



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mount Toro High School	27-66159-2734481	May 8, 2025	June 10,2025

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP GOAL 1: The performance and opportunity gap will be eliminated - all students will graduate college, career, and community ready.

Goal 1

MTHS focuses on academics by direct instruction, schoolwide literacy and math continuous improvement efforts (PDSA cycle) throughout each Learning Cycle to increase student graduation as measured by graduation rates, credits, grades and STAR assessment data.

MTHS provides students with academic interventions, field trips, and use of technology throughout the year as measured by student need.

MTHS teachers will work on refining Course Credit maps to accurately reflect the content standards taught each Learning Cycle (LC) and how it is correlated to credits earned.

MTHS teachers will work on Continuous Improvement Science framework to improve classroom instruction through PDSA (Plan.Do.Study.Act) cycles.

MTHS Counseling Team will participate in continuous improvement efforts to increase student achievement.

Students will earn 61% or more of credits each learning cycle to get closer to meeting graduation requirements.

Students who earn 60% or less credits will have interventions.

Identified Need

Students are not meeting standards on ELA/Math SBAC according to the 2019 DASS data (red indicator for ELA/ orange for Math).

Students need for academic interventions based on Watchlist (students earning 60% or less credits).

Field trips are academic based and will provide students with opportunities for connections of College and Career and post-secondary options.

Students will have a College/Career Readiness plan upon graduating.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA SBAC	Points below standard: ALL 100.8 ELLs 130.4 SWD Not reported SED 200.3 Homeless Not reported	Points below standard: ALL increase by 10 points ELLs increase by 10 points SWD Not reported SED increased by 20 points Homeless Not reported

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	African American Not reported	African American Not reported
Math SBAC	Points below standard: ALL - 196.7 ELLs 195.7 SWD Not reported Homeless Not reported African American Not reported	Points below standard: ALL increase by 10 points ELLs increase by 10 points SWD Not reported Homeless Not reported African American Not reported
Graduation Rate	ALL 70.9% graduated ELLs- 62% LTELs- 60.7 SWD- 54.8% Homeless- 60% African American- Not reported	ALL increase by 10% ELLs increase by 6% LTEL increased by 7.3% SWD increased by 6% Homeless- increase by 10% African American not reported
ELPAC/Reclassification	EL- Blue 56.3% LTEL- Blue 56.5%	Increase by 10%
College and Career Readiness	ALL- Red 0% ELL- Red 0% Hispanic- RED 0% LTEL- Red 0% SED- Red 0%	Increased by % ALL- 2% 4 or more students ELL- Red 2% 2 or more students Hispanic 2% 4 or more students LTEL- Red 2% 2 or more students SED- Red 2% 4 or more students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

1.1 High-Quality First Time Instruction (PLC, PDSA)

Our school will foster and support strong Professional Learning Communities (PLCs); teachers will collaborate regularly to plan and implement standards-based instruction, design aligned assessments, and develop targeted interventions and enrichment opportunities. Using a continuous improvement model, teachers will analyze student data to refine instructional practices and enhance learning outcomes. The school will maintain a strong focus on grade-level standards and instructional rigor to ensure all students are on a pathway toward college graduation and career readiness, with a particular emphasis on improving literacy across all content areas.

Red Indicators:
All Students-CCI
EL- CCI
Hispanic-CCI
LTEL-CCI
SD-CCI
EL-GRAD
LTEL-GRAD

Strategy/Activity

1.1

Teacher teams will collaborate to deliver effective instruction and intervention in their Professional Learning Communities to eliminate the performance and opportunity gap for all students.

Teacher teams will work to refine Course Credit maps to accurately reflect the content areas that are covered each Learning Cycle including the coursework that is correlated to credits earned.

Teacher teams will collaborate on PDSA cycles to increase student engagement and participation in math.

