



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mount Eden High	01611920135319	06/01/2026	June 24, 2026

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


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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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



This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

Schoolwide Program

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

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

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

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

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

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

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

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

## Resource Inequities

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

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

Mt. Eden High School has identified several resource inequities contributing to these outcome gaps. Our African American population and data has led Mt. Eden to receive a Targeted School Improvement designation as a population that needs targeted support. Historically, African American students have had limited access to targeted academic interventions, culturally responsive programming, mentorship opportunities, and coordinated college and career readiness supports. Additionally, staffing reductions resulting from district-wide budget cuts have further reduced access to critical support services. The loss of the Restorative Justice Counselor position, which also provided leadership for the Black/African Student Union and after-school tutoring program, and the loss of the Youth Intervention Specialist position have diminished the school's capacity to provide individualized intervention, relationship-building, mentoring, academic support, and restorative practices that have contributed to recent improvements in student outcomes.

Furthermore, district budget reduction strategies were implemented uniformly across school sites without consideration of enrollment size, student need, or access to supplemental grant funding. As the largest comprehensive high school in the district, serving more than 300 additional students than the district's other high schools, Mt. Eden High School does not receive supplemental grant funding that is available at other sites. This creates a resource inequity in staffing, intervention services, and student supports, limiting the school's ability to fully address the academic and social-emotional needs of African American students and other historically underserved student groups.

To address these inequities, Mt. Eden High School will prioritize the strategic use of LCFF and Title I resources to increase access to targeted academic interventions, culturally responsive practices, mentoring opportunities, college and career readiness supports, restorative approaches, and student-centered programs designed to improve achievement, engagement, graduation outcomes, and postsecondary readiness for African American students.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Orange - Mathematics

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

English Language Arts (Yellow)

- Long-Term English Learners (Red)

College/Career (Green)

- African American (Orange)

Graduation Rate (Green)

- African American (Orange)
- Long Term English Learners (Orange)

Suspension Rate (Green)

- White (Orange)

Science (Yellow)

- Students with Disabilities

## Other Needs

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

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

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

Due to the continued budget constraints, including the significant losses we experienced in the 25-26 school year, we are now losing our Family Engagement Specialist and an additional College and Career Tech. This is more than just a staffing reduction, it represents the loss of the people who have been instrumental in transforming our school climate. The services they provide are not easily redistributed or absorbed by remaining staff. Without them, we risk reversing the very gains we've worked so hard to achieve: safer classrooms, stronger relationships, and increased student motivation and future readiness. We are already seeing some declines in graduation rates of African American students and college and career readiness across all student groups. We are now bracing for how we continue engaging parents and how we attempt to provide the same quality of services we saw a few years back working with a significantly cut staff to support these extreme needs.

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

Continuing with our WASC Needs:

Per our WASC Self-Study, other areas that stakeholders saw as needs for improvement are as follows:

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

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.21%	0.16%	0.16%	4	3	3
African American	6.71%	6.38%	6.21%	127	119	116
Asian	10.20%	10.19%	10.17%	193	190	190
Filipino	12.05%	11.42%	12.04%	228	213	225
Hispanic/Latino	60.62%	61.39%	61.78%	1147	1145	1154
Pacific Islander	3.75%	4.24%	3.64%	71	79	68
White	2.80%	2.52%	2.30%	53	47	43
Multiple/No Response	3.54%	3.32%	3.37%	67	62	63
<b>Total Enrollment</b>				1892	1865	1868

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	462	438	484
Grade 10	524	461	453
Grade 11	453	533	435
Grade 12	453	433	496
<b>Total Enrollment</b>	1,892	1,865	1,868

#### Conclusions based on this data:

1. Enrollment is still consistently declining in the district, yet we still have large amount of open enrollment applications which continues to steady out our enrollment every year.
2. Hispanic/Latino have the highest enrollment population at 61% which reinforces our mission and vision that culturally responsive teaching and Spanish language family engagement must be a priority.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	201	207	224	9.3%	10.6%	12.0%
Fluent English Proficient (FEP)	1011	1,005	968	55.0%	53.4%	51.8%
Reclassified Fluent English Proficient (RFEP)				46.8%		

### Conclusions based on this data:

1. EL population is steadily increasing, meaning current systems will be stretched if supports throughout the campus are not implemented.
2. Reclassification is a bottleneck, especially for long-term ELs—students are academically capable but not passing ELPAC. Our long-term EL's are academically capable but are not passing the ELPAC. This mismatch between classroom success and ELPAC outcomes suggest systemic concerns or fears behind standardized testing.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	465	439	500	412	372	451	405	372	448	88.6	84.7	90.2
All Grades	465	439	500	412	372	451	405	372	448	88.6	84.7	90.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2581.	2575.	2596.	19.26	22.31	21.65	36.79	27.15	39.96	22.96	22.04	19.64	20.99	28.49	18.75
All Grades	N/A	N/A	N/A	19.26	22.31	21.65	36.79	27.15	39.96	22.96	22.04	19.64	20.99	28.49	18.75

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	21.29	20.16	21.43	59.65	52.42	61.16	19.06	27.42	17.41
All Grades	21.29	20.16	21.43	59.65	52.42	61.16	19.06	27.42	17.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	25.50	27.42	28.70	50.74	43.55	50.22	23.76	29.03	21.08
All Grades	25.50	27.42	28.70	50.74	43.55	50.22	23.76	29.03	21.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	10.89	13.44	14.29	75.00	71.24	72.32	14.11	15.32	13.39
All Grades	10.89	13.44	14.29	75.00	71.24	72.32	14.11	15.32	13.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	18.81	20.97	20.98	67.82	58.87	66.74	13.37	20.16	12.28
All Grades	18.81	20.97	20.98	67.82	58.87	66.74	13.37	20.16	12.28

**Conclusions based on this data:**

1. There was a 40 point increase in average distance from standard. The percentage of students meeting or exceeding standard increased from 49.5% in 23-24 to 61.6% in 24-25. A significant difference was in our test taking locations. Students tested with their ELA teachers this year in an environment they were comfortable in and with a teacher that knows them.
2. Our Writings scores are improving significantly which is showing students are retaining strong writing skills to articulate their thoughts when prompted. However, we notice a struggle with students to analyze complex texts, sustain reading engagement and most importantly connecting with the content. A continued need to introduce text that are culturally responsive and engaging for students exists and our goals will continue to reflect intentional novel selections for our ELA and Social Science classrooms.
3. We are still noticing a lack of engagement with standardized testing (with opt-outs and lack of concern to perform highly) that continues to distort the true picture of what our students can actually do. We will continue to work with our staff to improve test-taking skills and engagement.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Grade 11</b>	465	438	500	411	352	427	408	352	427	88.4	80.4	85.4
<b>All Grades</b>	465	438	500	411	352	427	408	352	427	88.4	80.4	85.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Grade 11</b>	2520.	2521.	2528.	6.86	6.53	5.85	12.75	15.06	14.05	20.83	19.89	23.19	59.56	58.52	56.91
<b>All Grades</b>	N/A	N/A	N/A	6.86	6.53	5.85	12.75	15.06	14.05	20.83	19.89	23.19	59.56	58.52	56.91

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Grade 11</b>	12.01	12.22	8.67	27.94	34.09	37.70	60.05	53.69	53.63
<b>All Grades</b>	12.01	12.22	8.67	27.94	34.09	37.70	60.05	53.69	53.63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Grade 11</b>	6.62	9.09	6.56	61.27	56.25	58.08	32.11	34.66	35.36
<b>All Grades</b>	6.62	9.09	6.56	61.27	56.25	58.08	32.11	34.66	35.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	8.09	6.82	5.85	61.27	61.08	64.17	30.64	32.10	29.98
All Grades	8.09	6.82	5.85	61.27	61.08	64.17	30.64	32.10	29.98

