

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
Monterey High School	California	November 30, 2022	December xxxxxxxxxx, 2022

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)

Comprehensive Support and 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.

- Monterey is not a Title I school.
- School plans aligned to LCAP goals for Reading/Language Arts and Mathematics.
- School accountability aligned to LCAP accountability (Dashboard) including SBAC results in Reading/Language Arts and Mathematics.
- Federally funded programs are aligned to the requirements of each of those programs.
- CSI, TSI, and ATSI requirements will be followed as schools are identified for support and intervention (new program improvement).
- Parent involvement and engagement are a priority of the district.
- Professional development of certificated and classified staff is based on the needs of students and staff to increase student achievement.
- Development and monitoring of the school plan activities and expenditures are performed by the School Site Council.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

There were no surveys given during the 2021/22 school year. This year we have started to survey the students and staff every quarter and the parents will be surveyed once a semester. Surveys will be created and administered by the Administration and office team. Surveys will focus on school satisfaction in the area of safety, rigor, and academic instruction.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations happen frequently. Brief 5 min observations happen regularly and longer observations of one hour or more happen within the year for teachers who are getting evaluated.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The SBAC scores that our students enter with are an indication that they are behind in grade-level skills. Therefore, it comes as no surprise that many of our students enter behind in credits, as they have a history of scoring far below standards on the CASSPP.

We have not had a history of improving those testing outcomes at MHS. That is a tall task given that students take the exam in 11th grade. The early entry students start with us at the beginning of their 11th-grade year. We do not have enough time to impact the SBAC scores that are reflected on our dashboard.

Nonetheless, we do want to impact the student learning and academic skills deficits that are apparent in our SBAC results. Even though they do not take another state assessment to reflect the hard work we put into addressing their academic deficits.

Therefore, we have purchased and are implementing IXL as a diagnostic tool. We will test each student in English and Math when they enter those classes.

Previously we were using iReady. The diagnostic tool and lessons were very good but very lengthy. Students were having a difficult time finishing and completing the scope and sequence of the program since we have 10-week quarters. We did not see a lot of growth. The diagnostic assessment gave us great information about where we need to focus on as a school and we plan to continue to work on those skills in our classes. IXL is shorter and has quicker skill-based lessons. This will help the teachers connect the needed skills to the core standards easier.

We also use the District's writing prompt scores to target interventions for writing. Every student in English during the fall and spring will take the District Writing Prompt.

Our scores on both local and state assessments indicate that we need to modify our instructional program. Since we have migrated from a packet-based model our graduation rate and credit earning have improved dramatically. Students are passing classes and attendance has improved. Yet our academic scores are not making progress. To execute this change in the instructional model we will have to invest in professional development for our teaching staff. This need is reflected in our goals.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

During WASC, the team noted that our curriculum was devoid of rich curriculum-embedded assessments. This was largely due to the packet-based nature of our instructional program. The level of rigor was low because the work was independent and the rigor was modified to fit the independent nature and accommodate students' academic skill levels. The classes were also static, so modifications to instruction were not made based on assessment results. When they completed a packet, they would take and retake the assessment associated with that packet until they passed. Then they would move on to the next packet.

Now that we are transitioning to teacher-directed classes, teachers are able to design curriculum-embedded assessments and modify instruction based on the feedback they receive from those assessment results. This is a new skill for many of our staff members. Therefore, the team needs some professional development to write quality formative and summative assessments and then use that data to modify instruction. Teachers need instruction in project-based learning and other assessment measures besides traditional district-wide assessments. This need is addressed in our goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Monterey High School staff are highly qualified, ESSA/ESEA compliant, SB1969 or CLAD certificated except a new addition, who is working on completing what is necessary for being highly qualified. Classified staff are ESEA compliant.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Monterey meets the sufficiency requirements of credentialed teachers.

Teachers are participating in professional development for their particular content areas, individual interests and needs, and training in specific software applications for the site.

District department task force meetings help to keep all sites on the same page with curricular issues and development.

Our staff is predominately white, and students are disproportionately students of color, students who have been impacted by trauma, and students with challenges in learning. We believe that some professional development related to social-emotional learning, engagement, and classroom management is needed.

As noted in the sections above, there are several professional development needs as it relates to growth in our graduation rate and our instructional program. We will address those needs in our goals.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development supports the site and district goals that focus on increased proficiency in student achievement. The California State Standards have been incorporated into English and math curricula and instruction. Despite that, our math department continued to use old textbooks that were more conducive to the packet-based classroom environment. We have continued to provide development and release time to help our math department move forward. As mentioned above, we also are phasing out the packet-based classes because they were not conducive to the common core standards. With the increase of teacher-directed classes this year, we have seen more fidelity in the implementation of common core and college-ready standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The District staff provides mentor teachers and induction coaches for those who have particular needs or are new to the district respectively. The technology department has trained the staff on the use of SchoolCity, an assessment database that helps us prepare for and learn from our SBAC results. The special education department which has developed a Master Plan provides instructional strategy training to its staff. The special education teacher in turn meets with the teachers and shares information about the accommodations the special education students need and suggested instructional methods. An English Language Development (ELD) specialist is available for consultation about intervention materials and instructional strategies that can be beneficial in the various classes.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Due to the size and nature of the school, with one-person departments, they meet with their colleagues at school (now virtual in our staff google classroom link), attend District Task Force meetings which bring content area teachers together and communicate with the department chairpersons at the comprehensive high schools. The collaboration has increased some, despite COVID, this year as a result of aligning our calendar with the rest of the district. We don't miss out on dates because we are on break when the rest of the district is in session.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All English curriculum, instruction, materials, and assessments have been established for classes grades 9-12 using Common Core Curriculum and the California State Standards. Math teachers have worked with the CPM curriculum to create both a pre-algebra course and an algebra course. In addition, we use APEX as another means of instructional delivery. The APEX curriculum is aligned with the content standards. The Science teacher is implementing StemScopes, an updated curriculum for GeoScience and Biology. She also uses APEX as an alternative instructional delivery method. Both of these include a variety of interactive online activities--all of which are aligned with the Next Gen Science Standards. The Art and PE programs have been aligned with Standards for the past seven years, although teachers are always updating. As mentioned above, we are moving to directed teaching for all classes. This will help us ensure that our material has the rigor and support necessary to align with the standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All groups, English learners, special education students, and general education students have access to standards-based instructional materials as approved by the Burbank Unified School District and Board of Education.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All District adopted materials and supplemental materials for core content areas, including intervention materials, are aligned to California State Standards. Elective course standards, as fitting, are aligned with California State Standards, in particular ELA Standards, allowing for cross-curricular activities.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

We have two instructional aides. One is dedicated to serving our English Learner population and the other is dedicated to serving our Special Education students. They have moved from a pull-out model (which fits packet-based instruction) to a push-in model (supporting learning in the classroom).

We contract with Burbank Family Service Agency (FSA) for counseling services. Students can get support through FSA for social-emotional and mental health needs.

We work with the BUSD Student Services department to address and support students who are struggling with chronic absenteeism.

We have a student support team (SST) process where we meet with and try to intervene on behalf of students who are struggling.

We have struggled to support students who have executive functioning challenges. We find that executive functioning, combined with below-grade-level academic skills, is the mix of deficits that our non-grads tend to have. We will seek out support for how to better integrate executive functioning skills in our classrooms. This will be addressed in our goals.

We also need to continue to refine and enrich the instruction in our classrooms. With the increase in teacher-directed classes, we need support to reach our underperforming students. We will seek out training in Universal Design for Learning to support all students in the classroom. This will be addressed in our goals.

Evidence-based educational practices to raise student achievement

The District conducted a search of intervention programs utilizing Hanover research. They recommended both iReady and IXL. Given that our needs suggest academic intervention for students, we will look into purchasing and implementing those programs.

Last year's professional development emphasis is on excellent first instruction. We received training, and continue to circle back to what excellent planning and instruction look like, and how we can increase our time spent as warm-demanders. Kagan's strategies have been infused into classroom activities to promote student participation and the application of standards-based lessons. Carol Dweck's research regarding a positive mindset has been a focus for the past few years and continues to be seamlessly promoted in classrooms and activities. PBIS principles are currently being incorporated into the Monterey High School program so that students and staff with continuing to have a culture that promotes safety and a nurturing place to learn.

This year, we are implementing Universal Design for Learning training for our teachers. This will help the teaching staff transition from packet-based learning to teacher-directed courses with the tools to create lessons that meet the needs of all learners. We are also implementing training on how to imbed executive functioning skills into our classrooms.

Our needs suggest that we struggle to graduate students of color at a greater percentage than white students. Therefore, we will look into training on Equity. Facing History and Ourselves is an approved social-emotional and equity-based educator training that we are engaged with.