Steering Committee Teacher Leader attend meetings- Core content area subjects- (ELA, Math, Social Studies, Science, ELD)

Other content areas (Health, Art)

PLC for Instructional Leadership Team (EL Specialist, Counselors, Instructional Coach and Principal) will plan and coordinate the following: the Professional Learning Community (PLC). The MTHS PLC is a vertically aligned model of meaningful curricular delivery collaboration for Alternative Education focused on: district initiatives of Constructing Meaning (CM) and Gradual Release of Responsibility (GRR); schoolwide processes.

Teachers will participate in one Coaching Observation Cycle/Learning Walk with Instructional Coach to support faculty PLC professional learning.

Math teachers will participate with PLC PDSA - continuous improvement plan/ teachers will be able to collaborate on curriculum on release days. The math plan will include a focus on instruction, lesson planning, effective and best teaching strategies to meet the academic needs of ALL students.

1.1a - Support students' Literacy development through planning and implementation of school wide Literacy goals and plans (including writing genres and reading). This would include; planning, implementation, and roll out of instructional team goals and objectives to support language development for students in MTHS 5 week Learning Cycles; This would also be supporting district CM initiative for student literacy development. Provide technology, tools, supplies, books, software as needed for students to meet goals.

The Literacy plan will include using the STAR assessment data to inform instruction on lessons that coordinate with classroom tasks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies materials and supplies Science
1,500 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Subs for PLC/ CM/ GRR
2,000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Steering committee/course lead/Stipend (EWA for Math, Eng/ELD, Sci., SS Teachers)
3,000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries EWA's for ILT, CM GRR Planning, delivering PD, PDSA cycle work
5,000 Actual Expenditures	CSI-ESSA Grant 1000-1999: Certificated Personnel Salaries PDSA, PLC, collaboration
3,500 Actual Expenditures	CSI-ESSA Grant 1000-1999: Certificated Personnel Salaries support Literacy plan
1,145 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies books
4,000 Actual Expenditures	CSI-ESSA Grant 1000-1999: Certificated Personnel Salaries subs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

1.2 Intervention and supports

Our school is committed to ensuring academic success for all students by providing comprehensive intervention, remediation, acceleration, and targeted support. We will implement a multi-tiered system of support (MTSS) to address diverse learning needs, with a particular focus on English Learners (ELs), Students with Disabilities (SWDs), African American students, and Foster/Homeless youth.

Red Indicators:

All Students-CCI

EL- CCI

Hispanic-CCI

LTEL-CCI

SD-CCI

EL-GRAD

LTEL-GRAD

Strategy/Activity

1.2 MTHS will implement and monitor an effective academic intervention program to ensure student academic success in all classes.

MTHS will provide intersession learning opportunities, tutorial/afterschool intervention.

MTHS will have a clear intake process including a new student/ parent orientation and new student assessment day.

MTHS will implement Student Achievement/Attendance contracts for students who need additional support.

1.2a - MTHS will provide additional curriculum support for variable credit earning and learning cycles of instruction (Edgenuity).

1.2a - Teacher and Staff Leaders to implement and maintain "Watch- List." The Watch list is a system to address credit deficiency, truancy, behavior, and GPA < 2.0. Provide support with interventions, intersessions, extended learning opportunities. Students who earn 60% or less credits/ cycle.

1.2a - Systematic systems to support student academic success. Teacher/Staff Leaders to implement and maintain the following interventions: " Student Support Services Referral link, Technology-log system, attendance/assignment make-up time system, Learning Cycle Grade Check, using Synergy notes."

1.2a - Provide students with school supplies for the eight (8) Learning Cycles, interventions, intersessions including WatchList materials.

1.2b - Student attendance, 6th period intervention, support to classified for Teen Parents.

1.2 C)Summer School/Bridge for all students

Sites will implement and monitor an effective summer School program that will support the elimination of the performance and opportunity gap for all students.