**Conclusions based on this data:**

1. Systemically, our students struggle with math instruction. 78% of our students are not meeting standards although we saw a 20 point increase in math scores this year. We know this to be a school wide issue that we are working to breakdown.
2. Data shows that Communicating Reasoning has the lowest percentage of students below standard, indicating that students are not struggling in math because they are unable to answer why. Over half of the students who completed the Math CAASPP are below standard in Concepts and Procedures, meaning that they are struggling with how.
3. We will need to do more work in building our Tier 1 instructional practices for Math Concepts as our intervention efforts are positive yet not as effective and consistent as we need for growth.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1532.9	1514.4	1531.3	1531.0	1506.6	1533.4	1534.2	1521.7	1528.7	47	61	64
10	1546.2	1528.3	1545.3	1550.9	1522.9	1544.9	1540.8	1533.3	1545.2	44	48	57
11	1548.8	1566.0	1539.8	1542.7	1567.0	1534.7	1554.4	1564.5	1544.5	51	35	46
12	1547.4	1573.6	1548.2	1547.0	1568.1	1540.7	1547.3	1578.6	1555.1	23	29	28
All Grades										165	173	195

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	4.26	0.00	9.52	36.17	31.15	25.40	38.30	36.07	44.44	21.28	32.79	20.63	47	61	63
10	9.09	10.42	7.02	45.45	27.08	42.11	29.55	39.58	38.60	15.91	22.92	12.28	44	48	57
11	2.00	8.57	6.52	38.00	48.57	34.78	48.00	31.43	36.96	12.00	11.43	21.74	50	35	46
12	8.70	21.43	14.29	30.43	35.71	25.00	47.83	35.71	39.29	13.04	7.14	21.43	23	28	28
All Grades	5.49	8.14	8.76	38.41	34.30	32.47	40.24	36.05	40.21	15.85	21.51	18.56	164	172	194

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	14.89	8.20	17.46	44.68	45.90	39.68	31.91	19.67	31.75	8.51	26.23	11.11	47	61	63
10	25.00	22.92	22.81	47.73	39.58	50.88	25.00	22.92	19.30	2.27	14.58	7.02	44	48	57
11	12.00	31.43	23.91	66.00	48.57	43.48	20.00	17.14	21.74	2.00	2.86	10.87	50	35	46
12	13.04	39.29	25.00	65.22	46.43	35.71	17.39	14.29	32.14	4.35	0.00	7.14	23	28	28
All Grades	16.46	22.09	21.65	54.88	44.77	43.30	24.39	19.19	25.77	4.27	13.95	9.28	164	172	194

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>9</b>	2.13	0.00	3.17	17.02	11.48	7.94	40.43	42.62	39.68	40.43	45.90	49.21	47	61	63
<b>10</b>	0.00	2.08	5.26	18.18	18.75	19.30	52.27	33.33	47.37	29.55	45.83	28.07	44	48	57
<b>11</b>	2.00	5.71	4.35	16.00	25.71	10.87	54.00	42.86	47.83	28.00	25.71	36.96	50	35	46
<b>12</b>	4.35	21.43	14.29	26.09	7.14	3.57	26.09	42.86	46.43	43.48	28.57	35.71	23	28	28
<b>All Grades</b>	1.83	5.23	5.67	18.29	15.70	11.34	45.73	40.12	44.85	34.15	38.95	38.14	164	172	194

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>9</b>	4.26	0.00	6.35	70.21	63.93	55.56	25.53	36.07	38.10	47	61	63
<b>10</b>	2.27	2.08	8.77	86.36	60.42	70.18	11.36	37.50	21.05	44	48	57
<b>11</b>	2.00	8.57	4.35	82.00	57.14	54.35	16.00	34.29	41.30	50	35	46
<b>12</b>	4.35	10.71	0.00	69.57	67.86	55.56	26.09	21.43	44.44	23	28	27
<b>All Grades</b>	3.05	4.07	5.70	78.05	62.21	59.59	18.90	33.72	34.72	164	172	193

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>9</b>	76.60	49.18	69.84	17.02	31.15	19.05	6.38	19.67	11.11	47	61	63
<b>10</b>	81.82	66.67	76.79	18.18	18.75	16.07	0.00	14.58	7.14	44	48	56
<b>11</b>	58.00	88.57	73.91	42.00	8.57	17.39	0.00	2.86	8.70	50	35	46
<b>12</b>	78.26	85.71	89.29	21.74	14.29	3.57	0.00	0.00	7.14	23	28	28
<b>All Grades</b>	72.56	68.02	75.65	25.61	20.35	15.54	1.83	11.63	8.81	164	172	193

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>9</b>	2.13	0.00	4.76	51.06	44.26	33.33	46.81	55.74	61.90	47	61	63
<b>10</b>	9.09	8.33	8.77	59.09	39.58	49.12	31.82	52.08	42.11	44	48	57
<b>11</b>	4.00	8.57	4.35	42.00	51.43	39.13	54.00	40.00	56.52	50	35	46
<b>12</b>	8.70	25.00	14.29	34.78	39.29	28.57	56.52	35.71	57.14	23	28	28
<b>All Grades</b>	5.49	8.14	7.22	48.17	43.60	38.66	46.34	48.26	54.12	164	172	194

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>9</b>	0.00	0.00	1.59	85.11	68.85	77.78	14.89	31.15	20.63	47	61	63
<b>10</b>	0.00	0.00	3.51	81.82	77.08	84.21	18.18	22.92	12.28	44	48	57
<b>11</b>	10.00	8.57	6.52	82.00	80.00	73.91	8.00	11.43	19.57	50	35	46
<b>12</b>	4.35	3.57	17.86	73.91	92.86	71.43	21.74	3.57	10.71	23	28	28
<b>All Grades</b>	3.66	2.33	5.67	81.71	77.33	77.84	14.63	20.35	16.49	164	172	194

**Conclusions based on this data:**

1. The dashboard shows that 35.9% of ELs are making progress towards English proficiency. Most of our students are sitting at Level 2 with basic language skills but not yet accessing rigorous academic content independently.
2. ELPAC scores indicate that only 21.65 achieved Level 4 in Oral Language (speaking and Listening). 75% achieved Well Developed on the Speaking Domain of the ELPAC. Writing scores are among the lowest for all multilingual learners with most situated in "Somewhat Developed". Students are able to understand the language more than they can produce in English only writing. Oral Language is our strongest skill as close to 75% of our students have well developed oral skills. While we can communicate verbally, the struggle to read and write in English poses concerns which can lead to students not passing the ELPAC. Gaps can be seen in comprehension, engagement, and vocabulary. More Tier 1 ELD strategies need to be practiced across contents.
3. English Learner progress shows limited acceleration with 36% of students progressing at least one level; 38% maintaining their level and 26% decreasing at least one level. Students are learning but we aren't accelerating. We need to continue to improve our supports and preparation for ELPAC and engagement to reclassify. We need to look at mentorship and bringing back ELPAC academy for supports.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1865	76.4%	11.1%	0.1%
Total Number of Students enrolled in Mount Eden High.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	207	11.1%
Foster Youth	1	0.1%
Homeless	22	1.2%
Socioeconomically Disadvantaged	1424	76.4%
Students with Disabilities	262	14%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	119	6.4%
American Indian	3	0.2%
Asian	190	10.2%
Filipino	213	11.4%
Hispanic	1145	61.4%
Two or More Races	62	3.3%
Pacific Islander	79	4.2%
White	47	2.5%

### Conclusions based on this data:

1. MEHS continues to see that more than half of our school population are Hispanic/Latino students (61.4%) and most families predominantly speak Spanish other than English at home. English language learners population is at 11%

(a steady increase we are noticing every year). We also see a continued trend in serving a large population of socioeconomically disadvantaged students as 76% of our students identify as socioeconomically disadvantaged.

2. 76% of our students are considered Socioeconomically Disadvantaged emphasizing the need for support teams around nurturing the whole child are vital to the success of our student's. The loss of counselors, administrators, and college career advisors, and Family Engagement Specialist pose a huge risk to the level of support our students receive.

# School and Student Performance Data

## Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2025 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

#### Academic Engagement

##### Graduation Rate



Green

#### Conditions & Climate

##### Suspension Rate



Green

##### Mathematics



Orange

##### English Learner Progress



Yellow

##### College/Career



Green

**Conclusions based on this data:**

1. Our graduation rate increased this year as we moved from Orange to Green. College Readiness efforts remained at a green this year, however, we are set to lose yet another college and career counselor for the 26-27 school year. The increase in College Readiness speaks to the College and Career team that has increased it's support of students being aware and taking ownership for their academic progress and being aware of how to prepare for college and career options post high school. Unfortunately, we may see a decline moving forward as due to budget cuts we have lost 2 of our 4 college and career advisors for the 26-27 school year.
2. Suspension rates for African American and Language Learners decreased significantly and we saw decreases across all subgroups [except White students].
3. Credit Recovery options continues to be a sore spot for us with improving our graduation rates. We opened up more credit recovery options in zero and 7th period classes that will provide more opportunities for students to make up credits. We will continue with those classes but will also attempt to add more tutoring time throughout the school year. We will also continue to see our prevention methods (i.e. After school tutoring) drastically impacted due to budget cuts and a dire need for credit recovery opportunities during the school day.

