School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mount Eden High	01611920135319	05/13/2025	June 25, 2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Mount Eden High for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement

Schoolwide Program
The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).
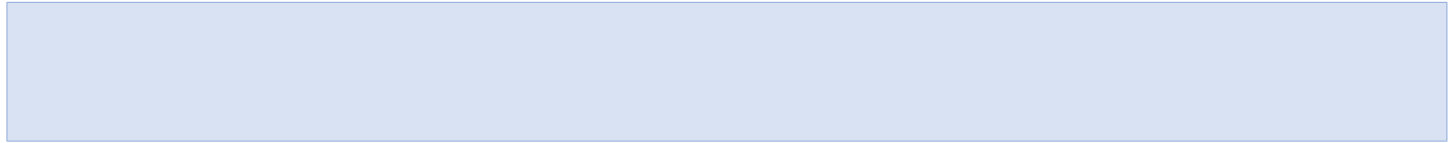
This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

Plan Description

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

This plan is being used by Mount Eden High for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Our African American population has been designated as a student group in need of additional support in ELA and Math and Suspension Data. This based on our 23-24 data. Our African American students continue to face resource inequities, particularly in ELA and Math, where access to targeted academic support and culturally responsive interventions has been limited. In 25-26 school year, the loss of our Restorative Justice Counselor, who also served as the advisor for the Black/African Student Union and the After School Tutoring program, will further disrupt essential academic and social-emotional supports. Additionally, the loss of our Youth Intervention Specialist reduces our capacity to provide early intervention and mentorship, both of which are critical to improving outcomes and moving out of this designation. These staffing losses have widened existing gaps and challenge our efforts to create an equitable learning environment.

In response to the district's financial deficit, strategies included cutting positions across all schools without fully considering student population size or the presence of supplemental grant funding. As the largest high school in the district, Mt. Eden serves over 300 more students than the other two high schools, yet we do not receive any grant funding. This puts our site at a significant disadvantage, limiting our ability to provide the comprehensive academic and socio-emotional support necessary for whole-student development and growth. The uniform approach to budget cuts has disproportionately impacted our ability to meet the needs of our diverse and growing student body.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Suspension Rates
English Learner Progress
Graduation Rate
Mathematics Scores

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

ELA & Math - African American
ELA - Hispanic & English Learner Population
Suspension Rates - African American, English Learners, Hispanic, and Students with Disabilities

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In the last three years (22-23, 23-24, and 24-25), our school has made significant progress in supporting the academic, social-emotional, and post-secondary success of our students. Central to this progress has been the work of four critical support staff: our Restorative Justice Counselor, Youth Intervention Specialist, and two College and Career Counselors. Together, these individuals have not only contributed to a marked decrease in suspension rates, but have also played a key role in building a culture of connectedness and mutual respect among students, staff, and families.

On average, each of these team members made 30 daily student contacts, serving as vital touch points for everything from conflict resolution and mental health support to college and career planning. These were not just brief interactions yet, they were meaningful engagements that built trust, addressed individual student needs, and ensured students were emotionally and academically ready to learn.

Due to recent budget cuts, we are now facing the loss of these four positions. This is more than just a staffing reduction, it represents the loss of the people who have been instrumental in transforming our school climate. The services they provide are not easily redistributed or absorbed by remaining staff. Without them, we risk reversing the very gains we've worked so hard to achieve: safer classrooms, stronger relationships, and increased student motivation and future readiness.

We cannot allow these hard-won gains to be jeopardized. Our students' needs have not diminished, in fact, in today's complex educational landscape, they are greater than ever. To truly serve our community and sustain a culture where every student is prepared to learn and thrive, we must find a way to preserve these essential positions.

Continuing with our WASC Needs:

Per our WASC Self-Study, other areas that stakeholders saw as needs for improvement are as follows:
* Indentifying and using Tier 1 Strategies to support creative interventions for struggling and failing students
* Site wide Professional Development to support analysis of data and development of common assessments for vertical and horizontal alignment
* Expand opportunities for credit recovery to support our declining graduation rate.
* Increase school wide activities (rallies/assemblies) to strengthen school community and celebrate shared identities
* Formalize a PLC model system to measure the impact of PD and instructional strategies on student achievement
* Expand restorative justice training and programs to address chronic suspension and truancy rates and to support a sense of belonging for students.
* Increase and maximize collaboration with families to foster stronger partnerships and support with daily challenges of high school students.
* Integration of SEL initiatives and resources in all classrooms
* Increase College/Career Development and Career exploration opportunities for all students.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mount Eden High. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	0.21%	0.15%	0.21%	4	3	4
African American	7.52%	7.04%	6.71%	146	137	127
Asian	11.13%	10.53%	10.20%	216	205	193
Filipino	12.00%	12.99%	12.05%	233	253	228
Hispanic/Latino	58.73%	58.5%	60.62%	1140	1139	1147
Pacific Islander	3.66%	3.75%	3.75%	71	73	71
White	3.30%	3.39%	2.80%	64	66	53
Two or More Races	3.40%	3.54%	3.54%	66	69	67
Not Reported	0.05%	0.1%	0.11%	1	2	
			Total Enrollment	1941	1947	1892

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Grade 9	454	520	462
Grade 10	486	462	524
Grade 11	528	481	453
Grade 12	473	484	453
Total Enrollment	1,941	1,947	1,892

Conclusions based on this data:

1. MEHS continues to show a decrease in enrollment in all student groups with the exception of the Hispanic/Latino population that rose 2% from the 22-23 school year.

2. MEHS continues to see that more than half of our school population are Hispanic/Latino students (60.6%) and most families predominantly speak Spanish other than English at home.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	216	182	201	11.1%	9.3%	10.6%
Fluent English Proficient (FEP)	1054	1,070	1011	54.3%	55.0%	53.4%
Reclassified Fluent English Proficient (RFEP)	900	912	891	46.4%	46.8%	47.1%

Conclusions based on this data:

1. We continue to see an increase in Multilingual Learners enrolling at Mt. Eden. We need to continue to increase our supports for language learners and reclassification support for our long term ELs.

2. In the 25-26 school year, we are looking to expand upon our ELA Sheltered programming, which includes creating team of teacher/staff that will develop curriculum and resources to encourage reclassification status for students prior to graduation. We will have a ELA sheltered class for each grade level and will work to ensure that all Level 1-3 students are enrolled.

3. We are developing Teaching and Language center and adding an ELD Language Support discretionary prep to support with building language learning strategies campus wide, providing teacher support for teaching multilingual learners, and determining where the disconnect is for many of our FEP students who are thriving in all classes, however, not passing the ELPAC.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	495	465	439	418	412	372	410	405	372	84.4	88.6	84.7
All Grades	495	465	439	418	412	372	410	405	372	84.4	88.6	84.7

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

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	2592.	2581.	2575.	21.95	19.26	22.31	33.17	36.79	27.15	27.32	22.96	22.04	17.56	20.99	28.49
All Grades	N/A	N/A	N/A	21.95	19.26	22.31	33.17	36.79	27.15	27.32	22.96	22.04	17.56	20.99	28.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	23.89	21.29	20.16	59.61	59.65	52.42	16.50	19.06	27.42
All Grades	23.89	21.29	20.16	59.61	59.65	52.42	16.50	19.06	27.42

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	28.43	25.50	27.42	49.63	50.74	43.55	21.95	23.76	29.03
All Grades	28.43	25.50	27.42	49.63	50.74	43.55	21.95	23.76	29.03

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	15.44	10.89	13.44	71.57	75.00	71.24	12.99	14.11	15.32
All Grades	15.44	10.89	13.44	71.57	75.00	71.24	12.99	14.11	15.32

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.52	18.81	20.97	65.04	67.82	58.87	13.45	13.37	20.16
All Grades	21.52	18.81	20.97	65.04	67.82	58.87	13.45	13.37	20.16

Conclusions based on this data:

1. When examining the past 2 years our 11th graders ELA scores decreased from 55% to 49% (22-23 and 23-24 respectively) in overall scores across tests. We predict that the use of the HMH assessment and the ELA department working towards common rubrics by grade level for skill acquisition will help to ease the angst of ELA testing. In addition, we have a growing population of teachers, students, and families who are encouraging and requesting to opt-out of CAASPP testing. This trend can continue to pose great harm to our school. We hope that the implementation of the HMH assessments three times a year, we will be able to gather more genuine data that speaks to the progress of all students on-going and not just 11th grade. We find that many students do not take the test seriously.

2. When examining the past 2 years 11th graders scored best in the category Writing: Producing Clear and Purposeful Writing. We saw increases in students Exceeding standards in 3 out of 4 categories (Saw a 1% decrease in Reading) showing 2-3% increase. Conversely, there has been a 6-8% increase in students scoring below average in all categories. As we continue to diversify our reading novels and curriculum plans, we hope that our students who are At or Near standard will be able to find some connections to content and be able to improve scores.

