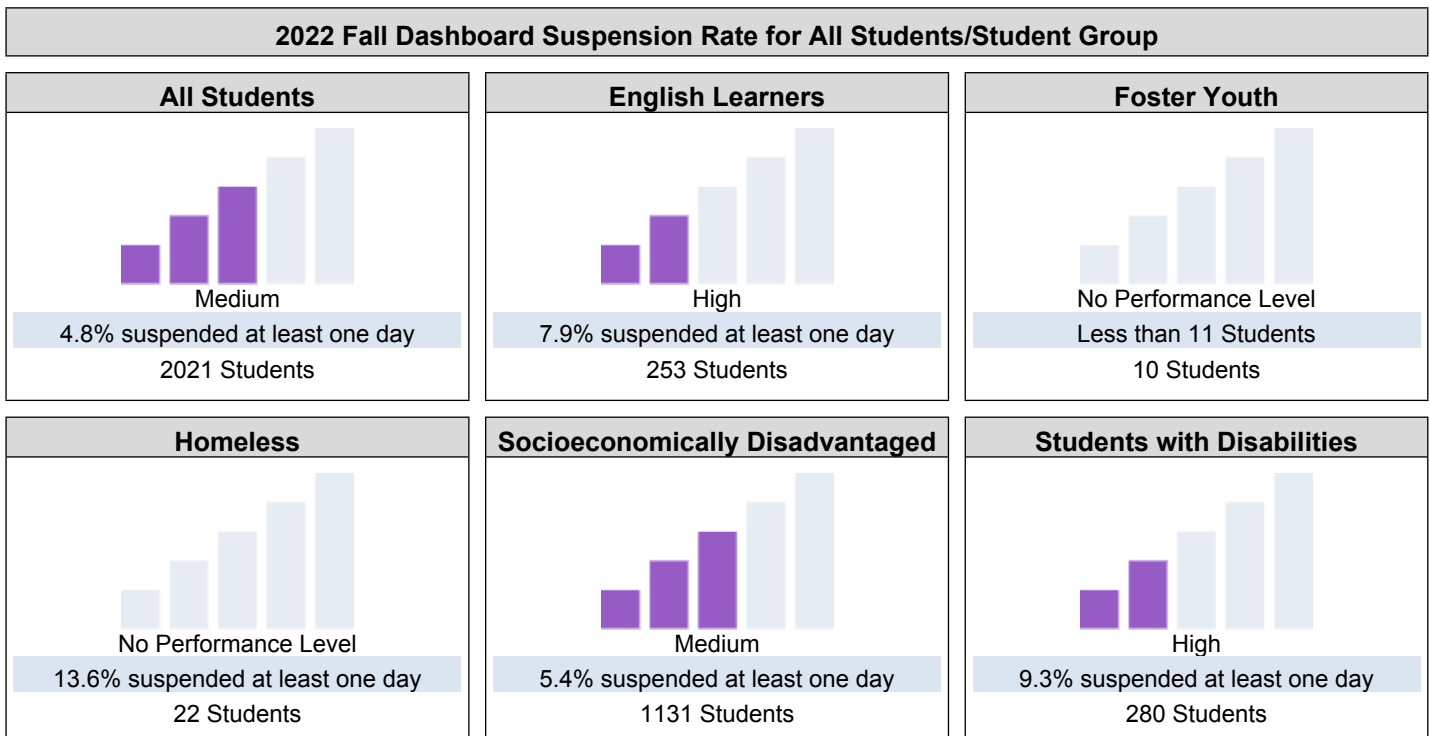
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