# School and Student Performance Data

## Academic Performance English Language Arts

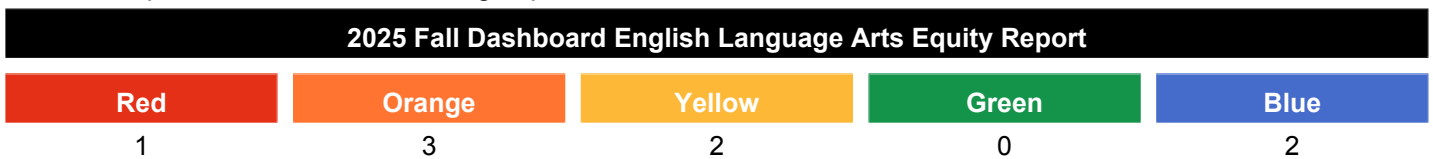
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>1.5 points below standard</p> <p>Increased 40.4 points</p> <p>466 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>106.4 points below standard</p> <p>Increased 9.3 points</p> <p>82 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Red</p> <p>162.6 points below standard</p> <p>Declined 21 points</p> <p>33 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>11.4 points below standard</p> <p>Increased 35.4 points</p> <p>365 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>144.8 points below standard</p> <p>Increased 30.6 points</p> <p>68 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>75.7 points below standard</p> <p>Increased 63 points</p> <p>30 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>67.6 points above standard</p> <p>Increased 29.7 points</p> <p>45 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>59.3 points above standard</p> <p>Increased 28.2 points</p> <p>66 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>28.2 points below standard</p> <p>Increased 39.6 points</p> <p>283 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>3.6 points below standard</p> <p>Increased 38.4 points</p> <p>16 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>27.3 points above standard</p> <p>Increased 73.3 points</p> <p>16 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>40.3 points below standard</p> <p>Declined 44.3 points</p> <p>15 Students</p>

**Conclusions based on this data:**

1. ELA performance is at the yellow. Yellow and due, in part to a 40 point increase in average distance from standard. Only Long Term English Learners have been placed at the Red Level.
2. We noticed an increase in students performance in ELA in ALL subgroups with the exception of Long Term ELs. While we are seeing these increases in all subgroups, ALL groups with the exception of Asian and Filipino students are settling in the Yellow, Orange areas. (Long-Term ELs the only group in Red).
3. In speaking specifically to Long Term ELs and English Learners, we have developed a ELD team of teachers that have developed their own PLC to take a closer look at our language learners in their sheltered classes to determine what supports are needed across contents to support language acquisition.

# School and Student Performance Data

## Academic Performance Mathematics

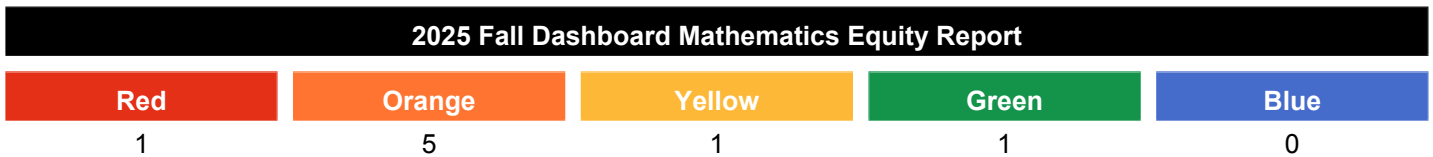
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>122.3 points below standard</p> <p>Increased 20.6 points</p> <p>468 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>186.8 points below standard</p> <p>Increased 19.1 points</p> <p>84 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>235 points below standard</p> <p>Increased 5.7 points</p> <p>33 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>130.7 points below standard</p> <p>Increased 14.9 points</p> <p>367 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>240.4 points below standard</p> <p>Maintained 2.3 points</p> <p>68 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>190 points below standard</p> <p>Increased 47.6 points</p> <p>30 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>15.3 points below standard</p> <p>Increased 28.1 points</p> <p>45 Students</p>	<p><b>Filipino</b></p>  <p>Yellow</p> <p>61.7 points below standard</p> <p>Increased 42.1 points</p> <p>65 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>149 points below standard</p> <p>Increased 16.2 points</p> <p>283 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>136.5 points below standard</p> <p>Increased 21.8 points</p> <p>16 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>102.8 points below standard</p> <p>Increased 50.1 points</p> <p>16 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>148 points below standard</p> <p>Declined 76.3 points</p> <p>15 Students</p>

**Conclusions based on this data:**

1. We are seeing an increase in ALL subgroups for Math, however, we are still remain far below standard in most groups. We are seeing the increases but there isn't an acceleration in learning.
2. To address our student math performance we have partnered with Chabot Community College and Trio math to provide math tutoring. Persistent disparities in Math performance among students with disabilities and English learners indicate the need for targeted interventions to address specific areas of improvement.

# School and Student Performance Data

## Academic Performance Science

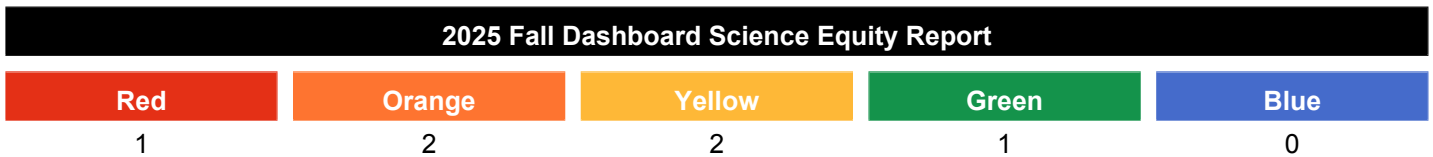
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>45.7 science points</p> <p>Maintained -0.3 points</p> <p>439 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>38.4 science points</p> <p>Increased 4.7 points</p> <p>70 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>30.6 science points</p> <p>Increased 2.8 points</p> <p>28 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>44.9 science points</p> <p>Maintained -0.4 points</p> <p>344 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>29.7 science points</p> <p>Maintained -1.1 points</p> <p>57 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>39 science points</p> <p>Increased 10.8 points</p> <p>24 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>57.5 science points</p> <p>Declined 5.9 points</p> <p>44 Students</p>	<p><b>Filipino</b></p>  <p>Yellow</p> <p>50.8 science points</p> <p>Declined 2 points</p> <p>67 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>42 science points</p> <p>Maintained 0.9 points</p> <p>262 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>40.5 science points</p> <p>Declined 11.2 points</p> <p>18 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>47.4 science points</p> <p>Increased 7.9 points</p> <p>14 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>54.3 science points</p> <p>Declined 4.9 points</p> <p>12 Students</p>

**Conclusions based on this data:**

1. Not required by HUSD

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Yellow 35.9 making progress. Number Students: 181 Students	<b>Long-Term English Learner Progress</b>  Orange 34 making progress. Number Students: 141 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 26%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 38.1%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 35.9%

### Conclusions based on this data:

- Overall, our English Learners progress has increased and we are scoring in Yellow with 36% of our students progressed at least one level. Most of our students are maintaining their current level (38%) and 26% decreased one level. Our Long Term ELs are still performing in Orange with 34% of them making progress.
- With more students new to the country opting to stay at their home school versus going to the World House program, the number of English Learners are increasing at our site. We are continuing to expand our curriculum and resources for our sheltered English class to give additional support to English Learners. Upon our review, most students scoring between Levels 1-3 will be placed in our Sheltered ELA course by grade level (pending they are not in honors, basic, or advanced classes) with the hopes that lessons will be able to be differentiated to support the various levels of acquisition needed.
- We hope to get a Sheltered Algebra and Geometry class on the books for the 26-27 school year.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