Executive functioning skills are a need for our students, particularly students who are not graduating. We will use funds this year to get training on how to better implement the reinforcement of those skills in our classrooms.

Check and connect is a proven research-based strategy for high school completion. We are going to use funds to pay the academic counselors from our District's comprehensive schools to monitor a caseload of at-risk seniors and check and connect with them.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent and student informational sessions are held on applying for community college and financial aid.

Counseling services are available on campus through Family Service Agency once parent permission is attained.

The Principal, Assistant Principal, and counselor maintain an open-door policy to students and parents for assistance and access to resources.

Staff development is provided by the ELD and special education staff to further assist teachers in working with underachieving students.

Student Success Team (SST) meetings are held with students, staff, and parents to problem-solve and establish a contract of support and involvement by all parties. School Attendance Review Team (SART) meetings are held to address attendance concerns.

An advisory period has been established. This extra time is used to check in on student progress, have conversations about attendance, and develop relationships.

Parent volunteers serve on the Single Plan Committee and the Site Safety Committee.

The District offices of Safety and Student Services; Instructional Services; Special Education; and Wellness are available for additional support and resources.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Monterey High School does not receive funding from any State or federal programs authorized by the Consolidated Application.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

District EIA-LEP and LCAP funds support an ELD Aide who is available to students who are English Learners.

Fiscal support (EPC)

Monterey does not receive federal Title I support or a federal IDEA allocation. Title III funds remain at the district and MHS was funded \$968 for English learners and no dollars for Immigrant students. LCAP funding provides for the English Language Support Instructional aide who works with students individual and in small groups.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

We held school site council meetings to review our school data and school goals. With the school site council, we developed our plan.

The Principal also worked with the District Office staff to align our plan with the goals and objectives of the Board and our LCAP plan.

School site council meetings were held on 9/28/22 and 11/30/22

Resource Inequities

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

Funds are determined on a per-pupil basis district-wide.

Staffing is also determined equitably across the district. All staff meets certification requirements.

An examination of our elective programs indicates resource inequity as compared to the comprehensive high schools. We are also below standards as compared to other continuation high schools. Outside of our Art program, we do not have hands-on elective programs. When visiting the other high schools in our district you will see a culinary arts program with well-resourced classrooms. You will also see a cabinet tech program, an aircraft and small engines program, a photography program, a computer coding program. The list continues, of hands-on or career-based elective programs, with well-equipped and well-resourced classrooms. Monterey High School is starting to build these program using CSI to starting building up our electives and create a STEAM lab. Monterey students would benefit from the resources that students at the other schools are afforded. We will address this in our goals.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	1.55%	1.2%	3.25%	2	1	4
Asian	3.1%	1.2%	1.63%	4	1	2
Filipino	0%	2.5%	0.81%	0	2	1
Hispanic/Latino	51.94%	55.6%	60.16%	67	45	74
Pacific Islander	0%	%	%	0		
White	38.76%	34.6%	32.52%	50	28	40
Multiple/No Response	3.88%	3.7%	1.63%	5	3	2
	Total Enrollment			129	81	123

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 10			1
Grade 11	37	13	29
Grade 12	92	68	93
Total Enrollment	129	81	123

Conclusions based on this data:

1. Enrollment was much lower during the pandemic because students and parents did not want to transition students during virtual learning and there were waivers for graduation. Now that we are back in person enrollment is increasing.
2. Student subgroups have also been consistent over the years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	8	9	11	5.7%	7.0%	13.60%
Fluent English Proficient (FEP)	74	50	29	52.5%	38.8%	35.80%
Reclassified Fluent English Proficient (RFEP)	0	1	0	0.0%	12.5%	0.00%

Conclusions based on this data:

1. Our number of EL and RFEP students fluctuates each year based on our transfers.
2. We did not reclassify any students last year during 20/2021
3. the Fluent English Proficient subgroup continues to be the largest with 29 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
123	42.3	4.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Monterey High School.	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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	4.9
Foster Youth		
Homeless	1	0.8
Socioeconomically Disadvantaged	52	42.3
Students with Disabilities	10	8.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	3.3
American Indian		
Asian	2	1.6
Filipino	1	0.8
Hispanic	74	60.2
Two or More Races	2	1.6
Pacific Islander		
White	40	32.5

Conclusions based on this data:

1. 123 are enrolled at Monterey.
2. 42.3% of students qualify for the free or reduced lunch program.
3. 60.2% of students are Hispanic and 32.5% of students are White.

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
English Language Arts Very Low	Graduation Rate High	Suspension Rate Medium
Mathematics Very Low		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

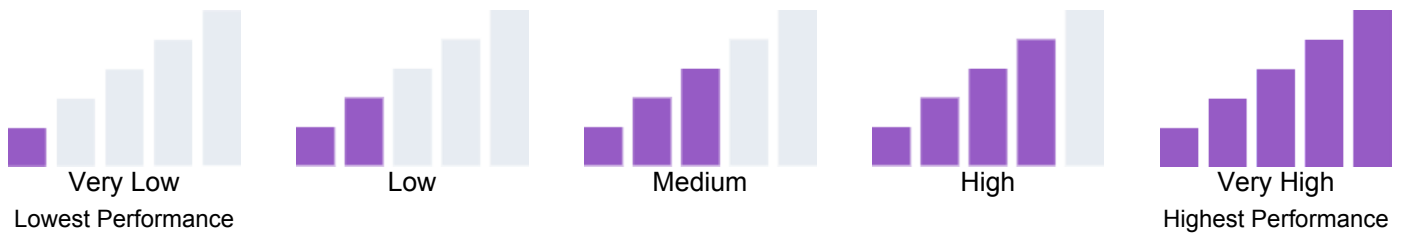
1. We are using our CSI funds, and the associated plan, to address the graduation rate, and the deficiencies in English and Math. The graduation rate is in the High category.
2. Two areas are in the Very Low category: English Language Arts, Mathematics
3. The suspension rate is in the Medium category.

School and Student Performance Data

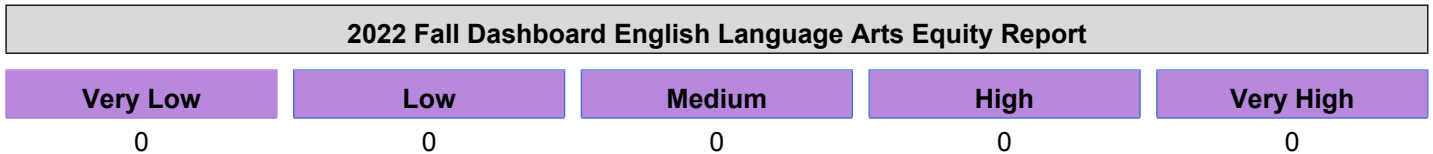
Academic Performance English Language Arts

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](#).

