WASC / Single Plan for Student Achievement

Menlo-Atherton High School

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CDS Code

2016-17

Date of this revision: 3/3/2016

Preface

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

The format for the Sequoia High School WASC/Single Plan for Student Achievement was created and agreed upon in August 2005, by members of the Sequoia Union High School District (SUHSD), Napa/Solono District Program Improvement External Evaluators for SUHSD, and Dr. Marilyn George, Associate Executive Director of WASC (see Appendix for WASC Single Plan Outline).

For additional information on school programs and how you may become involved locally, please contact any of the following people:

Simone Rick-Kennel, Principal
Steve Lippi, Instructional Vice Principal

The District Governing Board approved the School Plan on:

Single Plan for Student Achievement Site Types

Check boxes as appropriate:

High School

- ☐ Title One
- ☐ Program Improvement 1, 2, 3, 4, 5
- ☐ High Priority Schools Grant
- ☐ SAIT
- ☑ WASC
- ☐ QEIA

Significant Subgroups

- ☐ African American
- ☐ American Indian
- ☐ Asian
- ☐ Filipino
- ☑ Hispanic or Latino
- ☐ Pacific Islander
- ☑ White
- ☑ Socioeconomically Disadvantaged
- ☑ English Learners
- ☑ Special Needs Students

State and Federal Requirements

The overall intention for developing a Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and to improve this school's educational program. The SPSA is developed to ensure that all students succeed in reaching academic standards set by NCLB, the State Board of Education, and the school district.

The SPSA meets state requirements for monitoring state and federal categorical programs through the planning process and local compliance monitoring. This legislation established the following eight requirements for school plans:

- School districts must assure "that school site councils have developed and approved a plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include..."[1]
- School plans must be developed "with the review, certification, and advice of any applicable school advisory committees..."[2]
- Any plans required by programs funded through the Consolidated Application, the School and Library Improvement Block Grant, the Pupil Retention Block Grant, and NCLB Program Improvement must be consolidated into a single plan.[3]
- The content of the plan must be aligned with school goals for improving student achievement.[4]
- School goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index…and the English Language Development test…and may include any data voluntarily developed by districts to measure student achievement..."[5]
- The plan must address how Consolidated Application funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index..."[6]
- The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council..."[7]
- Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.[8]

1 EC Section 64001(a)
2 Ibid
3 EC sections 41507, 41572, 64001(d)
4 EC Section 64001(f)

5 EC Section 64001(d)
6 Ibid
7 EC Section 64001(g)
8 EC Section 64001(d)

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District Overview

The Sequoia Union High School District is located in the Silicon Valley, one of the most intellectually dynamic and innovation-driven regions in California. The District serves communities representing the entire socioeconomic spectrum, including Atherton, Belmont, East Palo Alto, Menlo Park, Portola Valley, Redwood City, Redwood Shores, San Carlos and Woodside.

District Schools

The Sequoia district has four comprehensive high schools, a dependent charter high school, and one continuation high school serving 9th through 12th graders:

- **Carlmont High School** (opened in 1953) 2015-16 enrollment: 2,147 students
- **East Palo Alto Academy** (opened in 2001) 2015-16 enrollment: 309 students
- **Menlo-Atherton High School** (opened in 1951) 2015-16 enrollment: 2,275 students
- **Redwood (Continuation) High School** (opened in 1966) 2015-16 enrollment: 273
- **Sequoia High School** (opened in 1895) 2015-16 enrollment: 2,163 students
- **Woodside High School** (opened in 1958) 2015-16 enrollment: 1,781 students

The Sequoia district also encompasses a middle college in collaboration with Cañada College and an adult school, which serves 8,300 community members annually.

There are three independent charter schools in the district boundaries: East Palo Alto Phoenix Academy (operated by Aspire Public Schools), Everest High School and Summit Preparatory Charter High School.

District Facts and Demographics

- Ethnic/racial composition: 46% Latino, 36% White, 8% Asian, 3% African-American, 3% Pacific Islander, 4% Two or More Races.
- Student-to-teacher ratio: 25 to 1

District Vision

All students are engaged and prepared to excel in a 21st century global society.

District Goals

Goal I: The Sequoia Union High School District will provide a rigorous, engaging, and comprehensive instructional program with strong supports to prepare all students for high standards of academic achievement and future career opportunities.

Goal II: The Sequoia Union High School District will recruit, retain, and further develop a highly qualified staff at all levels of the organization to professionally serve students, parents, and community.

Goal III: The Sequoia Union High School District will maintain a strong and responsive infrastructure in support of its overall mission through stable finances, adequate and well maintained facilities, and alignment of budgetary resources to district goals.

Goal IV: The Sequoia Union High School District will involve the parent community to strengthen and communicate district programs and services for students, engage its partner districts, and access community resources.

Strategic Plan

2015-2020

Sequoia Union High School District fosters an appreciation for learning and provides students with the requisite academic and problem-solving skills to become engaged and well-rounded citizens.

GUIDING PRINCIPLES

EQUITY: A diverse community must ensure equity in access and opportunity. The District is committed to implementing academic and extra-curricular program structures and policies that serve the best interests of all students.

ENVIRONMENT: Academic, social, and personal growth requires a fostering, safe, and engaging environment. All members of the educational community will strive to create and sustain the most ideal environments for students.

TEACHING: Effective teaching will ensure that all students will have the skills and options to pursue a variety of pathways after graduation. The District is committed to providing a professional environment for all staff characterized by a growth mindset, continuous professional development, and mutual respect.

STRATEGIC DIRECTIONS

Academics

Students will:

- Experience a college-preparatory academic program aimed at the completion of the UC/CSU A-G requirements and the development of analytical and communication skills;
- Recognize and experience the connections between diverse disciplines;
- Have the confidence, understanding, and skills to engage effectively in local, national, and international civic contexts;
- Be welcomed, challenged, and supported to take the most rigorous courses possible with consideration for balance and well being.

Passion for Learning

Students will:

- Thrive as learners by engaging in experiences driven by intellectual curiosity and discovery;
- Choose courses from an academic program comprised of a variety of programmatic options;
- Explore the possibilities of connecting personal interests and talents to college and career options;
- Have access to courses and programs to promote their development as well-rounded members of society.

Support

Students will:

- Identify post-graduation aspirations, develop a means to attain them, and be inspired to strive towards these goals in the present;
- Receive academic, social, emotional, and personal support from peers, mentors, parents, and staff
- Develop the interpersonal skills, confidence, and resilience to pursue intellectual and personal goals.

School Background and Student Demographics

Menlo-Atherton High School Community

Established in 1951, Menlo-Atherton High School has long had a national reputation for academic excellence. It is a part of the Sequoia Union High School District, which consists of four comprehensive high schools, a dependent charter school, and one continuation school. The district's total student population is approximately 8,800. During the 2015-2016 school year, Menlo-Atherton became the largest school in the district with an enrollment of 2,275 students.

Menlo-Atherton is located in the town of Atherton, a suburban community midway between San Francisco and San José, directly adjacent to the city of Menlo Park. The school draws students from Atherton, Menlo Park, East Palo Alto, and Portola Valley. There is deep support for public education in the community, which is reflected in the commitment of school volunteers, the financial contributions of parents and service clubs, and the passage of four recent construction bonds (2001, 2004, and 2007, 2014).