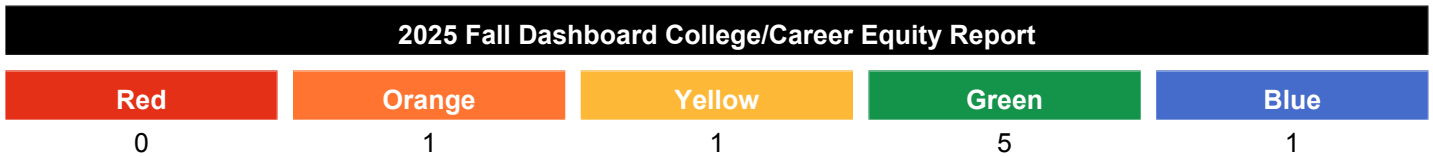
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>Prepared 63%</p> <p>Maintained 0.5%</p> <p>419 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>Prepared 44.6%</p> <p>Increased 5.2%</p> <p>56 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Yellow</p> <p>Prepared 40%</p> <p>Maintained -1.5%</p> <p>50 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Prepared 37.5%</p> <p>Increased 2.2%</p> <p>16 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>Prepared 63.2%</p> <p>Maintained 1.3%</p> <p>383 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>Prepared 41%</p> <p>Increased 13.7%</p> <p>61 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>Prepared 43.3%</p> <p>Declined 26.7%</p> <p>30 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>Prepared 76.4%</p> <p>Declined 9.1%</p> <p>55 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>Prepared 83%</p> <p>Increased 10.7%</p> <p>47 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>Prepared 57.3%</p> <p>Increased 2.9%</p> <p>234 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Prepared 70.6%</p> <p>Declined 6.3%</p> <p>17 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Prepared 68.4%</p> <p>Increased 24.7%</p> <p>19 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Prepared 68.8%</p> <p>Increased 7.2%</p> <p>16 Students</p>

**Conclusions based on this data:**

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



# School and Student Performance Data

## Academic Engagement Graduation Rate

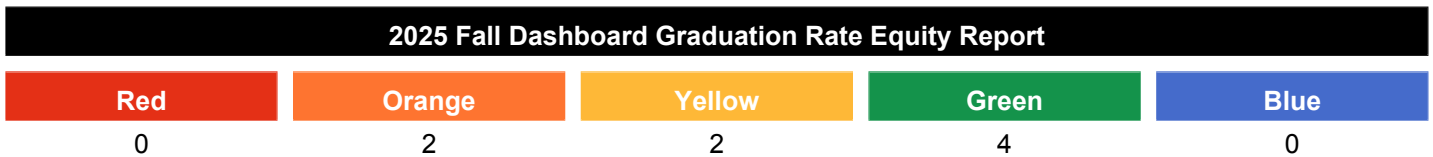
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>87.7% graduated</p> <p>Increased 3.2%</p> <p>422 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>75.4% graduated</p> <p>Increased 1.2%</p> <p>57 Students</p>	<p><b>Long-Term English Learners</b></p> <p> Orange</p> <p>74% graduated</p> <p>Maintained 0.4%</p> <p>50 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>68.8% graduated</p> <p>Increased 15.8%</p> <p>16 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>87.5% graduated</p> <p>Increased 4%</p> <p>385 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>72.6% graduated</p> <p>Increased 2.4%</p> <p>62 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>76.7% graduated</p> <p>Declined 13.3%</p> <p>30 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>94.6% graduated</p> <p>Increased 1.9%</p> <p>56 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>93.6% graduated</p> <p>Increased 2.7%</p> <p>47 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>84.7% graduated</p> <p>Increased 3.9%</p> <p>235 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>94.4% graduated</p> <p>Increased 9.8%</p> <p>18 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>100% graduated</p> <p>Increased 25%</p> <p>19 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>87.5% graduated</p> <p>Increased 1.8%</p> <p>16 Students</p>

**Conclusions based on this data:**

1. Overall we have moved from Orange to Yellow with 3.2% increase in students graduating (87.7%).
2. African American population was the only population of students that saw a decrease in grad rates by 13.3%.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

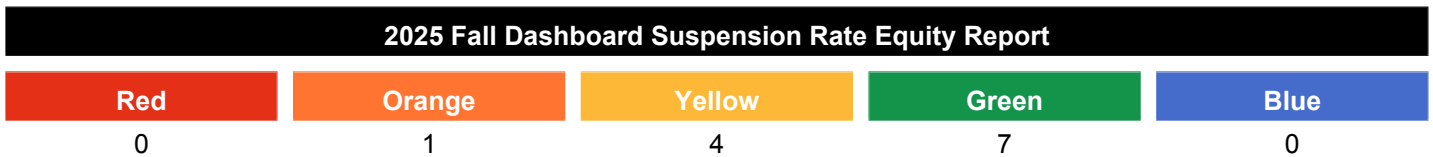
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>4.7% suspended at least one day</p> <p>Declined 0.7%</p> <p>1952 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>5.5% suspended at least one day</p> <p>Declined 2.1%</p> <p>238 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Yellow</p> <p>6.7% suspended at least one day</p> <p>Declined 1.1%</p> <p>180 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Homeless</b></p> <p>Green</p> <p>2.9% suspended at least one day</p> <p>Declined 8.5%</p> <p>35 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>5.6% suspended at least one day</p> <p>Declined 0.4%</p> <p>1532 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>6.8% suspended at least one day</p> <p>Declined 4.1%</p> <p>278 Students</p>	<p><b>African American</b></p>  <p>Yellow</p> <p>7.9% suspended at least one day</p> <p>Declined 1%</p> <p>127 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>2.5% suspended at least one day</p> <p>Declined 1%</p> <p>200 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>1.4% suspended at least one day</p> <p>Maintained 0.1%</p> <p>215 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>5.4% suspended at least one day</p> <p>Declined 0.5%</p> <p>1205 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>2.8% suspended at least one day</p> <p>Declined 2.8%</p> <p>71 Students</p>	<p><b>Pacific Islander</b></p>  <p>Yellow</p> <p>6.3% suspended at least one day</p> <p>Declined 1.9%</p> <p>80 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>3.9% suspended at least one day</p> <p>Increased 2.1%</p> <p>51 Students</p>

**Conclusions based on this data:**

- Overall, our suspension rate continues to decrease (From Orange to Green on indicator) due to our restorative programs for student discipline. White students saw an increase in suspensions while Filipino students maintained their suspension rates. Unfortunately, due to our budget cuts our Youth Intervention Specialists and Restorative Justice positions are set to be eliminated next year which will pose significant challenges to continue with our progress. In addition, our RJ counselor is also our BASU advisor and that loss could also pose significant challenges in the connectedness of our Black students to our school community.
- Mt. Eden has been making an intentional shift from suspensions for non-violent infractions and toward restorative practices. Due to behavior challenges, MEHS implemented individualized behavior contracts, hired two SEL counselors to assist our more vulnerable students, expanded our COST services, and partnered with Seneca Health Services for additional therapy options. We are expanding to 5 sections of classes in the Peer Assistance program trains students to facilitate peer to peer mentoring and conflict mediation. While suspensions related to fights and drug use have increased, our percentage of students who have only one suspension remains high, showing progress with our new interventions. Additionally, it is a point of pride that students are feeling connected to a caring adult at school and the school overall after returning from distance learning. Based on our suspension numbers and student survey information, continuing to address school safety as well as student wellness remains a top priority for our site.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### **Deeper Learning -- Language and Literacy**

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery

All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

We aim to increase our ELA scores by 5% and work to have students take two out of three HMH assessments yearly.

### Identified Need

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

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

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

Strategy:

Please see the action tasks.

Groups participating in this goal:

ALL Students with an emphasis on the following student groups (Multilingual Learners, Long Term MLLs, African American, Hispanic, and Students with Disabilities).

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

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

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

Although Mt. Eden High School has demonstrated growth in overall ELA performance, significant achievement gaps remain for English Learners, Long-Term English Learners, Students with Disabilities, African American students, and Hispanic students. CAASPP and ELPAC data indicate that language development, reading comprehension, and academic writing continue to be primary barriers to student success.

Some specific findings suggest that with our 40 point increase that overall ELA performance is improving but significant gaps remain in the areas of language development, reading comprehension, and writing (which saw the most increase). Reading is still showing significant gaps which suggests a need to diversify reading materials.