3. We will look to disaggregate this data further and determine specific groups that need additional support and look to build intentional interventions for students. In addition, we will attempt to create more "buy-in" for the importance of this test and how it reflects upon our own teaching and learning.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	495	465	438	380	411	352	379	408	352	76.8	88.4	80.4
All Grades	495	465	438	380	411	352	379	408	352	76.8	88.4	80.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2533.	2520.	2521.	6.86	6.86	6.53	16.09	12.75	15.06	21.37	20.83	19.89	55.67	59.56	58.52
All Grades	N/A	N/A	N/A	6.86	6.86	6.53	16.09	12.75	15.06	21.37	20.83	19.89	55.67	59.56	58.52

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	10.32	12.01	12.22	36.77	27.94	34.09	52.91	60.05	53.69
All Grades	10.32	12.01	12.22	36.77	27.94	34.09	52.91	60.05	53.69

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	7.92	6.62	9.09	63.06	61.27	56.25	29.02	32.11	34.66
All Grades	7.92	6.62	9.09	63.06	61.27	56.25	29.02	32.11	34.66

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	9.50	8.09	6.82	62.27	61.27	61.08	28.23	30.64	32.10
All Grades	9.50	8.09	6.82	62.27	61.27	61.08	28.23	30.64	32.10

Conclusions based on this data:

1. Overall in the past three years 21.5% of students met or exceeded standards. In contrast an average of 78.5% students scored nearly met or not met standards. To address our student math performance we have partnered with Chabot Community College and Trio math to provide math tutoring. Persistent disparities in Math performance among students with disabilities and English learners indicate the need for targeted interventions to address specific areas of improvement.

2. Overall students scored the best in the area of Concepts, showing a 6% increase in Standards Met. Similarly, there was a 3% increase in students scoring above standard in Problem Solving. In the past 2 years an average of 69.5% of students met near or above average in the category of Problem Solving & Modeling/Data Analysis. In the category of Communicating and Reasoning, we saw the decrease in Standards Exceeded and Met, which is an area we continue to seek improvements.

3. To address our student math performance we have partnered with Chabot Community College and Trio math to provide math tutoring. The school district has adopted the Math Master Plan and we hope with implementation of the plan we will see some increases in common assessments and mastery of skills.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1549.2	1532.9	1514.4	1545.4	1531.0	1506.6	1552.8	1534.2	1521.7	45	47	61
10	1559.1	1546.2	1528.3	1561.0	1550.9	1522.9	1556.8	1540.8	1533.3	68	44	48
11	1567.1	1548.8	1566.0	1563.8	1542.7	1567.0	1569.9	1554.4	1564.5	34	51	35
12	1575.3	1547.4	1573.6	1577.2	1547.0	1568.1	1572.8	1547.3	1578.6	28	23	29
All Grades										175	165	173

**ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students**

**Overall Language
Percentage of Students at Each Performance Level for All Students**

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	8.89	4.26	0.00	51.11	36.17	31.15	31.11	38.30	36.07	8.89	21.28	32.79	45	47	61
10	16.18	9.09	10.42	44.12	45.45	27.08	26.47	29.55	39.58	13.24	15.91	22.92	68	44	48
11	8.82	2.00	8.57	44.12	38.00	48.57	44.12	48.00	31.43	2.94	12.00	11.43	34	50	35
12	17.86	8.70	21.43	46.43	30.43	35.71	32.14	47.83	35.71	3.57	13.04	7.14	28	23	28
All Grades	13.14	5.49	8.14	46.29	38.41	34.30	32.00	40.24	36.05	8.57	15.85	21.51	175	164	172

**Oral Language
Percentage of Students at Each Performance Level for All Students**

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	13.33	14.89	8.20	71.11	44.68	45.90	13.33	31.91	19.67	2.22	8.51	26.23	45	47	61
10	29.41	25.00	22.92	45.59	47.73	39.58	19.12	25.00	22.92	5.88	2.27	14.58	68	44	48
11	29.41	12.00	31.43	61.76	66.00	48.57	8.82	20.00	17.14	0.00	2.00	2.86	34	50	35
12	39.29	13.04	39.29	50.00	65.22	46.43	7.14	17.39	14.29	3.57	4.35	0.00	28	23	28
All Grades	26.86	16.46	22.09	56.00	54.88	44.77	13.71	24.39	19.19	3.43	4.27	13.95	175	164	172

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.44	2.13	0.00	20.00	17.02	11.48	57.78	40.43	42.62	17.78	40.43	45.90	45	47	61
10	5.88	0.00	2.08	26.47	18.18	18.75	41.18	52.27	33.33	26.47	29.55	45.83	68	44	48
11	2.94	2.00	5.71	35.29	16.00	25.71	50.00	54.00	42.86	11.76	28.00	25.71	34	50	35
12	3.57	4.35	21.43	25.00	26.09	7.14	64.29	26.09	42.86	7.14	43.48	28.57	28	23	28
All Grades	4.57	1.83	5.23	26.29	18.29	15.70	50.86	45.73	40.12	18.29	34.15	38.95	175	164	172

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	4.26	0.00	91.11	70.21	63.93	8.89	25.53	36.07	45	47	61
10	2.94	2.27	2.08	80.88	86.36	60.42	16.18	11.36	37.50	68	44	48
11	0.00	2.00	8.57	76.47	82.00	57.14	23.53	16.00	34.29	34	50	35
12	3.57	4.35	10.71	78.57	69.57	67.86	17.86	26.09	21.43	28	23	28
All Grades	1.71	3.05	4.07	82.29	78.05	62.21	16.00	18.90	33.72	175	164	172

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	79.55	76.60	49.18	20.45	17.02	31.15	0.00	6.38	19.67	44	47	61
10	87.88	81.82	66.67	9.09	18.18	18.75	3.03	0.00	14.58	66	44	48
11	97.06	58.00	88.57	2.94	42.00	8.57	0.00	0.00	2.86	34	50	35
12	96.43	78.26	85.71	3.57	21.74	14.29	0.00	0.00	0.00	28	23	28
All Grades	88.95	72.56	68.02	9.88	25.61	20.35	1.16	1.83	11.63	172	164	172

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	8.89	2.13	0.00	60.00	51.06	44.26	31.11	46.81	55.74	45	47	61
10	14.93	9.09	8.33	49.25	59.09	39.58	35.82	31.82	52.08	67	44	48
11	8.82	4.00	8.57	50.00	42.00	51.43	41.18	54.00	40.00	34	50	35
12	7.14	8.70	25.00	64.29	34.78	39.29	28.57	56.52	35.71	28	23	28
All Grades	10.92	5.49	8.14	54.60	48.17	43.60	34.48	46.34	48.26	174	164	172

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.22	0.00	0.00	86.67	85.11	68.85	11.11	14.89	31.15	45	47	61
10	1.47	0.00	0.00	76.47	81.82	77.08	22.06	18.18	22.92	68	44	48
11	8.82	10.00	8.57	88.24	82.00	80.00	2.94	8.00	11.43	34	50	35
12	14.29	4.35	3.57	82.14	73.91	92.86	3.57	21.74	3.57	28	23	28
All Grades	5.14	3.66	2.33	82.29	81.71	77.33	12.57	14.63	20.35	175	164	172

Conclusions based on this data:

1. Overall, 42% of our students are scoring at Level 3 &4 on ELPAC test with our Juniors and Seniors showing the largest increases overall in all categories of the test. Where we are seeing increases in our upperclassmen scores, we are seeing more of our underclassmen scoring lower in all categories. This could be due to our upperclassmen spending more time grappling with language concepts in the higher level classes they are in. For our younger students, we are enrolling more students who should be in the World House program yet are opting to stay at their home school. We continue to improve our ELD Level 1 engagement strategies across our curriculums to support language development. We had 39 students qualify for the State Seal of Biliteracy this school year.

2. Our upperclassmen are so close to reclassification and many are in honors and advanced placement classes, we will seek to examine where the barriers lie with ELPAC testing for students that they aren't reclassifying. We hope with the more intentional support we are providing through our Sheltered classes and working with their ELA teachers to support ELPAC testing that we may see higher rates of reclassification. For our Level 1 & 2 students, the Sheltered classes can support confidence building among students and encourage use of language throughout their school day. Overcoming the negative narratives around these annual assessments and nurturing a community of support around test-taking will also help to support students taking these tests seriously.

3. We are developing Teaching and Language center and adding an ELD Language Support discretionary prep to support with building language learning strategies campus wide, providing teacher support for teaching multilingual learners, and determining where the disconnect is for many of our FEP students who are thriving in all classes, however, not passing the ELPAC.

School and Student Performance Data
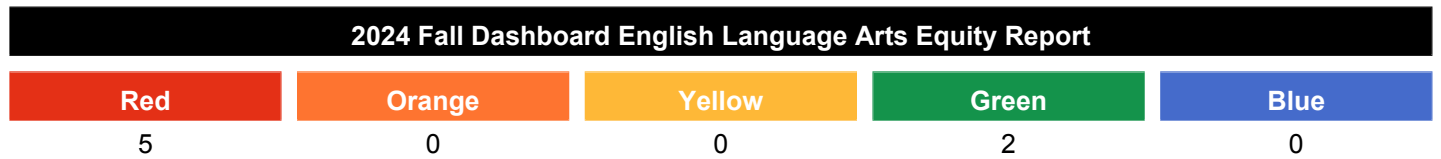
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,892	**80.7%**	**10.6%**	**0.1%**
Total Number of Students enrolled in Mount Eden High.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	201	10.6%
Foster Youth	1	0.1%
Homeless	49	2.6%
Socioeconomically Disadvantaged	1,526	80.7%
Students with Disabilities	261	13.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	127	6.7%
American Indian	4	0.2%
Asian	193	10.2%
Filipino	228	12.1%
Hispanic	1,147	60.6%
Two or More Races	67	3.5%
Pacific Islander	71	3.8%
White	53	2.8%

Conclusions based on this data:

1. MEHS continues to see that more than half of our school population are Hispanic/Latino students (60.6%) and most families predominantly speak Spanish other than English at home. English language learners population decreased

by 2% this past year. We also see a continued trend in serving a large population of socioeconomically disadvantaged students, which has grown 18% since last year. In total more than 70% of our students identify as socioeconomically disadvantaged.