Being located in the center of the Bay Area, near the Silicon Valley business community and San Francisco, has created an economically and racially heterogeneous population with high academic expectations and a strong belief in quality public education. The student body reflects the community's diverse socioeconomic status and educational levels. Students come to Menlo-Atherton from three main feeder districts, bringing an extremely wide range of backgrounds and educational needs with them. Menlo-Atherton meets the challenges of students and the community through high expectations, quality teachers and staff, and an array of quality support programs.

Menlo-Atherton has received many distinctions in recent years. In 2013, Menlo-Atherton was selected once again as a California Distinguished School by the State Department of Education. Menlo-Atherton was the only high school in San Mateo County to receive this distinction. In 2015, the Culinary Arts/Living Skills CTE program led by Mona Klein received a Programs of Excellence award from the California Department of Education. Environmental Science teacher Lance Powell was honored with a Presidential Environmental Education Award for his work with AP Environmental Science and his course Environmental Analysis through Chemistry in 2015 as well. Finally, also in 2015, our Partnership for Success Program (also known as Student Support Services) won a district Kent Award from the San Mateo County School Board.

Students

Menlo-Atherton students are a diverse group with many of the same goals - to achieve success in school and prepare to be successful members of society, whether attending college, serving in the military, learning a trade, or working in the community. In 2015-16, approximately 13% of M-A's students were classified as English Learners, and 40% were Socio-Economically Disadvantaged. The ethnic distribution in 2015-16 is as follows:

- Hispanic - 43%
- Caucasian - 40%
- African American - 4%
- Pacific Islander - 4%
- Asian - 5%
- Multiple - 4%

Certificated Staff

Menlo-Atherton High School's teaching staff consists of highly qualified individuals who are devoted to the education of their students. Many teachers have been commended outside of the school for jobs well done. All teachers have appropriate authorizations for the subjects they are teaching. Teachers are committed to lifelong learning as evidenced by the fact that 41% have advanced degrees, including two teachers with Doctorates. All classes are taught by NCLB "Highly Qualified" teachers. The ethnic breakdown of the certificated staff is as follows:

- Caucasian 79%
- Hispanic 8%
- African American 3%
- Asian 6%
- Other 4%

The teacher mentoring program at Menlo-Atherton is particularly strong. All first- and second-year teachers are required to participate in the TIPS program. Veteran teachers new to M-A are assigned mentors who assist them with the transition to their new assignment.

School Goals

SCHOOL GOAL #1

Critical Academic Need #1

Increase the percentage of students who successfully graduate from Menlo-Atherton High School in four years plus summer. Within this goal, we will continue to increase A-G eligibility rates for all, with a focus on our significant subgroups.

ESLR's addressed: Meet or exceed academic standards and post-high school success

Evidence to support Critical Academic Need #1

1. Improve our overall graduation rate, which hovers around 90% each year. Actively work to make students successful as they move through our academic program.
2. There is a significant disparity in A-G eligibility between our white and Hispanic groups. In 2014, 83% of our white students successfully completed A-G eligibility requirements while Hispanics students achieved a 44% rate – a 39% gap. In 2013 the gap was 51% (84% for white students and 33% for Hispanic students), and therefore we are moving in the right direction.
3. Passing rates of graduation requirement classes show areas of concern and focus. We will look at class-specific information for A-G classes and the number of D's and F's
4. Surveys stated that students are doing over two hours of homework every night. We will analyze the role of homework in students' success rate.

Note: The number of students not passing the CAHSEE did not have an effect on our graduation rates at any significant level. CAHSEE support classes helped focus students on passing the exam.

SCHOOL GOAL #2

Critical Academic Need #2

Increase the performance levels of our Hispanic students as measured by CAHSEE levels of Proficient and Advanced, enrollment and success in AP/AS classes, and grade point average. Within this goal we will continue to focus on successful 9th grader transitions to high school.

ELRS's addressed: Meet or exceed academic standards, post-high school success, effective communicators, critical thinkers

Evidence to Support Critical Academic Need #2

1. There is a disparity in sub-group representation in our AP and AS classes. In 2015-16 white students represented 71% of the enrollment in AP classes, compared to 19% of Hispanic students. We will continue to work on closing performance gaps, so that all students are challenged and perform at the highest levels.
2. In 2015-16, approximately 92% of white students scored Advanced/Proficient on the California High School Exit Exam (CAHSEE) in both English and Math. In this same time period, approximately 42% of Hispanic students scored at this level on these tests, representing a gap of about 50%. The gap in 2011-12 was about 50% in Math and 60% in English, and therefore we have made some progress in the ELA portion of the test. As we transition into Smarter Balanced testing, we will continue to work on the performance gap between our two largest ethnic sub-groups.

3. We have in place successful 9th grade transition programs, such as Honors Institute and Compass. We will develop tools to evaluate their effectiveness and link participation in these programs to increased student success.

SCHOOL GOAL #3

Critical Academic Need #3

Increase the performance level of students with disabilities in general education content classes and standardized tests as measured by the percentage of students earning grades of C or higher and scoring Proficient or Advanced on the CAHSEE.

ESLR's addressed: Meet or exceed academic standards, post-high school success, effective communications, critical thinkers

Evidence to support Critical Academic Need #3

1. Results for students with disabilities on the CAHSEE continue to fluctuate due in part to the low number of students in the cohort. Looking at test results in 2015 compared to 2014, the pass rate on the ELA portion of the CAHSEE increased from 35% to 36%, but the Math pass rate fell from 73% to 38%.
2. Results were similar for students with disabilities with regard to the rate scoring in the Advanced or Proficient range: In the ELA portion of the test the rate dropped from 21% to 16% in 2015 compared to 2014, and in Math decreased from 36% to 12%.
3. Academic Resource Department (SPED) adheres to the philosophy that students receive content area instruction in general education courses with support of an education specialist (Special Education teacher) or instructional associate.

School Mission and Vision

Menlo-Atherton High School Mission Statement

Our Mission, Vision, ESLRs, and core values guide our planning and instruction. We revised our statements during the 2011-2012 school year. Staff, parents, and students all provided feedback in the revisions. We also launched our core values of PRIDE, an initiative that started in a ninth grade Faculty Week collaboration. Our PRIDE launch at the beginning of the 2012 school year included posters hung in all classrooms and offices, PRIDE lessons and activities, inauguration assemblies, and a section in our school planner. Our learning environment challenges students to become academically and technologically prepared, develop communication and critical thinking skills, and act as socially responsible individuals.

Mission Statement

Menlo-Atherton High School is committed to fostering academically prepared and socially responsible students.

Vision Statement

Our students will be academically prepared as effective communicators and critical thinkers. Our students will also be independent and socially responsible individuals.

Our staff will challenge students by setting high academic standards, helping all students meet those standards, creating equity for all to access the curriculum, and ensuring a safe and positive learning environment.

Our students' families will help create a community of support by being actively involved in students' progress and the M-A community.

Expected School-Wide Learning Results

Menlo-Atherton High School will prepare all students to be:

Academically prepared individuals who:

- Meet or exceed national, state, and district academic standards
- Succeed in their course work in order to graduate and achieve post-high school success
- Communicate ideas through written, oral, and artistic presentations
- Assess, analyze, synthesize, and evaluate ideas from a variety of sources
- Use technology to enhance learning and engagement

Independent and socially responsible individuals who:

Live with **PRIDE**

Our Core Values

Patience	Have patience facing the trials and errors along the way—yours and others'. It takes time to grow.
Respect	Show respect. It is a reflection of your strength and the way you feel about yourself.
Integrity	Do the right thing. Believe in what you say and do. Hold on to your standards
Determination	Meet your challenges head on. The responsibility for your success and failures lies within you.
Empathy	Look beyond your own reality and try to understand the way others see the world.

