School Year: 2026-27

School Plan for Student Achievement

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Menlo-Atherton HS	050170	April 23, 2027	May 20th, 2027

Purpose and Description

Menlo-Atherton High School's School Plan for Student Achievement (SPSA) sets measurable goals aligned with both M-A's WASC plan and Sequoia Union High School District's LCAP (Learning and Continuity and Attendance Plan) Goals. The strategies and action items in the plan outline how Menlo-Atherton will support student achievement in the 2026-27 school year and work to meet the established measurable goals.

During the 2025-26 school year, M-A has continued to focus on integrating a full-time restorative justice staff member into the campus community. We also continued the implementation of a new class, Intercultural Leadership, in an attempt to increase our school's capacity for celebrating and learning about the various cultures in our community. As a whole staff, we have focused on collaborating around horizontal and vertical alignment, and we have made some progress in subject ares such as in our ELD/ ELA courses. M-A has also successfully built a level one CTE course, Biotech one and two and next year we look forward to offering the second course in this CTE pathway.

Moving to the 2026-27 school year, M-A will continue to support the efforts to create more belonging on campus through the intercultural leadership class, the addition of more 9th-grade elective courses including the beginning of a Mariachi Band class in the 2026-27 school year, and through the increased presence and constructive relationships with a wide range of community-based organizations. M-A will shift some of our collaboration time from a focus on alignment to a focus on

supporting individual students identified as struggling in our classrooms, while we maintain an alignment goal for our academic departments and shift some of this work to department meeting times.

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

In the middle of the 2022-23 school year, Menlo-Atherton restructured our Site Council to comply with California Education Code requirements. This structure has continued into the 2025-26 school year and provides for more consistent discussion among students, parents, and staff regarding the review and creation of the School Plan for Student Achievement. Site Council reviews and discusses the strategies of the 2025-26 SPSA and has been looking at, discussing, and providing feedback on the SPSA for the 2026-27 school year since January. The goals and strategies of the SPSA have also been presented and discussed with our school's ELAC committee and our school's shared decision-making council (SDMSC), where staff, students, and parents not involved in Site Council can provide input. The goals in the SPSA align with those established through the WASC accreditation process, which we completed in April of 2025.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Increase academic success for all students as measured by CAASPP/CAST, Graduation rates, AP participation and pass rate, ELPAC Results

SUHSD LCAP Goal # 2: The District will improve the academic performance of student subgroups who score "very low" in ELA and Math, as determined by CAASPP results and indicated on the CA Dashboard.

SUHSD LCAP Goal # 5: The district will continue to increase the number of English Learner students for reclassification and focus on monitoring academic progress for EL and RFEP students.

Identified Need

While students at Menlo-Atherton High School performed at a slightly lower rate than the previous year on state-wide assessments that measure Junior year students on their learning, the overall performance trend is relatively consistent over the course of several years. M-A's consistently high number of students taking AP exams and experiencing a high level of success on these exams also continues to be high. And in the 2024-25 year, M-A also saw a few more of our EL students demonstrate progress on the ELPAC exam, with more students moving up a level than in the prior year; we expect this trend to continue in the 2025-26 school year.

The area of identified need lies in the lower number of students in our significant subgroups who are scoring below our school average on the junior year state assessments. We will address this need by using our staff collaboration time to focus on individual students who need support in our classrooms and school programs, working to identify strategies that can further engage these students in school and further support their academic growth. We will also continue to support the vertical alignment organization of curriculum, especially in subjects like ELD/ELA courses that serve our English Language Learners, and where we are working to explicitly tie curriculum to the expectations on the ELPAC exam. Most of our strategies, in general, are geared toward supporting individual students, such as supporting AVID students in visiting colleges or supporting EL students with our EL support coordinator, or supporting additional paraprofessionals in math, English, and ELD/ELA classrooms.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	**2025: 90.9% of Graduation Cohort (547 stds)** 2024: 90.7% 2023: 91.5% 2022: 89.6 % 2021: 88.5% 2020: 88.7%	Increase by 2% points
2024-25 ELA SBAC scores *(All SBAC scores reflect the assessment of Junior students in the year tested)* (There was no CAASPP assessment in 19-20 or 20-21)	**ELA Overall: (455 total students)** **69.32% met or exceeded in 24-25** 72.01% met or exceeded in 23-24 67.42% Met or Exceeded in 22-23 70.6 % Met or Exceeded in 21-22 73.6% Meet or Exceeded in 18-19 55.7% Met or Exceeded in 17-18 **Latin X students:** (174 stds) 45.24% met or exceeded in 24-25 47.96% met or exceeded in 23-24 38.17% met or exceeded in 22-23 46.4% met or exceeded in 21-22 53% met or exceeded 18-19 25% met or exceeded in 17-18 **Latin X (Non EML):** **64.41% met or exceeded in 24-25** 67.67% met or exceeded in 23-24 **African-American:** (16 stds) 25% Met or Exceeded in 2024-25 46.67% met or exceeded in 23-24 42.8% met or exceeded in 22-23 28% met or exceeded in 21-22 39% met or exceeded in 18-19 29% met or exceeded in 17-18 **Pacific Islander/ Hawaiian:** (27 stds) 48% met or exceeded in 2024-25	Increase to our highest completion rate in the past five years, or continue increasing current high points by 3%.