2. 80% of our students are considered Socioeconomically Disadvantaged emphasizing the need for support teams around nurturing the whole child are vital to the success of our student's. The loss of counselors, administrators, and college and career advisors pose a huge risk to the level of support our students receive. We also do not have additional funds to supplement our allocated funds to support our population.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Yellow	**Suspension Rate** Green
Mathematics Red		
English Learner Progress Orange		
College/Career Green		

Conclusions based on this data:

1. Our graduation rate stayed the same, however we are seeing an increase in students who are College Ready as we moved into the Green from Medium. The increase in College Readiness speaks to the College and Career team that has increased it's support of students being aware and taking ownership for their academic progress and being aware of how to prepare for college and career options post high school. Unfortunately, we may see a decline moving forward as due to budget cuts we have lost 2 of our 4 college and career advisors for the 25-26 school year.

2. Mt. Eden has been making an intentional shift from suspensions for non-violent infractions and toward restorative practices. Due to behavior challenges, MEHS implemented individualized behavior contracts, hired an SEL counselors to assist our more vulnerable students, expanded our COST services, and partnered with Seneca Health Services for additional therapy options. Suspension rates have decreased and we saw a considerable jump from Orange to Green. Suspension rates for African American and Language Learners decreased significantly and we saw decreases across all subgroups. Our implementation of our restorative practices to suspension under the guidance of our Restorative Justice Counselor, Youth Intervention Specialist, and Assistant Principals has significantly improved our suspension rates and is nurturing a community designed for all to restore behaviors and remain connected to school and their classes. Unfortunately, due to the budget cuts, we lost funding for our Youth Intervention Specialist and Restorative Justice Counselor which will heavily impact the number of students we can serve daily using our restorative practices and continued growth of this work.

3. Credit Recovery options continues to be a sore spot for us with improving our graduation rates. This year, we are opening up more credit recovery options in zero and 7th period classes that will provide more opportunities for students to make up credits. Our prevention methods (i.e. After school tutoring) will be drastically impacted due to budget cuts.

School and Student Performance Data

Academic Performance
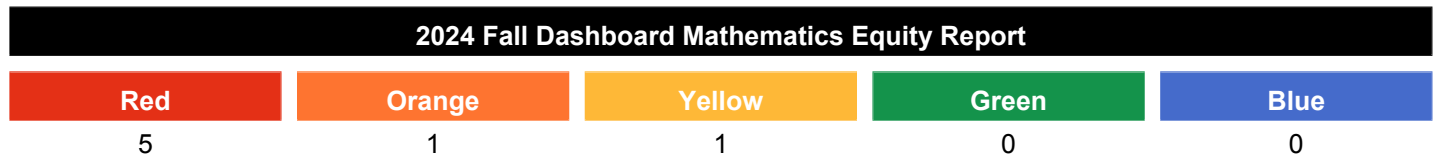## English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	0	0	2	0

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		

All Students	English Learners	Long-Term English Learners
Orange	Red	Red
41.9 points below standard	115.7 points below standard	141.6 points below standard
Declined 15.3 points	Declined 12.8 points	Declined 23.0 points
414 Students	81 Students	34 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
0 Students	Less than 11 Students	46.9 points below standard
	6 Students	Declined 12.5 points
		338 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
175.4 points below standard	138.7 points below standard	0 Students
Declined 14.8 points	Declined 77.3 points	
61 Students	30 Students	

Asian	Filipino	Hispanic
Green	Green	Red
37.9 points above standard	31.1 points above standard	67.8 points below standard
Declined 4.5 points	Maintained 2.0 points	Declined 16.3 points
51 Students	45 Students	238 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
41.9 points below standard	46.0 points below standard	4.1 points above standard
Declined 19.1 points	Increased 29.8 points	Increased 48.9 points
18 Students	20 Students	15 Students

Conclusions based on this data:

1. Academic performance in ELA continues to decline with overall students moving from Yellow to Orange. When disaggregated by subgroups in ELA all subgroups are in the red except for Asian and Filipino that is Green in ELA. Our ELA department is fairly new and have been courageous in reviewing and updating curriculum by grade level. In addition, expanding our sheltered ELA classes and continuing our implementation of our HMH curriculum will hopefully increase our ELA performance. Also, we need to improve the interest and engagement in participating in CAASPP testing.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	1	1	0	0

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	Red
142.8 points below standard	205.9 points below standard	240.7 points below standard
Declined 18.1 points	Maintained 1.1 points	Declined 20.6 points
414 Students	80 Students	34 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
0 Students	Less than 11 Students	145.6 points below standard
	6 Students	Declined 9.8 points
		338 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
242.7 points below standard	237.6 points below standard	0 Students
Declined 15.6 points	Declined 86.8 points	
60 Students	31 Students	

Asian	Filipino	Hispanic
Yellow	Orange	Red
43.4 points below standard	103.8 points below standard	165.2 points below standard
Declined 7.4 points	Declined 42.3 points	Declined 6.5 points
51 Students	45 Students	237 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
158.3 points below standard	153.0 points below standard	71.7 points below standard
Declined 57.4 points	Increased 35.7 points	Increased 21.1 points
18 Students	20 Students	15 Students

Conclusions based on this data:

1. Disproportionately, African American and LTEL's have scored the lost in Math in the 23-24 school year. We will continue to work with those student groups to increase support with mastering grade level/content standards.

2. To address our student math performance we have partnered with Chabot Community College and Trio math to provide math tutoring. Persistent disparities in Math performance among students with disabilities and English learners indicate the need for targeted interventions to address specific areas of improvement.

3. Academic performance in Math continues to decline with overall students moving from Yellow to Orange. When disaggregated by subgroups, in Math all student groups are in the red except for Asian and Filipino that is Yellow and Orange for Math respectively.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	Orange
27.9% making progress.	26.4% making progress.
Number Students: 165 Students	Number Students: 129 Students

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.

2024 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**
30.3%	37.6%	0%	27.9%

Conclusions based on this data:

1. Overall, our English Learners are making progress as they have moved from Red to Orange in overall performance. The percentage of students who are dropping one level per ELPAC testing session has decreased by 6% from last year. We also have a 4% increase in students advancing at least one level from the last time they took the test. The majority of students are maintaining their levels. I believe we need to dive into what are the barriers presented when ELPAC testing season occurs and how can we encourage students to do their best on the exam to be reclassified.

2. With more students new to the country opting to stay at their home school versus going to the World House program, the number of English Learners are increasing at our site. We are continuing to expand our curriculum and resources for our sheltered English class to give additional support to English Learners. Upon our review, most students scoring between Levels 1-3 will be placed in our Sheltered ELA course by grade level (pending they are not in honors, basic, or advanced classes) with the hopes that lessons will be able to be differentiated to support the various levels of acquisition needed.

3. We hope to get a Sheltered Algebra and Geometry class on the books for the 26-27 school year.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
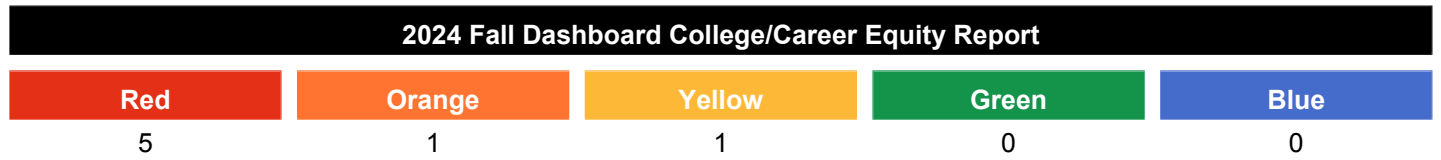
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	1	1	0	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Yellow	Green
57.2 Prepared	34.8 Prepared	35.8 Prepared
Increased 6	Increased 9.8	Increased 16.4
435 Students	66 Students	53 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Less than 11 Students 0	29.4 Prepared	56.9 Prepared
	Increased 14	Increased 7.5
4 Students	17 Students	378 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
23.6 Prepared	63.3 Prepared	0 Students
Increased 7	Increased 34.8	
55 Students	30 Students	

Asian	Filipino	Hispanic
Blue	Yellow	Green
80 Prepared	63.1 Prepared	49.4 Prepared
Increased 7.1	Declined 3.6	Increased 3.3
55 Students	65 Students	243 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
76.9 Prepared	43.8 Prepared	61.5 Prepared
Increased 16.9	Increased 6.3	Increased 11.5
13 Students	16 Students	13 Students

Conclusions based on this data:

1. We see an overall increase in A-G requirements being met as well as College and Career preparedness. All subgroups with the exception of Filipino students showed significant increases in being College and Career Ready. Our College and Career team has increased awareness, opportunities for learning about colleges, parent engagement, and events to support college and career planning. Unfortunately, with our budget cuts and lack of supplemental grant funding, we are losing 2 of our 4 College and Career advisors which will significantly impact our college and career preparedness numbers in the coming year.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No Data