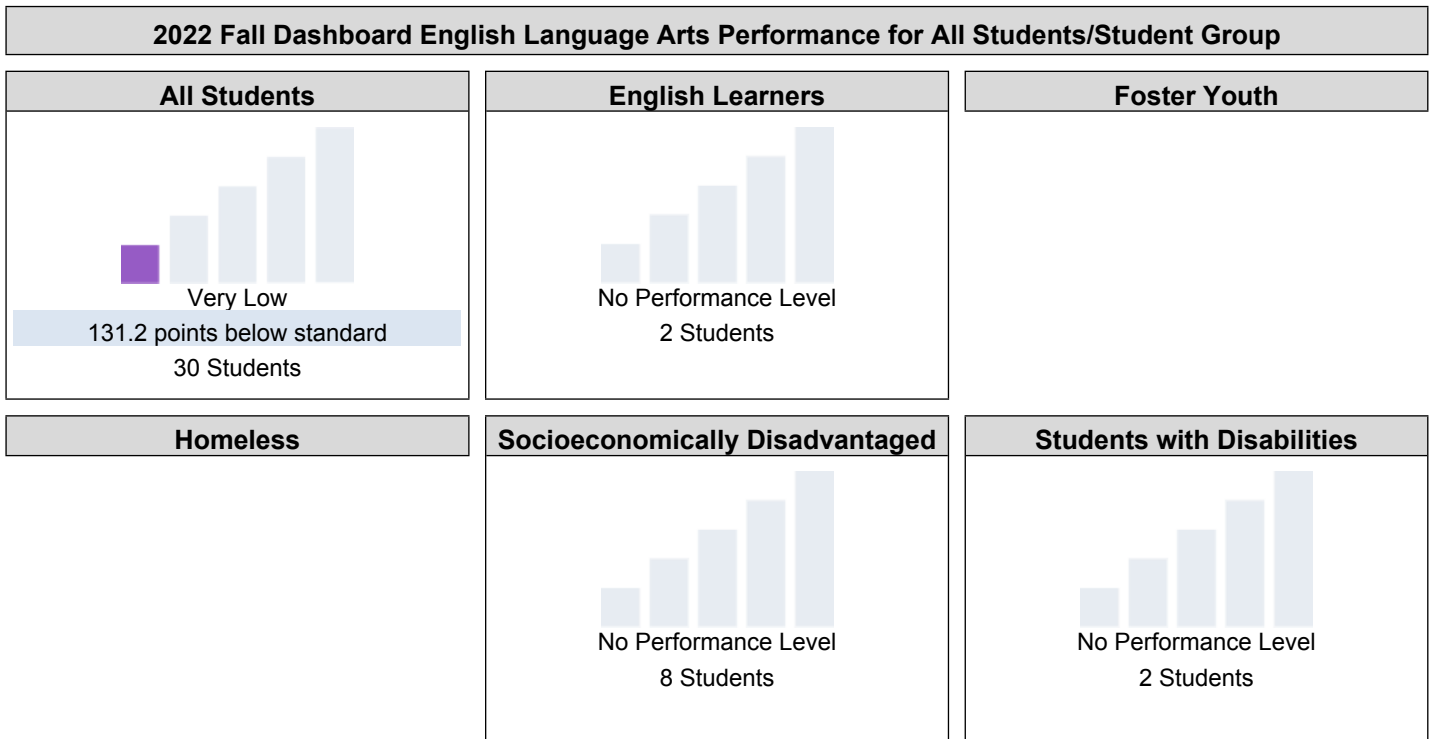
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides 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
1 Student		<p>146.8 points below standard</p> <p align="center">16 Students</p>

Conclusions based on this data:

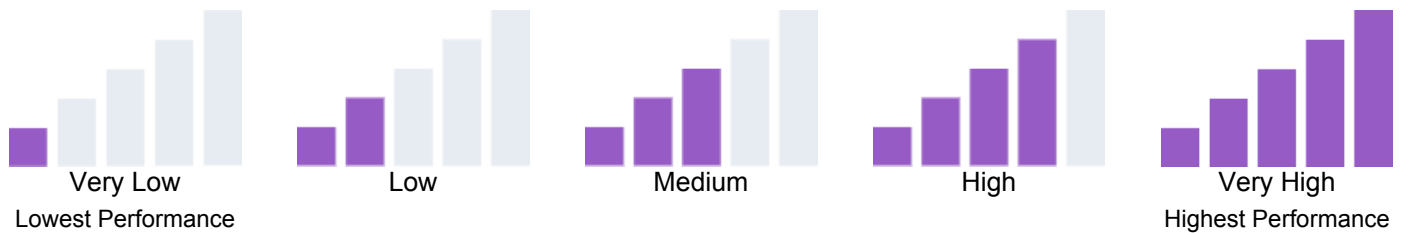
1. ALL Students is in the Very Low category and is 131.2 points below standard.
2. The subgroups while not significant are also well below standard.
3. CSI funds are being used to address poor student achievement in ELA.

School and Student Performance Data

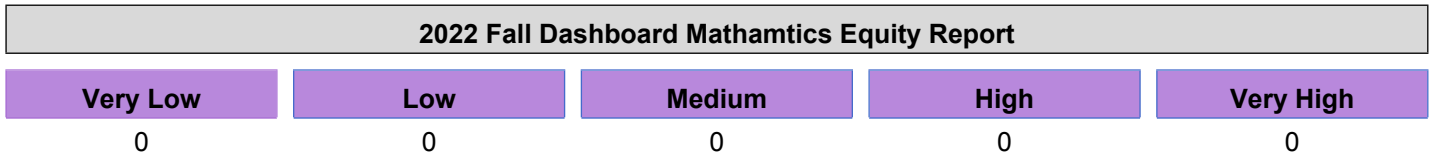
Academic Performance Mathematics

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](#).

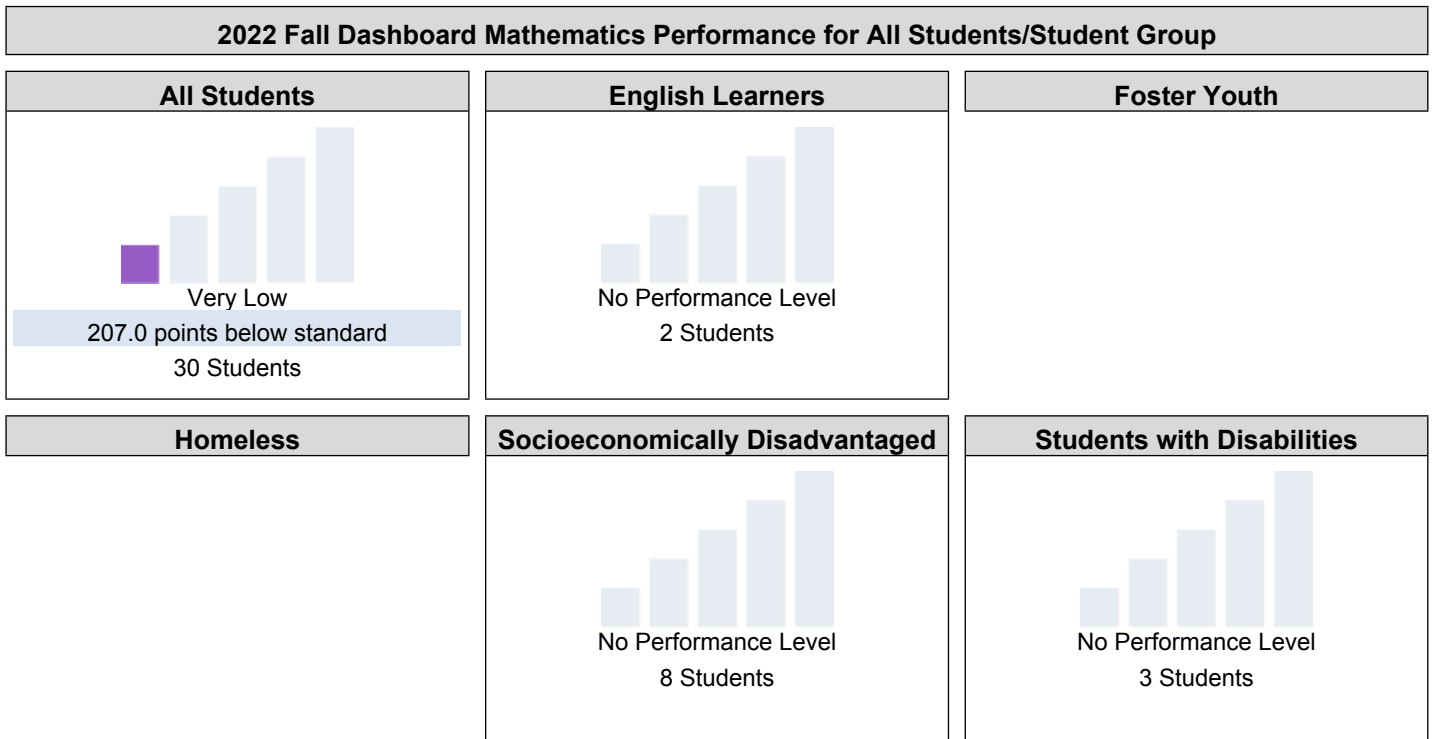
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