	35.29% met or exceeded in 23-24 40.91% met or exceeded in 22-23 23.53% met or exceeded in 21-22 33.3% met or exceeded in 18-19 19% met or exceeded in 17-18 **SPED:** (59 stds) 36.11% met or exceeded in 24-25 33.34% met or exceeded in 23-24 22.86% met or exceeded in 22-23 31.7% met or exceeded in 21-22 26.9% met or exceeded in 18-19 18.5% met or exceeded in 17-18	
2025 Math SBAC Scores *(All SBAC scores reflect the assessment of Junior students in the year tested)* (There was no CAASPP assessment in 19-20 or 20-21)	**Math Overall: (458 total students)** **50.87% met or exceeded in 24-25** 54.27% met or exceeded in 23-24 49.04% met or exceeded in 2022-23 52.4% met or exceeded in 2021-22 55.2% met or exceeded in 18-19 46.2% met or exceeded in 17-19 **Latin X Students:** (174 stds) 17.82% met or exceeded in 24-25 17.37% met or exceeded in 23-24 15.22% met or exceeded in 22-23 17% met or exceeded in 21-22 25.6% met or exceeded in 18-19 13.2% met or exceeded in 17-18 **Latin X students (Non-EML):** 26.05% met or exceeded in 24-25 26.83% Met or exceeded in 23-24 **African-American:** (16 stds) 9.09% met or exceeded in 24-25 13.33% met or exceeded in 23-24 5.56% met or exceeded in 22-23 12.5% met or exceeded in 21-22 10% met or exceeded in 18-19 3.5% met or exceeded in 17-18 **Pacific Islander:** (27 stds) 8% met or exceeded in 24-25 6.25% met or exceeded in 23-24 9.52% met or exceeded in 22-23 0 % in met or exceeded in 21-22 5.2% met or exceeded in 18-19 3.2% met or exceeded in 17-18 **Special Ed:** (59 stds) 14.28% met or exceeded in 24-25 10.32% met or exceeded in 23-24 7.69% met or exceeded in 22-23	Increase to our highest completion rate in the past five years, or continue increasing current high points by 3%.

	12.1% met or exceeded in 21-22 2% met or exceeded in 18-19 3% met or exceeded in 17-18	
Progress on ELPAC Exam (Reported on California Dashboard) Measures the percentage of students who are moving up at least one level on the English Learner Progress Indicator (ELPI) Levels: ELPI 1 ELPI 2L ELPI 2H ELPI 3L ELPI 3H ELPI 4	**Last year, 24-25:** 39.2% of students improved one level on the ELPAC Exam 47.2% maintained their current level 13.6% declined by a level **<u>In 23-24</u>** 35.2% improved an ELPI level on the Summative ELPAC .8% maintained level 4 status 43.9% maintained levels 1, 2L, 2H, 3L, or 3H 20.2% decreased a level	
Reclassification Rate: Students who Reclassify to Fluent English Proficient, or RFEP. (Reclassification rates will fluctuate depending on the number of students who have just arrived at M-A compared to the number of students who have been in our program for 3 to 4 years)	**2024-25: 8.33% Reclassified to English Proficient (360 Total EML students)** 2023-24: School Year: 9.41% 2022-23: School Year: 12.47% 2021-22 School Year: 5.0% 2020-21 School Year: 3.6% 2019-20 School Year: 4.4% 2018-19 School Year: 2.8%	Increase reclassification rate by 3%
AP Participation and Pass Rates	**24-25:** # of students: 744 Total exams: 1855 # passing with a 3 or higher: 706 Percent passing 3 or higher: 95% Percent passing with a 5: 45% **23-24:** # of Students: 768 Total Exams: 1856 # passing with 3 or higher: 721 Percent passing 3 or higher: 93.88% **22-23:**	

	# of Students: 727 Total Exams: 1679 # passing with 3 or higher: 670 Percent passing 3 or higher: 92.16% **21-22:** # of Students: 653 Total Exams: 1,439 # passing with 3 or higher: 597 Percent passing 3 or higher: 91.42% **20-21:** # of Students: 674 Total Exams: 1,394 # passing with 3 or higher: 549 Percent passing 3 or higher: 81.45%	

Strategy/Activity 1

Students to be served by this Strategy/Activity

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

All Students

Strategy/Activity

Collaboration Time Dedicated to Supporting Struggling Students:

SUHSD LCAP Goal # 2: The District will improve the academic performance of student subgroups who score “very low” in ELA and Math, as determined by CAASPP results and indicated on the CA Dashboard.

Subject area teams will work to identify individual students who are struggling, including looking specifically at students with IEPs, 504s, EML students, AVID students, students on the cusp of being A-G eligible, and after identifying will work to develop strategies to support individual students, whether through additional scaffolding, changing assessment practices, or working with on site resources to such as a case manager to provide additional support.