Long-Term ELs continue to show the highest need of support and the furthest distance from standard (162.6), followed by Students with Disabilities (144.8), English Learners (106.4), African Americans (75.7), and Hispanic (28.2). Strategic supports are needed for these subgroups.

Reading Comprehension is a Larger Challenge than Writing with most students being at or near standard (61.6%) or below standard (17.41%). Writing scores are a concern as well with most of our students (77.84%) writing at a somewhat developed level.

Language Development for MLLs continue to need additional support with nearly 59% of our students remaining at Levels 1 or 2.

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

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

Which stakeholders were involved in analyzing data and developing this goal?

SSC members  
Parents  
Educational staff  
Administrative Staff  
Students

Anticipated annual growth for each group:

We anticipate an increase in ELA distance from standard by 10-15 points this school year.  
 We anticipate that our semester D's and F's will decrease throughout the year  
 We anticipate that 90% of our students will participate in the HMH Growth Measurement Assessment at least one time a year

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved outcomes on standardized tests (CAASPP & ELPAC) ~ 11th Grade Students	We are 1.5 points below standard	Decrease in Distance from Standard by 8.5 points distance from standard.
Improved Quarterly and Semester Grades	288 D's & F's between all grade levels for Semester 1 which was a decrease of 55 students from 24-25.	Number of students getting D's and F's at quarter/semester will decrease 50 or more for the 26-27 school year.
HMH Assessment in ELA classes (All Grades)	60% of our students took at least one HMH assessment this school year.	Increase to 75% participation rate especially with 9th - 10th grade students to help with having more data to plan from being that CAASPP is only for 11th grade students.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Mt. Eden HS will continue to introduce new authors/speakers, novels/literature, and projects that reflects the culturally and linguistically diverse student population in our ELA classes. In addition, supplemental online curricular resources that support learning for our ELA and Social Sciences classes. Those online resources include Turnitin and DBQ (to be paid through site funds).  Funds for this strategy will be used to purchase novels and other supplemental curricular content that engages students in a culturally responsive learning environment.	All Students	12,453.00 Title I 5000-5999: Services And Other Operating Expenditures Online Resources: Turnitin.com
1.2	Students will have access to tutoring/homework support before, throughout, and after school in a variety of ways to support a greater understanding, connection, and enjoyment of reading and writing.  TRIO/ETS by way of Chabot College and California State University East Bay homework/tutoring/mentorship to support intervention supports.	All Students	2,000 LCFF Supplemental and Concentration Funds Certificated Hourly Homework/Tutoring/Mentorship/Credit Recovery Interventions
1.4	Per our WASC goals, encourage Teachers and Paraeducators to use collaboration time on a regular basis to develop and analyze assessment data to determine next steps, including intervention/acceleration for students who would	All Staff	

	benefit from it, with a focus on equity for all students.		
1.5	0.2 FTE for an ELD Support prep to support site implementation of ELD strategies to support effective scaffolding and differentiation of instruction for student success. Every teacher in the department will collaborate to incorporate ELD Language strategies in all classes.  Funds for this strategy will be reflected in Goal 8 WASC Goal.	All Staff	

## Annual Review

### SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Throughout the 2025-26 school year, Mt. Eden High School implemented several literacy-focused strategies to improve student achievement in English Language Arts. Teachers remained committed to grade-level PLC collaboration to analyze student work, align instruction, and develop common literacy expectations. The department continued diversifying supplemental novels and instructional materials to increase student engagement and provide culturally relevant learning experiences. An increased emphasis was placed on writing across courses, which contributed to writing remaining one of the stronger areas of student performance on the CAASPP assessment. Additionally, teachers expanded the use of ELD engagement strategies, including academic vocabulary development, structured discourse, and language supports across classrooms to increase access to rigorous content for multilingual learners. These combined efforts contributed to an overall increase of 40.4 points in the school's ELA Distance from Standard on the California Dashboard, demonstrating positive progress while highlighting the continued need to address achievement gaps among English Learners, Long-Term English Learners, Students with Disabilities, African American students, and Hispanic students.

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

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

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

No changes will be made to this goal. Some of the expenditures will change due to budget cuts, however, the professional learning and continued growth of student literacy will continue to be our focus and drive.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### **Deeper Learning -- Mathematics**

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

21st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery .

All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

We aim to increase our overall Math CAASPP scores by 5% annually.

### Identified Need

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

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

Semester D's & F's

CAASPP Math Scores

WASC Findings and Suggested Action Items

Strategy:

Please see the action tasks.

Groups participating in this goal:

ALL Students with an emphasis on the following student groups (Foster Youth, English Learners, and Socioeconomically Disadvantaged).

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

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

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

Mathematics continues to be Mt. Eden High School's greatest area of academic need. While the school increased its Mathematics Distance from Standard by 20.6 points on the California Dashboard, students remain 122.3 points below standard overall, with nearly 80% of students not yet meeting proficiency standards on the CAASPP assessment. Significant achievement gaps persist for English Learners, Long-Term English Learners, Students with Disabilities, African American students, and Hispanic students.

Analysis of assessment data indicates that students demonstrate stronger performance in mathematical reasoning and problem solving than in conceptual understanding and procedural fluency, suggesting a need for continued focus on foundational skill development.

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

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

Which stakeholders were involved in analyzing data and developing this goal?

SSC members

Parents

Educational staff

Administrative Staff

Students

Anticipated annual growth for each group:

We anticipate an increase in Math distance from standard by 10-15 points this school year.

We anticipate that our semester D's and F's will decrease throughout the year

We anticipate that 75% or more of our students in Algebra, Geometry, and Algebra 2 will participate in the district wide Math Benchmarks twice a year.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved outcomes on standardized tests (CAASPP)	Baseline Math 122.3 points Distance from Standard	Improved student outcomes in Math with an overall 10-15 point increase for the 26-27 school year which would get us to 112 -107 points from standard.
Improved Quarterly and Semester Grades (All Grades)	541 D's and F's Semester 1 throughout all Math classes which was a decrease of 126 students from 24-25	Number of students getting D's and F's at quarter/semester will decrease 50 or more for the 26-27 school year.
Improved participation in District wide Math Benchmark Assessments (Algebra, Geometry, and Algebra 2)	58% of Algebra students; 67% of Geometry students; and 56% of Algebra 2 students took at least one benchmark this year.	Increase to 75% participation on both annual benchmarks.

## Strategies/Activities

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

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

2.5	Teachers will be provided opportunities for professional development, peer mentoring & observations to support their confidence with implementation of Tier1 & ELD academic strategies to support effective scaffolding and differentiation of instruction for student success.	Language Learners	
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# Annual Review

**SPSA Year Reviewed: 2025-26**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

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

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

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

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### **Deeper Learning -- English Language Development**

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increasing student achievement, implementation of state standards, and course access.

We aim to increase assessment scores of Multilingual Learners by 5% annually.

We aim to increase reclassification rates of Multilingual Learners by 5% annually.

### Identified Need

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

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

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

Strategy:  
Please see the action tasks.

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

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

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

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

Dashboard and ELPAC data show that while students are making progress, many remain stalled in intermediate language levels and are not reclassifying at the rate necessary to maximize academic success and post-secondary opportunities.

The data suggests that future efforts should focus on accelerating language acquisition through schoolwide language development practices, targeted support for Long-Term English Learners, and increased integration of ELD strategies across all content areas which aligns with our WASC findings and action items.

Data also shows a steady increase in MLLs enrolling at Mt. Eden HS. We see a 2% increase the past two consecutive years. 58% of our students remain at Levels 1 or 2 while 41% are at Levels 3 or 4 with the largest population sitting at Level 2.

Students are stronger orally over academically with 75% of students scoring well developed in Oral Language whereas Reading (7%) and writing (5%) scores for well developed are considerably lower. As a school we should be focusing on academic vocabulary, reading comprehension, writing development, and language production.

Long Term ELs continue to require significant support showing a 34% progress; 162 points below standard in ELA.

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

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

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

Which stakeholders were involved in analyzing data and developing this goal?