School and Student Performance Data

Academic Engagement
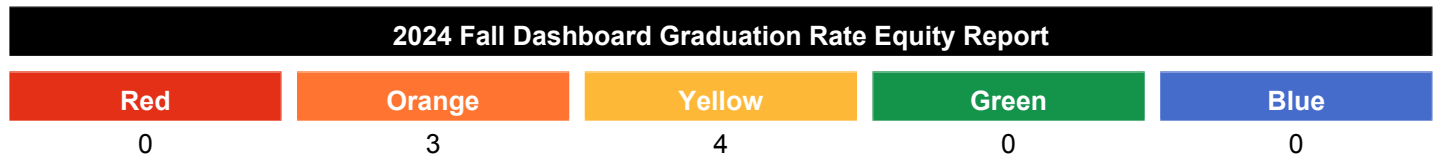## Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	4	0	0

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	Orange
84.5% graduated	74.2% graduated	73.6% graduated
Maintained 0.1%	Declined 5.3%	Declined 4.2%
439 Students	66 Students	53 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	52.9% graduated	83.5% graduated
	Increased 6.8%	Maintained 0.4%
4 Students	17 Students	382 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
70.2% graduated	90% graduated	0 Students
Increased 4.6%	Increased 17.6%	
57 Students	30 Students	

Asian	Filipino	Hispanic
Yellow	Yellow	Orange
92.7% graduated	90.9% graduated	80.8% graduated
Declined 3.1%	Declined 3.5%	Declined 1%
55 Students	66 Students	245 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
84.6% graduated	75% graduated	85.7% graduated
Maintained 0.4%	Maintained 0%	Increased 7.9%
13 Students	16 Students	14 Students

Conclusions based on this data:

1. Overall we have moved from Orange to Yellow with a slightly increased graduation rate at 84.5%.

2. All student groups should at least be at a 90% graduation rate. With that said, our African American population reached 90% graduation rate as they were under 90% last year. Our White students showed increase and our Pacific Islander population maintained their rate. Students with Disabilities saw a significant increase moving from Red to Yellow with a 70% graduation rate (up 4% from last year). Our English Learners and Long term ELs had a decrease in rate, however, we are still seeing gains in their overall academic success.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	3	4	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Long-Term English Learners**
Green	Yellow	Yellow
5.4% suspended at least one day	7.6% suspended at least one day	7.7% suspended at least one day
Declined 1.3%	Declined 5.7%	Declined 7.1%
1966 Students	250 Students	194 Students

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Orange	Green
Fewer than 11 students - data not displayed for privacy	11.3% suspended at least one day	6% suspended at least one day
	Declined 3%	Declined 1.5%
5 Students	53 Students	1608 Students

Students with Disabilities	African American	American Indian
Orange	Yellow	No Performance Color
10.9% suspended at least one day	8.9% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 1.6%	Declined 3.9%	
275 Students	135 Students	4 Students

Asian	Filipino	Hispanic
Orange	Green	Green
3.5% suspended at least one day	1.3% suspended at least one day	5.9% suspended at least one day
Increased 2.1%	Declined 0.6%	Declined 2.2%
198 Students	233 Students	1197 Students

Two or More Races	Pacific Islander	White
Orange	Orange	Green
5.6% suspended at least one day	8.1% suspended at least one day	1.9% suspended at least one day
Increased 1.8%	Increased 0.4%	Declined 2.5%
71 Students	74 Students	54 Students

Conclusions based on this data:

1. Overall, our suspension rate continues to decrease (From Orange to Green on indicator) due to our restorative programs for student discipline. Our African American and Homeless populations saw a decrease of 3% of students being suspended with almost all other subgroups showing a decrease in suspensions with the exception of Asian and Filipino students who saw a slight increase in suspensions. Unfortunately, due to our budget cuts our Youth Intervention Specialists and Restorative Justice positions are set to be eliminated next year which will pose significant challenges to continue with our progress. In addition, our RJ counselor is also our BASU advisor and that loss could also pose significant challenges in the connectedness of our Black students to our school community.

2. The same as above is similar for our Hispanic/Latino population (also including our Language Learners). We seek to create more wraparound support for our Hispanic/Latino students which includes school connectedness strategies, intentional college and career planning, academic interventions, and additional personnel to support academic engagement.

3. Mt. Eden has been making an intentional shift from suspensions for non-violent infractions and toward restorative practices. Due to behavior challenges, MEHS implemented individualized behavior contracts, hired two SEL counselors to assist our more vulnerable students, expanded our COST services, and partnered with Seneca Health Services for additional therapy options. We are expanding to 5 sections of classes in the Peer Assistance program trains students to facilitate peer to peer mentoring and conflict mediation. While suspensions related to fights and drug use have increased, our percentage of students who have only one suspension remains high, showing progress with our new interventions. Additionally, it is a point of pride that students are feeling connected to a caring adult at school and the school overall after returning from distance learning. Based on our suspension numbers and student survey information, continuing to address school safety as well as student wellness remains a top priority for our site.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

> 21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery
>
> All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment
>
> We aim to increase our ELA scores by 5% and work to have students take two out of three HMH assessments yearly.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

What data did you use to form this goal (findings from data analysis)?

HMH Growth Measurement Assessment
Semester D's & F's
CAASPP ELA Scores
WASC Findings and Suggested Action Items

Strategy:
Please see the action tasks.

Groups participating in this goal:
ALL Students with an emphasis on the following student groups (Foster Youth, Multilingual Learners, and Socioeconomically Disadvantaged).

How does the goal align with your Local Educational Agency Plan goals?

Our district goal is to improve ELA proficiency by 10% for all student learners. Our intentional support is providing equitable and supportive access to resources, course content, intervention, and culturally responsive pedagogy. Our district wide goal of Literacy across curricular contents through school wide support in reading, writing, listening, and speaking.

What did the analysis of the data reveal that led you to this goal?
We have seen a decline in all but two student groups in overall performance in ELA CAASPP scores (Pacific Islander and White students increased). Our African American, LTELs, Student with Disabilities had the largest drop.

Per our WASC findings, our staff is in need of accessing and learning more Tier 1 strategies for student engagement/ rigor in class and the need for common assessment strategies to see connections of student learning horizontally and vertically. There is also a need to improve and increase our ELD strategies that are used throughout the department.

In addition, it was recommended that we provide professional learning opportunities for staff in the areas of data analysis/creating common assessment rubrics and protocols, ELD strategies, and ways to support horizontal and vertical cohesion as a staff. It is important to prioritize the growth of our educators (certificated and classified) to ensure we are knowledgeable of multiple ways to engage our diverse student population.

Which stakeholders were involved in analyzing data and developing this goal?
SSC members
Parents
Educational staff
Administrative Staff
Students

Anticipated annual growth for each group:

We anticipate a 5% increase in students moving into the Met and Exceeded Standards in ELA on the CAASPP
We anticipate that our semester D's and F's will decrease throughout the year
We anticipate that 95% of our students will participate in the HMH Growth Measurement Assessment at least one time a year

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved outcomes on standardized tests (CAASPP & ELPAC) ~ 11th Grade Students	ELA scores on CAASPP & ELPAC Scores	Improved student outcomes in ELA by one step from the prior year; 5% increase in students Met and Exceeded Categories
Improved Quarterly and Semester Grades	Semester 1 Grades (D's & F's)	Number of students getting D's and F's at quarter/semester will decrease by 2nd semester grades
HMH Assessment in ELA classes (All Grades)	HMH Assessment from student's previous year	Increased use of HMH Assessments to provide workable data to support student language and literacy. 64% of our students participated in HMH this year taking at least one test. We are hoping to improve to 75% of students completing all three HMH assessment in a year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Mt. Eden HS will continue to introduce new authors/speakers, novels/literature, and projects that reflects the culturally and linguistically diverse student population in our ELA classes. In addition, supplemental online curricular resources that support learning for our ELA and Social Sciences classes. Those online resources include Turnitin, DBQ, and Survey Monkey. Funds for this strategy will be used to purchase novels and other supplemental curricular content that engages students in a culturally responsive learning environment.	All Students	1,500 LCFF Supplemental and Concentration Funds 0000: Unrestricted Materials and Supplies for ELA and Social Science Classrooms 11,639 Title I 5000-5999: Services And Other Operating Expenditures Online Resources: Turnitin; DBQ, Survey Monkey
1.2	Students will have access to tutoring/homework support before, throughout, and after school in a variety of ways to support a greater understanding, connection, and enjoyment of reading and writing. TRIO/ETS by way of Chabot College and California State University East Bay homework/tutoring/mentorship to support intervention supports.	All Students	2,000 Title I 0000: Unrestricted Homework/Tutoring/Mentorship/Credit Recovery Interventions
1.4	Teachers and Paraeducators will be provided opportunities for professional learning/peer mentoring & observations to support with the ELA adopted curriculum. Funds in this strategy will be used to support teachers develop scope and sequence for courses, develop common assessments for student writing, and hours to support new teachers observe	All Staff	

	veteran teachers. (These funds will be reflected in our WASC Goal 8)		
1.5	Per our WASC goals, encourage Teachers and Paraeducators to use collaboration time on a regular basis to develop and analyze assessment data to determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.	All Staff	
1.6	Provide professional learning opportunities to support implementation of ELD strategies to support effective scaffolding and differentiation of instruction for student success.	All Staff	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Most of our strategies were implemented this year on a minimal level which has been a great start for our new department. We brought on 4 new ELA teachers this year with all but one being new to teaching. The department has also gone through a department chair change and meetings have been restructured to include more professional learning opportunities for the department. Supplemental materials and online resources like DBQ Online (for Social Science Teachers), Turnitin (ELA Department) and other materials have supported growth in classrooms. ELA teachers all purchased new novels to add that supports our aims to implement AB/AR related content in our curriculums that provide opportunities for students to be able to connect to the text to increase student engagement. Our ELA department engages in curriculum focused department meetings and has developed grade level and sheltered teams that meet during collaboration time.