Amount(s)	Source(s)
N/A	

Strategy/Activity 2

Students to be served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase the use of Schoolytics as a tool for staff to track students' progress toward graduation and A-G eligibility. This tool can support the work staff will do in their collaboration time and will provide a way to examine and track overall progress for individual students.

- Provide school-wide training at a staff meeting
- Create dedicated time for students to look at the Schoollytics once a semester
- Identify students that staff can work with and brainstorm ways of supporting them in their collaboration teams.

Amount(s)	Source(s)
N/A	

Strategy/Activity 3

Students to be served by this Strategy/Activity

All students

Strategy/Activity

Departmental focus on Horizontal and Vertical alignment:

Each department will set a manageable goal for the further development of horizontal and vertical alignment in their department around assessment practices, with work to be supported in department time and foundation-funded collaboration time outside of school hours. The school will continue to support release time for teams to work on pacing guides and assessment/ rubric building. Some teams and departments may choose to focus on this work during collaboration time.

Specifically, the school, with the support of the Bilingual Resource Teachers or BRT, will work to support alignment of language expectations/ demands in EML content courses.

Amount(s)	Source(s)
$5,000 (Teacher Release Days)	District Funds

Strategy/Activity 4

Students to be served by this Strategy/Activity:

Students in the AVID Program, grades 9 through 12

Strategy/Activity

Provide paid Tutors for the AVID program:

AVID tutors will support the tutorial process in all four AVID classes during the day, helping students learn valuable inquiry and problem-solving skills while providing support for students in their core academic classes.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)	
$35,000 AVID tutors	District Funding	

Strategy/Activity 5

Students to be served by this Strategy/Activity

Students with special needs

Strategy/Activity

Provide staff-wide PD on the modified grade process, who qualifies, who might benefit, and the need for parent agreement. The goal is to increase awareness of this strategy in support of student learning and continued student engagement in the classroom.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	

Strategy/Activity 6

Students to be served by this Strategy/Activity

Students with special needs

Strategy/Activity

Fund the **Small Testing Coordinator position**, which allows the school to meet the accommodations of students with special needs by providing a space and a proctor who is available throughout the day to manage and proctor small setting testing.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$70,000	Site Discretionary (FFF)

Strategy/Activity 7

Students to be served by this Strategy/Activity

Long-term English Learners:

Strategy/Activity

English Learner Support Coordinator:

SUHSD LCAP Goal # 5: The district will continue to increase the number of English Learner students for reclassification and focus on monitoring academic progress for EL and RFEP students.

Our English Learner Support Coordinator will work on a .2 release with the goal of providing curriculum and instructional support to teachers who are working with Long Term English Learners, with a focus on providing resources for building students' skills related to the ELPAC exam.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
.2 FTE	District Staffing

Strategy/Activity 8

Students to be served by this Strategy/Activity

All students

Strategy/Activity

Offer instructional support for English Learners in the form of paraprofessionals in the classroom, tutoring, academic support classes, and individual support:

SUHSD LCAP Goal # 2: The District will improve the academic performance of student subgroups who score “very low” in ELA and Math, as determined by CAASPP results and indicated on the CA Dashboard.

SUHSD LCAP Goal # 5: The district will continue to increase the number of English Learner students for reclassification and focus on monitoring academic progress for EL and RFEP students.

Continue funding the Bilingual Resource Teacher (BRT) for a full-time position, which supports outreach and communication to parents, instruction in the classroom, and helps to provide individual support for students struggling in the classroom.

Sequoia Aspiration Advocate Program (SAAP) Coordinator: The SAAP coordinator identifies 60 highest-need students in the 9th grade and continues supporting students through the 10th grade. The coordinator provides one-on-one support, mentoring opportunities, behavior intervention and coaching, push-in support to classrooms, and pull-out support for individual students. Many of these students are LTEL students.

After-school tutoring and writing Centers: Provide funding for teachers and paraprofessionals to staff tutoring centers Monday through Thursday after school. **The Writing Center** is staffed by English teachers.

Paraprofessional support in the classroom:

- One Bilingual Paraprofessional for English Learners (Title One Funds)
- Two short-term bilingual paraprofessionals for English Learners (ELL Funds)

- Two Paraprofessionals for the Math program (Site Discretionary)
- One Paraprofessionals for the English Program (Site Discretionary)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$165,000 for SAAP Coordinator position	District staffing
$115,000 After-School Tutoring, Writing Center	Site Discretionary (FFF)
$67,000 Bilingual Paraprofessional	Title 1
$100,000 (2) Bilingual Paraprofessionals, short term	ELL Allocation
$150,000 (3 total) English and Math support Paraprofessionals	District Funding

Goal 2

Increase student preparedness for post-secondary success as measured by A-G Eligibility, College and Career Indicator, and CTE Pathway Completion.

SUHSD LCAP Goal # 3: The District will improve the results of student groups scoring “very low” (red) on the College and Career Readiness indicator and those student groups scoring “very low” (red) on the graduation rates on the CA Dashboard.