SSC  
ELAC  
LCC  
Parents (Coffee w/ Principal)  
Teachers & Paraeducators  
Site Administration  
Students

Anticipated annual growth for each group:

We anticipate a 10-15 point increase in distance from standard in CAASPP ELA and Math scores.

We anticipate our ELPI and LTEL progress to increase by 5% by the end of the school year.

We anticipate that we will see an increase by 5 % of students scoring at ELPAC 3 or 4 with a decrease of 5% of students scoring at a Level 1

We anticipate that our semester D's and F's will decrease throughout the year

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

ELPAC results  
CAASPP results  
3-year trends

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved outcomes on standardized tests (CAASPP & ELPAC)	ELPI Progress (EL) - 35.9% ELPI Progress (LTEL) - 34% ELA Distance From Standard (EL) - 106.4 ELA Distance From Standard (LTEL) - 162.6	We want to see a 5% increase in ELPI rates and an increase of 10-15 points in distance from standard on CAASPP.
Improved Quarterly and Semester Grades	Semester 1 Grades (D's & F's)	Number of students getting D's and F's at quarter/semester will decrease by 2nd semester grades
Increase reclassification rate	47.1% Reclassified	Increase reclassification of students by 5%

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Mt. Eden HS will support Language Learners in their ELA and Math classes primarily by having Bilingual ParaProfessional to provide tutoring, academic pull-out or push-in support, homework assistance. ParaProfessionals and teachers will be provided training to support student achievement in teacher-led classrooms.	Language Learners and ParaProfessional	48,670 Title I 2000-2999: Classified Personnel Salaries Bilingual Paraeducator
3.2	Mt. Eden HS students will have access to tutoring/homework support before, throughout, and after school in a variety of ways to support a greater understanding, connection, and enjoyment of school and preparation for ELPAC/CAASPP testing.  In addition, we will be working with our Peer Advocacy classes to pair ELs that have reclassified with those students who have not yet done so to. Hoping that peer mentorship will help students feel more confident in reclassifying	Language Learners	2,000 LCFF Supplemental and Concentration Funds Certificated Hourly Homework/Tutoring/Mentorship/Credit Recovery Interventions for Language Learners

<b>3.3</b>	ELPAC and CAASPP Academies for students and parents will be provided to help students and families get acclimated with the testing platform along with some test taking strategies to support successful attempts at CAASPP and ELPAC testing.	Language Learners	2,000 Title I Certificated Hourly Extra hours for staff to plan and host ELPAC & CAASPP Test Prep Academy for students and parents.
<b>3.4</b>	0.2 FTE for an ELD Support prep to support site implementation of ELD strategies to support effective scaffolding and differentiation of instruction for student success. Every teacher in the department will collaborate to incorporate ELD Language strategies in all classes.  Funds for this strategy will be reflected in Goal 8 WASC Goal.	Language Learners/All Students	
<b>3.5</b>	Mt. Eden High School has developed a Multilingual Learner Team comprised of ELA teachers with ELD experience, the EL Specialist, bilingual paraeducator, ELAC parent representatives, administrators, counselors, and case managers.  The team meets regularly to analyze multilingual learner data, identify student needs, and collaborate on strategies that promote welcoming, engaging, and rigorous learning environments for multilingual learners.	Language Learners	
<b>3.6</b>	Mt. Eden HS will continue implementation ELD Tier 1 Engagement Strategies in all ELA classes as part of daily instruction practices. Through support of the ELD team of teachers within the ELA department, they will work in grade level PLCs to collaborate on best practices to ensure language acquisition tools are being used daily for all students.	Language Learners	
<b>3.7</b>	Mt. Eden HS will create a positive incentive program that acknowledges small and large accomplishments of multilingual learners over the course of the school year. Acknowledgements include but not limited to Reclassification, improvement on ELPAC scores, attendance, successful completion of classes and coursework, etc..  Funds will be used to purchase incentives or school wide programming such as rallies, assemblies, etc. (Site funds will be used to support this strategy).	Language Learners	

## Annual Review

## SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We successfully ran three ELA Sheltered classes (9-11th grades) and built some strong partnerships between the ELA and ELD Departments. Our EL team has continued a collective effort for all stakeholders (Teacher, EL Specialist, Bilingual Paraeducator, and ELA Department Chair). Funds were used to purchase resources and supplies for our sheltered classes and we are working to determine what types of reading material at various levels are able to be used to increase connectedness in the class.

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

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

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

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

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

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

For the 26-27 school year, we will not be running Sheltered classes; instead we will ensure that are language learners are concentrated into specific cohort classes that ELD strategies will be used throughout the curriculum with all students. Our four ELD trained teachers will be the teachers in those cohorted classes and will support the whole class using those strategies. We realized that the scaffolded curriculum strategies will be helpful for all students. So we will have 4 ninth grade classes and 2 classes per grade levels 10-12.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Deeper Learning -- Visual and Performing Arts

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

### Identified Need

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

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment for Performance based programs	All students take a beginning level Art Class, however, our performance based programs (Band, Orchestra, Choir, Theater, and Dance) have low enrollment.	Increase by 5% in the 26-27 school year
Implementation of VAPA All-School Musical	Did not have a show this year	Continue to plan and execute the All-School Musical for the 26-27 school year.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Mt. Eden HS will provide additional coaching and support for the multiple instrument development, dance, theater with more structured and specified instruction.	Performance Arts Students	10,000 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures

			Instrument Coaches for Band and Orchestra
4.2	Mt. Eden would like to continue our All-School Musical. While we will not have Prop 28 funds, funds here will support the continuance of this musical to support increased enrollment in our VAPA classes	All Students	5,000 LCFF Supplemental and Concentration Funds 0000: Unrestricted Funds for All-School Musical
4.3	Mt. Eden HS will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, offering additional sections, offering after school enrichment, etc.  Funds for this strategy will support VAPA/SPED integration programs, support for VAPA Showcases, Feeder school programming.	All Students	
4.4	To encourage Literacy across curriculums, several members of the VAPA department utilize online resources and supplemental Scholastic reading materials to support literacy development through visual arts.  Funds for this strategy support the annual fees for Scholastic and EdPuzzle online platforms and magazines. (Site funds will be used to fund this source).	All Students	
4.5			

## Annual Review

### SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

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

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

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

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

We aim to further decrease suspensions by 5% annually through use of our Restorative Contract system created by our YIS and RJ Counselor.

We aim to increase school connectedness through increase in participation at all school events by 5% annually.

### Identified Need

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

All students and staff need increased and intentional support that focuses on emotional well-being, social interactions, peer to peer connectedness, conflict management/resolution, parent/student interactions, and staff/student interactions. We are still rebounding from the pandemic and school climate and engagement resources and activities are needed to re-teach/re-learn the benefits of nurturing a positive school climate and community. In addition, our school community needs to

continue its efforts to nurture a school climate that places emphasis on the Anti-Bias/Anti-Racism Board policy and ways that our community can ensure that we are a welcoming, compassionate, and socially just school that honors its diversity as a strength.

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey	60% (up from 43% in 24-25) of 9th Grade and 54% (up from 45%) of 11th grade students report feeling connected to school.	Increase School Connectedness by 15% in the 26-27 school year
COST Data and Analysis	30% of students are waitlisted or pending services	100% of students referred to COST being served (Considering Student doesn't decline services)