1.3 - 7th period intervention (Fall and Spring)

1.3a - Winter intersession

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,500 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Goal 1.2-Certificated WatchList (teachers)
10,000 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Goal 1.2 - materials and supplies
11,500 Actual Expenditures	CSI-ESSA Grant 1000-1999: Certificated Personnel Salaries Fall/Winter/Spring intersession
2,371 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies materials and supplies, extended learning opportunities
20,000 Actual Expenditures	CSI-ESSA Grant 1000-1999: Certificated Personnel Salaries Goal 1.2a - Certificated EWA's Counselors for Intervention & Support
15,000 Actual Expenditures	CSI-ESSA Grant 1000-1999: Certificated Personnel Salaries interventions, tutorials, extended learning opportunities, intersessions
5,179 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Benefits for certificated
5,000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Other certificated EWAs to support student interventions

1,500 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Goal 1.2a- Certificated EWA's Intervention Specialist (WatchList)
1,500 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Goal 1.2a -school supplies/materials/parenting supplies
7,000 Actual Expenditures	CSI-ESSA Grant 1000-1999: Certificated Personnel Salaries other certificated salary, Intervention Specialist meetings with students and parents, evening, tutorial, interventions (object1900-30)
14,860 Actual Expenditures	CSI-ESSA Grant 3000-3999: Employee Benefits certificated benefits
5,923 Actual Expenditures	CSI-ESSA Grant 3000-3999: Employee Benefits classified benefits
6,500 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Goal 1.2a EWA Counselor Watch List
13,000 Actual Expenditures	CSI-ESSA Grant 2000-2999: Classified Personnel Salaries ParaEducator support extended learning opportunities, tutorials, Winter/Spring/Summer session (2100-30)
3,000 Actual Expenditures	CSI-ESSA Grant 2000-2999: Classified Personnel Salaries other classified support salaries - after school intervention and support (2900-30)
2,000 Actual Expenditures	CSI-ESSA Grant 5800: Professional/Consulting Services And Operating Expenditures WI/Summer school bus/transportation (5800)
6,000	Title I Part A: Disadvantaged Students

Actual Expenditures	5700-5799: Transfers Of Direct Costs 5713 Field trips as interventions for students and Teen Parents
60,000 Actual Expenditures	CSI-ESSA Grant 4000-4999: Books And Supplies materials and supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Goal 1.3 English Learners (Newcomers and LTELs)

Our school is dedicated to providing a comprehensive, inclusive education that meets the diverse strengths, needs, and identities of all English Learners, including both Newcomers and Long-Term English Learners (LTELs). We will implement targeted instructional strategies that support language development and academic achievement across all content areas.

With a strong emphasis on literacy, our educators will integrate culturally responsive teaching practices and scaffolded support to help ELs access grade-level content, build academic vocabulary, and develop strong reading and writing skills. Through ongoing assessment and collaboration within Professional Learning Communities, we aim to accelerate English proficiency and close achievement gaps, ensuring all EL students are on a path to college and career readiness.

Red Indicators:

All Students-CCI

EL- CCI

Hispanic-CCI

LTEL-CCI

SD-CCI

EL-GRAD

LTEL-GRAD

Strategy/Activity

1.3 a

EL Student Achievement/Attendance, EL materials and supplies for students

Teacher collaborates with EL Specialist.

Students are informed of the Reclassification process.

Bilingual ParaEducator assigned to assist EL students.

MyOn Reading

CM/GRR strategies used for writing and speaking.

CM tools used like flip chart, discussion cards, and graphic organizers

ALL courses use No Red Ink software.

Reading Challenge to increase reading, students are able to win prizes.

PDSA (Plan.Do.Study.Act) cycles focus on productive group work in math (written and dialogue).

1.3 b

Community Liaison to conduct home visits for re-engagement, communication via US mail, and snacks for ELAC meetings.

Provide information to parents through Talking Points/Blackboard.

Professional Development for EL Staff, including technology

- MTHS will continue to provide PD on CM and GRR.

Teachers meet during PLC and review ELD standards as they relate to content standards.

Teachers create Course Credit Maps.

MTHS works with the District Ed Tech for training.