From a curricular standpoint, our ELA teachers continued to engage with the newly adopted HMH Literature textbook and implementing the text into their curriculum. This year there were 3 opportunities for students to take the HMH Growth Assessment this year and almost 60% of our students took at least one of those assessments. The department is working to develop common rubrics/assessment opportunities by grade level to work towards vertical and horizontal alignment with expectations of student growth, ability, and success by grade level and as they matriculate grades.

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

There were no major differences in our spending other than needing to be intentional about requesting guest speakers, provide more opportunities for academic and literary competitions, and continue to diversify our teaching resources.

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 changes will be made to this goal. Some of the expenditures will change due to budget cuts, however, the professional learning and continued growth of student literacy will continue to be our focus and drive.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> 21st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery .
>
> All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment
>
> We aim to increase our overall Math CAASPP scores by 5% annually.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

What data did you use to form this goal (findings from data analysis)?
Semester D's & F's
CAASPP Math Scores
WASC Findings and Suggested Action Items

Strategy:
Please see the action tasks.

Groups participating in this goal:
ALL Students with an emphasis on the following student groups (Foster Youth, English Learners, and Socioeconomically Disadvantaged).

How does the goal align with your Local Educational Agency Plan goals?

Our district goal is to improve Math proficiency by 10% for all student learners. Our intentional support is providing equitable and supportive access to resources, course content, intervention, and culturally responsive pedagogy. Our district wide goal of Literacy across curricular contents through school wide support in reading, writing, listening, and speaking.

What did the analysis of the data reveal that led you to this goal?
Our data revealed that we are students struggling in major areas of math achievement (i.e. Math practices, Algebra Functions, and Modeling). There are student groups (Hispanic/Latino, African American, Multilingual Learners, Socioeconomically disadvantaged, Special Education populations) that still need of targeted interventions to address the needs for improvement.

Per our WASC findings, our staff is in need of accessing, learning, and implementing more Tier 1 and ELD academic strategies for student engagement in class and the need for common assessments and ways to see connections of student learning horizontally and vertically. We need targeted interventions to support Math practices throughout the school.

In addition, it was recommended that we provide professional learning opportunities for staff in the areas of data analysis/creating common assessment rubrics and protocols, ELD strategies, and ways to support horizontal and vertical cohesion as a staff. It is important to prioritize the growth of our educators (certificated and classified) to ensure we are knowledgeable of multiple ways to engage our diverse student population.

Which stakeholders were involved in analyzing data and developing this goal?
SSC members
Parents
Educational staff
Administrative Staff
Students

Anticipated annual growth for each group:

We anticipate a 5% increase in students moving into the Met and Exceeded Standards in Math on the CAASPP
We anticipate that our semester D's and F's will decrease throughout the year

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Mt. Eden HS will provide students with access to supplemental online resources to support additional practice and comprehension of math and science standards. Funds for this strategy will be used to purchase supplemental online curriculum resources such as Kuta Works and Pear Deck (Online resources will be paid through Site Discretionary)	All Students	1,500 LCFF Supplemental and Concentration Funds 0000: Unrestricted Materials and Supplies for Math, Science, and STEAM classrooms (Flinn Scientific & Others)
2.2	Students will also have access to participate in after school tutoring/homework support throughout the school year. We look to continue our partnership with TRIO/ETS by way of Chabot College and California State University East Bay to support homework/tutoring/mentorship interventions.		2,000 Title I 0000: Unrestricted Homework/Tutoring/Mentorship/Credit Recovery Interventions
2.3	Per our WASC goals, encourage Teachers and Paraeducators to use collaboration time on a regular basis to develop and analyze assessment data to determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. (Resources will be paid through Site Discretionary)	All Students	
2.4	Mt. Eden HS will provide students with learning opportunities that support STEAM related activities that promotes a connection and understanding of how Science, Technology, Engineering, Art, and Mathematics can enhance college-going culture and awareness of career opportunities for students. An enhancement of Science labs, computer programming opportunities, engineering related student lessons, and school wide activities that promote connections to use of STEAM in everyday life. (Resources will be paid through Site Discretionary)	All Students	
2.5	In addition, teachers will be provided opportunities for professional development, peer mentoring &		

	observations to support their confidence with implementation of Tier1 & ELD academic strategies to support effective scaffolding and differentiation of instruction for student success.		

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Most of our strategies were implemented this year on a minimal level which has been monumental for the department. We brought in two new teachers in the last couple of years and they both have experienced teaching various levels of Algebra and Geometry for the department.   Supplemental materials and online resources like Kuta Works, Delta Math, and Generation Genius and other materials have supported growth in classrooms. In terms of tutoring support, our students benefited from tutoring 3-4 days out of the week after school and math designated tutoring sponsored by Chabot College's TRIO program. Our Math teachers also facilitated our annual Engineering Day STEAM activity which comprised of classes building towers from popsicle sticks to see which one could hold the most weight without breaking. Algebra, Geometry, and Algebra 2 students all participated in this project and the energy and ideas for more programming as such continues to drive our department to continue this activity and more.

From a curricular standpoint, the department is working to develop common rubrics/assessment opportunities by grade level to work towards vertical and horizontal alignment with expectations of student growth, ability, and success by grade level and as they matriculate grades and mathematic content.

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

There are no major differences to our intended plan and implementation.

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.

Based upon our WASC findings, The implementation of targeted mathematics instruction and engagement strategies was indicated as an area for growth. We have put more funding and emphasis on ways to support teachers implement more guided instruction and Tier 1/ELD academic engagement strategies for student success. Our Math department has made a commitment to begin work to implement some common assessment tools and consistent teaching strategies within like classes to support student engagement and success in Math. The continuous monitoring and adjustment of strategies ensure that each student receives the support they need to succeed in mathematics.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Increasing student achievement, implementation of state standards, and course access.
>
> We aim to increase assessment scores of Multilingual Learners by 5% annually.
> We aim to increase reclassification rates of Multilingual Learners by 5% annually.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

What data did you use to form this goal (findings from data analysis)?

Local Assessments
Semester D's & F's
CAASPP ELA/Math Scores
ELPAC Scores
WASC Findings and Suggested Action Items

Strategy:
Please see the action tasks.

Groups participating in this goal:
All Multilingual Learners at Mt. Eden HS.

How does the goal align with your Local Educational Agency Plan goals?

This goal is fully aligned with the educational framework, LCAP, and the HUSD Board Policy.

What did the analysis of the data reveal that led you to this goal?

Our data revealed that our Multilingual learners still are not meeting ELA & MATH CAASPP standards, still have significantly higher D/F grades, increase in chronic absenteeism, and low graduation rates.

Per our WASC findings, our staff is in need of accessing and learning more ELD & Tier 1 academic strategies for student engagement in all classes across the content areas. There is also a request for targeted interventions in Math and ELA for multilingual learners (including Long term ELs) to provide intensive support for students to graduate and be college/career ready.

In addition, it was recommended that we provide professional learning opportunities for staff in the areas of data analysis/creating common assessment rubrics and protocols, ELD strategies, and ways to support horizontal and vertical cohesion as a staff. It is important to prioritize the growth of our educators (certificated and classified) to ensure we are knowledgeable of multiple ways to engage our diverse student population.

Which stakeholders were involved in analyzing data and developing this goal?
SSC
ELAC
LCC
Parents (Coffee w/ Principal)
Teachers & Paraeducators
Site Administration
Students

Anticipated annual growth for each group:

We anticipate a 5% increase in students moving into the Met and Exceeded Standards in ELA/Math on the CAASPP
We anticipate a 5%increase in students successfully passing the ELPAC test and/or students are improving a level from the previous year (i.e. Student moves from Level 1 to Level 2)
We anticipate that our semester D's and F's will decrease throughout the year

What data did you use to form this goal (findings from data analysis)?

ELPAC results
CAASPP results
3-year trends

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved outcomes on standardized tests (CAASPP & ELPAC)	ELA, Math scores on CAASPP & ELPAC Scores	Students move up at least one level on ELPAC and CAASPP scores
Improved Quarterly and Semester Grades	Semester 1 Grades (D's & F's)	Number of students getting D's and F's at quarter/semester will decrease by 2nd semester grades
Increase reclassification rate	47.1% Reclassified	Increase reclassification of students by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Mt. Eden HS will support Language Learners in their ELA and Math classes primarily by having Bilingual ParaProfessionals to provide tutoring, academic pull-out or push-in support, homework assistance. ParaProfessionals and teachers will be provided training to support student achievement in teacher-led classrooms.	Language Learners and ParaProfessionals	35,000 Title I 2000-2999: Classified Personnel Salaries Bilingual Paraeducators
3.2	Mt. Eden HS students will have access to tutoring/homework support before, throughout, and after school in a variety of ways to support a greater understanding, connection, and enjoyment of school and preparation for ELPAC/CAASPP testing. Funds will be used to support extra hours to support test prep study sessions primarily for EL students, a purchase of a Rosetta Stone (or something similar) to support language acquisition, and and technology (i.e. Chromecart - 10 computers, Sound Equipment, etc)	Language Learners	2,000 Title I 0000: Unrestricted Homework/Tutoring/Mentorship/Credit Recovery Interventions for Language Learners Title I 0000: Unrestricted Supplemental Online Resources (Quizziz and Rosetta Stone)
3.3	Mt. Eden HS will create a Multilingual Learner team that will consist of ELA teachers with ELD experience; EL Specialist, Bilingual Paraeduator, ELAC Parents, Administration, Counselors, and Case Managers to be intentional about supporting our school create classrooms that are welcoming, engaging, and rigorous for our multilingual learners. (Resources will be paid through Site Discretionary)	EL Teachers, and Specialists	
3.4	Mt. Eden HS will continue implementation Sheltered ELA classes for each grade level to support Level 1 and 2 language learners to enhance English proficiency skills in a more scaffolded and differentiated instruction space. We aim to open Algebra SHL classes in the 26-27	Language Learners	1,500 LCFF Supplemental and Concentration Funds 0000: Unrestricted Curriculum Supplies for ELD classes