Community Background and Influences

On June 25, 2014 the Sequoia Union High School District Board approved changes to school boundaries effective with the start of the 2015-16 school year. A major guiding principle in this effort was to keep communities together, better aligning partner middle schools with high schools. The change addressed the inequity that existed for thirty years in which students living in East Palo Alto were divided into three separate attendance zones.

As a result, Menlo-Atherton became the home school for the portion of East Palo Alto formerly assigned to Carlmont and Woodside High Schools, and the portion of Las Lomitas Elementary formerly assigned to Woodside High School is now within the Menlo-Atherton boundary. With the exception of the "Avenues" beginning with 8th Avenue, the North Fair Oaks and East Redwood City communities are now assigned to Sequoia High School.

The board also revised the open enrollment policy. Currently, when a student receives an adjustment transfer (through Open Enrollment or for health/safety reasons), the new school becomes the student's home school for the remainder of their enrollment in the district. The only way to move schools is if the family physically moves into the boundaries of another school (they can pick the new school or choose to remain at their present school) or through an adjustment transfer for safety/health reasons.

The boundary changes have enabled us to focus on articulation with our three feeder districts. We have a great opportunity to enhance and strategize our collaboration with Ravenswood as we are now the home school for students in the East Palo Alto Community. In addition to ongoing articulation efforts (8th to 9th summer transition programs, preview days at M-A for 8th graders, teacher articulation, visits to Ravenswood schools), we have added an annual retreat for 8th graders to spend a morning "Making Meaning of M-A" in the fall. We have also targeted outreach to invite incoming families to attend our Open House in the spring and coordinated subject specific articulation events for Ravenswood and M-A teachers and counselors.

School Programs

Menlo-Atherton High School offers its students a broad array of classes that meet the highest academic standards. Classroom instruction is based on the framework of the California State Standards and the Common Core standards that are in the process of being developed. Teachers align curriculum to the standards to provide strong and appropriate academic and career technical programs. Classes meet the University of California and California State University entrance requirements in addition to state and district graduation requirements.

We are proud of our rich curriculum. We offer eighteen Advanced Placement courses: Biology, Chemistry, Environmental Science, Calculus AB, Calculus BC, English Language and Composition, English Literature and Compositions, French Language, Latin, Spanish Language and Culture, Spanish Literature, Statistics, Art Studio, Art History, Computer Science, US History, European History, and Physics.

Electives are offered in Visual and Performing Arts, Industrial Arts, Media Arts, and Consumer and Family Studies. Other electives include Statistics, Psychology, Gender Studies, Russian History/ Literature, and Cold War/Current World Affairs. Ninth and tenth grade academic support classes provide intensive Math and English instruction for students performing below grade level. Additional academic support programs include AVID, Compass, Honors Institute, the Computer Academy, 180 Degree Program, and Phoenix/Cyber High.

Menlo-Atherton's Special Education Department's goal is to ensure equitable access to curriculum, individualize each student's learning experience, and foster a successful post-secondary transition. Teachers in the program collaborate with general education teachers in a collaborative co-teaching model, with instruction delivered to students in a general education setting. Instructional associates are also scheduled in general education classrooms to further support students with special needs.

Technology has become embedded in the curriculum for both students and staff at Menlo-Atherton. In fall 2012, M-A opened its new Digital Media Arts Facility, complete with a video production classroom and a digital photography classroom, both with Mac computer labs, as well as two additional digital media classrooms with PC labs. The facility houses over 150 computers; all classrooms have SmartBoards and break-out conference rooms. Throughout campus, many teachers use SmartBoards and a variety of web-based technologies to enhance their lessons in the classroom. Each year, with the help of our Foundation for the Future, teachers can apply to receive SmartBoards. As of the 2015-16 school year, we have 91 SmartBoards on campus and plan to add seven to ten additional SmartBoards each year. We have nine computer labs on campus with approximately 268 student workstations and nine teacher computers. We also have four smaller labs for our Read 180 intervention program, providing an additional 38 computers. To supplement our fixed computer labs, we also have thirteen mobile carts with a total of 467 Chromebooks and one Netbook cart with 20 Netbooks, and 54 Macbooks, and 69 Thinkpad Laptops that are in carts.

Many of our classes require students to create work and presentations using programs such as Dreamweaver, Final Cut Pro, Flash, or PowerPoint, and to conduct research using multiple online sources, to which all students have access. We also utilize GAFE (Google Apps for Education) so all students and staff have a Google account linked to Menlo-Atherton. In addition, teachers post grades, class assignments and course information on their School Loop account, which can be accessed by all students. Parent volunteers at Menlo-Atherton ensure that each student has a working computer at his or her home, with access to the Internet. A formal technology requirement is not required for graduation.

Chapter Two

Student / Community Profile: Overall Summary

a. Implications of Data
b. Critical Needs
c. Important Questions

CHAPTER TWO: Student / Community Profile: Overall Summary

Implications of Data

Overall, Menlo-Atherton students have done well on the California Standards tests over the past few years. The school surpassed the state API target of 800 in 2012, meaning that we did not have to meet a specific growth target.

With regard to the California High School Exit Exam, the overall passing rates for the school have been fairly consistent over the past four years: In the ELA portion of the test the range has fluctuated between 83% to 86%, and in Math the range has been between 86% to 91%. We did not reach the 2013 state target of 100% of all students in all sub-groups performing in the Proficient/ Advanced range on the CAHSEE. However, with the discontinuation of the CAHSEE starting in the 2015-16 school year, this target no longer exists. In 2015, the state switched to Smarter Balanced Assessments which will be used in the future to determine percent proficient data.

Critical Needs

Critical Academic Need #1

Increase the percentage of students who successfully graduate from Menlo-Atherton High School in four years plus summer. Within this goal, we will continue to increase A-G eligibility rates for all, with a focus on our significant subgroups.

ESLR's addressed: Meet or exceed academic standards and post-high school success

Evidence to support Critical Academic Need #1

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Note: The number of students not passing the CAHSEE has not had an effect on our graduation rates at any significant level. Students enter CAHSEE support classes to focus on passing the exam.

Critical Academic Need #2

Increase the performance levels of our Hispanic students as measured by CAHSEE levels of Proficient and Advanced, enrollment and success in AP/AS classes, and grade point average. Within this goal we will continue to focus on successful 9th grader transitions to high school.

ESLR's addressed: Meet or exceed academic standards, post-high school success, effective communicators, critical thinkers

Evidence to Support Critical Academic Need #2

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3. We have in place successful 9th grade transition programs, such as Honors Institute, Compass, and the Sequoia Aspirations Advocate Program. We will develop tools to evaluate their effectiveness and link participation in these programs to increased student success.

Critical Academic Need #3

Increase the performance level of students with disabilities in general education content classes and standardized tests as measured by the percentage of students earning grades of C or higher and scoring Proficient or Advanced on the CAHSEE.