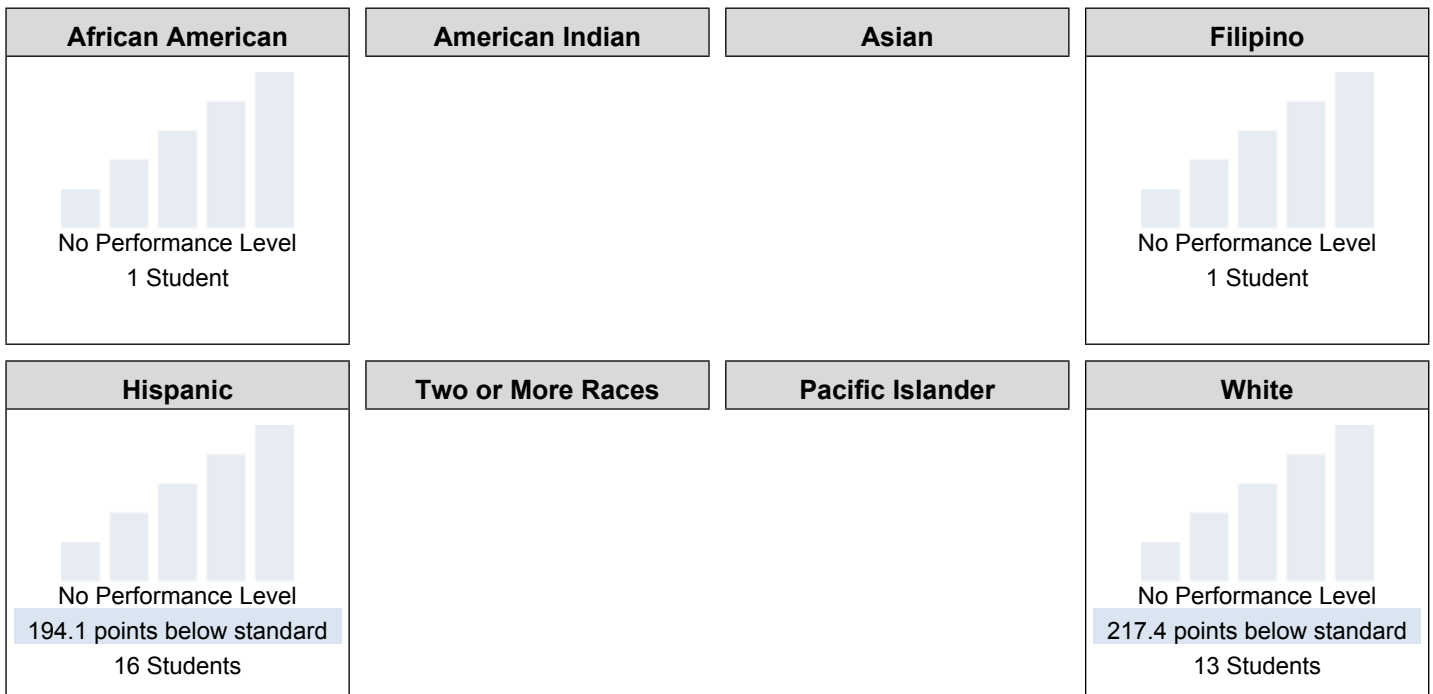
This section provides number of student groups in each level.



This section provides 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
1 Student		216.7 points below standard 17 Students

Conclusions based on this data:

1. ALL Students is in the Very Low category and is 207.0 points below standard.
2. The subgroups while not significant are also well below standard.
3. CSI funds are being used to address student achievement in math.

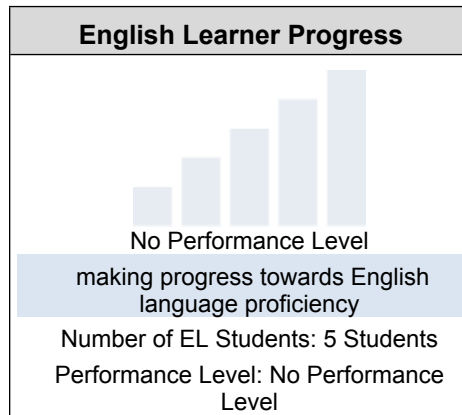
School and Student Performance Data

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

Conclusions based on this data:

1. Due to the low number of students tested, there is no conclusive data. There were fewer than 11 students in each category.

School and Student Performance Data

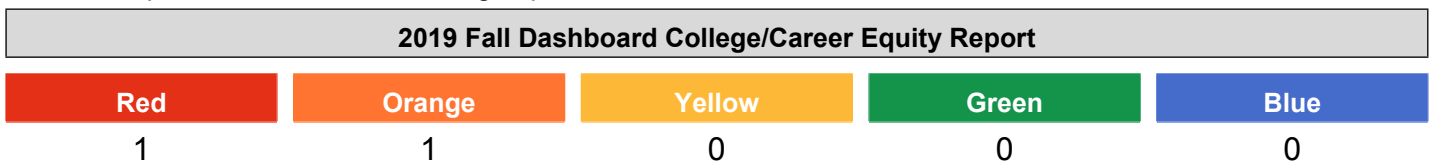
Academic Performance College/Career

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

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











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> Red 5.3 Maintained +1.5 94	<p>English Learners</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p> Orange 5.9 Increased +5.9 51	<p>Students with Disabilities</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 3.7 Declined -3 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 10 Increased Significantly +10 30

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	3.8 Prepared	5.3 Prepared
Approaching Prepared	21.8 Approaching Prepared	9.6 Approaching Prepared
Not Prepared	74.4 Not Prepared	85.1 Not Prepared

Conclusions based on this data:

1. ALL Students is in the RED category.
2. Due to the low number of students tested, there is no conclusive data. There were fewer than 11 students in each category.

School and Student Performance Data

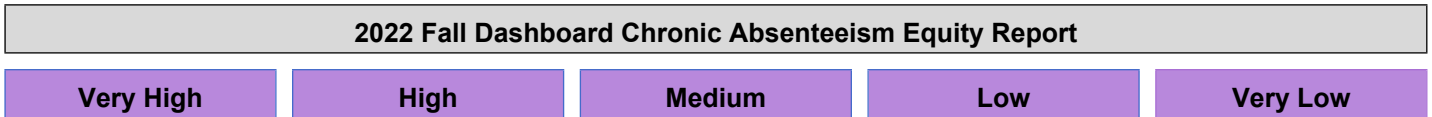
Academic Engagement Chronic Absenteeism

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](#).

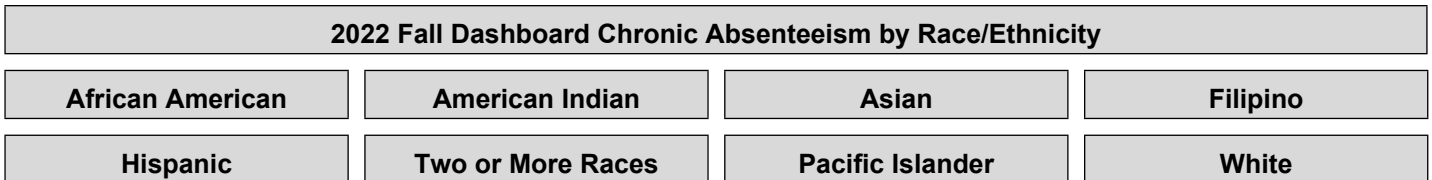
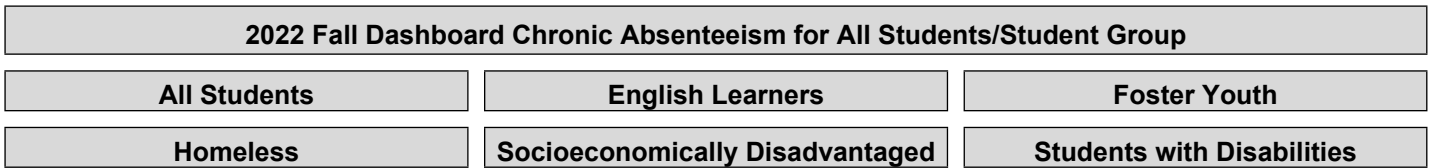
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High High Medium Low Very Low
 Lowest Performance Highest Performance

This section provides number of student groups in each level.



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.



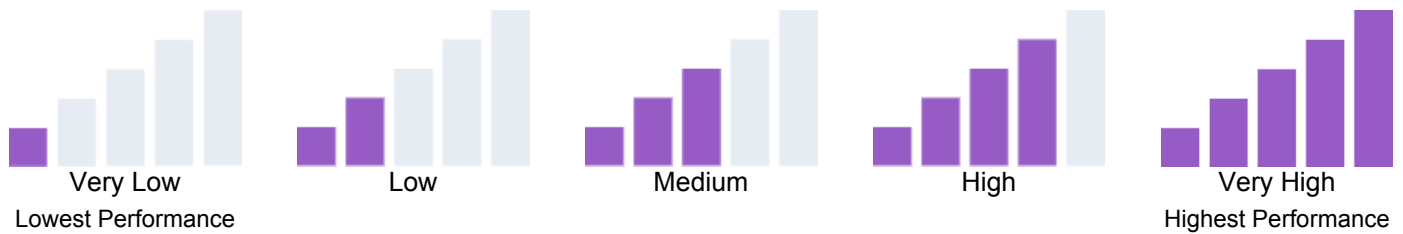
Conclusions based on this data:

1. Due to the low number of students "tested", there is no conclusive data. There were fewer than 11 students in each category.