	school year as well to provide additional language support in mathematics as well. Funds for this strategy would support purchasing curriculum resources for the SHL classes (Funds reflected in Goal 1), and planning a study trip for SHL students.		
3.5	Mt. Eden HS will provide teachers with collaboration time and professional learning opportunities to learn ELD strategies for engagement and rigor while fully supporting students' language proficiency and access to curriculum across contents. Funds will be used to support peer observations, resources (books) that teach different strategies, trainings and workshops (i.e. CABE or other sheltered or bilingual learning strategies conferences) that are designed to increase student engagement.	All Teachers	
3.6	Mt. Eden HS will create a positive incentive program that acknowledges small and large accomplishments of multilingual learners over the course of the school year. Acknowledgements include but not limited to Reclassification, improvement on ELPAC scores, attendance, successful completion of classes and coursework, etc.. Funds will be used to purchase incentives or school wide programming such as rallies, assemblies, etc. (Funds reflected in Goal 5 - School Climate)	Language Learners	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We successfully ran three ELA Sheltered classes (9-11th grades) and built some strong partnerships between the ELA and ELD Departments. Our EL team has continued a collective effort for all stakeholders (Teacher, EL Specialist, Bilingual Paraeducator, and ELA Department Chair). Funds were used to purchase resources and supplies for our sheltered classes and we are working to determine what types of reading material at various levels are able to be used to increase connectedness in the class. Our new Sheltered teacher was also able to get some professional learning opportunities going to observe and learn from other ELD/SHL teachers within the district.

The most important strategy is that the conversations around supports needed school wide for our multilingual learners has increased and become a focal point in every department about ways that we can ensure a sense of belonging in all classes.

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

We were only able to maintain one bilingual paraeducator instead of two as mentioned. We also need to implement the ELPAC/CAASPP test prep opportunities and work on ways that we can intentionally support academic engagement and success of our multilingual learners. We will need to continue our integration of sheltered classes and develop the scope and sequence of success for our students.

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

The implementation of tailored English instruction has proven effective in improving student literacy outcomes, engagement, and motivation. By utilizing assessment data, personalized learning plans, technology integration, small group instruction, professional development, and parental involvement, schools can successfully meet the diverse needs of their students. This comprehensive approach ensures that each student receives the support they need to excel in English, fostering a positive and inclusive learning environment. Continuous monitoring and adaptation of strategies are crucial to maintaining and enhancing the effectiveness of these instructional practices.

Based on our WASC recommendations, we will be looking to improve, teach, and implement ELD Strategies across all contents through professional development and peer sharing among our staff. We seek to increase supplemental learning opportunities for our multilingual learners by incorporating college and career designated study trips for multilingual learners, bulk up interest and knowledge of college and career options, engage our parents in being educational partners with us. We will also look to implement a Sheltered Math program for our students to provide more language support for students in their math classes.

We have also added an additional ELD Push-In Support for teachers and students. We are opening a Language Center in one of our ELA classrooms and our ELD push-in teacher will begin to develop a resource center for language acquisition and teacher resources across our curriculums. With this position and new language center, it is our hope that we will be able to differentiate our strategies to support students at their language levels, support a greater understanding of the barriers to language acquisition and reclassification, and to support teachers with ensuring every classroom has tools and practices handy to support language learners in their classes.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

We aim to increase participation in VAPA programming by 5% annually.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Mt. Eden HS needs to increase participation in our performing arts programs. Our numbers in programs such as Band, Choir, Dance, Theater, and Orchestra have been on a steady increase. In addition to increasing numbers for those programs, Mt. Eden VAPA department is looking to enhance our technology based projects and curriculums to match present day formats and programming.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment for Performance based programs	All students take a beginning level Art Class, however, our performance based programs have low enrollment.	Increase by 5% in the 25-26 school year
Implementation of VAPA All-School Musical	First show in 24-25 school year	Increase participation by 5% in the 25-26 school year. Continue the All-School Musical in the 25-26 school year.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Mt. Eden HS will provide additional coaching and support for the multiple instrument development, dance, theater with more structured and specified instruction.	Performance Arts Students	10,000 LCFF Supplemental and Concentration Funds 0000: Unrestricted Instrument Coaches for Band and Orchestra

4.2	Mt. Eden HS will provide additional resources for teachers who diversifying their content to connect students with lessons/assignments about various cultures, ethnicities, and identities as emphasized in our Anti-Bias/Anti-Racist Board Policy. In addition, Increased professional development opportunities for teachers that include learning about integrating the fine arts across all classroom settings.	All Students	1,500 LCFF Supplemental and Concentration Funds 0000: Unrestricted Materials and Supplies for VAPA Classrooms (Claypeople account)
4.3	Mt. Eden would like to continue our All-School Musical that happened this year. While we will not have Prop 28 funds, funds here will support the continuance of this musical to support increased enrollment in our VAPA classes	All Students	8,000 LCFF Supplemental and Concentration Funds 0000: Unrestricted Funds for All-School Musical
4.4	Mt. Eden HS will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, offering additional sections, offering after school enrichment, etc. Funds for this strategy will support VAPA/SPED integration programs, support for VAPA Showcases, Feeder school programming.	All Students	LCFF Supplemental and Concentration Funds 0000: Unrestricted Funds to Support VAPA programming in SPED classrooms
4.5			

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

A comprehensive school plan was created by the committee that included Site Leader, VAPA Chair, VAPA Dept. members, Students, District VAPA partners. This plan is going to be a entire school VAPA musical that is to include stage and sound, costume dessign creation, musical instrumentation, dance choreography, dance performance, and theatrical performance. Each of these parts of the muscial will be a section allocated in the Master Schedule to provide sections for classes that students can sign up for and participate as well as obtain academic credit for.

The implementation of tailored visual and performing arts instruction has proven effective in enhancing student artistic skills, engagement, and personal growth. By utilizing assessment data, personalized learning plans, technology integration, small group instruction, professional development, and parental and community involvement, schools can successfully meet the diverse needs of their students. This comprehensive approach ensures that each student receives the support and opportunities they need to excel in the visual and performing arts, fostering a positive and creative learning environment. Continuous monitoring and adaptation of strategies are crucial to maintaining and enhancing the effectiveness of these instructional practices.

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

At this time no changes will be made until we establish a baseline and connection with Prop 28.

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

Due to budget cuts, we will need to reduce the amount provided for the additional music coaches we have historically funded in the past. In addition, our all-school musical was amazing, however, all of our Prop 28 funds for future events has been redirected to other expenditures throughout the district. I am not sure if we will be able to continue with our musical and other enhancements to our VAPA curriculum building and support.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

21st Century in School Climate: HUSD schools will ensure an appropriate and safe climate for all students

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

We aim to decrease suspensions by 5% annually through use of our Restorative Contract system created by our YIS and RJ Counselor.
We aim to increase school connectedness through increase in participation at all school events by 5% annually.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Per our WASC recommended action items is to increase school wide activities such as rallies and assemblies to strengthen school community, connectedness, and celebrate our shared identities. There was also a mention of needing to investigate and implement ways to ensure that physical safety on campus is a top priority.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Implementing a Youth Intervention Specialist or Assistant Principal as part of a school's strategy is essential to reducing chronic absenteeism and promoting a positive school culture. By actively building strong, trusting relationships with students, these leaders identify barriers to attendance early and provide personalized support tailored to each student's needs. Their presence fosters an inclusive, supportive environment where students feel valued and motivated to engage in learning. This approach not only improves attendance but also strengthens student connections, encourages positive behavior, and contributes to overall academic success. Also, it would keep the student to admin ratio at a 400:1 versus 600:1if we do not have a YIS on staff. Funds for this strategy will support the retaining of our Youth Intervention Specialist for the 25-26 school year.	All Students	82,509 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Youth Intervention Specialist
5.2	Mt. Eden HS will provide teachers and staff with additional resources and professional learning in social-emotional learning and restorative practices to support the campus holistically in various ways, including but not limited to, continuing and enhancing our RESTORE SELF wellness initiative, Wellness Wednesday activities, Professional Learning Communities, and workshops. We will continue to enhance our RESTORE SELF Wellness Initiative that we hope will connect our community through the promotion of healthy lifestyles, tools and resources that support overall well-being for students, staff, parents, and whole school community. Funds for this strategy will support the purchase of resources and materials to build out our RESTORE SELF programming with staff (i.e. materials for workshops, guest speakers, etc.). In addition, funds will support providing our staff with extra hours for planning and facilitating RESTORE SELF activities	All Students	LCFF Supplemental and Concentration Funds 0000: Unrestricted RESTORE SELF Resources & Materials for programming.