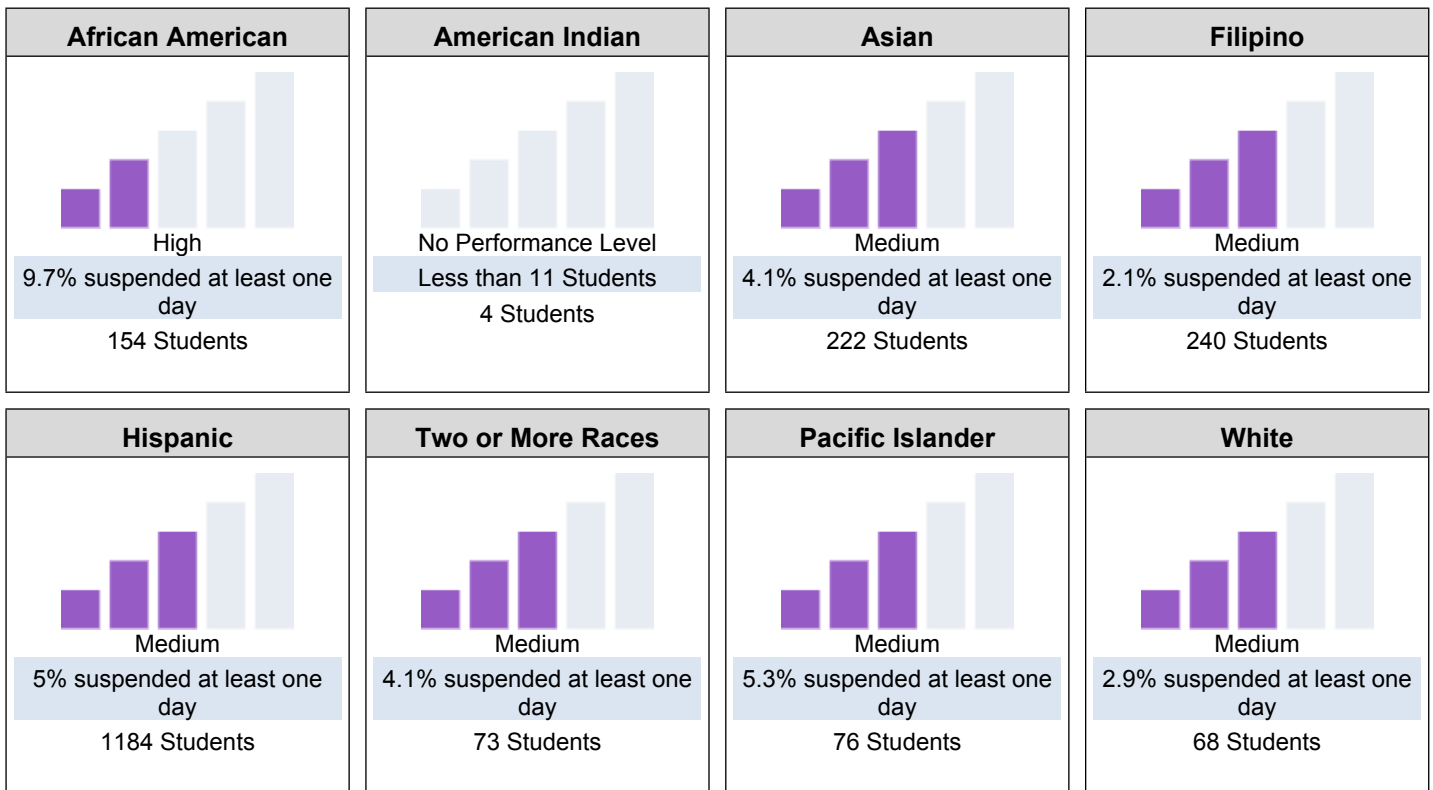
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

Overall, our suspension rate decreased. We notice a high suspension rate for African American students and attribute that to some of our AA students being disengaged and not connected to school culture and classroom environments. We can also look at the disproportionate number of AA students that are being sent out of class or are being truant as a factor that contributes to the increase. We seek to create a more wraparound support for our African American students (i.e. BASU club events, college and career study trips and programs on campus; and tutoring specifically for AA students). We hope that will be able to engage students and build confidence that they belong and feel welcome in classrooms.

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

Deeper Learning -- Language and Literacy

LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

Goal 1

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. All students will increase performance on CAASPP ELA by 10% annually.

Identified Need

Nearly 45% of Mt. Eden HS students did not meet standards for ELA (27% near standard and 18% did not meet). In addition to those numbers, roughly 20% of students per grade level received D's and F's in their ELA class in the first semester. African-American, Latino-American, Pacific Islander, Language Learners, and Special Education student groups have the lowest percentages of students meeting or exceeding standards in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved outcomes on standardized tests (CAASPP & ELPAC)	ELA scores on CAASPP & ELPAC Scores	Improved student outcomes in ELA by one step from the prior year; 10% increase in students Met and Exceeded Categories
Improved Quarterly and Semester Grades	Semester 1 Grades (D's & F's)	Number of students getting D's and F's at quarter/semester will decrease by 2nd semester grades

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

Mt. Eden HS will continue to introduce new authors/speakers, novels/literature, and projects that reflects the culturally and linguistically diverse student population in our ELA classes. In addition, students will have access to tutoring/homework support before, throughout, and after school in a variety of ways to support a greater understanding, connection, and enjoyment of reading and writing. We look to continue our partnership with TRIO/ETS by way of Chabot College and California State University East Bay to support homework/tutoring/mentorship to support intervention supports.

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)
5,000	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials and Supplies for ELA and Social Science Classrooms
9,779	Title I 5000-5999: Services And Other Operating Expenditures Online Resources to Support Learning (DBQ Online, TurnitIn, Macro Learning, etc.)
1,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted ELA - Like Academic Competitions or Showcases (i.e. Poetry Slams etc.)
1,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Funds for ELA/Social Science Resources for SPED Department
3,000	Title I 0000: Unrestricted Anti-Bias/Anti-Racist Resources to Diversify Reading Content
2,000	LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Guest Speakers for ELA Classes
4,000	Title I 0000: Unrestricted Homework/Tutoring/Mentorship/Credit Recovery Interventions

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

Mt. Eden HS will provide teachers with collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. In addition, Teachers will be provided opportunities for professional learning/peer mentoring & observations to support their confidence with the new ELA adopted curriculum and implementation of ELD strategies to support effective scaffolding and differentiation of instruction for student success.