Identified Need

Students at Menlo-Atherton High School have met A through G eligibility at roughly an average of 65% over several years, though the percentage of students who met A through G eligibility in the graduating class of 2025 was 64%. Impressively, the number of students who met the State of California’s College and Career Readiness indicator did significantly increase on the 2024-25 school year, with 67.8% meeting this indicator versus 58% the year before. This rate has increased because more students are completing CTE pathways and earning dual credit in at least one course, and more students are taking AP exams while also earning a satisfactory score on at least one state assessment.

M-A’s identified needs rest in the low rates of students in our significant subgroups who are meeting A through G eligibility, specifically students in our Latinx subgroup who met this eligibility at a lower rate in 2024-25, as they have in prior years. While M-A needs to continue to support the growth of CTE pathways, M-A also needs to support students in our significant subgroups in meeting A through G eligibility. Hence, M-A will continue to support our AVID program by providing funding for academic tutors as well as funding for college field trips. As mentioned in Goal One of this plan, M-A will also

focus our staff collaboration time around the support of individual students in the classroom, including students who are on the cusp of meeting A through G.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A through G Completion Rate	Overall A through G completion rate for each of the following graduating classes: **64% in 2025** 64.1% in 2024 66.5% in 2023 66.8% in 2022 67.4% in 2021 67.1% in 2020 63% in 2019 62.4% in 2018 **Specific Subgroups:** Latin x Students: (n = 184) **26.09% A-G eligible class of 2025** 35.4% A-G eligible class of 2024 35.8 % in 2023 38.5% In 2022 40.8% in 2021 44.1% in 2020 35.8% in 2019 31.1% in 2018 Latin X stds (non-EML): (n=130) **36.2% A-G in 2025** 51.2% A-G in 2024 50% A-G in 2023 55.8% in 2022 41% in 2021 53.4% in 2020 41.7% in 2019 African American Students: (n =14) **57.4% A-G eligible class of 2025** 42.9% A-G eligible class of 2024 29.6% in 2023 36.0% in 2022 21.7% in 2021	Increase our highest completion rate in the past five years or increase the current high points by 3%.

	28.6% in 2020 37% in 2019 5.3% in 2018 <u>Pacific Islander Students:</u> (n = 17) **17.65% A-G eligible class of 2025** 12.5% A-G eligible class of 2024 18.8% in 2023 44% in 2022 18.2% in 2021 23.3% 2020 25% in 2019 28.6% in 2018 <u>Special Education:</u> (n=61) **16.4% A-G eligible class of 2025** 20.9% in 2024 29.3% in 2023 20.7% in 2022 23.1% in 2021 22.2% in 2020 15% in 2019 2.9% in 2018	
CTE Enrollment and completion of CTE Pathway	**<u>2024-25:</u>** **16%** of our graduating class also completed a CTE pathway **<u>906 students enrolled in a CTE course</u>** **<u>2023-24:</u>** **771** students enrolled in a CTE course **19%** of our graduating class also completed a CTE pathway. **<u>2022-23:</u>** **660** students enrolled in a CTE course **28%** of our graduating class of 2023 also completed a CTE pathway **<u>2021-22:</u>**	

	639 students enrolled in a CTE course **23%** of our graduating class of 2022 completed a CTE pathway 33% of our CTE pathways are currently dually enrolled with local community colleges, meaning students earn both high school graduation and college credit.	
College and Career Indicator Reported on the California Dashboard. Students are defined as "prepared' based on a variety of measures: Scoring 3 on both Math and ELA CAASP exams, taking AP classes, completing two Dual Enrolled Classes, or completing CTE pathways.	**Graduating Class of 2025:** (537 students) **67.8% Prepared** 9.3% Approaching 22.9 Not prepared **Graduating Class of 2024** (558 students) 56.6% Prepared 14% Approaching 29.4% not prepared **Graduating Class of 2023:** (515 students) 61.5% Prepared 15.4% Approaching 23.1% No Prepared **(Statewide**, 51.7% of students are considered prepared for College or Career based on this indicator in the graduating class of 2025)	Increase by 3% the number of students who are prepared on the CCI.

Strategy/Activity 1

Students to be served by this Strategy/Activity

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

All Students

Strategy/Activity

Collaboration Time Dedicated to Supporting Struggling Students:

SUHSD LCAP Goal # 2: The District will improve the academic performance of student subgroups who score “very low” in ELA and Math, as determined by CAASPP results and indicated on the CA Dashboard.

SUHSD LCAP Goal # 3: The District will improve the results of student groups scoring “very low” (red) on the College and Career Readiness indicator and those student groups scoring “very low” (red) on the graduation rates on the CA Dashboard.

Subject area teams will work to identify individual students who are struggling, including looking specifically at students with IEPs, 504s, EML students, AVID students, students on the cusp of being A-G eligible, and after identifying will work to develop strategies to support individual students, whether through additional scaffolding, changing assessment practices, or working with on site resources to such as a case manager to provide additional support**.**

Amount(s)	Source(s)
N/A	

Strategy/Activity 2

Students to be served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase the use of Schoolytics as a tool for staff to track students' progress toward graduation and A-G eligibility. This tool can support the work staff will do in their collaboration time and will provide a way to examine and track overall progress for individual students.