	and workshops throughout the year. Funds will come from Site Discretionary		
5.3	Mt. Eden HS will continue to promote a College and Career going culture on campus by way of supporting our academic pathways, college and career teams, and counseling department plan college visits/tours (study trips), on-campus college/career fairs, and other resources that support an awareness and presence of college and career opportunities. Additionally, we will support increased outreach, exposure, and connection to students who may need more support to becoming engaged in the college or career going culture. Funds for this strategy will support college and career study trips for students in various programs with INTENTIONAL goals to include students in Special Education, Multilingual Learners, African American, and AAPI student groups. In addition, funds will support creating an on-campus awareness of college and career opportunities in the form of on-campus college and career visits, pop-ups, career or college fairs.	All Students	19,000 LCFF Supplemental and Concentration Funds 0000: Unrestricted College Tours Study Trips for College & Career Team, AVID, SPED Study Trip $7,000-College & Career, $7,000 AVID/Puente, $5,000 for SPED. (Approximately $10,000 from 23-24 rollover to supplement CC and AVID/Puente trips) 18,000 Title I 0000: Unrestricted On-Campus College and Career Campus Visits, Pop-ups, etc.. (Funds support $6K per program. College and Career, AVID, and Puente) 963 Title I 0000: Unrestricted AP Test Subsidy Support (Approximately $12,000 will be allocated from the 23-24 rollover)
5.4	Mt. Eden HS will increase our acknowledgement of Honor Roll, Reclassification and graduation sashes/awards for student achievement.		2,691 LCFF Supplemental and Concentration Funds 0000: Unrestricted Incentives for Student Achievement Measures
5.5	Mt. Eden HS will increase our reach and connection with cultural and community programs to support in the identification of the cultural community wealth that exists in our community while strengthening the connection of all stakeholders. We will increase cultural, academic, and performance based acknowledgements for all students. Funds for this strategy will support MCET programming and our intentional goal of creating a culture that supports and learns about the various cultures we have on campus. Examples include community events on campus, funding for student-led clubs to showcase cultures, etc..	All students	
5.6			

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The addition of our Restorative Justice Counselor continues to have positively impacted our campus community. Their work in collaboration with the YIS and SEL counselor has proven to provide a safe space for students to restore relationships with peers, staff, and parents. Their presence on campus has also allowed us the space to connect more students to mental health and other COST related services. In addition, adding funds to support the development of our student leaders and the staff that guide their work has been a positive for our campus. It has allowed students to step outside of their comfort zones and reach new levels of leading their school campus.

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

The absence of our Restorative Justice Counselor significantly impacted the availability of student services and supports. Without this vital role, there was a noticeable gap in conflict mediation, restorative circles, and socio-emotional support. Students had fewer opportunities to engage in restorative practices, which are critical for building community, resolving disputes, and promoting healing. As a result, staff and administrators had to step in to fill these gaps, often without the same level of training or capacity, which strained existing resources and limited the overall effectiveness of our restorative support systems.

Due to budget cuts, we no longer have funding to support having our Restorative Justice Counselor next year which will significantly impact the gains we have made in restorative practices and community schools effort.

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

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

Unfortunately, due to budget cuts we are not able to fund our Restorative Justice Counseling position and are at a risk of losing that person who makes over 200 contacts with students, parents, teachers, and community members to support student's experiences on campus. We will also have to find other funding resources to support much of the workshops for students and professional learning for adults.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

We aim to increase parent engagement and participation by 5% annually.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parents, Guardians, and Families need to have increased awareness of student and school activities, ways to communicate with school staff (teachers, administrators, school staff), and connectedness to the school campus. Our parent engagement support needs to improve in the following ways:
* Flexible meeting times and more convenient opportunities to meet with parents
* Alignment of parent workshops that assist parents to learn ways to support and advocate for their student's success
* Increase parent volunteers and ways they can support on-campus
* Increase parent involvement in Affinity Parent Groups (i.e. AASAI, AAPI, and ELAC)

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation at Parent Meetings (i.e. Coffee, SBDM, SSC, PTSA)	5% of Parents attend monthly meetings	5% of Parents attend monthly meetings
Number of Parents reading Parent Newsletter	30% of Parents read Newsletter regularly	50% of Parents read Newsletter regularly
Increase Event Attendance (Athletics, VAPA, Open House's, Block Party, Counseling/Financial Aid Night, etc.)	30% of Parents engage with School Community supporting at least one of our programs	Increase participation by 10%

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Mt. Eden HS will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing,	All Students	1,769 Title 1: Parent Allocation 0000: Unrestricted

	translation for parents, and more emphasis on parent-requested topics of discussion. We will continue our partnership with TRIO and Chabot College to offer parent workshops surrounding how to support students in high school. We will seek to enhance our connections with our parent ambassador's connection, scholar athlete parents, VAPA parents, and intentionally create opportunities to engage in parent leadership and actions on campus. In addition, will add additional workshops entitled 3:30-11:30 to support routine building resources and activities that will assist students with being successful at school.		Parent Workshops and Conferences (1% for Parent Engagement 0 Title I 2000-2999: Classified Personnel Salaries Translation Services for Parent Meetings
6.2	Mt. Eden HS will continue to use a variety of ways to communicate with parents and guardians about upcoming events, recent news and other school-wide messaging in multiple languages. Funds for this will be paid through Site Discretionary. We will continue our SMORE subscription.	All Students	
6.4	Mt. Eden HS needs to place intentional focus to revive our AASAI parent and student programming and build connections with our Black and African (BASU) student programming that continues to grow and flourish. In addition, we look to create an AAPI parent group to support families of Asian decent.		
6.5	Mt. Eden HS will continue to enhance our Block Party (Back to school night), Open House, AP/Honors/Elective Night (Academic Showcase) and other school wide parent engagement opportunities on campus. We will also ensure parents receive adequate information in a timely manner to ensure they can engage with the school.		

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

We did not have as many parent meetings as planned. We intend to increase those next year but also find a system that works.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

21st Century Success for Attendance; HUSD will maintain 97% attendance at all sites Increase average daily attendance by 1%

We aim to increase our attendance contracts with students by 5% to keep the importance of being present at school.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

What data did you use to form this goal (findings from data analysis)?
Site ADA data
Site truancy data

Group data to be collected to measure gains:
SSC will request the abridged attendance and truancy data (to ensure privacy) from the administration team and work with the Youth Intervention Specialist (YIS) and Dropout Prevention Specialist to ensure that at-risk students receive proper intervention and coordinated services available through both the site and district.

Strategy:
By educating both parents and students as to the importance of daily attendance in hopes that chronic absenteeism and tardiness will decrease and student performance will increase. Continued referrals to the SARB Board.

Groups participating in this goal
All students who are chronically absent from school or specific classes.
Any student whose grades are being adversely affected by absenteeism.
Students with the highest truancy rates.

Actions to improve achievement to exit program improvement
To ensure that attendance does not affect a student's ability to graduate, the YIS will closely work with CWA, Counseling, the Dropout Prevention Specialist, and Administration to ensure that the students receive guidance and services.

How does the goal align with your Local Educational Agency Plan goals?
The LEA plan has the same goal in this area.

What did the analysis of the data reveal that led you to this goal?
SSC's review of the ADA rates, comments from the Educational Staff, and truancy rates demonstrate that more intervention is needed in this area with a greater portion going to parent engagement and intervention methods. Stronger interventions are needed during school hours to ensure that students are not missing and/or late t individual classes within the school day.

Which stakeholders were involved in analyzing data and developing this goal?
Youth Intervention Specialist
Administrative Staff
Parents
Counselors
Educational Staff
Campus Safety Officers
Dropout Prevention Specialist
EL Specialist

Anticipated annual growth for each group:
Our goal is to decrease student absences by 3% which conversely increases Mt Eden's ADA. We expect to reach a 98% average daily attendance.

Means of evaluating progress toward this goal:
Quarterly ADA reports, truancy reports, as well as the grades associated with the students identified in these reports. Ongoing monitoring of students' attendance with a particular emphasis during transitions between grading periods (e.g. progress reports).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Reports	On average we have had 86% attendance rate for the 22-23 school year	10% increase in daily attendance rate.
Graduation rate of 2023-24	85% Graduation Rate	90% or Higher graduation rate

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Implementing a Youth Intervention Specialist or Assistant Principal as part of a school's strategy is essential to reducing chronic absenteeism and promoting a positive school culture. By actively building strong, trusting relationships with students, these leaders identify barriers to attendance early and provide personalized support tailored to each student's needs. Their presence fosters an inclusive, supportive environment where students feel valued and motivated to engage in learning. This approach not only improves attendance but also strengthens student connections, encourages positive behavior, and contributes to overall academic success. Also, it would keep the student to admin ratio at a 400:1 versus 600:1if we do not have a YIS on staff.	All Students	94,491 Title I 0000: Unrestricted Youth Intervention Specialist position
7.2	Mt. Eden HS will continue to increase credit recovery opportunities, additional support with homework/mentorship, provide before, during, and after school work sessions. Funds for this strategy will include extra hours for staff members to facilitate after school tutoring options on campus.	All Students	2,000 Title I 0000: Unrestricted Homework/Tutoring/Mentorship/Credit Recovery Interventions
7.3	Mt. Eden HS will continue to implement restorative practices and implementation will promote positive classroom communities and school culture (relationship and community building, strategies to improve relationships - student to student, staff to student, and student to parent).		
7.4	Mt. Eden HS staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.		
7.5	Getting incoming freshmen off to a good start by implementing a 9th Grade Readiness Conference that will prepare students for what the start of high school will be for them. It will also support parents understanding several resources and practices that	All Students	

	will help them keep their students engaged and on track. Still working to make this a reality.		
7.6	Mt. Eden HS will provide resources to support awareness and connectivity to Advanced Placement and Honors classes, test preparation. We will also intentionally look at students who historically are not considered for AP classes and encourage a culture that opens the door for all to participate. Funding for this strategy will be a 0.1FTE to support a staff member to explicitly support efforts to increase awareness of AP class selection and student success on campus.		8,000 Title I 1000-1999: Certificated Personnel Salaries AP Test Subsidy to financially support students taking AP tests.
7.7	Mt. Eden HS will pilot a program called MINGA that promotes school wide student engagement, accountability, and academic supports necessary for student success. All teachers, coaches, counselors, and administrators will have access to monitor school wide engagement for each student. Funds for this strategy will include the pilot of a Student Engagement, Digital Hall Pass, and Activity Counter program that is designed to promote student engagement and success. The program is called Minga. Site Discretionary funds will be used to support this program.		