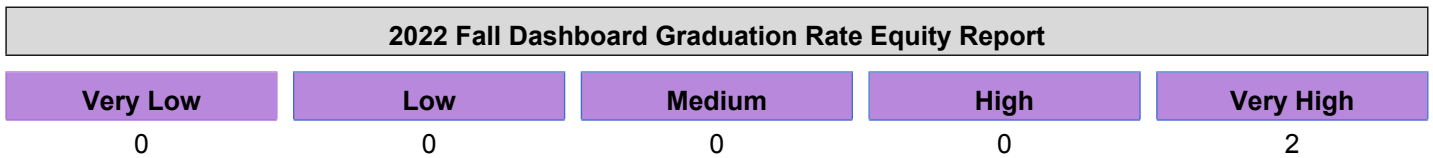
School and Student Performance Data

Academic Engagement Graduation Rate

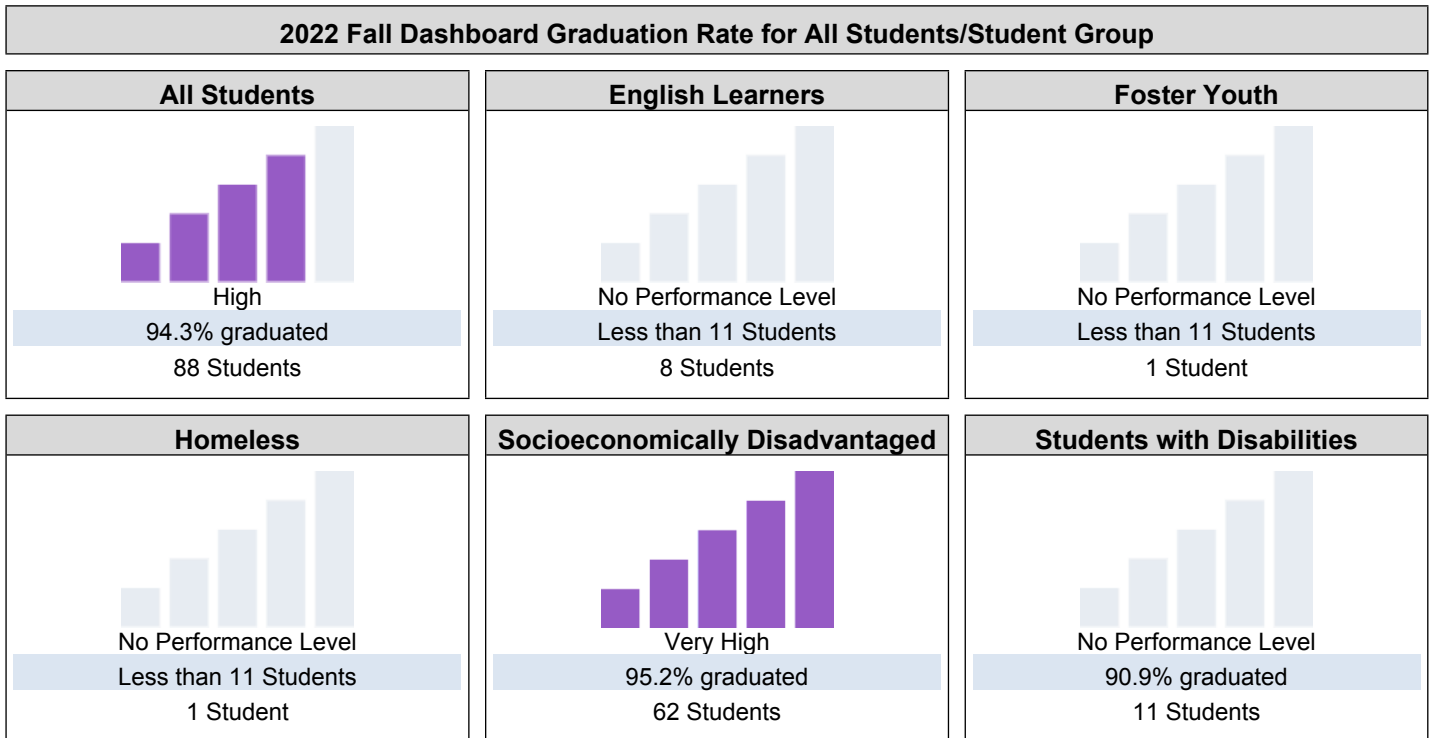
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. 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](#).



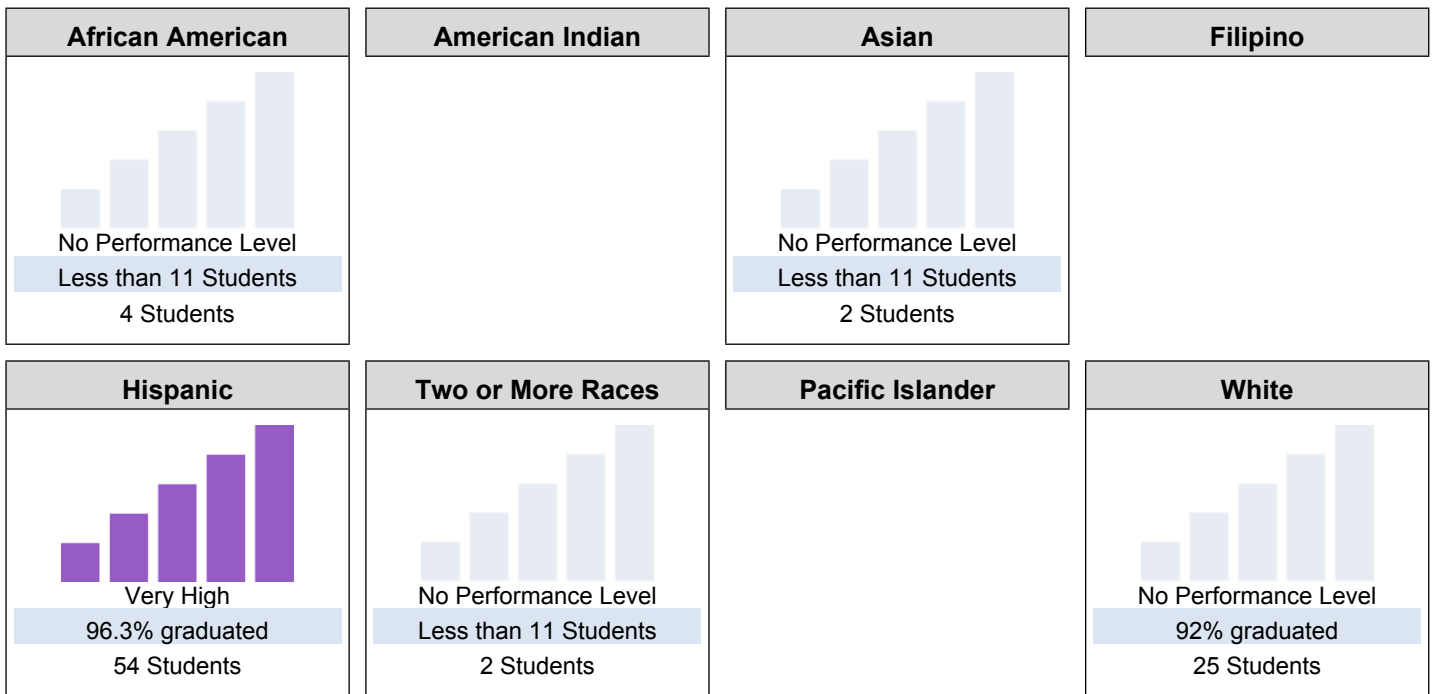
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

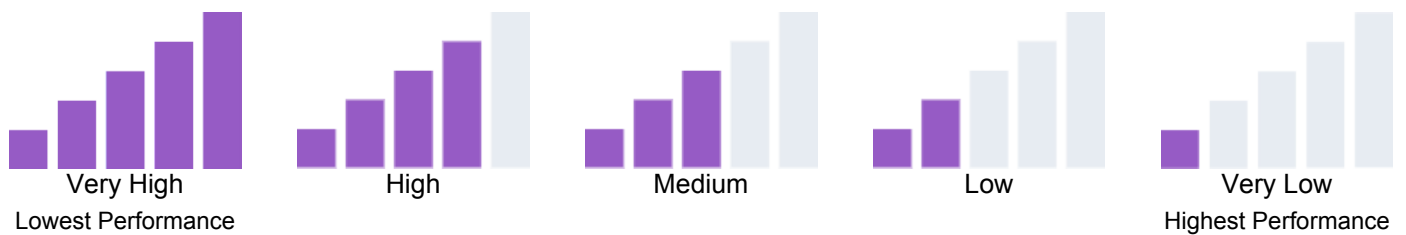
1. The ALL Students subgroup is in the High category with 94.3% of students being graduated.
2. The Hispanic and Socioeconomically Disadvantaged subgroups are in the Very High category with 96.3% and 95.2% of students being graduated.
3. Our English learners are significantly struggling in graduation rates though not reported as the subgroup is too small.