- Provide school-wide training at a staff meeting
- Create dedicated time for students to look at the Schoollytics once a semester
- Identify students that staff can work with and brainstorm ways of supporting them in their collaboration teams.

Amount(s)	Source(s)
N/A	

Strategy/Activity 3

Students to be served by this Strategy/Activity

Juniors and Seniors

Strategy/Activity

New CTE Pathway: Biotech 1-2 and the new course Biotech 3-4, which we will begin offering next year.

SUHSD LCAP Goal # 3: The District will improve the results of student groups scoring “very low” (red) on the College and Career Readiness indicator and those student groups scoring “very low” (red) on the graduation rates on the CA Dashboard.

Next year, we will be offering the second course in our new pathway, Biotech 3-4, which will allow students to complete a Career Technical Pathway aligned with Skyline Community College’s biotech program. Students will also be able to earn college credit for both courses in the sequence. This is the first new and complete pathway that we have developed in several years.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	

Strategy/Activity 4

Students to be served by this Strategy/Activity

EL students

Strategy/Activity

Exploration and Development of CTE pathway for EML (emerging multi-lingual learners) students in the field of Entrepreneurship:

This strategy will address LCP goal # 3: The District will improve the results of student groups scoring “very low” (red) on the College and Career Readiness indicator and those student groups scoring “very low” (red) on the graduation rates on the CA Dashboard.

Together with the district office, M-A will explore adding an entrepreneurship CTE pathway that would also align with a community college program. Next year will be the exploration year, during which we will look to identify staff members interested in working with community colleges to provide dual-enrolled world language courses for EML students, and staff interested in developing curriculum for an Entrepreneurship course.

Amount(s)	Source(s)
N/A	

Strategy/Activity 5

Students to be served by this Strategy/Activity

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

All Students

Strategy/Activity

Development of curriculum and resources to assist every student in making an informed post-secondary plan:

Counseling Curriculum is provided by both school counselors and college and career counselors. School, college and Career counselors are collaborating around 8 counseling lessons provided to students over the course of their 4-year career, two per grade level, lessons about career exploration, post-secondary options, course selection, wellness, and financial aid.

M-A will continue providing students with the ability to create a 4-year high school plan during College and Career Day.

Moving forward, M-A will work on coordinating all resources in one place for students to be able to access, and coordinating these resources so that our support providers on campus can also review them with students.

Amount(s)	Source(s)
N/A	

Strategy/Activity 6

Students to be served by this Strategy/Activity

All Students

Strategy/Activity

Expanded Parent Education:

This strategy will address LCP goal # 3: The District will improve the results of student groups scoring “very low” (red) on the College and Career Readiness indicator and those student groups scoring “very low” (red) on the graduation rates on the CA Dashboard.

Hold Quarterly informational meetings in Spanish and English, regarding A through G requirements, the course selection process, post-secondary options, and services on campus to support students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$2,000	District funding

Strategy/Activity 7

Students to be served by this Strategy/Activity

All students - A-G or CTE Completion

Strategy/Activity

College and Career Day:

M-A revamped College and Career Day during the 2024-25 school year, and we will continue with the new format next year, working to improve the attendance of seniors in our Career Panels. M-A will continue offering career panels for seniors and the PSAT to all junior students. Seniors will also continue to have the option of taking the SAT on this day as well. Sophomores will have the option of taking the PSAT or visiting a local college. The goal for freshmen will be to stay on campus and engage in activities around goal setting, career exploration, and the creation of a 4-year high school plan

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$10,000 for buses ($5,000 PTA/ $5,000 SD)	PTA and District Funding
$10,000 for PSAT administration	Site Discretionary (FFF)

Strategy/Activity 8

Students to be served by this Strategy/Activity

All students in AVID

Strategy/Activity

Support AVID field trips to 4-year colleges: Continue to provide funding to support students in the AVID program exploring the different 4-year college options available to them in the state of California.

Amount(s)	Source(s)
$15,000	Site Discretionary

Strategy/Activity 9

Students to be served by this Strategy/Activity

EL Students interested in Community College or different Career Pathways:

Strategy/Activity

Community College Visits and Outline Registration Process:

In addition to offering Community College visits, M-A is developing a step-by-step guide for our EML students who want to attend community college. The outline is aligned with Canada College and will engage students with both a college visit and guidance in the registration and financial aid processes.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)

$4,000	District Funding

Goal 3

Continue to grow a positive school environment where all students feel they belong, as measured by increasing student participation in a variety of school activities, supporting/expanding existing academic and socioemotional supports for students, Student survey results, Suspension and referral rates, and Absenteeism/Attendance

SUHSD LCAP Goal # 1: The District will improve our English Learners' chronic absenteeism and engagement, well-being, and connection with foundational, focused, and intensive support.

SUHSD LCAP Goal # 1: The District will reduce our African American and Pacific Islander student groups' suspension rates and improve engagement and connection with the educational program.