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

We did not get our attendance and positive behavior system up through the use of Minga. We. will start with the digital ID portion of the program in the 25-26 school year. In the 25-26 school year, we had to eliminate the YIS and RJ positions and our implementation and continuance of our Restorative practices will be heavily impacted.

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

Due to budget cuts, our YIS position was eliminated on our campus without the consideration of the amount of students we serve daily. It is important that we foster an inclusive, supportive, and personalized environment for our students to encourage participation, attendance, and success for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **WASC**
> We will engage100% staff will participate in the WASC process through Focus and Home Groups. We will analyze and Update the Action Plan from 2018 with new identified student learner goals based on the School Profile, grades, College and Career Readiness Criteria, and LCAP goals.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to our WASC Self-Study, our staff determined the following as Major Preliminary Student Needs:

Struggling students in major areas of math achievement: math practices, algebra functions and modeling.
English learner students are not meeting ELA and math standards compared to other student groups.

Student graduation rates are dropping despite the increase in school-to-college rates.

While we address student socio-emotional needs, the increase in suspensions related to fighting is higher than normal, connecting to a need to improve the overall sense of physical safety on campus.

According to WASC Self-Study, our staff determined the following as Areas of Support and Growth for Staff are as follows:
Checking for Understanding - Creating universal strategies for assessing data in all departments not just at the end of units, however, ongoing as part of daily routines in classrooms (Tier 1 Student Academic Engagement Strategies)
System of Data Analysis - MEHS needs to systematically analyze student achievement data to drive instruction and differentiate curriculum for all learners.

Collaborate with the district to identify current data systems, develop goals for increasing their effectiveness and implement key formative and summative data measures to better guide instruction and differentiate student support strategies.

Creating a Collaboration Schedule - MEHS needs to be intentional about creating collaboration schedules that support and nurture a collective culture of learning and support for Staff.While we address student socio-emotional needs, the increase in suspensions related to fighting is higher than normal, connecting to a need to improve the overall sense of physical safety on campus.

Our WASC Visiting Committee agreed with all Student and Staff Needs we discovered through our Self-Study and formalized the following recommendations for our staff:

Formalize a PLC System to Support Student Achievement
Improve and create interventions for struggling and failing students beyond credit recovery with emphasis on populations that are underserved (i.e. Special Education, Multilingual Learners, African American

Increase school wide activities such as rallies and assemblies to strengthen school community, connectedness, and celebrate our shared identities.
Additional designated ELD supports for EL students (including Long Term ELs) to achieve college and career readiness.

Engage in Data Analysis training and implementation professional learning opportunities for staff to support Teacher Leader-Teacher Driven data analysis to identify what supports students need to be successful.

Teacher-Led collaboration to investigate and implement effective and engaging Tier 1 instructional strategies for all students including students in special education.

Additional opportunities for credit recovery need to be implemented by the school and/or district to address credit deficiency and declining graduation rates.

School plans to support these recommendations are found throughout the other seven goals within our SPSA and what isn't identified will be part of our WASC goal listed below.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
WASC Recommendations 1. Work to implement PLCs and effective strategies for effective and collective collaboration 2.Implement and Grow upon Tier 1 and ELD academic engagement strategies 3. Emphasize scaffolded supports and increase support for SPED, Multilingual Learners, and more underrepresented populations to support academic achievement 4. Increase opportunities for credit deficient students to earn credits outside of credit recovery 5. Create a culture of data analysis and implementation for student success along with working towards vertical and horizontal alignment 6. Increase school wide assemblies/rallies to promote school connectedness and encourage an engaging and safe campus culture 7. Increase parent engagement	WASC Visiting Committee Findings and Self-Study	Show growth towards implementing structures and cultures that address each outcome. Long term goal is to have created and established a system and culture of support by the 2026-2027 Mid Cycle Review

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
8.1	Mt. Eden HS will begin to develop a PLC culture on campus to increase vertical and horizontal cohesion and alignment within and across curriculums. A staff text will be purchased and our teacher leader and administrative team will engage in the text along with other professional learning opportunities to effectively revive our PLC process	All Students	
8.2	Mt. Eden HS will develop a team of educators and students to make up a data team. A review of our Chapter 2 WASC Data Set will be done annually to create awareness of what our student's learning needs are. Funds will be used to support data analysis professional learning opportunities for our staff along with extra hours for educators selected to be part of our data team. The data team will regularly have time at staff meetings to present and engage our staff in our own data analysis.	All Students	
8.3	Mt. Eden HS will participate in professional learning opportunities (from colleagues and other resources) to increase Tier 1 and ELD academic	All Students	

	engagement strategies to support student engagement and rigor in our classrooms. From a school wide standpoint, we will pilot a behavior management, digital hall pass/ID, and student engagement tracker where all educators will have opportunities to acknowledge and record student engagement and behavior tracking. The system also has a reward program embedded that rewards positive interactions and behaviors. We hope that this program will be able to give us some climate data points that are often not gathered. In addition, we hope that this will assist our school with addressing our attendance concerns of chronic absences along with daily/single period cuts and tardies. Funds for this strategy can be found in Goals 1-3.		
8.4	Mt. Eden HS will enhance and increase our tutoring and homework support options throughout the week. Through use of CTE like programs and YEP after school options, we will seek to increase opportunities for students to get additional help with homework. We will continue to search for viable options for credit recovery throughout the school day to maximize opportunities for students. (Funds for this strategy can be found in Goal 1-5)	All Students	
8.5	Our WASC Coordinators, Focus Group Leads, Student and Parent groups will continue to review findings and recommendations throughout the school year and continue to brainstorm and implement new ways to address our action items.	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

MEHS has made intentional efforts to ensure our WASC action items are being referenced and supported in all classrooms, department meetings, and other decision making bodies. We spent some funds in the beginning of the year to buy multiple resources for all teachers that gave supplemental ideas for Tier 1 and ELD engagement strategies.

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

We were not able to develop our Data team this year. Under the direction of our YIS, we did various data dives and connected all professional learning time to data points that supported student and whole community needs assessments and growth. For the 25-26 school year, we aim to utilize our LCC time to support data talks among departments and make staff meetings a space where data talks will take frequently.

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

We will not be funding our Technology Assistant any longer. Due to budget cuts, we also will not be able to put much funding towards professional learning opportunities outside of the workday. It is our hope that much of this work will be done during teacher-led collaboration time as describe in our WASC Action Plan written by our WASC Review Team. We are also at risk of losing our after school tutoring support as well due to these budget cuts.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$234,363.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$306,062.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$176,093.00

Subtotal of additional federal funds included for this school: $176,093.00

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

State or Local Programs	Allocation ($)
LCFF Supplemental and Concentration Funds	$128,200.00
Title 1: Parent Allocation	$1,769.00

Subtotal of state or local funds included for this school: $129,969.00

Total of federal, state, and/or local funds for this school: $306,062.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	197,127.00	197,127.00
Title I	242,595.00	66,502.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	128,200.00
Title 1: Parent Allocation	1,769.00
Title I	176,093.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	168,914.00
1000-1999: Certificated Personnel Salaries	90,509.00
2000-2999: Classified Personnel Salaries	35,000.00
5000-5999: Services And Other Operating Expenditures	11,639.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF Supplemental and Concentration Funds	45,691.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	82,509.00
0000: Unrestricted	Title 1: Parent Allocation	1,769.00
0000: Unrestricted	Title I	121,454.00
1000-1999: Certificated Personnel Salaries	Title I	8,000.00
2000-2999: Classified Personnel Salaries	Title I	35,000.00

5000-5999: Services And Other Operating Expenditures	Title I	11,639.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,139.00
Goal 2	3,500.00
Goal 3	38,500.00
Goal 4	19,500.00
Goal 5	123,163.00
Goal 6	1,769.00
Goal 7	104,491.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Monique Walton, Ed.D	Principal
Charles Kennedy	Classroom Teacher
Daniel Guerrero	Classroom Teacher
Ghislaine Gery	Classroom Teacher
Tyler Tomei	Classroom Teacher
Yvette Cook	Other School Staff
Jenna Flamenco	Parent or Community Member
Graciela Hernandez	Parent or Community Member
Rahsaan Lewis	Parent or Community Member
Khamari Lewis	Secondary Student
Anne Valdez	Secondary Student
Alberto Valverde Flores	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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 06/02/2025.

Attested:

Monique Walton	Principal, Monique Walton, Ed.D on 06/02/2025
Tyler Tomei	SSC Chairperson, Tyler Tomei on 06/02/2025
Graciela Hdez	ELAC Representative, Graciela Hernandez on 06/02/2025