School and Student Performance Data

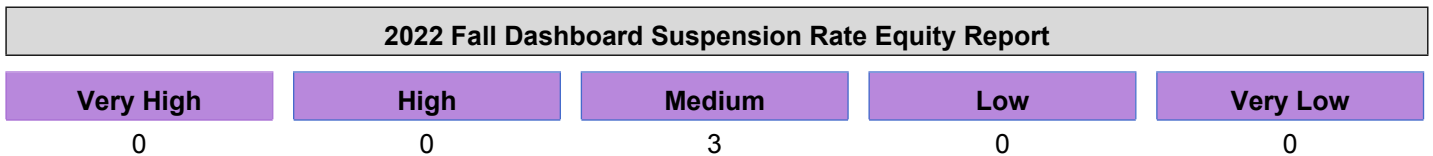
Conditions & Climate Suspension Rate

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](#).

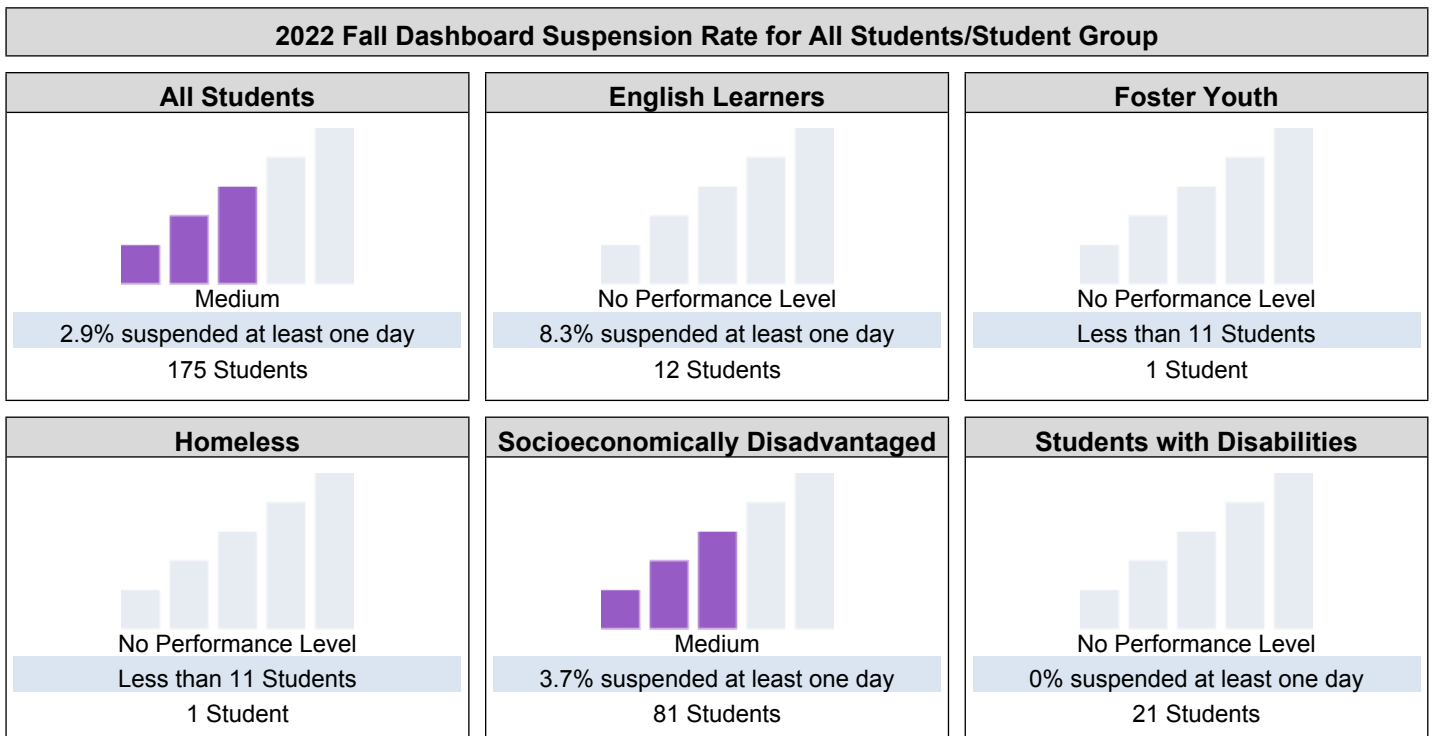
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



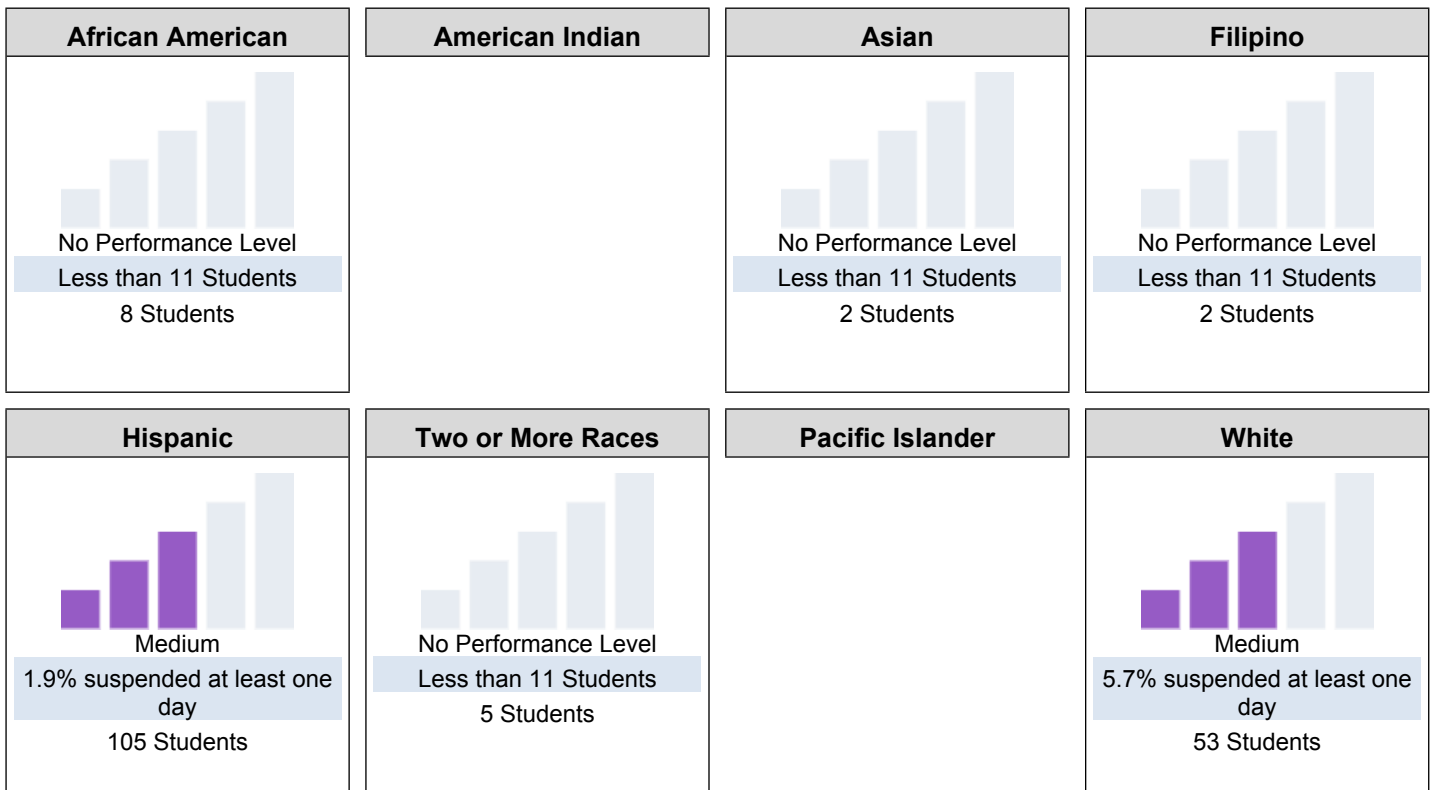
This section provides number of student groups in each level.



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:

1. The suspension rate for ALL students is in the Medium category as is Socioeconomically Disadvantaged, Hispanic, White, and Socioeconomically Disadvantaged subgroups.
2. Plans need to be made to address and reduce the suspension rates.

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

Graduation Rate

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 1

Monterey will continue to increase the graduation rate. Graduation rate will be 85% or more for the 2022/23 school year.