Identified Need

While M-A students saw a small uptick in the number of first-time suspensions, the overall percentage is still lower than in every year except 2023-24. And while this percentage demonstrates significant overall improvement in the number of students suspended, significant subgroups, such as our African-American and Long-Term English Learner Subgroups, are still suspended at rates higher than our school average. In 2023-24, M-A saw the number of suspensions for African American students significantly decline, so much so that we were recognized by both San Mateo County and Santa Clara County for this decline; however, this decline did not sustain in 2024-25, as the number increased again.

Based on our district's Strategic Plan Student Survey, M-A has been tracking data related to student belonging for several years, with M-A students expressing a greater sense of belonging each year! Given the ongoing challenges with mental health among young people and the diverse socio-economic student population M-A serves, it is important that M-A continue to work to help each and every student feel they belong at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data • (Data reflecting % suspended at least once is taken from the California Dashboard)	**In 2025, 3.1% of all students were suspended at least once, according to the California Dashboard.**	Continue to show declines in the number of students suspended at least once; Reduce the percentage by at least 1% in each subgroup.

	In 2025, M-A students who are African-American and Long Term English Learners saw an increase in the percentage of students suspended at least once: African American: 13.1% (74 students) Long Term English Learners: 10.1% (198 students) In 2024, 2.9% of all students were suspended at least once. In 2023, 3.5% of all students were suspended at least once. In 2022, 4.5% of all our students were suspended at least once. In 2019, 4.5% of all our students were suspended at least once.	
Strategic Plan, Student Survey results from Winter of 2026 (1,355 students took the survey, which is similar to 2025 survey responses) *For the past several years, M-A has administered the Panorama Survey to students. In 2025, M-A moved away from using the Panorama Survey and instead administered a different survey, one that still presented some of the same questions that M-A tracks student responses to*.	Key questions from the Strategic Plan Student Survey that we want to measure over time: **Do you have a teacher or other adult from school whom you can count on to help you, no matter what?** ● 86% of students said yes, representing a 2% growth from last year. Overall, M-A has demonstrated a consistent increase over time, from roughly 82% in 2024, 73% in 2023, and 61% in 2021. **Do you have a friend from school whom you can count on to help you, no matter what?** ● 92% responded yes to this question, which was similar to the response percentage in	Continue to show growth in the questions we target and track on the panorama survey.

	2025 and 24, which represented an increase of 6% from 2023 and + 4% from 2021. **How often are you able to control your emotions when you need to?** ● 71% of students responded favorably, which represents a 2% growth from 2025 and 2024. In 2024, the 69% represents an increase of 4% from the year before, 9% from 2022, and + 13% fall from 2021. **During the past 30 days…when others disagreed with you, how respectful were you to their views?** ● 80% of students stated that they are respectful of others they disagree with, down from 81% in 2025. In 2024, 69% responded favorably to this question. **How much do you feel like you belong at your school?** ● 68% responded favorably to this question, up 5% from 2025. In 2024, only 55% of students responded favorably to this question, which was up 8% from 2023 and up 17% from 2022. *(Another 25% responded that they belong somewhat in 2026.*	
Attendance Data: (Data taken from Infinite Campus)	**Full-Year Partial/ Full-Day Attendance Rates:** 2024-25: 93.7% 2023-24: 93.7%	Improve attendance rates to pre-pandemic levels.

	2022-23: 92.7% 2021-22: 92.5% 2020-21: Distance Learning 2019-20: Moved to Distance Learning on March 13th 2018-19: 94.6% 2017-18: 94.2%	

Strategy/Activity 1

Students to be served by this Strategy/Activity

All Students

Strategy/Activity

Building Belonging through Community-Based Organizations:

This strategy targets LCAP goal #1:

- The District will improve our English Learners' chronic absenteeism and engagement, well-being, and connection with foundational, focused, and intensive support.
- The District will reduce our African American and Pacific Islander student groups' suspension rates and improve engagement and connection with the educational program.

M-A will continue to foster relationships with community-based organizations such as Foundations for a College Education, Friends for Youth, Live in Peace, Fresh Lifelines for Youth, Boys and Girls Club, and Future Grads. These organizations work with many students who are identified in the LCAP as needing support in attaining better attendance, English Learners, or identified as needing support in reducing incidents that lead to suspension, African-American and Pacific Islander students.

Our goal for the 2026-27 school year will be to continue supporting these evolving relationships and the presence of community-based organizations on campus, with the aim of helping students sustain and build productive relationships with programs and adults in the community. One AVP will work with our SAAP coordinator to hold monthly meetings with all community-based organizations and work to coordinate working locations on campus, student referrals, attendance processes for each group, pre- and post-survey data for students involved, and updated MOUs.

Amount(s)	Source(s)
N/A	

Strategy/Activity 2

Students to be served by this Strategy/Activity

All Students

Strategy/Activity

Restorative Practice Implementation at M-A: (Tier 1 and 2):

This strategy targets LCAP Goal # 1 (part 2): The District will reduce our African American and Pacific Islander student groups' suspension rates and improve engagement and connection with the educational program.