ESLR's addressed: Meet or exceed academic standards, post-high school success, effective communications, critical thinkers

Evidence to support Critical Academic Need #3

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3. Academic Resource Department (SPED) adheres to the philosophy that students receive content area instruction in general education courses with support of an education specialist (Special Education teacher) or instructional associate.

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Important Questions

1. *What types of programs, policies, practices, and procedures do we need to put in place in order to assist students to increase their achievement levels and become proficient?*
2. *What research-based instructional strategies do we need to put in place throughout the content areas?*
3. *How can we better use instructional materials to deliver a standards-based program to all students?*
4. *How do we appropriately place students in benchmark, strategic, and intensive classrooms?*
5. *How do we structure a professional development program that includes strategy-focused coaching and includes the following: expert training, demonstration lessons, co-planning/co-teaching, and observation/feedback?*
6. *How de we inform parents and community about the academic programs in which students are engaged?*

Chapter Three

Progress Report

Progress Report

Overview of Progress Report

The 2013 WASC Committee commented on the number of significant changes that had occurred at M-A since the 2007 visit, and which "resulted in improved student behavior, the re-establishment of the school as a highly academic, safe environment, and created a sense of stability and purposeful change among the school community." Specifically, the following improvements were noted:

- Development of additional CTE electives
- Feeder school articulation and M-A preview days
- Expansion of AVID
- Improved and expanded professional development
- 9th grade support and transition programs
- Development of PRIDE as a means of communicating positive communal behavior
- Strengthening of the English Language Advisory Committee

Report on School-Wide Action Plan Progress

The 2013 WASC Committee noted the following areas for follow-up on our action plan:

1. Extend and encourage participation in shared decision-making and school involvement to all stakeholders, especially to students, classified staff, and parents of underrepresented populations.
2. Many teachers use a variety of instructional strategies to engage all learners. However, though professional development has taken place and the District is supporting research-based instructional techniques, schoolwide implementation is not evident. Having all teachers make use of strategies that have been proven to improve student engagement is highly recommended.
3. Parents and students appreciate and make use of the updates on Infinite Campus and teacher websites. This is especially true in the case of struggling students. Regular use of Infinite Campus and individual websites to communicate daily assignments and update student progress is likely to yield remarkable results.
4. Continue to develop and implement programs that will result in all students achieving their potential, regardless of cultural, ethnic, and economic background. Balance rigorous core academic programs with high-interest, challenging elective courses.
5. Broaden articulation efforts with all feeder schools, possibly beginning with 7th graders and matching high school students to their former feeder schools for important outreach activities.
6. Explore ways to improve student pride and connectedness to their school. Improve student interaction and relationship building through a variety of school activities and recognition programs that validate student successes.

Progress on Critical Areas for Follow-up/Schoolwide Action Plan				
#	Critical Area of Follow Up	Current actions toward addressing area	Future actions necessary to address area	Impacts on students
1	Extend and encourage participation in shared decision-making and school involvement to all stakeholders, especially to students, classified staff, and parents of underrepresented populations	M-A has a Site Council, SDMSC which includes teachers, parents, students and administrators in making school wide decisions. A bilingual parent coordinator helps parents communicate with teachers and counselors. ELAC includes parents helping underrepresented populations have voice on the campus. ELAC, PTA, and the Foundation for the Future are working together toward common communication and participation in events. Student surveys have been given regarding class rigor, transportation, student voice survey, and a bell schedule survey. The Support Center is an integral resource for all stakeholders, especially to students and parents of underrepresented populations. Principal Kennel has also scheduled four meet-and-greets with parents in an effort to bring parent groups together.	There needs to be more parent involvement for the under- represented populations by encouraging underrepresented parents to be comfortable in joining the PTA, SDMSC and other site initiatives. Sustain our continuous programming that encourages students, staff, and parents to be involved in school.	With increased participation in shared decision-making and school involvement, students will feel as if they have more buy-in in school decisions and school culture. This could lead to a positive impact on campus community.

2	Many teachers use a variety of instructional strategies to engage all learners. However, though professional development has taken place and the District is supporting research-based instructional techniques, school-wide implementation is not evident. Having all teachers make use of strategies that have been proven to improve student engagement is highly recommended.	Successful implementation of DII strategies as presented through Professional Development. Administration uses a tool for walk-throughs to provide school-wide feedback of DII strategies. Use of varying technologies across all subjects, including a standardized student portal through School Loop. Common assessments and common rubrics across grade levels in order to increase collaboration. Varied teaching strategies in order to increase student engagement. Multi-faceted instruction to meet the learning needs and interest of our students. Common Core curriculum development and use of common core strategies throughout content levels. Supports include the Writing Center, tutoring and homework centers.	M-A teachers need more time to attend professional developments and time to implement these strategies, including creating material for proposed strategies. Though a district requirement is in place for updating School Loop at the progress report periods, actual roll-out across campus is varied and needs to be more consistent. Though a majority of teachers post assignments daily, others only post grades at the required times. Continue to focus on student engagement strategies, checking for understanding, building academic vocabulary, and Common Core literacy across subjects.	Using a variety of instructional strategies will help students access curriculum through multiple entry points, hopefully leading to a greater depth of knowledge.
3	Parents and student appreciate and make use of the updates on Infinite Campus and teacher websites. This is especially true in the case of struggling students. Regular use of Infinite Campus and individual websites to communicate daily assignments and update student progress is likely to yield remarkable results.	Grading is now done through School Loop and not Infinite Campus. A district policy has been implemented for School Loop and posting of assignments and grades. Google Apps for Education was adopted by the district providing every student with an e-mail account. Volunteer Sue Kayton helps provide computers, internet access and training for families identified.	Having both School Loop and Infinite Campus active can be confusing for parents and students, but grade reporting using School Loop has been streamlined. Though the material is available, many students still do not know how to access it or are not in the habit of doing so. There has also been discussion to potentially implement a digital literacy session for all 9th graders to teach students about some of the resources available	Regular use of School Loop will provide a consistent system of communication and progress report access. Students will no longer be surprised by their grades, and they will all have a means to access their teachers through Loop Mail should they not use e-mail accounts.

			on campus. These lessons would be taught by the two site tech coordinators.	
4	Continue to develop and implement programs that will result in all students achieving their potential, regardless of cultural, ethnic, and economic background. Balance rigorous core academic programs with high-interest, challenging elective courses.	We currently offer support through AVID, Academy, SAAP, Student Support Center, and StarVista Counseling services. We offer numerous elective courses in almost all departments. These electives range from rigorous courses such as AP Art History or Russian Literature to high-interest, challenging courses such as Wood Shop or TV Production. Numerous tutoring and after school academic support so students can succeed in electives and more challenging classes. BUILD was implemented in 2014 to inspire entrepreneurship and community partnerships to students who might not otherwise have such access.	As we continue to grow, it is imperative that our support offerings be strategically planned. After-school support programs should be well-defined with a clear statement and purpose. Many 11th and 12th grade students can choose from a wide variety of electives. Though electives are offered to 9th and 10th graders, some of our students are not prepared for the rigor of high school and thus need support classes during those years instead of elective courses. We need to continue articulation with our feeder districts so students come to high school more prepared.	Programs that target student potential are important to give students equal opportunities for success. All students must be provided access to electives and clubs in addition to content classes to promote student well-being and balance.
5	Broaden articulation efforts with all feeder schools, possibly beginning with 7th graders and matching high school students to their former feeder schools for important outreach activities.	Shadowing Program matches 8th graders with students from the same school or sharing the same interests for a day on campus. Articulation meetings between English, math, and science teachers from M-A and Ravenswood schools to discuss expectations for students and sample activities/ assignments. Science department met with Ravenswood District Office administrators to develop more lab science at middle school level.	Invite feeder school teachers to shadow students in core classes at M-A. Continue articulation efforts in English, math, and science. Possible areas of focus are common grading, further development of common language, and a stepped skills chart of the expectations of student skill mastery at each grade level. Many M-A staff members have visited feeder schools during a recent push in the last	Increased articulation efforts should provide a smoother transition for incoming 8th graders. If 8th and 9th grade teachers openly discuss rigor and expectations, students will hopefully come to M-A more prepared for high school.