MTHS will support technology needs to be able to serve EL students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,599 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 1000-1999: Certificated Personnel Salaries EWA's. Student Achievement/ Attendance
1,486 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 3000-3999: Employee Benefits certificated benefits
1,322 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 4000-4999: Books And Supplies materials and supplies
1,500 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 5000-5999: Services And Other Operating Expenditures field trips(5820- transportation)

300 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 5000-5999: Services And Other Operating Expenditures mileage for CL home visits/ (5820)/ gas
200 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 5900: Communications postage
3,000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies snacks Parent Meetings, ELAC and other for EL Stu
4,000 Actual Expenditures	CSI-ESSA Grant 4000-4999: Books And Supplies books

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

1.4 Student with Disabilities

To improve academic outcomes for Students with Disabilities (SWDs) and English Learners with IEPs, the school will invest in and implement interventions, supports, instructional materials, and software. These resources will support differentiated instruction and personalized learning, ensuring that all students can meaningfully engage with grade-level standards.

Progress will be monitored through IEP goal tracking, formative assessments, and regular data review within collaborative teams. The goal is to reduce the achievement gap for SWDs and ELs with IEPs by increasing the percentage of students meeting IEP goals.

Red Indicators:
All Students-CCI
EL- CCI
Hispanic-CCI
LTEL-CCI
SD-CCI
EL-GRAD
LTEL-GRAD

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Actual Expenditures	CSI-ESSA Grant 1000-1999: Certificated Personnel Salaries IS tutorial support
Actual Expenditures	EWA. College.Career Focus committee; school wide lessons

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

1.5 Technology

The school will ensure that all students and teachers have equitable access to educational technology tools, including devices, digital platforms, and instructional software, to enhance teaching and learning.

Red Indicators:

All Students-CCI

EL-CCI

Hispanic-CCI

LTEL-CCI

SD-CCI

EL-GRAD

LTEL-GRAD

Strategy/Activity

1.5

MTHS will ensure technology is used to deliver effective instruction by having class sets of Chromebooks.

Teachers will receive PD on tech. apps and educational software (Go Guardian, Synergy, No Red Ink, MyOn, Edgenuity, Renaissance, Ehallpass, Talking Points, Blackboard, Language Line).

MTHS will provide student Chromebooks and have up-to-date technology for teachers including projectors.

1.5a - Provide supplemental technology for student use to support and enhance learning in core area subjects: and to prepare for all state mandated assessments. The technology support will include but not limited to Chromebooks, Chromebook battery replacements, headsets, LCD bulbs, portable LCD projector, batteries, speaker system for safety coordination and other technology.

Content area teachers will design lessons with embedded use of technology (i.e. Google Classroom, No Red Ink, Kahoot, Padlet, Google docs) supported by Tech Dept./Site Ed. Tech.

Students will complete Digital Citizenship lessons (District Ed. Tech goals); use of 4 C's Collaboration, Critical Thinking, Creativity, Communication.

Students understand how to use Student Vue.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Actual Expenditures

Source(s)

Title I Part A: Disadvantaged Students
5800: Professional/Consulting Services And
Operating Expenditures
Technology Projector Installation/Professional
consulting offices, software license, 5850

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

1.6 College and Career Readiness

The school will strengthen college and career readiness pathways by expanding access to support programs such as AVID and PUENTE, increasing counselor-led academic and career guidance, and engaging families through targeted parent nights and workshops. These efforts will ensure that all students—particularly those from historically underserved backgrounds—are prepared for postsecondary success.

Red Indicators:

All Students-CCI

EL- CCI

Hispanic-CCI

LTEL-CCI

SD-CCI

EL-GRAD

LTEL-GRAD

Strategy/Activity

1.6 A) Field trips for all students for educational purposes including technology, arts, sciences, colleges and other educational purposes.

These field trips can expose students to post secondary and career options.

Field trip for teen parents and their infants to reinforce and explore developmental phase of parenting and child rearing process.