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)

5,000

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Professional Learning Opportunities (ELD
Strategies, Writing Workshops, etc. (For Staff)

Annual Review

SPSA Year Reviewed: 2022-23

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.

We placed an emphasis on supporting ELA teachers with diversifying their novels and student assigned readings to support students connecting more to the content in efforts to improve reading and writing skills. In addition we added Latin X Literature to our ELA course offerings and added an additional section for the upcoming school year.

Teachers continue to use the online resources (i.e. DBQ online, TurnItIn, etc.) to support student capacity for writing and editing their work. An additional resource was purchased to support AP students with editing essays for the AP exams in English and Social Science. The additional support benefited students ease and accessibility to their writing skills.

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

The implementation of the newly adopted ELA curriculum was challenging for the department as the school year had started prior to receiving the materials and teachers being able to truly connect

with the new material. The ELA department will continue to meet and collaborate with each other to become confident and trusting of the new adoption and materials.

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.

There weren't too many significant changes to the spending for this goal other than putting emphasis on providing teachers opportunities for professional learning and collaboration time to continuing rolling out the new ELA adopted curriculum materials for the 23-24 school year. In addition, we expanded our spending for ELA to support Social Science curriculum to create additional supportive opportunities for students to improve their reading and writing skills. Lastly, we look to add Guest Speakers (Speaker Series) and ELA-like Academic Competitions or Showcases to connect student's learning with current trends in reading and writing.

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

Deeper Learning -- Mathematics

LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

Goal 2

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. All students will increase performance on CAASPP Math by 5% annually.

Identified Need

Mt. Eden had 76% of students who did not meet standards on the CAASPP Mathematics Assessment (55% Did Not Meet; 21% Nearly Met). In addition, 30% of our student population is taking Algebra with 53% of them getting D's and F's in the first semester. Of the Sophomores and Juniors taking Geometry, 64% of students earned D's and F's in the first semester. African-American, Latino-American, Pacific Islander, Language Learners, and Special Education student groups have the lowest percentages of students meeting or exceeding standards in Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved outcomes on standardized tests (CAASPP)	Math scores on CAASPP	Improved student outcomes in Math by one step from the prior year; 5% increase in students Met and Exceeded Categories
Improved Quarterly and Semester Grades	Semester 1 Grades (D's & F's)	Number of students getting D's and F's at quarter/semester will decrease by 2nd semester grades

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

Mt. Eden HS will provide students with access to supplemental online resources to support additional practice and comprehension of math standards. Students will be able to participate in Math-focused activities (i.e. Math Olympics; STEAM related events, etc.) to enhance opportunities to grasp concepts that relate math to everyday living. Students will also have access to participate in after school tutoring/homework support throughout the school year. We look to continue our partnership with TRIO/ETS by way of Chabot College and California State University East Bay to support homework/tutoring/mentorship interventions. We will also seek support from our classroom teachers and classified staff for additional homework/tutoring intervention services for 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.

Amount(s)	Source(s)
5,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Materials and Supplies for Math, Science, and STEAM classrooms
2,500	Title I 0000: Unrestricted Supplemental Online Resources for Math, Science, STEAM Teachers (i.e. Kuta Works, Pear Deck, Generation Genius)
1,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Funds for Math/Science/STEAM Resources for SPED Department
4,000	Title I 0000: Unrestricted Homework/Tutoring/Mentorship/Credit Recovery Interventions

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

Mt. Eden HS will provide teachers with collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. In addition, teachers will be provided opportunities for professional development, peer mentoring & observations to support their confidence with implementation of learning strategies (i.e.ELD strategies) to support effective scaffolding and differentiation of instruction for student success. Teachers will use online resources to enhance and provide additional support around guided instruction and grasping of concepts.

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)
5,000	Title I 0000: Unrestricted Professional Development Opportunities for Math, Science, and STEAM teachers (i.e. ELD Strategies; Best Practices for Teaching Math)

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

Mt. Eden HS will provide students with learning opportunities that support STEAM related activities that promotes a connection and understanding of how Science, Technology, Engineering, Art, and Mathematics can enhance college-going culture and awareness of career opportunities for students. An enhancement of Science labs, computer programming opportunities, engineering related student lessons, and school wide activities that promote connections to use of STEAM in everyday life.

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)
2,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Math/STEAM Academic Competitions (i.e. Engineering Day, Math Olympics, etc.)
2,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Funds to Support STEAM related Study Trips

Annual Review

SPSA Year Reviewed: 2022-23

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 Math Department is committed to ensuring that all students leave Mt. Eden with the math skills to be college and/or career ready. The Math Department regularly collaborates to ensure that math standards are aligned with their teaching practices. Since the site is invested in sending teachers to multiple professional developments, it is important for the site to commit to sending math teachers to prepare and/or enhance their teaching practices and achieve this goal.

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

No major differences.

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.