		M-A teachers are encouraged yearly to visit feeder schools, and feeder schools staff members are invited to M-A. M-A PTA purchased summer reading books for all incoming 9th graders from Ravenswood. Guidance counselors have collaborated with the Ravenswood counselors for 9th grade registration.	five years. Encourage more staff members from feeder schools to visit M-A. Visits to feeder schools are planned for new teachers and English and Math teachers in the spring.	
6	Explore ways to improve student pride and connectedness to their school. Improve student interaction and relationship building through a variety of school activities and recognition programs that validate student successes.	Freshman Transition and Leadership classes area expanding. M-A Today highlights school events, club news, sports, and announcements three times a week via a live video stream during SSR. Pride Bucks and Shout-Outs are whole-school incentives given to students to validate successes. Pride Hall display cases often highlight students in various subjects and extra-curricular activities. After school homework center rewards student attendance through Pride Bucks and snacks.	While Pride Bucks and Shout-Outs encourage connectedness to the school, student recognition can be more frequent and for a broader range of student activities or successes. Encourage more underrepresented students in sports and encourage attendance at the homework center to help maintain grades.	Improving student pride and connectedness in school will foster a sense of belonging and hopefully a personal drive to succeed as an M-A Bear. Students need their successes validated to remain motivated to continue on with the challenges of school.

Common Core Implementation

As the district adopts the new Common Core State Standards, PD opportunities have also been implemented at M-A. One of our monthly Wednesday meetings has been designated a Common Core Curriculum day in which subject area groups meet to discuss implementation of the new standards. Major changes due to the implementation of Common Core are:

- English
  - Implementing two common units per site, 9-12th grades
  - Increased use of Chromebooks and other technology resources
  - Heavier emphasis on writing, listening, and speaking

- Math
    - Implementing new Geometry texts and piloting Algebra II texts
    - Continuing with Algebra I transitional units
    - Piloting Math 180
    - Emphasis on application of skills and an explanation/justification process

- Social Studies
    - Implementing 9th grade World Studies units
    - Working on curriculum resources for 10th grade
- Science
    - Next Generation Science Standards Leadership team meeting to determine three year plan of implementation. In an effort to coalesce a district wide vision for NGSS implementation, in January there will be a planning day where teachers from each site will be released to meet and map out the pathway for NGSS implementation.

In spring of 2015, we completed the first round of SBAC assessments for juniors. In November of 2015, M-A also implemented its first interim assessments for tenth and eleventh grades, as per district policy.

Chapter Four

Self-Study / Needs Assessment

a. Organization: Vision and Purpose, Leadership-Staff, Resources
b. Standards-Based Student Learning - Curriculum
c. Standards-Based Student Learning - Instruction
d. Standards-Based Student Learning - Assessment and Accountability
e. Standards-Based Student Learning - School Culture and Support for Student Personal Growth and Academic Growth
f. Addendum
g. School-wide Site and Demographic Data
h. Additional Data
i. School-wide API and AYP Data
j. School-wide Needs Assessment
k. Math Student Achievement Data Collection and Analyses
l. Addendum
m. Math Needs Assessment
n. ELA Student Achievement Data Collection and Analyses
o. Addendum
p. ELA Needs Assessment
q. Science Student Achievement Data Collection and Analyses
r. Addendum
s. Science Needs Assessment
t. History-Social Science Student Achievement Data Collection and Analyses
u. Addendum
v. History-Social Science Needs Assessment

Organization: Vision and Purpose, Leadership-Staff, Resources

To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels? (WASC A1-A)

Our Mission Statement and learning goals (ESLR's) guide our planning and instruction. Stakeholders include the staff, students, and parents. Class instruction is based on the framework of the California State Standards along with the implementation of the new Common Core standards, which are just beginning to be rolled out into the classrooms. Teachers align curriculum to the standards to provide strong and appropriate academic and career technical programs. Our learning environment challenges students to become academically and technologically prepared, develop communication and critical thinking skills and act as socially and environmentally responsible individuals.

To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected school-wide learning results and the academic standards? (WASC A1-B)

The governing board and central administration of the Sequoia Union High School District support the school with funding that allows the school to provide for learners at all levels of preparedness for high school. In addition, Expected School-Wide Learning Results further define the school's purpose to matriculate students who will be academically and technologically prepared, effective communicators and critical thinkers, and socially responsible individuals.

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school? (WASC A2-A)

Recognizing that some students will need extra support in order to achieve at a high level per the school's vision statement and ESLR's, District policy has resulted in funding for intervention classes in English and Math. Students are placed in these sections based on data from California Standards testing.

To what extent does the governing board delegate implementation of these policies to the professional staff? (WASC A2-B)

The school is allowed to develop its schedule in a manner best suited for its population. At Menlo-Atherton, English intervention classes are scheduled in the period prior to the core academic class and with the same teacher so the students will have access to and be able to use the Read 180 program as it has been designed. Students reading slightly below grade level are programmed into benchmark English classes, and receive an additional support period, though not necessarily taught by their same English teacher. This model will also be used beginning in 2015-16 for Math students requiring additional support in Algebra.

To what extent does the governing board regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Association (LEA) plan? (WASC A2-C)

The single school-wide action plan is approved by the Board each year, and periodically throughout the year data presentations allow for the monitoring of school results.

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards? (WASC A3-A)

The compilation of data has become a key component in the decision-making process of the school. Placement decisions, staffing considerations, and budget allocations are all dependent on student assessment data. Data presentations are part of staff meetings and department meetings, so that teachers will be aware of student progress, the achievement gap, and targets for the coming year.

To what extent does the school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs? (WASC A3-B)

School goals are updated each year based on analysis of student performance data to align with student needs. Staff meetings at the beginning of the school year include presentation of data form the prior school year so that all staff can have input into the development of school goals for the year. Additional data presentations during the course of the school year help refine specific goals for the year, and drive curriculum presentations in the classroom.

To what extent does a qualified staff facilitate the achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development? (WASC A4)

New teachers entering the school benefit from a robust District-wide Teacher Induction Program which provides support and professional development throughout the year. The school year culminates for new teachers with submissions of their portfolios, which will help them earn their clear teaching credentials. For all staff, professional development time has been worked into the school schedule so that teachers have multiple meetings every month to collaborate and improve on their teaching so that students will meet academic standards. Department meetings also focus on curriculum presentation and pacing, with a goal of insuring that all students are prepared for the school-wide assessments they will take.

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs? (WASC A5)

Professional development time has been built into the school schedule so that on-going collaboration that is focused on data reflection to identify student needs happens multiple times each month.