Explore potential locations: Aquarium, Happy Hollow Park, Zoo, Gilroy Gardens

1.6 B) Students will have a Diploma Record Card (DRC) and quarterly academic intervention plan to ensure graduation requirements are met. To have a successful college and/or career pathway, students will make a post-secondary plan prior to graduation.

Students will have learning opportunities for intersession and/or tutorial.

Teachers will provide College/ Career Focus lessons using Naviance and/or Career Safe.

Teachers will be provided with Homeroom lessons.

Counselors will develop plans and communicate with students and parents regarding progress towards graduation and credit recovery.

Counselors will conduct a student/parent orientation to communicate programs and resources.

College and Career guest speaker series/ FAFSA workshops/ 7 Steps to Success; Hartnell College applications; Counseling I class

Credit recovery/Make- up procedures/Mandatory orientations/Alt. Ed intake/New Student Assessment

College and Career Focus committee will create lessons for schoolwide implementation.

Workshops.

Field trips.

Counseling ACSA plan.

Calendar

Custom Student planner is a work in progress for the 23-24SY.

Supplies for students/ college and career awareness

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Actual Expenditures

LCFF Site
5000-5999: Services And Other Operating Expenditures
Transportation (bus passes) 5800

500

Actual Expenditures

LCFF Site
5000-5999: Services And Other Operating Expenditures

	Professional Consulting Services (5800)
25,107 Actual Expenditures	CSI-ESSA Grant 5000-5999: Services And Other Operating Expenditures overnight student field trips (5800)/ field trips entrances, etc
50,000 Actual Expenditures	CSI-ESSA Grant 5000-5999: Services And Other Operating Expenditures transportation field trips/ extended learning

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Actual Expenditures	
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Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Actual Expenditures	
Actual Expenditures	

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Actual Expenditures	
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Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Actual Expenditures

Actual Expenditures

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 deleted.

ANALYSIS

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

The implementation of the strategies is ongoing. We are working towards the continuous engagement cycles to improve students' academic achievements.

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

Budget expenditures change throughout the year when the intended goals need adjustments.

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.

Changes that were made are aligned to the continuous engagement cycle in the areas of math.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2: SUHSD will recruit, hire, retain, and develop staff who are qualified, high-performing, diverse, and culturally responsive.

Goal 2

MTHS will recruit, hire, retain highly qualified teachers.

MTHS will provide PD (on-site support)

MTHS will provide New teacher support

MTHS will provide opportunities to increase College and Career readiness to students

MTHS Leadership team attends additional training to support teachers in a positive, professional and goal oriented environment.

Identified Need

Master Schedule

Increase of College and Career readiness goals

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher Retention	100% of teachers to have PD through EL Achieve	100% access to PD and use of existing funds
Professional Development	100% of the teachers will participate in at least one professional development	Continue providing access to professional development for all MTHS teachers.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

2.1 PD for new teachers and staff, EL, SWD, district initiatives

By the end of the academic year, the school will increase student achievement across all core content areas by strengthening high-quality, differentiated instruction through targeted professional development and the integration of culturally responsive pedagogy, literacy strategies, and educational technology. Special emphasis will be placed on supporting English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWD) to ensure equitable access to academic content.

Strategy/Activity

2.1 a) To recruit and retain highly qualified teachers.

MTHS Leadership team attends additional training (Cognitive Coaching, Adaptive Schools).
Continue to attend conferences (Model Continuation Schools Conference, PBIS, etc)

2.1 B) MTHS will provide certificated and classified employees with Professional development aligned to district initiatives.

MTHS will focus on CM/GRR, ELD stds, Common Core stds, PDSA Continuous Improvement cycles, including Technology to increase strategies used in the classroom to assist all students in all content area.

2.1 B-1) Teachers and counselors will have opportunities to attend P.D. to support District initiatives, State Continuation Schools conference, updates regarding new accountability systems and sustaining model school status, etc. and programs (5Star Student)

2.1 B-2)) Professional Development to support College and Career in an alternative education school site.

2.1 C) Supports and resources will be provided by the Instructional Coach to the New Teachers to ensure retention and professional development.