Teachers will work to align their grading policies to ensure equity and parity for all students who are taking math courses. Professional learning and building capacity will be key to ensuring student success in mathematics. We are adding funds to support our Science and STEAM related courses on our campus to support an increase in seeing math content across the other content areas. In addition, looking to create more interest in STEAM related courses and careers by looking into study trips and other Math/STEAM like academic competitions to engage students. Lastly, we will look to train all teachers in ELD strategies to support language learners in all classrooms.

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

Deeper Learning -- English Language Development

LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

Goal 3

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by one or more proficiency levels annually.

Identified Need

Eleven percent of our school population is considered English Learners. Of those students 35% of them are still scoring at Level's 1 & 2 on the ELPAC and are also performing lower in class. We need to push to ensure all language learners leave Mt. Eden being reclassified as English proficient and also are remaining on track for graduation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved outcomes on standardized tests (CAASPP & ELPAC)	ELA, Math scores on CAASPP & ELPAC Scores	Students move up at least one level on ELPAC and CAASPP scores
Improved Quarterly and Semester Grades	Semester 1 Grades (D's & F's)	Number of students getting D's and F's at quarter/semester will decrease by 2nd semester grades
Increase reclassification rate	0% Reclassified	Increase reclassification of students by 5%

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)

Language Learners

Strategy/Activity

Mt. Eden HS will support Language Learners in their ELA and Math classes primarily by having Bilingual ParaProfessionals to provide tutoring, academic pull-out or push-in support, homework assistance and support EL Specialist and parents communicate with counselors, teachers, SPED Case Managers, and other school professionals to ensure academic/behavioral progress for students. In addition, ParaProfessionals and teachers will be provided training to support student achievement in teacher-led classrooms.

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)
116,000	Title I 2000-2999: Classified Personnel Salaries Bilingual Paraeducators (Two)
2,000	Title I 0000: Unrestricted Online Resources to Support Language Learner Skill Development
1,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Funds for Language Learner resources in SPED Classrooms
4,000	Title I 0000: Unrestricted Homework/Tutoring/Mentorship/Credit Recovery Interventions for Language Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Language Learners

Strategy/Activity

Mt. Eden HS will implement Sheltered ELA classes for each grade level to support Level 1 and 2 language learners to enhance English proficiency skills in a more scaffolded and differentiated instruction space. In addition, we will provide Sheltered teachers with time and opportunities to collaborate with other Sheltered teachers and offer professional development opportunities to enhance skills to support language acquisition.

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)
2,000	Title I 0000: Unrestricted ELD Resources for Sheltered Classes
3,000	Title I 0000: Unrestricted Professional Development Opportunities for ELD Strategies

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

Mt. Eden HS will provide teachers with collaboration time and professional development opportunities to fully support students' language proficiency and access to the content.

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)
2,000	Title I 0000: Unrestricted ELD Strategies Workshops for All Teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Language Learners

Strategy/Activity

Mt. Eden HS students will have access to tutoring/homework support before, throughout, and after school in a variety of ways to support a greater understanding, connection, and enjoyment of school. In addition, we will provide ELPAC preparation opportunities for students to become more confident with test taking and expectations of the exam.

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)
5,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Language Learners

Strategy/Activity

Mt. Eden HS will acknowledge all students who become reclassified through successfully passing the ELPAC.

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)
0	LCFF Supplemental and Concentration Funds 0000: Unrestricted Reclassification/Attendance Incentives for Language Learners (Funds from 22-23 Rollover approx. \$1500)
2000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Motivational Speakers to promote academic achievement

Annual Review

SPSA Year Reviewed: 2022-23

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.

We successfully added one bilingual paraeducators to our staff in 2022-2023. The para has been able to provide push-in pull-out support for students and assisted with the facilitation of the ELPAC test this year. In addition, they provided year round Math tutoring specifically for Language Learners this year.

Our goal as a site was to have a 5% increase in reclassification for both specified focus groups (EL's and Long Term EL's). Strategies and support include the following: We use both school and district translators and liaisons to reach out to families and students in our community to involve them in school events and important updates. This alleviates barriers to entry for our EL population to be involved as stakeholders in our school. This increases academic equity across our diverse campus. Our SSC committee also chose to fund two translator positions for our largest block of EL

students who speak Spanish. One of these positions is for a paraeducator who specifically works with our EL students who are a part of SPED. Our counselors have been monitoring and keeping track of our EL students.

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 only hired one bilingual paraeducator due to shortage of applicants and we did not have the ELPAC test prep for students due to timing and low staff.

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.

The implementation of our ELA sheltered classes for the 23-24 school year should support efforts toward reclassification for all language learners so we will look to see how those classes affect student success including language acquisition. In addition an intentional focus on supporting all teachers with becoming comfortable with utilizing ELD strategies as part of their teaching tools will hopefully provide some ease and comfort in all classes language learners are part of.

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

Deeper Learning -- Visual and Performing Arts

LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

Goal 4

Deeper Learning -- Visual and Performing Arts: Mt. Eden HS will promote a focus on arts education, through an equity lens, by ensuring that all students have access to a VAPA-related activity on a quarterly basis, either through standalone VAPA course offerings (e.g. Art, Drama, Music), or through school wide activities.