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>Implementing a Youth Intervention Specialist or Assistant Principal as part of a school's strategy is essential to reducing chronic absenteeism and promoting a positive school culture. By actively building strong, trusting relationships with students, these leaders identify barriers to attendance early and provide personalized support tailored to each student's needs.</p> <p>Their presence fosters an inclusive, supportive environment where students feel valued and motivated to engage in learning. This approach not only improves attendance but also strengthens student connections, encourages positive behavior, and contributes to overall academic success.</p> <p>Also, it would keep the student to admin ratio at a 400:1 versus 600:1 if we do not have a YIS on staff.</p> <p>Funds for this strategy will support the retaining of our Youth Intervention Specialist for the 26-27 school year.</p>	All Students	37,055 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Youth Intervention Specialist
5.2	Mt. Eden will bring back our Restorative Justice Counselor for a 0.2FTE to support students who need targeted interventions to access learning (Our African American population per our School Improvement designation) and continue to connect to co and extra curricular opportunities such as interscholastic sports and VAPA programming. In addition, with our efforts to reduce suspensions by firming up our Restorative Practices, the RJ counselor will support mediations that restore students, staff, and school environments from challenging situations.	All students	35,000 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries 0.2 FTE for a Restorative Justice Counselor to support student connectedness and restorative mediations to support student success.
5.3	<p>Mt. Eden HS will continue to promote a College and Career going culture on campus by way of supporting our academic pathways, college and career teams, and counseling department plan college visits/tours (study trips), on-campus college/career fairs, and other resources that support an awareness and presence of college and career opportunities. Additionally, we will support increased outreach, exposure, and connection to students who may need more support to becoming engaged in the college or career going culture.</p> <p>Funds for this strategy will support college and career study trips for students in various programs with INTENTIONAL goals to include students in Special Education, Multilingual Learners, African American, and AAPI student groups. In addition, funds will support creating an on-campus awareness of college and career opportunities in the form of on-campus college and career visits, pop-ups, career or college fairs.</p>	All Students	18,000 Title I 0000: Unrestricted On-Campus College and Career Campus Visits, Pop-ups, etc.. (Funds support \$6K per program. College and Career, AVID, and Puente)

<b>5.4</b>	Mt. Eden HS will provide additional support and academic awareness for all of our student athletes to ensure that all are aware and on the right track to be eligible for post secondary athletic opportunities. We have over 800 athletes many of which fall into our high need student groups that drive the development of this plan. This program provides an opportunity for our site counseling team to be able to guide athletes from their freshmen year on how to be eligible for college athletic competition.	Student Athletes	6,250 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Honest Game Academic Guidance Support for Student Athletes.
<b>5.5</b>	<p>Mt. Eden HS will provide teachers and staff with additional resources and professional learning in social-emotional learning and restorative practices to support the campus holistically in various ways, including but not limited to, continuing and enhancing our RESTORE SELF wellness initiative, Wellness Wednesday activities, Professional Learning Communities, and workshops.</p> <p>We will continue to enhance our RESTORE SELF Wellness Initiative that we hope will connect our community through the promotion of healthy lifestyles, tools and resources that support overall well-being for students, staff, parents, and whole school community.</p> <p>Funds for this strategy will support the purchase of resources and materials to build out our RESTORE SELF programming with staff (i.e. materials for workshops, guest speakers, etc.). In addition, funds will support providing our staff with extra hours for planning and facilitating RESTORE SELF activities and workshops throughout the year. Funds will come from Site Discretionary</p>	All Students	
<b>5.6</b>	<p>Mt. Eden HS will increase our acknowledgement of Honor Roll, Reclassification and graduation sashes/awards for student achievement.</p> <p>Site Funds will be used to fund this strategy.</p>		

## Annual Review

### SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The collaborative efforts of the YIS and SEL counselor has proven to provide a safe space for students to restore relationships with peers, staff, and parents. Their presence on campus has also allowed us the space to connect more students to mental health and other COST related services. In addition, adding funds to support the development of our

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

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

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

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

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

Unfortunately, due to budget cuts we still are not able to fully fund our Restorative Justice Counseling position and are at a risk of losing that person who makes over 200 contacts with students, parents, teachers, and community members to support student's experiences on campus. We hope to at least fund one section of RJ support for the 26-27 school year. We will also have to find other funding resources to support much of the workshops for students and professional learning for adults.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

#### Relationship-Centered Schools -- Parent Engagement

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

### Identified Need

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

Due to budget cuts, we are losing our Family Engagement Specialist so our connections with parents will take a shift.

Parents, Guardians, and Families need to have increased awareness of student and school activities, ways to communicate with school staff (teachers, administrators, school staff), and connectedness to the school campus. Our parent engagement support needs to improve in the following ways:

- \* Flexible meeting times and more convenient opportunities to meet with parents
- \* Alignment of parent workshops that assist parents to learn ways to support and advocate for their student's success
- \* Increase parent volunteers and ways they can support on-campus
- \* Increase parent involvement in Affinity Parent Groups (i.e. AASAI, AAPI, and ELAC)

### Annual Measurable Outcomes

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

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

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Mt. Eden HS will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing,	All Students	2,650 Title 1: Parent Allocation 0000: Unrestricted

	<p>translation for parents, and more emphasis on parent-requested topics of discussion.</p> <p>We will continue our partnership with TRIO and Chabot College to offer parent workshops surrounding how to support students in high school. We will seek to enhance our connections with our parent ambassador's connection, scholar athlete parents, VAPA parents, and intentionally create opportunities to engage in parent leadership and actions on campus.</p> <p>In addition, will add additional workshops entitled 3:30-11:30 to support routine building resources and activities that will assist students with being successful at school.</p>		Parent Workshops and Conferences (1% for Parent Engagement)
6.2	<p>Mt. Eden HS will continue to use a variety of ways to communicate with parents and guardians about upcoming events, recent news and other school-wide messaging in multiple languages.</p> <p>Funds for this will be paid through Site Discretionary. We will continue our SMORE subscription.</p>	All Students	1,400 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures SMORE Online Newsletter annual subscription.
6.4	<p>Mt. Eden HS will work to develop ways to acknowledge ways that parents are engaging with the school. In addition, will work to develop ways to normalize parent support throughout the school day in ways that build successful partnerships with parents in the absence of our Family Engagement Specialist.</p>		
6.5	<p>Mt. Eden HS will continue to enhance our Block Party (Back to school night), Open House, AP/Honors/Elective Night (Academic Showcase) and other school wide parent engagement opportunities on campus. We will also ensure parents receive adequate information in a timely manner to ensure they can engage with the school.</p>		

## Annual Review

### SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

N/A

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

Without our FES, we will need to find alternative ways to engage parents and increase awareness and opportunities for parents on campus. We are looking to provide more opportunities for parents and guardians to connect with school administration and community partners to learn more about how to parent teenagers as they navigate high school. We want to send more parents and guardians to conferences so that they can come back and be mentors to other parents and guardians as well.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

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

#### **Relationship-Centered Schools -- Attendance and Chronic Absenteeism**

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

### Identified Need

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

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

Site ADA data  
Site truancy data

Group data to be collected to measure gains:

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

Strategy:

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

Groups participating in this goal

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

Actions to improve achievement to exit program improvement

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

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

The LEA plan has the same goal in this area.

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

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

Which stakeholders were involved in analyzing data and developing this goal?

Youth Intervention Specialist  
Administrative Staff  
Parents  
Counselors  
Educational Staff  
Campus Safety Officers  
Dropout Prevention Specialist  
EL Specialist

Anticipated annual growth for each group:

Our goal is to decrease student absences by 3% which conversely increases Mt Eden's ADA. We expect to reach a 98% average daily attendance.

Means of evaluating progress toward this goal:

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

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Reports	On average we have had 86% attendance rate for the 25-26 school year	10% increase in daily attendance rate.
Graduation rate of 2024-2025 School Year	88% Graduation Rate	90% or Higher graduation rate

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	<p>Implementing a Youth Intervention Specialist or Assistant Principal as part of a school's strategy is essential to reducing chronic absenteeism and promoting a positive school culture. By actively building strong, trusting relationships with students, these leaders identify barriers to attendance early and provide personalized support tailored to each student's needs.</p> <p>Their presence fosters an inclusive, supportive environment where students feel valued and motivated to engage in learning. This approach not only improves attendance but also strengthens student connections, encourages positive behavior, and contributes to overall academic success.</p> <p>Also, it would keep the student to admin ratio at a 400:1 versus 600:1 if we do not have a YIS on staff.</p>	All Students	145,204 Title I 1000-1999: Certificated Personnel Salaries Youth Intervention Specialist position
7.2	<p>Mt. Eden HS will continue to increase credit recovery opportunities, additional support with homework/mentorship, provide before, during, and after school work sessions.</p> <p>Funds for this strategy will include extra hours for staff members to facilitate after school tutoring options on campus.</p>	All Students	2,000 LCFF Supplemental and Concentration Funds Certificated Hourly Homework/Tutoring/Mentorship/Credit Recovery Interventions
7.3	<p>Mt. Eden HS will provide resources to support awareness and connectivity to Advanced Placement and Honors classes, test preparation. We will also intentionally look at students who historically are not considered for AP classes and encourage a culture that opens the door for all to participate.</p>		4,000 Title I 1000-1999: Certificated Personnel Salaries AP Test Subsidy to financially support students taking AP tests.
7.4	<p>Mt. Eden HS will continue to implement restorative practices and implementation will promote positive classroom communities and school culture (relationship and community building, strategies to improve relationships - student to student, staff to student, and student to parent).</p>		
7.5	<p>Mt. Eden HS staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.</p>		

7.6	Getting incoming freshmen off to a good start by implementing a 9th Grade Readiness Conference that will prepare students for what the start of high school will be for them. It will also support parents understanding several resources and practices that will help them keep their students engaged and on track. Still working to make this a reality.		
7.7	Mt. Eden HS will pilot a program called MINGA that promotes school wide student engagement, accountability, and academic supports necessary for student success. All teachers, coaches, counselors, and administrators will have access to monitor school wide engagement for each student.  Funds for this strategy will include the pilot of a Student Engagement, Digital Hall Pass, and Activity Counter program that is designed to promote student engagement and success. The program is called Minga. Site Discretionary funds will be used to support this program.		