Identified Need

Our graduation rate was less than 50% in 2019, 73% in 2020-21 and expected to be 95% in spring 2023. The district and state allowed waivers during these years. This year there are no waivers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	MHS had a 95% graduation rate for the 2021-22 school year	MHS will maintain our graduation rate to 85% or better 2022-23.

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

We have transitioned to direct instruction for all of our course offerings. In addition, we have continued to adhere to the same calendared school days as the rest of the District. We have also included an advisory and intervention period and increased our school day. Students are expected to attend school as much as the comprehensive school day. Teachers will be given opportunities to observe and work with the teachers at the comprehensive high school to help plan and create rigorous common core aligned lessons.

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)

18236

Source(s)

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
Extra hourly for teachers to plan for direct instruction.

4337

Comprehensive Support and Improvement (CSI)
3000-3999: Employee Benefits
Benefits for the extra hourly for teachers.

Annual Review

SPSA Year Reviewed: 2021-22

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.

Our graduation rate has increased from below 50% to 95% in the last three years.

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 change

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.

No change

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

Chronic Absenteeism

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 2

Monterey will use CSI funds to hire a full time counselor who will work with the Admin to monitor chronically absent students and create a check in system, sit in on SART meetings, monitor credits and communicate with parents.

Identified Need

during the last quarter of 2022 Monterey High School student chronic absenteeism was 60%. These are the neediest students. There is a need to address this problem as it impacts all of our other action plans and will improve a number of benchmarks (credit completion, graduation rate, success rate after high school). The critical student need is to increase student attendance resulting in credit completion and a higher graduation rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absentee Data	In 2018-19 our chronic absentee rate was 51.6%, and in 2019-20 our chronic absentee rate was 40%.	In 2020-21, we expect to decrease our chronic absentee rate to 30%.

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

Communicate attendance expectations. Set a goal, individual and school wide. This communication will span multiple spaces and meetings, including transfer meetings, SSTs, SARTs, IEPs and 504 Plan meetings, during the registration/enrollment process, phone calls home, website, newsletters, School Board meetings.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English language development students and chronic absentee students.

Strategy/Activity

Create a check and connect system for our ELD population and our at risk population that will develop the relationship between school and family.

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)

100000

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
Full time Counselor salary

20000

Comprehensive Support and Improvement (CSI)
3000-3999: Employee Benefits

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

Continue to align our calendar with the rest of the District. Hire a counselor to help communicate with families, start a Check-in/check-out system

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Since aligning our calendar with the rest of the district, we have seen an increase in attendance and graduation. We still have a lower attendance rate than the rest of the district and a high number of tardies for the start of the day.

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 meaningful difference.

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.

No change

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

Academic Intervention

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 3

All English and Math teachers will use IXL at the start of each quarter to measure reading and math skills. The students will be given some time in class to work on identified skills to show improvement.

Identified Need

We scored in the red in all areas of the CAASPP. It is clear that our student body comes to MHS below grade level in academic skills. We have been using iReady to test students upon entering MHS and at the end of the year. Students are significantly below grade level in reading comprehension and math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady English results	In the Fall of 2020, 72% of our student body tested at two grade levels below standard or	By the spring of 2020, 50% or less of our student body with test at two grade levels below

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	more in English on the iReady diagnostic tool.	standard or more in English on the iReady diagnostic tool.
iReady Math results	In the Fall of 2020, 94% of our student body tested at two grade levels below standard or more in Math on the iReady diagnostic tool.	By the spring of 2020, 75% or less of our student body with test at two grade levels below standard or more in English on the iReady diagnostic tool.

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

Assess each student and the start of each English and Math class. Students will take the diagnostic test and work on the skills each quarter they are in those classes.

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)

5180

Source(s)

Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
Cost of iReady program.

591

Title III

Support to EL students and families (\$511 and \$80 (family engagement))

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

Teachers and Admin will review IXL data regularly to monitor student progress.

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)

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

Use IXL as an ongoing diagnostic tool and resource for teachers in English and Math classes.

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)

2500

Comprehensive Support and Improvement (CSI)
5000-5999: Services And Other Operating Expenditures
Cost of IXL licenses.

750

Comprehensive Support and Improvement (CSI)
5000-5999: Services And Other Operating Expenditures
Professional development that accompanies the IXL program.

Annual Review

SPSA Year Reviewed: 2021-22

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.

Increase the academic achievement of students through interventions (and core curriculum)

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 change

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.

No change

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

Professional Development

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 4

The PBIS team will participate in specialized training to look at school wide behaviors and supports. Team will revamp the behavior matrix and design a plan for teaching students and staff the behavior expectations. Positive reinforcement will be planned.

Identified Need

As we transition to teacher-led classes, our staff needs professional development to meet the needs of our student population in the area of classroom management and PBIS

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	Fewer kids will be removed from class for behavior	Students will earn more credit and raise GPA

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

Observations will be done and teachers will have training in classroom managements. The PBIS team will engage in meetings and plan for the site.

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

District Funded
None Specified
Money for substitute teachers for PBIS

0

District Funded
None Specified
Use of District Behavior specialists

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

All staff will be trained in research based practices in the area of behavior and classroom management.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Provide professional development to advance the core curriculum through teacher implementation

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 change

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.

No change

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

College and Career

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 5

Monterey High School administration and staff will start to build more hands-on electives that focus on college and career skills.

Identified Need

Prior to distance learning, 10-15% of students took advantage of CTE courses offered after school at comprehensive high school sites. As established in the State of California Dashboard and Monterey High School vision and mission statements career technical education and college preparation are emphasized as critical for our future graduates. In addition, the What Works Clearinghouse identifies career pathway programs as an effective way to address dropouts. In an effort to target our population at risk of not graduating, we will invest in our elective program to provide pathways for students to explore. Monterey high school does not have any teachers CTE credentialed. Meetings have been discussed at staff meetings and at the district level. Although teachers are not specifically credentialed in CTE we will use CSI money to create new electives that will help students learn career and tech skills. This will help with attendance and graduation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rate and attendance	Prior to distance learning, 10-15% of our students population participated in CTE courses. Currently it is approximately 1%.	This school year we will build a STEAM lab and include classes like digital photography and photoshop, engineering and advanced ceramics.

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

Meet with teachers to talk about elective offerings and start using CSI money to buy equipment and materials for electives that will help students learn career and tech skills.

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)

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

Re-Purpose our computer lab as a STEAM lab to house engineering, computer skills and digital arts. Desk top computers will be removed and new laptops will be purchased. Amin team will work with teachers to design a new community space for learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Engineering and Makers Space

150000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Digital Cameras and equipment
7000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies digital illustration tablets

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

Research and purchase materials to improve our fine arts program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Purchase new materials to create an advanced ceramics class

Annual Review

SPSA Year Reviewed: 2021-22

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.

Increase college and career opportunities through advancing the curriculum and instructional practices

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 change

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.

No change

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	\$170,123
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$323,594.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$323,003.00
Title III	\$591.00

Subtotal of additional federal funds included for this school: \$323,594.00

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 (\$)
District Funded	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$323,594.00

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
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	323,003.00
District Funded	0.00
Title III	591.00

Expenditures by Budget Reference

Budget Reference	Amount
	591.00
1000-1999: Certificated Personnel Salaries	118,236.00
3000-3999: Employee Benefits	24,337.00
4000-4999: Books And Supplies	172,000.00
5000-5999: Services And Other Operating Expenditures	3,250.00
5800: Professional/Consulting Services And Operating Expenditures	5,180.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	118,236.00
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	24,337.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	172,000.00

5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	3,250.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	5,180.00
None Specified	District Funded	0.00
	Title III	591.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,573.00
Goal 2	120,000.00
Goal 3	9,021.00
Goal 4	0.00
Goal 5	172,000.00

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
- 1 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
April Weaver	Principal
Rebecca Rodriguez	Other School Staff
Jamie Reeves	Classroom Teacher
Emilio Lora- Garcia	Secondary Student
Jennifer Fagnani	Parent or Community Member
Morgan Richardson	Parent or Community Member
Po Richardson	Parent or Community Member
Edwin Taylor	Other School Staff

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

Other: School Safety Plan; PBIS Team; LCFF group

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

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

This SPSA was adopted by the SSC at a public meeting on November 30, 2022.