Identified Need

Mt. Eden HS needs to increase participation in our performing arts programs. Since we have come back from COVID, our numbers in programs such as Band, Choir, Dance, Theater, and Orchestra have decreased significantly. In addition to increasing numbers for those programs, Mt. Eden VAPA department is looking to enhance our technology based projects and curriculums to match present day formats and programming.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment for Performance based programs	All students take a beginning level Art Class, however, our performance based programs have low enrollment.	Increase by 10% in the 23-24 school year

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

Mt. Eden HS will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, offering additional sections, offering after school enrichment, 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)
3,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Funds to Support VAPA Showcases
2,500	LCFF Supplemental and Concentration Funds 0000: Unrestricted Professional Development for VAPA Teachers (An additional \$2,500 will come from 22-23 Rollover)
2,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Guest Speakers for VAPA related topics (More to be added with 22-23 rollover)
1,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Funds to Support VAPA programming in SPED classrooms

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Performance Arts Students

Strategy/Activity

Mt. Eden HS will provide additional coaching and support for the multiple instrument development, dance, theater with more structured and specified 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)
10,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Instrument Coaching for Band and Orchestra Students (Approx. \$2,000 could be added from 22-23 rollover)

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

Mt. Eden HS will provide additional resources for teachers who diversifying their content to connect students with lessons/assignments about various cultures, ethnicities, and identities as emphasized in our Anti-Bias/Anti-Racist Board Policy.

In addition, Mt. Eden HS will continue to support teachers with keeping up to date with latest technology resources that supports high quality instruction in STEAM related curriculums.

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)
3,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Funds to Support AB/AR related curriculum and resources
10,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Music, Sound, Print Production Resources to support Photography, Multimedia, and 3D Design courses (Approx. \$8,000 will be added from 22-23 rollover)
3,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Supplemental Online Resources (i.e. Scholastic subscription, EdPuzzle, and SNAG)
6000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Materials and Supplies for VAPA Classrooms

Annual Review

SPSA Year Reviewed: 2022-23

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.

As this is a new goal for the 23-24 school year, and in depth analysis will be conducted at that time.

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

As this is a new goal for the 23-24 school year, and in depth analysis will be conducted at that time.

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.

As this is a new goal for the 23-24 school year, and in depth analysis will be conducted at that time.

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

Relationship-Centered Schools -- School Climate and Social Emotional Learning

LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL): All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a daily basis, either through standalone SEL curriculum or culture/climate initiatives. All Students will report a 10% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS) and Panorama data. The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

Identified Need

All students and staff need increased and intentional support that focuses on emotional well-being, social interactions, peer to peer connectedness, conflict management/resolution, parent/student interactions, and staff/student interactions. We are still rebounding from the pandemic and school climate and engagement resources and activities are needed to re-teach/re-learn the benefits of nurturing a positive school climate and community. In addition, our school community needs to continue its efforts to nurture a school climate that places emphasis on the Anti-Bias/Anti-Racism Board policy and ways that our community can ensure that we are a welcoming, compassionate, and socially just school that honors it's diversity as a strength.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey	43% of 9th Grade students and 45% of 11th Grade Students felt they were connected to school.	Increase School Connectedness by 20% in the 23-24 school year.
COST Data and Analysis	30% of students are waitlisted or pending services	100% of students referred to COST being served (Considering Student doesn't decline services)

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

Mt. Eden HS will enhance and continue to build out our school Wellness Center resources and personnel to support social-emotional well-being for all students. Our SEL counselor in partnership with our Restorative Justice Counselor, Youth Intervention Specialist, and Community Schools Specialist will continue to build out a multi-tiered program that supports an awareness and understanding of student challenges surrounding mental health, substance abuse, cyberbullying/social media, relationship boundaries/best practices and more.

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)
111,000	Title I 1000-1999: Certificated Personnel Salaries Restorative Justice Counselor
5,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Wellness Center Resources and Supplies
5,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Guest Speakers to Nurture awareness of teen-related challenges on a school campus (i.e. Mental Health; Substance Abuse, Cyberbullying, Healthy Relationships, etc.) Additional funds will be allotted from the 22-23 rollover

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

Mt. Eden HS will provide teachers and staff with additional resources and professional learning in Social-Emotional Learning practices. We will continue to enhance our RESTORE SELF Wellness Initiative that we hope will connect our community through the promotion of healthy lifestyles, tools and resources that support overall well-being for students, staff, parents, and whole school community.

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)
5,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted RESTORE SELF Resources & Materials for programming.
21,060	Title I 5800: Professional/Consulting Services And Operating Expenditures National Equity Project - Staff Climate Workshops (Approx \$8,000 will be used from 22-23 rollover)

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

Mt. Eden HS will support student leaders and their advisors throughout the school to learn various ways to nurture and implement positive school climate and culture activities and programs through professional development opportunities for advisors, student conferences and camps for student leaders. In addition, planning will also support hiring motivational speakers and programs to engage students in learning the ways that we can be responsible citizens 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.