To what extent are the human, material, physical and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school-wide learning results? (WASC A6)

Human resources come to the school in the form of adequate staffing, so that classes are not overcrowded and students are able to have personal contact with their teachers. Material, physical, and financial resources come to the school through District funding to satisfy basic supply needs, community support through passage of bond measures that have allowed the school to renovate and expand its physical plant, along with the outstanding support received from the school's Foundation for the Future, providing reduced class sizes, professional development funding, and funding for equipment such as SmartBoards that have successfully helped to keep students engaged in the curriculum.

Standards-Based Student Learning - Curriculum

To what extent do all students participate in rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the school learning goals? (Through 'standards-based' learning i.e., what is taught and how is it taught, the school learning goals are accomplished) (WASC B1)

Curriculum in the main academic content areas is being aligned to Common Core standards. Teachers are provided time to meet to review the implications of the introduction of Common Core to our school, and plan accordingly. The District supports these efforts through the purchase of materials and supplies that are appropriate for the levels of students at the school sites.

To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals? (WASC B2)

Students meet with Guidance Counselors to determine course selections that are appropriate to their long-term goals beyond high school. Structured meetings occur a minimum of twice a year, and other meetings will take place as needed. The addition of Naviance software has also helped students determine school-to-career goals. There has been much effort made to engage families of students that fall behind or are not on track for graduation. A parent outreach coordinator is also available after hours to meet with families, and she has hosted many evening activities designed to bring Hispanic families onto the campus so they can become more involved in the achievement of their students.

To what extent are students able to meet all the requirements of graduation for completion of the high school program? (WASC B3)

There is adequate time if the four years of high school for all students to meet the 220 credit requirement. However, if students have poor attendance habits or fail classes for other reasons, summer school or other credit recovery programs will be necessary to keep students on track for graduation. The District does support a summer school program for credit recovery, along with a computer-based program called Cyber High. The school also supports after-school tutoring to help them stay on track. Accessibility to these programs do help students meet their graduation requirements.

Standards-Based Student Learning - Instruction

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results? (WASC C1)

Core academic class materials used are all rigorous and standards-aligned, providing students with learning experiences that will help them achieve their goals and the school's expected school-wide learning results. Students enter Menlo-Atherton at a variety of preparation levels, and curriculum has been designed to challenge students at all levels.

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels? (WASC C2)

Teachers at the school have been trained in using a variety of strategies to engage all types of learners. Over 95% of our teacher have been CLAD certified and have learned Specifically Designed Academic Instruction in English (SDAIE) strategies that apply to all classrooms, not just in the teaching of English learners. Much professional development time has been spent recently to work with teachers on improving interactive instruction skills that will actively engage students.

Standards-Based Student Learning - Assessment and Accountability

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? (WASC D1)

Data is made available to the schools in a disaggregated format so that teachers in the classroom will know how their students did in the prior year, and the performance of their current students on prior years tests. Through the use of School Loop, the District's parent communication platform, teachers are able to communicate performance information to parents and families on a regular basis. School-wide summary data is published in newsletters to parents so the community will know how the school has performed.

To what extent do teachers employ a variety of strategies to evaluate student learning? (WASC D2-A)

Teachers at the school have been trained in using a variety of strategies to engage all types of learners. Over 95% of our teachers have been CLAD certified and have learned Specifically Designed Academic Instruction in English (SDAIE) strategies that apply to all classrooms, not just in the teaching of English learners. Direct Interactive Instruction strategies have also been presented to teachers so that more methods of actively engaging students are at their disposal. The increased use of technology in the classroom has also allowed teachers to include more interactive strategies in their lessons. As a result of using different strategies, teachers are able to evaluate students using a variety of factors to determine an overall performance level.

To what extent do students and teachers use assessment results to enhance the educational progress of every student? (WASC D2-B)

Teachers use assessment results to determine if their strategies have been effective, or if certain points must be re-taught. With the transition from California Standards Testing to Smarter Balanced Assessments, student performance on statewide testing is being recalibrated so that feedback on areas of strength or weakness in student understanding will be available to inform our teaching. On a daily basis, feedback is provided to students through checking for understanding strategies so they can assess themselves regarding their own learning.

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results? (WASC D3)

With the adoption of School Loop, teachers are able to quickly communicate progress of students towards achievement of the academic standards and the expected schoolwide learning results. In addition, the District provides performance data on various assessments, such as the Gates-Macginitie Reading Test (GMRT), Mathematics Diagnostic Testing Project (MDTP), and Let's Go Learn English and Math assessments to help the sites determine appropriate placement for students. These tools are readily accessible by all teachers and administrators, which supports their ability to monitor student achievement and progress towards mastery of academic standards.

To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources? (WASC D4)

Student achievement data helps in the development of the school schedule and program with regard to the number of intervention classes that are needed and other support that must be provided to students. At the high end, the school is able to offer a wide variety of Advanced Placement and Advanced Standing classes to meet the needs of students bound for four-year colleges right out of high school. We also are able to provide intervention and support classes for learners facing more of a struggle in earning credits to graduate from high school. Such evaluation has resulted in a realignment of the Science curriculum by introducing an Environmental Science component of the Advanced Integrated Science course which, as shown by assessment data, was not a successful program in its previous format. In general, assessment results inform us with regard to the levels of classes to offer, and provides feedback regarding the effectiveness of our teaching at all levels.

Standards-Based Student Learning - School Culture and Support for Student Personal Growth and Academic Growth

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process. (WASC E1)

The school encourages parents to be involved at all levels of their student's education. District sponsored parent involvement workshops and school-organized parent nights to discuss topics of high school matriculation, expectations on academic preparation for college, financial assistance that is available, and other similar topics, are ways that the school encourages parent and community involvement. A parent liaison has been employed by Menlo-Atherton to reach out to members of our Hispanic community, which represents greater than 40% of the school population. This has resulted in a significant increase in the number of parents coming to the school for meetings centered around strategies for success for their students.

To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement? (WASC E2)

Menlo-Atherton has the reputation of being a very safe school in a very unique environment. A recent poll of students returned a response that approximately 80% felt M-A is a friendly and welcoming place, and that students felt teachers accepted them for who they are. Recent building and renovation projects have beautified the campus so that the school has an extremely educational-friendly atmosphere.

To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success? (WASC E3)

Students in need of support or intervention classes are provided this as part of their normal school program. In addition, with 8 Guidance Counselors on staff, students are able to meet with their Counselor a minimum of two times per year, and more if required to problem solve and develop an appropriate learning plan that will insure academic success.

To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community? (WASC E4)

Student support services are an integral part of the campus. A staff member has a full-time position to coordinate services for students, both with on-campus programs such as the student Support team, and with a variety of outside agencies, such as Star Vista, that provide an extra level of service that can make a huge difference in the well-being of the student. The Student Leadership program is robust, sponsoring many activities throughout the year that are open to all students.

Some highlights of our key programs are:

- **Mental Health Crisis Response, Counseling and Clinical Case Management Services** provide mental health crisis response, brief intervention, group counseling, and clinical case management for students dealing with social-emotional challenges. The program operates through a partnership with a local non-profit, StarVista.
- **After-School 9th and 10th Grade Tutoring Centers** are staffed by credentialed teachers, instructional associates and other support staff. Centers are open Monday- Thursday from 3:15-4:30.
- **MyLife Collaboration** provides academic case management services for struggling 9th graders transitioning from Ravenswood School District. Mylife Case Managers collaborate with support providers, teachers, counselors and administrators to assist students with their transition to high school. Mylife staff "push-in" to classrooms and provide an after school academic support center.
- **Partnership for Success Mentoring Program** pairs groups of students (2-4) with two community volunteers who meet in mentoring teams weekly for at least one hour. Focus of the mentoring is on social-emotional guidance and academic support.