## Annual Review

### SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

No major differences to report

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 8

### Title and Description of School Goal

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

#### WASC

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

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

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

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

According to WASC Self-Study, our staff determined the following as Areas of Support and Growth for Staff are as follows:

Checking for Understanding - Creating universal strategies for assessing data in all departments not just at the end of units, however, ongoing as part of daily routines in classrooms (Tier 1 Student Academic Engagement Strategies)  
System of Data Analysis - MEHS needs to systematically analyze student achievement data to drive instruction and differentiate curriculum for all learners.

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

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

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

Formalize a PLC System to Support Student Achievement

Improve and create interventions for struggling and failing students beyond credit recovery with emphasis on populations that are underserved (i.e. Special Education, Multilingual Learners, African American

Increase school wide activities such as rallies and assemblies to strengthen school community, connectedness, and celebrate our shared identities.

Additional designated ELD supports for EL students (including Long Term ELs) to achieve college and career readiness.

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

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

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

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

## Annual Measurable Outcomes

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

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

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
8.1	0.2 FTE for an ELD Support prep to support site implementation of ELD strategies to support effective scaffolding and differentiation of instruction for student success.	All Students with emphasis for Language Learners	32,000 Title I 1000-1999: Certificated Personnel Salaries 0.2 FTE for ELD Support Prep for a teacher to provide peer support to colleagues on how to incorporate ELD Tier 1 Engagement strategies site wide.
8.2	<p>Mt. Eden HS will provide the site with an opportunity to use a supplemental online resource called Wayground (formerly Quizizz) that supports common assessment and data collection resources for all subjects. The whole school will have access to this resource.</p> <p>MEHS Admin will attempt to have a PD session provided by the company to show staff how to use the program. We currently have over 10 teachers who use this platform.</p>	All Students	3,945 LCFF Supplemental and Concentration Funds 0000: Unrestricted Wayground Site Wide License.

	The total amount for the site is \$6,141. \$3,945 of the total will be paid with SPSA funds and the remainder will be from site discretionary.		
<b>8.3</b>	Mt. Eden HS will begin to develop a PLC culture on campus to increase vertical and horizontal cohesion and alignment within and across curriculums. A staff text will be purchased and our teacher leader and administrative team will engage in the text along with other professional learning opportunities to effectively revive our PLC process	All Students	
<b>8.4</b>	Mt. Eden HS will develop a team of educators and students to make up a data team. A review of our Chapter 2 WASC Data Set will be done annually to create awareness of what our student's learning needs are. Funds will be used to support data analysis professional learning opportunities for our staff along with extra hours for educators selected to be part of our data team. The data team will regularly have time at staff meetings to present and engage our staff in our own data analysis.	All Students	
<b>8.5</b>	<p>Mt. Eden HS will participate in professional learning opportunities (from colleagues and other resources) to increase Tier 1 and ELD academic engagement strategies to support student engagement and rigor in our classrooms.</p> <p>From a school wide standpoint, we will pilot a behavior management, digital hall pass/ID, and student engagement tracker where all educators will have opportunities to acknowledge and record student engagement and behavior tracking. The system also has a reward program embedded that rewards positive interactions and behaviors. We hope that this program will be able to give us some climate data points that are often not gathered. In addition, we hope that this will assist our school with addressing our attendance concerns of chronic absences along with daily/single period cuts and tardies.</p> <p>Funds for this strategy can be found in Goals 1-3.</p>	All Students	
<b>8.6</b>	<p>Mt. Eden HS will enhance and increase our tutoring and homework support options throughout the week. Through use of CTE like programs and YEP after school options, we will seek to increase opportunities for students to get additional help with homework.</p> <p>We will continue to search for viable options for credit recovery throughout the school day to maximize opportunities for students. (Funds for this strategy can be found in Goal 1-5)</p>	All Students	
<b>8.7</b>	Our WASC Coordinators, Focus Group Leads, Student and Parent groups will continue to review findings and recommendations throughout the school year and continue to brainstorm and implement new ways to address our action items.	All Students	

# Annual Review

**SPSA Year Reviewed: 2025-26**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

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

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

Under the direction of our YIS, we did various data dives and connected all professional learning time to data points that supported student and whole community needs assessments and growth. For the 25-26 school year, we aim to utilize our LCC time to support data talks among departments and make staff meetings a space where data talks will take frequently.

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

Our Mid Cycle Review is in the 26-27 school year. We will report out how we have done thus far. We are continuing to emphasize our work with Long-Term ELs to support reclassification efforts. We also plan to share ELD and Engagement strategies campus wide supporting language development in every classroom.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 9

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2025-26**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 10

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2025-26**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$216,098.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$371,627.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$262,327.00

Subtotal of additional federal funds included for this school: \$262,327.00

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

State or Local Programs	Allocation (\$)
LCFF Supplemental and Concentration Funds	\$106,650.00
Title 1: Parent Allocation	\$2,650.00

Subtotal of state or local funds included for this school: \$109,300.00

Total of federal, state, and/or local funds for this school: \$371,627.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	197,127.00	197,127.00
Title I	242,595.00	-19,732.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	106,650.00
Title 1: Parent Allocation	2,650.00
Title I	262,327.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	31,595.00
1000-1999: Certificated Personnel Salaries	253,259.00
2000-2999: Classified Personnel Salaries	48,670.00
5000-5999: Services And Other Operating Expenditures	20,103.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00
Certificated Hourly	8,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF Supplemental and Concentration Funds	10,945.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	72,055.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	7,650.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration Funds	10,000.00

Certificated Hourly	LCFF Supplemental and Concentration Funds	6,000.00
0000: Unrestricted	Title 1: Parent Allocation	2,650.00
0000: Unrestricted	Title I	18,000.00
1000-1999: Certificated Personnel Salaries	Title I	181,204.00
2000-2999: Classified Personnel Salaries	Title I	48,670.00
5000-5999: Services And Other Operating Expenditures	Title I	12,453.00
Certificated Hourly	Title I	2,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,453.00
Goal 2	2,000.00
Goal 3	52,670.00
Goal 4	15,000.00
Goal 5	96,305.00
Goal 6	4,050.00
Goal 7	151,204.00
Goal 8	35,945.00

# School Site Council Membership

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

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

Name of Members	Role
Monique Walton, Ed.D	Principal
Charles Kennedy	Classroom Teacher
Marc Ampon	Classroom Teacher
Ghislaine Gery	Classroom Teacher
Tyler Tomei	Classroom Teacher
Mercedes Carrasco	Other School Staff
Yesenia Lopez	Parent or Community Member
Graciela Hernandez	Parent or Community Member
Luz Tejada Gutierrez	Parent or Community Member
Khamari Lewis	Secondary Student
Manisha Sahib	Secondary Student
Sofia Peugnet	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

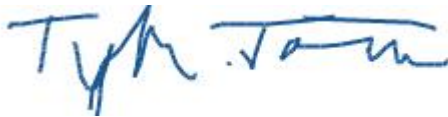
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 06/01/2026.

Attested:



Principal, Monique Walton, Ed.D on 06/01/2026



SSC Chairperson, Tyler Tomei on 06/01/2026



ELAC Representative, Graciela Hernandez on 06/01/2026

# Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

**Additional CSI Planning Requirements:**

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

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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