Amount(s)	Source(s)
2,500	LCFF Supplemental and Concentration Funds 0000: Unrestricted School-wide Celebrations and Campus Welcoming Events (i.e. Multicultural Assemblies, Back To School Block Party, End of Year Open House, Incoming 8th Grade Welcoming Events)2,500
3,600	LCFF Supplemental and Concentration Funds 0000: Unrestricted Gipper Communications & Other Campus Advertisements Signage to promote campus initiatives and student achievement

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

Mt. Eden HS will continue to promote a College and Career going culture on campus by way of supporting our academic pathways, college and career teams, and counseling department plan college visits/tours (study trips), on-campus college/career fairs, and other resources that support an awareness and presence of college and career opportunities.

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)

2,000

Source(s)

LCFF Supplemental and Concentration Funds
0000: Unrestricted
On-Campus College and Career Campus Visits,
Pop-ups, etc..

20,000

LCFF Supplemental and Concentration Funds
0000: Unrestricted
College Tours Study Trips for College & Career
Team and AVID (Approx. \$10,000 additional
funds from 22-23 rollover)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students and Staff

Strategy/Activity

Mt. Eden HS will also continue to grow and nurture opportunities for our school community to develop an appreciation and understanding of the various cultures, ethnicities, and identities that are present on our campus. Through the addition of our Culture and Climate Team, we hope to create opportunities for students and staff to be able to represent, acknowledge, and showcase the various identities we have on our 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.

Amount(s)

8,000

Source(s)

LCFF Supplemental and Concentration Funds
0000: Unrestricted

Student and Staff Climate Leadership Conferences, Conventions, and Memberships via CADA and other state known organizations that support student leaders on campuses

Annual Review

SPSA Year Reviewed: 2022-23

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 addition of our Restorative Justice Counselor has positively impacted our campus community. Their work in collaboration with the YIS and SEL counselor has proven to provide a safe space for students to restore relationships with peers, staff, and parents. Their presence on campus has also allowed us the space to connect more students to mental health and other COST related services.

In addition, adding funds to support the development of our student leaders and the staff that guide their work has been a positive for our campus. It has allowed students to step outside of their comfort zones and reach new levels of leading their school campus.

Lastly, this past year we began going on college tours again post pandemic. Our students traveled throughout the state to see several of the CSU's and UC's to support college selections and access to future opportunities.

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

No major differences.

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.

Overall, Mt. Eden HS will focus on rebuilding our campus climate at all levels emphasizing support for student/staff, staff/staff, student/parent, staff/family partnerships throughout our campus. Continuing our efforts to support AB/AR related resources, programming, learning, and understanding, we have increased our support of building out our Wellness Center, bringing back assemblies to address age-appropriate challenges, and becoming intentional with campus initiatives that focus on safety and cleanliness of the campus.

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

Relationship-Centered Schools -- Parent Engagement

LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

Goal 6

Relationship-Centered Schools -- Parent Engagement: Mt. Eden HS will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 20% this school year.

Identified Need

Parents, Guardians, and Families need to have increased awareness of student and school activities, ways to communicate with school staff (teachers, administrators, school staff), and connectedness to the school campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation at Parent Meetings (i.e. Coffee, SBDM, SSC, PTSA)	5% of Parents attend monthly meetings	10% of Parents attend monthly meetings
Number of Parents reading Parent Newsletter	30% of Parents read Newsletter regularly	50% of Parents read Newsletter regularly

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

Mt. Eden HS will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion. We will continue our partnership with TRIO and Chabot College to offer parent workshops surrounding how to support students in high school. In addition, will add additional workshops entitled 3:30-11:30 to support routine building resources and activities that will assist students with being successful at school. This also includes intentional focus to revamp our AASAI parent and student programming 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.

Amount(s)	Source(s)
3,317	Title 1: Parent Allocation 0000: Unrestricted Parent Workshops and Conferences
2,000	Title I 2000-2999: Classified Personnel Salaries Translation Services for Parent Meetings
1,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Light refreshments for Parent Meetings (i.e. Coffee w/Principal, ELAC, SSC, etc) - Approx. \$1,000 more to be allocated from 22-23 rollover
0	LCFF Supplemental and Concentration Funds 0000: Unrestricted Parent Engagement Incentives (Approx \$1,000K from 22-23 rollover)
3,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted AASAI Parent and Student funds for meetings and conferences (Approx. \$2,000 more allocated from 22-23 rollover)

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

Mt. Eden HS will continue to use a variety of ways to communicate with parents and guardians about upcoming events, recent news and other school-wide messaging.

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)
999.00	Title I 0000: Unrestricted SMORE Subscription for Parent Newsletter with added Translation services.

384.00

LCFF Supplemental and Concentration Funds
0000: Unrestricted
Survey Monkey Online Voting/Survey Tool

Annual Review

SPSA Year Reviewed: 2022-23

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.

Utilizing the SMORE newsletter has supported more families having access to school news in a language that is comfortable for them.

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

N/A

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.