School-wide Site and Demographic Data

TEACHERS

Menlo-Atherton High School's teaching staff consists of highly qualified individuals who are devoted to the education of their students. Many teachers have been commended outside of the school for jobs well done. All teachers have appropriate authorizations for the subjects they are teaching. Teachers are committed to lifelong learning as evidenced by the percentage of teachers with advanced degrees - 55% have Master's degrees and 2 have Doctorates. All classes are taught by NCLB "Highly Qualified" teachers. The ethnic break-down of the teaching staff is as follows:

Caucasian - 79%
Hispanic - 8%
Asian - 6%
African-American - 3%
Other - 4%

The teacher mentoring program at Menlo-Atherton is particularly strong. All first and second-year teachers are required to participate in the TIPS program. Veteran teachers who are new to M-A are assigned mentors who assist them with the transition to their new assignment.

Classified Staff
Due to the efforts of the support staff, Menlo-Atherton High School is run very efficiently. A diverse group, the classified staff keeps the school functioning. Attendance is monitored, students are kept out of the hallways, the budget is in the black, and the school is clean because of the work of the secretaries, custodians, treasurer, and instructional aides. The ethnic breakdown of the classified staff is as follows:

Caucasian - 21%
Hispanic - 47%
African American - 20%
Pacific Islander – 5%
Other - 7%

Counseling Staff:
The Guidance Department has three primary functions: 1) registering and programming students, 2) counseling students with problems, and 3) assisting students with college and career planning. We currently have eight full-time Guidance Counselors and a complete classified staff to assist them. A School Psychologist, Health Clerk, and Speech and Language Therapist see to the testing and health needs of the students, and STAR Vista provides one-to-one counseling for students experiencing emotional or social difficulties. A College Counselor works with all students and parents in our College and Career Center to develop post-high school plans. A certificated staff member oversees the Conflict Mediation program with student leaders representative of our diverse population.

TEACHER CREDENTIALS

This table displays the number of teachers and other certificated staff assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest webpage at dq.cde.ca.gov/dataquest.

Figure 4.7.1 Teacher Credentials

Teachers	School		District	
	2014-15	2015-16	2014-15	2015-16
With Full Credential	130	136	—	—
Without Full Credential	0	0	—	—
Teaching Outside Subject Area of Competence	0	0	—	—

CORE ACADEMIC CLASSES TAUGHT BY NO CHILD LEFT BEHIND COMPLIANT TEACHERS

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at www.cde.ca.gov/ nclb/sr/tq.

Figure 4.7.2 Percent of Classes In Core Academic Subjects

Location of Classes	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Menlo-Atherton High	100%	0%

PROFESSIONAL DEVELOPMENT

Menlo-Atherton has developed a comprehensive Professional Development plan. The Teachers' Collaborative Professional Development Program is an innovative plan that enhances the profession of teaching by supporting with funds, time, and teacher collaboration. The program also allocates funds to teachers annually to participate in self-selected opportunities for professional advancement. The effort is fully supported by parents, funders, administration, and teaching faculty, and administered as a quarterly small grants program through M-A's Shared Decision Making Site Council.

M-A has made Professional Development a top priority. We have spent approximately $70,000 per year on:

1. Teacher curriculum collaboration projects - four times per year including summer. Teacher collaboration meetings total at least 1,000 hours per year.
2. Self-selected professional development - each staff member (certificated and classified) has a personal budget to spend on workshops, college classes, and conferences. Approximately 760 staff members have participated in each of the past three years.

STUDENT ENROLLMENT BY GROUP

Figure 4.7.3 - Percent of Total Enrollment – 2015-16

Group	Percent
African American	3.0%
Asian	4.8%
Filipino	1.0%
Hispanic or Latino	42.8%
Pacific Islander	3.0%
White (not Hispanic)	41.0%
Multiple or No Response 4.3%	
	4.3%
Socioeconomically Disadvantaged	35.7%
English Learners	15.0%
Students with Disabilities	9.3%

AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION

Figure 4.7.4 Average Class Size: English-Language Arts

Year	1-22	23-32	33+	Average
2012-2013	33	40	16	25
2013-2014	32	64	0	24
2014-2015	34	67	0	24
2015-2016	26	71	1	25

Figure 4.7.5 Average Class Size: Mathematics

Year	1-22	23-32	33+	Average
2012-2013	25	46	13	26
2013-2014	23	60	3	26
2014-2015	20	61	5	26
2015-2016	17	53	16	28

Figure 4.7.6 Average Class Size: Science

Year	1-22	23-32	33+	Average
2012-2013	10	51	7	27
2013-2014	14	45	11	27
2014-2015	16	53	6	27
2015-2016	11	47	15	27

Figure 4.7.7 Average Class Size: History-Social Science

Year	1-22	23-32	33+	Average
2012-2013	18	38	17	27
2013-2014	8	57	6	28
2014-2015	4	36	13	29
2015-2016	0	35	28	31

ENROLLMENT

Figure 4.7.8 2015-2016 School Enrollment by Grade

Grade	Male	Female	Total
9th Grade	330	297	627
10th Grade	303	269	572
11th Grade	304	273	577
12th Grade	264	231	495
Total	1201	1070	2271

SPECIAL EDUCATION ENROLLMENT FIGURES

Note: Beginning in 2013-14, Special Education students were no longer classified as RSP or SDC. There are a total of 201 student with Individualized Education Programs in attendance at Menlo-Atherton for the 2013-14 school year.

Figure 4.7.9 - Special Education Enrollment Figures

Year	Total	
2014-15	218	
2015-16	240	

GRADUATION RATES/DROPOUT RATE

Data on Graduation and Dropout rates comes from the State of California's Data Quest website. The Graduation and Dropout Rates are calculated as a percentage of the initial class cohort when students began freshman year.

Figure 4.7.10 Graduation and Dropout Rates

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Graduates (#)	361	400	397	426	434
Graduation Rate (%)	88%	90%	87%	94%	93%
Dropouts (#)	33	27	38	19	19 Dropout
Rate (%)	8.1%	6.1%	8.4%	4.2%	4.1%

UC/CSU COURSES

In 2013-14, approximately 64% of Menlo-Atherton seniors completed the UC/CSU requirements, which is consistent with an approximate 60% rate over the past five years. Overall the school is achieving very well in this category, but an examination of the data by ethnicity indicates that there is a gap between our two largest populations. Over 80% of our White students are successful in meeting the UC/CSU requirements, while for the Class of 2014, 44% of our Hispanic population met with similar success. This 36% gap is significantly reduced from the over 50% gap in the prior year, and while we are pleased with the improvement, there is still much work to be done.

COURSES FOR UNIVERSITY OF CALIFORNIA AND/OR CALIFORNIA STATE UNIVERSITY ADMISSION

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/ CSU admission can be found on the DataQuest Web page at dq.cde.ca.gov/dataquest. Traditionally, approximately 60% of students graduating from Menlo-Atherton will meet the requirements for admission to the University of California and/or California State University system, but as previously mentioned, the gap between the major ethnic groups at our school must be addressed.