These supports and resources will be provided during common prep and PLC.

MTHS veteran teacher will support as a mentor to provide guidance and support.

2.1 D Memberships/Associations to continue collaborating with CA Continuation Education Schools program (CCEA+)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

25,000

Actual Expenditures

Source(s)

CSI-ESSA Grant
5000-5999: Services And Other Operating
Expenditures
PD Conferences

15,000

Actual Expenditures

Title I Part A: Disadvantaged Students
5000-5999: Services And Other Operating
Expenditures
Professional Development Training Travel
Conferences (5200 code)

7,900

Actual Expenditures

LCFF Site
5000-5999: Services And Other Operating
Expenditures
Travel and conference (5 Star Student program)

1,000

LCFF Site

Actual Expenditures

5000-5999: Services And Other Operating Expenditures
(5300) dues and memberships

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Actual Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Actual Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	

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 deleted.

ANALYSIS

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

Continue to provide new teacher support for the new MTHS teachers and new staff.

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

Continue to increase budget when provided allocations to support our new teachers and new staff.

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

Continue to provide Professional Development opportunities to all MTHS teachers/staff.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 3: SUHSD will provide a safe, caring, responsive, and positive school environment for all students, staff, and families.

Goal 3

MTHS will continue to develop and implement PBIS- Be M.O.R.E. by increasing training for social emotional support and increasing parent engagement.

MTHS will create a special event for the MTHS female students to empower, inspire and support with opportunities of growth, health and learning by building connections and encouraging post-secondary options. This will create a culture of unity and solidarity among female students at MTHS.

MTHS will have a special event for male students during Spring semester. Students will be able to hear inspirational stories from local professionals to motivate them with future career goals and to address the unique needs of MTHS students.

MTHS will continue to hear student voices and create experiences that meet their academic and social emotional needs.

MTHS will strengthen the Restorative Justice practices through providing more opportunities for circles, repairing the harm and building connections with school activities.

Use social media, Facebook, to announce MTHS events and success stories.

Identified Need

Increase student knowledge on PBIS- Be M.O.R.E.

Provide SEL/Trauma Informed Practice and Healing training for staff

Increase parent engagement meetings

Provide a special event to encourage positivity on and off school campus.

Provide PD for parents on LGBTQT (issues and resources).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspended for at least one day ALL- 6.1% Increased by 5.8% RED ELL- 8.2% increased by 8.2% ORANGE LTEL- 7.5% increased by 7.5 ORANGE SED- 6.6% increased by 6.2% RED SWD- 4.8 increased by 2.2% ORANGE Hispanic 6.3% increased by 5.9% RED	Decrease by % Suspended for at least one day ALL- 6.1% Increased by 3% ELL- 8.2% increased by LTEL- 7.5% increased by SED- 6.6% increased by 3% SWD- 4.8 increased by Hispanic 6.3% increased by

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Decrease by % N/A	Decrease by % ALL
Parent Engagement	Increase parent engagement by %	Increased involvement of parents by %
Wellness Center Data	% of wellness center referrals resulted in contacts with students	% of wellness center referrals positive student contact with providers

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

3.1 MTSS (Behavioral and Social Emotional)

The school will foster a safe, inclusive, and supportive learning environment by implementing a tiered system of behavior supports and interventions. Staff will receive professional development to effectively address the social, emotional, behavioral, and mental health needs of all students, including English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), and other historically underserved student groups.

Red Indicators: All Students, Hispanic,SD- SUSP

Strategy/Activity

3.1

All schools will coordinate, implement and evaluate their PBIS program; PBIS teams will use technology to ensure PBIS implementation, data

Site:

3.1a - PBIS team members will continue to maintain a positive and safe school climate conducive to learning including special event (supplies).

Team will be released once a quarter. Principal will attend at least one PBIS professional development conference. MTHS will continue to use Alt. Ed referral system./WatchList/CICO

3.1b - Campus Security Officer for support with safety and PBIS./ safety and school culture.