We are looking to provide more opportunities for parents and guardians to connect with school administration and community partners to learn more about how to parent teenagers in a post-Covid time. We want to send more parents and guardians to conferences so that they can come back and be mentors to other parents and guardians as well.

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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Mt. Eden HS will decrease chronic absenteeism by 10% in the 23-24 school year.

Identified Need

Mt. Eden HS needs to decrease the number of tardies throughout the school day along with decreasing the chronic absenteeism of our students who struggle with getting to school. Through support of COST Services and our district Child, Welfare, and Attendance clerk to support with home visits and supports to get students back on track.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Reports	On average we have had 86% attendance rate for the 22-23 school year	10% increase in daily attendance rate.
Graduation Rate of 2022	89.8% Graduation Rate	98% or Higher graduation rate

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

Youth Intervention Specialist (YIS) will assist students with chronic truancy as truancy is the strongest indicator of student drop-out rates. Admin, YIS, SEL Counselor, RJ Counselor, and Attendance will work in collaboration to increase attendance that will also support increasing graduation rates.

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)
3,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Live School Online Student Incentive Program that monitors attendance, behavior, and engagement of students.
2,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Attendance/Honor Roll Assemblies and Incentives
2,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Graduation Sashes and Incentives for BSU, AVID, and Multilingual Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Mt. Eden HS staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST 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.

Amount(s)	Source(s)
5,000	LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Extra Hours for Classified Staff to connect with parents and train on how to use Parent resources
0	LCFF Supplemental and Concentration Funds 0000: Unrestricted Community Schools Resources to support Attendance and School Achievement goals for students (Approx \$5,000 will be used from 22-23 rollover)

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

Mt. Eden HS will continue to implement restorative practices and implementation will promote positive classroom communities and school culture (relationship and community building, strategies to improve relationships - student to student, staff to student, and student to parent). This also includes getting incoming freshmen off to a good start by implementing a 9th Grade Readiness Conference that will prepare students for what the start of high school will be for them. It will also support parents understanding several resources and practices that will help them keep their students engaged and on track.

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)

1,073

LCFF Supplemental and Concentration Funds
0000: Unrestricted
Restorative Practices Workshops for Students
and Staff to support positive attendance
behaviors (Approx. \$900 will be allocated from
22-23 rollover)

5,000

LCFF Supplemental and Concentration Funds
0000: Unrestricted
9th Grade Readiness Conference (approx.
\$5,000 more allocated from 22-23 rollover)

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

Mt. Eden HS will continue to increase credit recovery opportunities, additional support with homework/mentorship, and AP test prep support through extra hours for teachers and mentors to provide before, during, and after school work sessions.

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)

8,000

Title I
0000: Unrestricted
Homework/Tutoring/Mentorship/Credit Recovery
Interventions

15,000	Title I 0000: Unrestricted AP Test Subsidy support for affordable AP Testing for students
3,000	Title I 0000: Unrestricted AP Test Prep Study Sessions

Annual Review

SPSA Year Reviewed: 2022-23

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.

Attendance continues to be slower to improve since our return from COVID. We have implemented a School Check-In system, use of tardy sweeps, and truancy meetings to continue to support students getting to school. The implementation of the RJ counselor and SEL counselor has created opportunities for students to develop contracts for attendance and behavior to assist with a restoration of positive attendance traits.

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

N/A

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.

We have added additional support for AP testing, CAASPP testing, and intervention supports to hopefully encourage participation, completion, and successful passing of a variety of these assessment opportunities. The introduction of the student monitoring system will hopefully give students a guide to what they can become involved in to remain focused in school and hopefully decrease absenteeism and chronic tardies. Bringing back assemblies that honor positive behaviors we also hope will shift the tides of our attendance patterns.

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

WASC

LEA/LCAP Goal

21st Century Success for WASC: HUSD high schools will continue their accreditation with the Western Association of Schools and Colleges

Goal 8

We will engage 100% staff will participate in the WASC process through Focus and Home Groups. We will analyze and Update the Action Plan from 2018 with new identified student learner goals based on the School Profile, grades, College and Career Readiness Criteria, and LCAP goals.

Identified Need

Successfully become accredited for another 6 years in 2024.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
WASC Recommendations	WASC Mid Review Action Plan	Become Accredited in May 2024

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

Per our last WASC visit, Mt. Eden HS will continue to update and teach students, families, and staff how to use Infinite Campus and other technologies related to student success. In addition, we want to make sure that communications that are sent out are able to be translated in to multiple languages. We will engage student and parent groups to support the site in writing our report.

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)

107,000

LCFF Supplemental and Concentration Funds
2000-2999: Classified Personnel Salaries
Technology Tech Specialist

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

Mt. Eden HS will monitor the progress in all areas WASC covers. This will happen with staff being divided in Focus Groups that will review previous WASC studies, the WASC criteria, and then analyze and evaluate the school's progress in meeting the previous action plan goals along with identifying additional student learner populations. Staff will additionally be divided into Home Groups that will meet to analyze school processes using the WASC criteria as the benchmark for improvement. Parents, Students, and Staff are members of Home 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)

5,000

Source(s)

Title I
0000: Unrestricted
Extra Hours for WASC prep

Annual Review

SPSA Year Reviewed: 2022-23

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.