Peninsula Conflict Resolution Center (PCRC): Continue to work with the Peninsula Conflict Resolution Center PCRC to provide conflict resolution staffing on campus as well as support for teachers interested in applying restorative, community-building activities in the classroom. In the 2023-24 school year, M-A's PCRC staff member worked closely with students and teachers in the EL program. Moving forward, we will identify another section of the school, Study Skills Classes, for the staff member to support teachers' implementation of community-building circles.

Conflict Mediation: M-A will continue to offer conflict mediation through a part-time certificated staff member with the goals of resolving conflict before it grows, fostering healthy communication, and supporting students' voices and agency in addressing challenges within the school. M-A's conflict mediator also holds re-entry meetings along with our PCRC staff member for students coming back from suspension, as well as several individual check-in meetings with students who are navigating a conflict.

Continue implementing **Saturday School** as one means of providing alternatives to suspensions, thereby increasing the time students are at school and in class. The Saturday School program will provide students with access to academic support as well as participation in community and restorative circles.

M-A will also continue working with the **Fresh Lifelines For Youth**, or **FLY,** program to provide community circles for identified students during Flex time, as well as an alternative to suspension, restorative plans for students who are facing suspension.

Additionally, in the 2025-26 school year, M-A will work with **Live in Peace,** which also provides alternatives to suspension programming and case management for students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$60,000 (conflict mediation)	Site Discretionary (FFF)
$6,000 (Saturday School)	District Funding
$80,000 (PCRC)	District Funding

Strategy/Activity 3

Students to be served by this Strategy/Activity

All students

Strategy/Activity

Social-emotional services are offered through a "Wellness Center" (Tier 2)

M-A will continue growing its "wellness center" known as PAWS, Peace and Wellness Space. M-A continues to staff PAWS with a person who can process and monitor students as they come in. Students are only allowed in with a pass from a teacher, and once admitted, they can only stay for 15 minutes, device-free, before returning to class or checking in with a social-emotional counselor for more intensive support.

In the 2025-26 school year, M-A moved away from working with NAMI and instead started working with the Felton Institute, which came into every Senior Econ and Government class and every Junior English class in order to provide Mental Health and Suicide Prevention content for students.

We will continue this partnership for the 2026-27 school year, working to provide this content for grade levels that did not receive the presentations this year and working to systematize and support the work for years down the road.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$66,000 (staffing)	Site Discretionary (FFF)

Strategy/Activity 4

Students to be served by this Strategy/Activity

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

All students

Strategy/Activity

One Life Mental Health support services (Tier 2): One Life provides counseling and case management for students who need emotional support on campus. Counseling is available for students in crisis and for short-term social-emotional needs. One Life also runs small group counseling for anger management and drug and alcohol prevention. Students or families in need of long-term counseling are referred to community services.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$100,000	District Funding

Strategy/Activity 5

Students to be served by this Strategy/Activity

9th Grade Students

Strategy/Activity

New Course and 7th-period Electives: M-A will offer **Mariachi Band as a new VPA** course next year. We hope that offering a Mariachi Band will engage a whole new group of students in our music program and in the community of M-A. The Mariachi class will also align with a middle school program at Ravenswood Middle School, where students are able to take Mariachi.

M-A will continue to offer several 7th-period electives to freshmen students: Orchestra and Jazz Band, Mariachi Band, Speech and Debate, Journalism, Digital Photo, Drama, and Leadership. Our goal is to expand the number of students engaged in school and in developing an interest or passion, as well as leadership skills.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$20,000, Mariachi Band Supplies	Prop 28 funds
$27,000 for a digital photo	Proposition 28 funds
35,000 for Marichi Band	Proposition 28 funds

Strategy/Activity 6

Students to be served by this Strategy/Activity

All students

Strategy/Activity

Continue supporting 3rd Leadership Class, "Intercultural Leadership" (Tier 1):

To increase students' sense of belonging and pride, M-A opened an additional Leadership section, Intercultural Leadership, two years ago. The third class expands capacity for students interested in Leadership, broadens interest in leadership among students from diverse backgrounds, and provides institutional support for cultural celebrations on campus that have previously been supported by individual teachers or clubs working independently. In the first three years, the class has supported celebrations of Rosh Hashana, Diwali, Latinx Heritage Month, Día de Los Muertos, Lunar New Year, Black History Month, and they brought back International Night as a school-wide event. The newest additions of the class have involved more student recognitions, which have been warmly received!

The school will support the program in the 2026-27 year and evaluate enrollment, engagement in school activities, and the collaborations with the other two leadership classes before proceeding with the course in the 2027-28 school year.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
.4	District staffing chart

Strategy/Activity 7

Students to be served by this Strategy/Activity

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

All Students

Strategy/Activity

The Community Cave: Re-Branded and Staffed Student Resource Center, the Community Cave. B-23 has been rebranded as the Community Cave, or Cave, for short. Students were polled and voted on the name and were involved in designing a new logo for the room. Furniture was purchased, and the room was given a makeover.

This strategy targets LCAP Goal # 1 (part 2): The District will reduce our African American and Pacific Islander student groups' suspension rates and improve engagement and connection with the educational program.