3.1c - Materials to support Safety, PBIS and school supplies, including bus passes. MTHS will continue to support Be M.O.R.E. Student of the Month awards and assemblies, supplies for meetings; a special event will be held to support students with opportunities for growth, health and learning, positivity and unity. Continue to host special events and activities that are tied in with academics and social emotional wellness.

3.1d - Professional consulting with Wonder Wood for social emotional support and increase attendance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,500 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Materials and supplies for PBIS, student recognition, supplies for meetings, supplies for special event
Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures non capitalized equipment/school banners
Actual Expenditures	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

3.2 Safe and caring campus environment

The school will create a physically and emotionally safe, welcoming, and inclusive campus environment by hiring and training site staff, including campus security, who will actively engage with students and the community to support schoolwide behavior expectations and contribute to a positive school climate.

Red Indicators: All Students, Hispanic,SD- SUSP

Strategy/Activity

3.2

Students will be provided with medical and socio-emotional support services. Priority will be given to EL, FY, SED, SWD, LGBTQ, Youth in Transition, and Pregnant/ Parenting students.

Site:

3.2 a Professional development for certificated and classified staff for Trauma Informed Practice/SEL

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

3.3 Family Engagement

The school will strengthen family engagement by providing educational workshops and access to school and community resources, ensuring families are equipped to support their students' academic progress and overall well-being.

Red Indicators: All Students, Hispanic,SD- SUSP

Strategy/Activity

3.3

MTHS will ensure Parent and Community Engagement to promote safe, caring, and healthy learning environments for all students.

MTHS will provide training on Parent Vue.

Site:

3.3a Conduct a student/parent orientation to communicate programs and resources. Provide supplies/materials.

3.3b Support Parent Communication through Parent Meetings, phone, mail, internet and website.

3.3c - Classified staff will perform home visits, attend parent meetings to support students and parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Actual Expenditures

LCFF Site
1000-1999: Certificated Personnel Salaries
3.3b - Webmaster

300 Actual Expenditures	Title I Part A: Parent Involvement 5900: Communications postage
318 Actual Expenditures	Title I Part A: Parent Involvement 4000-4999: Books And Supplies materials and supplies/ snacks parent mtgs
Actual Expenditures	LCFF Site 5800: Professional/Consulting Services And Operating Expenditures MST bus passes
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

3.4 Foster/Homeless Youth

The school will provide equitable academic and social-emotional support for foster youth (FY) and homeless youth (HY) by ensuring access to essential services, transportation, school supplies, and mental health supports, enabling full participation in the educational program.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

3.5 Chronic Absenteeism

The school will improve student engagement and daily attendance by implementing a data-driven system in which intervention and attendance teams monitor attendance patterns and provide timely, targeted supports to students and families.

Strategy/Activity

ADD STRATEGIES TO MONITOR CA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

3.6 Community Schools

Implement and evaluate the four California Community Schools Partnership Program (CCSPP) pillars, which include integrated student support, family and community engagement, collaborative leadership and practices, and extended learning time and opportunities.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 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 deleted.

ANALYSIS

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

Continue support the PBIS efforts of Be M.O.R.E. and student recognition along with student activities/events.

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

Continue to provide additional allocated funding for PBIS Be M.O.R.E. efforts.

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.

Continue to decrease student suspension/ increase alternatives to suspension, increase attendance rates.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF Site	24,900	0.00
Title I Part A: Disadvantaged	66,695	0.00
Title I Part A: Professional	0	0.00
Title I Part A: Parent Involvement	618	0.00
Title I Part A: SES	0	0.00
Title III Part A: Language Instruction	11,407	0.00
CSI-ESSA Grant	268,890	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
CSI-ESSA Grant	268,890.00
LCFF District	2,018.00
LCFF Site	24,900.00
Title I District	30,000.00
Title I Part A: Disadvantaged Students	66,695.00
Title I Part A: Parent Involvement	618.00
Title III Part A: Language Instruction for LEP Students	11,407.00