Attested:

Principal, April Evans Weaver on 11/30/22

SSC Chairperson, Jamie Reeves on 11/30/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Site Council
November 30, 2022

Printed Name:

Signature:

Bonnie Saldana

Bonnie Saldana

Jamie Reeves

J Reeves

Emilio Cora

Emilio Cora

David Harris

David Harris

~~Tahne~~ Tahne Harris

Tahne Harris

Morgan Richardson

Rebecca Rodriguez

Jennifer Fagnani

Konstantine Anthony

Morgan Richardson
Rebecca Rodriguez
Jennifer Fagnani
Konstantine Anthony

**MAKE IT
HAPPEN**

Wednesday November 20, 2022

Site Council

Agenda

Introductions

Single Plan - Goals/ Moving forward

Safety Plan - Goals/Moving forward

WASC- 3-year cycle

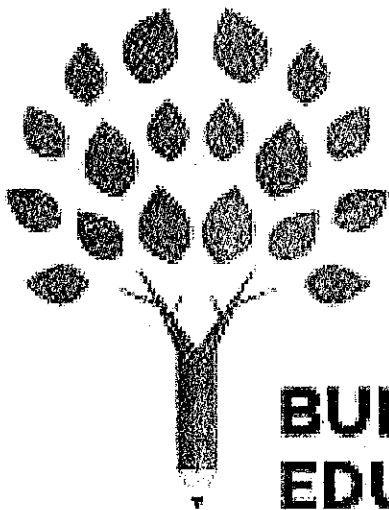
Thank you ! Burbank Arts and Education Foundation

Discussion on next steps

WASC 3- Year Cycle

- *The need to improve student attendance and reduce chronic absenteeism.*
- *The need to reduce suspensions and problem behavior by continuing with the school's implementation of PBIS.*

- *The need to increase student achievement as measured by CASSPP scores.*
- *The need to improve home-school communication regarding credit completion, academic progress, and progress towards graduation*
- *The need to add courses and learning experiences in Career and Technical Education.*
- *The need to align the school's calendar with the calendar for the rest of the school district.*



Thank You!!!!

**BURBANK ARTS &
EDUCATION FOUNDATION**

Monterey High School
Site Council Meeting
November 30, 2022 @ 3:00pm

Attendees:

Students: Bonnie Saldana and Emilio Lora-Garcia

Parents: David Harris, Tahne Harris, Morgan Richardson, Jennifer Fagnani

Community Member: Anthony Konstantine (Vice Mayor - City of Burbank)

Staff: April Weaver, Edwin Taylor, Jamie Reeves, Rebecca Rodriguez

Meeting began at 3:00pm

April Weaver welcomed everyone and explained that every California school holds Site Council meetings. It's a place to express concerns, set goals for schools, and ask questions. This meeting was to share information on where we are at and where we are going.

Review of Goals:

Goal 1- Graduation Rate. Our site was placed on a School Improvement program due to low graduation rate. A few years ago we were at less than 50%, last year we reached 85%. The program provides funding to support improvement measures. Once we reach our goals, the funding will go away.

Goal 2: Suspension Rate. There is a report to the State that put us in the Red for having too many suspensions in the past. We had to restructure and seek alternative consequences to suspending students. Having students sitting at home does not help a student change their behavior.

Goal 3- Improve CTE offerings. We have added new elective classes like Engineering and Digital Photography. We want to provide skill growth opportunities. At present we do not have a staff member with a CTE Credential, so at the moment we are focusing on elective classes.

Goal 4- Attendance. When a student misses more than 10 days he is considered "Chronic". Before COVID a student missing more than 4 days was considered a lot. Our school has the worst attendance compared to the other comprehensive schools. We have hired a Counselor who works with our AP Mr. Taylor to improve attendance. Our counselor is paid with the money from the Improvement Program. I hope we can keep her in the future.

Emilio stated that he preferred the 8:40 am start time vs the 8:30 am. Ms. Weaver agreed with Emilio that it is hard to get to school on time. It's something we all must do. She also stated that when the start time was 8:40am students would come at 8:50am and if she moved the time to 9:00 am some would come at 9:10am.

Ms. Weaver asked if there were any questions or concerns?

Emilio shared that he thinks smoking is a result of depression. Maybe we need more counseling support. Ms. Weaver agreed and said she would ask the District and Board for this.

Ms. Harris wanted to suggest revisiting the schedule, in particular Advisory and Intervention. Her grandson prefers a shorter day. Ms. Weaver explained that the District will not let us have a shorter day, just to have a shorter day. To have students go home early does not prepare them for life after high school. She explained that the idea of Continuation Schools having a shorter academic day was to provide time for an internship that was connected to their program.

Emilio shared that he is in an Internship and finds it very valuable. Ms. Weaver agreed and said she needs help from the community to set up internships.

Ms. Fagnani brought up Leadership Burbank as a good resource to meet leaders within the community. They do a service project and maybe Woodbury would be interested in helping us. Ms. Weaver said she would like to put together a Career Day for the students. We need to help students prepare a plan for after graduation. Without a plan, students fall apart because it's scary.

Anthony Konstantine, Vice Mayor of Burbank said that Burbank Parks and Rec offers a lot of volunteer opportunities and also the Animal Shelter.

3:30 Ms. Reeves and Emilio left

Ms. Faganani wanted to know how to cheer students on? Incentives like pancake breakfast, donuts, etc?

Ms. Weaver said yes, we could acknowledge 100% attendance with gift cards. We presently give Certificates weekly to acknowledge student Achievements. We would love to give more recognition because we have good kids, they are generally sweet, nice and respectful.

4:00 meeting adjourned.

MONTEREY HIGH SCHOOL
SITE COUNCIL MEETING
SEPTEMBER 28, 2022 @ 3:00 PM

TITLE

NAME

Principal April Weaver

Parent Jennifer Fagnani

Teacher J Drew

AP Edwin Taylor

Office Manager Rebecca Rodriguez

Parent Morgan Richardson

Student Emilio Lora-Garcia

Parent PO Richardson

Site Council Agenda 9/28/22

- Introductions
- Overview/ Objective
- PBIS update
- Safety Plan update on prior goals
- School Plan for Student Achievement

Concerns from team

Moving forward

Updating new safety plan

Updating new School Achievement Plan

Monterey High School
Site Council Meeting
September 28, 2022 @ 3:00pm

Attendees: April Weaver, Edwin Taylor, Jennifer Fagnani, Jamie Reeves, Morgan Richardson, PJ Richardson, Emilio Lora-Garcia, Rebecca Rodriguez

Meeting began at 3:05pm

April Weaver welcomed and thanked everyone for attending. She asked all in attendance to go around the table and introduce themselves. We had representation from Admin, parents, teachers, students.

Ms. Weaver passed out the Site Council packet and shared a review of the new bell schedule. She mentioned that starting second quarter there will be a minor adjustment to the Monday schedule. MHS will not have Advisory on Monday, a twenty minute period to make announcements and work on special projects, but Advisory will meet Tuesday to Friday. The positives to the longer day is that we have had less behavior issues, less students taking breaks in the afternoon. Parents present expressed their support of the change, overall parents are happy with the change and encouraged by the list of positives in our packet.

Ms. Weaver reviewed the School Site Plan for Achievement update. Due to COVID, last year seniors had the advantage of AB104. The important fact is that we had met our goal to increase graduation rate to 85%! Also 85% of our students met the graduation requirements and did not use the Waiver. MHS also met our goal in Professional Development. However, we did not meet the College and Career (CTE) goal as none of our teachers are CTE certified yet. Some ideas we are looking into are woodshop classes, sewing, and day care training. Jennifer Fagnani has a friend who works at Burbank Edu-Care Preschool, maybe we could work with them.

We moved on to School Site Plan for Achievement update. MHS students struggle with attendance and we did not meet our goal addressing chronic absenteeism. The average BUSD student misses 4 days a year. We did meet our Academic Intervention goal by using iready and IXL. Unfortunately, we have not seen growth. We will continue to assess through IXL and create interventions.

We then reviewed SBAC scores from 2021. Ms. Weaver explained how difficult it is to motivate students to do their best as this test is not tied to anything of consequence. Emilio, our student representative, said the kids don't want to test, they just get through it with no effort. Parents suggested using incentives such as a raffle, swag, parking space for a time. Ms. Weaver said we want to look at other acceptable methods of qualifying Alt Ed sites.

The Safety Plan update was reviewed. We did not meet the goal to review lockdown procedures or have a 20% reduction in suspension in controlled substances. We did meet our goal to train 100% of staff on evacuation procedures and getting new medical supplies for the emergency bin. Admin has been bogged down with so much COVID protocol. Ms. Weaver did express that our school is generally very safe. We have zero fights and less vaping in bathrooms. Students, for the most part, are honest, willing to share information or "work on it". We did hire an additional Campus Supervisor. Emilio stated that he still sees students hanging out in restrooms.

3:30pm Ms. Jamie Reeves left and Emilio asked to be excused as he had a job at the Pumpkin Patch.

Positive Behavior Intervention Supports (PBIS)