In 2026-27, M-A hired a new staff member, a community liaison, who will staff the Cave, providing supervision for a safe space for students to build community. The Community Liaison will also work to manage a small group of students who would benefit from academic tracking, more frequent communication with home, and support in fostering more constructive and productive social interactions with peers and staff. **This strategy supports LCAP goal # 1, given that the space and community liaison will serve primarily Pacific Islander and African American students.**

M-A will continue to staff this space and provide support to a small number of students who need case management in the 2026-27 school year.

Amount(s)	Source(s)
85,000 Community Liaison	FFF

Strategy/Activity 8

Students to be served by this Strategy/Activity

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

All Students

Strategy/Activity

Small Group Student Sessions During flex and 7th period: Support Staff will work to create a curriculum in order to hold a series of small group sessions with students around a variety of topics: healthy relationships, executive functioning skills, conflict resolution, sustaining positive identities, responding to microaggressions….

This strategy targets LCAP Goal # 1 (part 2): The District will reduce our African American and Pacific Islander student groups' suspension rates and improve engagement and connection with the educational program.

Amount(s)	Source(s)
N/A	

Annual Review

SPSA Year Reviewed: 2024-2025

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 in achieving the articulated goal.

2025-26 was the first year after our six-year WASC accreditation, and hence, we started with three new goals in comparison to the four goals we had in the prior six years.

Goal # 1: Increase academic success for all students as measured by CAASPP/CAST, Graduation rates, AP participation and pass rate, ELPAC Results

Analysis and Next Steps:

M-A's students have demonstrated mixed results regarding this goal. While students performed at slightly lower levels on the state assessments in both Math and ELA, slightly more students taking the ELPAC exam experienced growth than in prior years. M-A continues to have record numbers of students taking AP classes and exams and scoring exceptionally well on such exams; for the first year ever, for example, 45% of all exams taken resulted in a top score of 5. We expect these numbers to continue to climb next year.

In the 2025-26 school year, M-A worked on horizontal and vertical alignment, and we believe we have developed stronger alignment in some key areas, such as in our ELD/ELA courses from level one to level 3. Next year, we would like to see this curriculum alignment extend to our EML courses serving the same EL students.

M-A will also change the focus of its staff collaboration time in an effort to focus more on individual students who are struggling in our classrooms, with the hope of helping more students meet the standard in each core academic class. M-A will develop a process for identifying students who are struggling to either meet the standard in the course, on the cusp of meeting the standard, or who may be on the cusp of moving up a level on the ELPAC exam or on the cusp of dropping an AP class versus remaining in the course. Our goal will be to identify these students and work together to brainstorm strategies to support greater academic success.

M-A will also continue supporting targeted students through the support of the AVID program, support of paraprofessionals in classrooms where students are performing below the standard and the support of a Bilingual Resource teacher serving our EML population.

Goal #2: Increase student preparedness for post-secondary success as measured by A-G Eligibility, College and Career Indicator, and CTE Pathway Completion.

Analysis and Next Steps:

M-A saw the relatively same number of overall students meet the A through G eligibility requirements, though when looking at the subgroups, there remained a significant dip in the number of Hispanic students who met these requirements. As mentioned above, our goal next year will be to focus on supporting individual students who are struggling in our classrooms, and in this process, we hope to identify students who are on the cusp, or close to achieving A through G eligibility, and support their vision for post-high school work and their work in our classrooms.

M-A also experienced some mixed results in our ability to develop more CTE pathways. Of the two pathways we started, only one is being developed into a full pathway, Biotech, which is by itself a huge success, but we were not able to develop the second CTE course, Sports Medicine, into a pathway at this time. We will continue to support the Biotech Pathway in being successful, and in supporting the new staff members we have in our current CTE pathways.

Lastly, we are excited about our newly developed program meant to support newcomer students in applying to community colleges and we are eager to more fully develop our awareness of and ability to advertise and connect students to the variety of programs that community colleges offer.

Goal # 3: Continue to grow a positive school environment where all students feel they belong, as measured by increasing student participation in a variety of school activities, supporting/expanding existing academic and socioemotional supports for students, Student survey results, Suspension and referral rates, and Absenteeism/Attendance

Analysis and Next Steps:

The best data from goal # 3 relates to the Strategic Plan Student Survey, where more M-A students expressed feeling a sense of belonging at M-A, as well as feeling like they had an adult they could turn to. The data suggests that the work we are doing to create more engaging classes for students to explore their interests, creating more positive and constructive spaces on campus for students to be in community with each other, working with more community based organizations to create stronger and more positive adult relationships in our community, and the work to recognize and celebrate different cultures on campus, though always challenging, is having an impact.

Still, M-A students in significant subgroups, such as our African American and Pacific Islander students, are being suspended at a rate that is higher than our school average, and this suggests an area where we have to provide more targeted support or programming.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 67,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	1,066,000

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school-wide program. Adjust the table as needed. If the school is not operating a Title I school-wide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title 1	$ 67,000

State or Local Programs (prop 28)	$90,000
Site Discretionary Funding	$ 411,000
District Funding	$ 498,000

Subtotal of state or local funds included for this school: $ 999,000

Total of federal, state, and/or local funds for this school: $ 1,066,000