WASC report was very positive with WASC accreditation extended until June 2024 based on mid year report in 2022.

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 salary of Technology Tech Specialist

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.

We are working to better align our SPSA goals to the WASC goals/ critical areas of need from the last report.

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	\$579,712.00

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 (\$)
Title I	\$328,338.00

Subtotal of additional federal funds included for this school: \$328,338.00

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 (\$)
LCFF Supplemental and Concentration Funds	\$248,057.00
Title 1: Parent Allocation	\$3,317.00

Subtotal of state or local funds included for this school: \$251,374.00

Total of federal, state, and/or local funds for this school: \$579,712.00

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
LCFF	197,127.00	197,127.00
Title I	242,595.00	-85,743.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	248,057.00
Title 1: Parent Allocation	3,317.00
Title I	328,338.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	195,873.00
1000-1999: Certificated Personnel Salaries	111,000.00
2000-2999: Classified Personnel Salaries	230,000.00
4000-4999: Books And Supplies	5,000.00
5000-5999: Services And Other Operating Expenditures	9,779.00
5800: Professional/Consulting Services And Operating Expenditures	28,060.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF Supplemental and Concentration Funds	129,057.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	112,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	5,000.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration Funds	2,000.00
0000: Unrestricted	Title 1: Parent Allocation	3,317.00
0000: Unrestricted	Title I	63,499.00
1000-1999: Certificated Personnel Salaries	Title I	111,000.00
2000-2999: Classified Personnel Salaries	Title I	118,000.00
5000-5999: Services And Other Operating Expenditures	Title I	9,779.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	26,060.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,779.00
Goal 2	21,500.00
Goal 3	137,000.00
Goal 4	40,500.00
Goal 5	183,160.00
Goal 6	10,700.00
Goal 7	44,073.00
Goal 8	112,000.00

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
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Monique Walton	Principal
Tahkeemah Norwood	Classroom Teacher
Julie Blank	Classroom Teacher
Dan Mai	Classroom Teacher
Tyler Tomei	Classroom Teacher
Yvette Cook	Other School Staff
Marwan Green	Parent or Community Member
Graciela Hernandez	Parent or Community Member
Rahsaan Lewis	Parent or Community Member
Khamari Lewis	Secondary Student
Ruchita Verma	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



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 05/23/2023.

Attested:



Principal, Monique Walton, Ed.D on 06/30/2023



SSC Chairperson, Tyler Tomei on 06/30/2023

Parent Involvement/Parent Compact 2023-2024 School Year

At Mt. Eden High School, we are committed to meeting the needs of all our students. We believe all students should be taught a comprehensive academic curriculum, guided by state and district standards, that emphasizes a common core of knowledge possessed by all educated citizens. We focus on supporting our underperforming groups of students and developing strategies to encourage achievement. Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

To support all students in succeeding at Mt. Eden HS, the staff commits to the following:

- Hold high expectations for all students.
- Respect all students and their families and welcome them to our school.
- Teach rigorous, relevant, and engaging classes, following Common Core standards.
- Provide a positive, safe, and effective learning environment for all students through consistent implementation of the school's policies as outlined in the student handbook.
- Present parents with progress reports or report cards at the middle and end of each quarter and semester.
- Communicate with parents when students are not meeting class academic or behavior expectations.
- Provide information to parents on a regular basis through our website, all calls, and newsletters.
- Reply to parent e-mails and phone calls in a prompt and courteous manner.
- Offer parents opportunities to become engaged in our school through advisory groups, booster groups, and as volunteers.
- Provide support and planning so that all students leave high school prepared for the college and/or career of their choosing.

To support my student in succeeding at Mt. Eden HS, I/We commit to the following:

- Ensure that my student attends school each day and is on time.
- Ensure that my student follows the school dress policies and behavior code as outlined in the student handbook.
- Respond to emails, phone calls in a prompt, courteous manner. Respect all school staff members and other students and families.
- Ensure that my student gets enough sleep each night, provide nutritious meals, and encourage regular exercise.
- Limit television viewing and computer games; provide a quiet time each day for completion of homework and/or reading.
- Talk with my student each day about school and homework; set high expectations for his or her academic achievement.

- Attend school events, workshops, and meetings, and when appropriate, participate in decision making and leadership opportunities at school.
- Communicate with the school regarding any special needs of my student so that they can succeed.
- Initiate communication with school staff when there is a concern or question.

To ensure my success at Mt. Eden High School, I commit to the following:

- Come to school each day and arrive to all my classes on time.
- Come prepared with my supplies, books, homework, and other items needed for each class.
- Participate in each class and do my best to do well.
- Ask for help if I am struggling academically.
- Communicate to an adult if I have a concern, problem, conflict, or question.
- Follow the school dress code and all other behavioral expectations in the student handbook.
- Encourage my parents to be involved in my school and future plans.