Figure 4.7.11 Courses for University of California and/or California State University Admission – Class of 2014

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	n/a
Graduates Who Completed All Courses Required for UC/CSU Admission	64.1%

SUSPENSION/EXPULSION

Over the past few years, Menlo-Atherton has enhanced its discipline procedures and guidelines in an effort to reduce suspensions and expulsions. Initiatives include recognition for positive behavior and an array of progressive discipline options:

Positive Behavior Supports:

Staff reward students with bi-weekly PRIDE shout outs and/or PRIDE bucks. Students participate in class assemblies in August to review expectations and school rules. The school's anti-bullying committee - comprised of students - developed an assembly to address bullying specific to student and staff experiences.

Counseling by Administrative Vice Principals (AVP):

Students have the opportunity to solve problems with the Vice-Principal when sent to the office for discipline. Referrals are made to the appropriate support program, including conflict mediation, student support services, or counseling services. If needed, AVP's facilitate one-on-one meetings between teachers and students to address persistent behavioral issues.

Conflict Mediation Program:

The Conflict Mediation Program has been in effect for the past four years. Students who

come to the office with a conflict are referred to the conflict mediator and are given a chance to resolve conflicts before an incident occurs that may result in suspension.

School Community Service Hours:

A community service initiative was started in which students give time to the campus after school or on weekends in lieu of suspension. This is an option for most minor and some moderate violations, including a 3rd electronic device violation or 3rd hall sweep violation. In previous years, students would serve a day of suspension for a third violation.

School Detention:

Teachers can refer students to school detention for conduct or excessive tardies. Detention is held on Wednesdays before or after school.

In-House Suspension:

We have an In-School Suspension Program staffed by one of our campus aides. Students serve class suspensions or full day in-house suspensions (in lieu of being sent home) where they are encouraged to complete work for their classes.

Alternatives to Suspension:

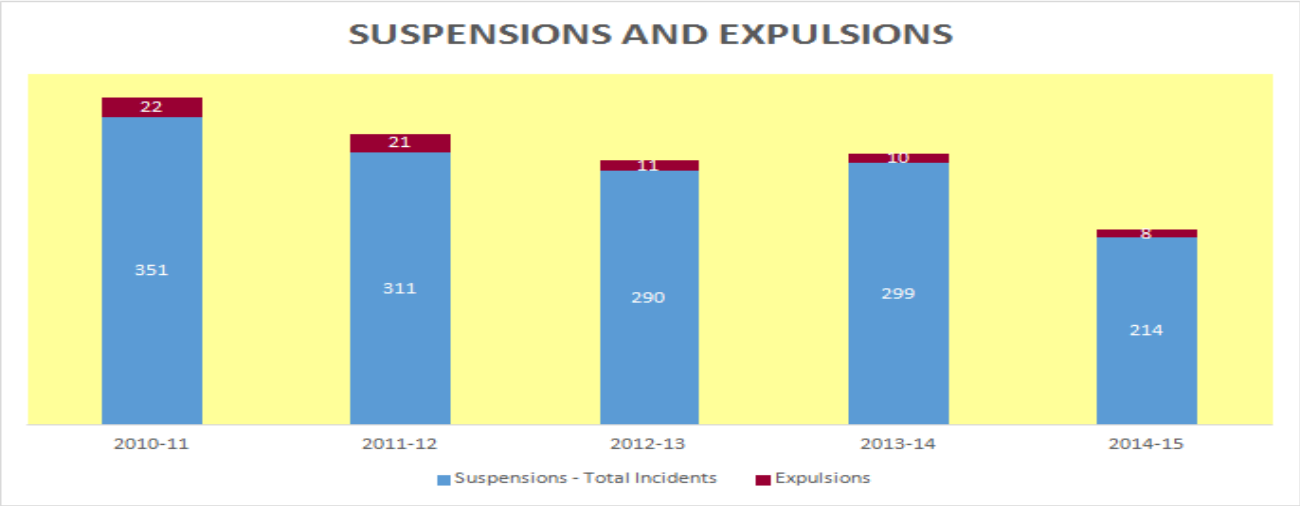
Students involved in a first physical altercation are referred to a three-hour counseling program in lieu of two days of a five-day suspension (student serves only three days of suspension). The program, which addresses aggressive behavior, is run by STAR Vista, a community agency on campus. Students who have a first drug or alcohol offense (possession or under the influence) are referred to a three-hour counseling program for substance abuse run by STAR Vista, a community agency on campus, in lieu of two days of a five-day suspension (student only serves three days of suspension).

For two years, M-A has partnered with Youth Community Services to pilot a class called 180 Degrees. This course is offered to our at-risk students who have the potential to make a change.

Truancy Monitoring and Attendance Review Meetings:

AVP's and Guidance Counselors meet monthly to strategize interventions for truant students. We coordinate attendance review meetings with the student, parent, Guidance Counselor, Vice Principal, and other support staff. Students sign attendance contracts, and the team also considers additional supports needed to get the student to attend school. AVP's, Student Support Coordinator, and Parent Coordinator do home visits as necessary.

With the exception of 2013-2014, there has been a consistent downward trend in Menlo-Atherton's numbers of suspensions and expulsions. Suspensions include days students are sent home and in-school suspensions which are served on campus.



The below table gives suspension and expulsion rates for the school years from 2012-13 through 2014-15:

Figure 4.7.12 Suspension and Expulsion Rates

	School			District		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspension	8.4%	8.4%	2.9%	7.6%	6.2%	4.2%
Expulsion	0.2%	0.2%	0.3%	0.3%	0.2%	0.2%

ENGLISH LEARNERS

The number of English learners at Menlo-Atherton has remained fairly consistent in the 15-20% range over the past few years. These students are served in many different settings, including English Language Acquisition and Development classes for students new to the country. Long-term English Language Learners are placed in content courses based on their CST scores and teacher recommendation.

CELDT

Performance levels on CELDT have stayed fairly consistent over the past few years: Approximately 25-30% of our English Learners score at the two lowest levels of the test, and about 50% are in the top two levels. Students that have recently arrived in this country are scheduled in English Language Acquisition and English Language Development courses.

Figure 4.7.14 CELDT Student Counts by Grade Level

CELDT Level	9th Grade		10th Grade		11th Grade		12th Grade	
	'13-'14	'14-'15	'13-'14	'14-'15	'13-'14	'14-'15	'13-'14	'14-'15
Advanced	19	19	16	22	18	20	20	22
Early Advanced	44	52	26	32	35	24	29	24
Intermediate	35	38	27	32	22	25	13	17
Early Intermediate	16	21	18	15	13	4	11	11
Beginning	22	21	19	23	26	13	8	14
Total Students	136	151	106	124	114	86	81	88

SAT I

Menlo-Atherton students consistently score higher than average on the Scholastic Aptitude Test (SAT) when compared to all students in California. In addition, a larger percentage of seniors at M-A take the test compared to the percentage of other seniors in the state.

Figure 4.7.16 SAT I Test Results- Seniors

		2011-2012	2012-2013	2013-2014	2014-2015
Grade 12 Enrollment	Menlo-Atherton High	504	484	479	486
	California	493,947	496,859	498,403	496,901
% Seniors Tested	Menlo-Atherton High	55	56	not reported	60
	California	39	40	not reported	not reported
Average Critical Reading	Menlo-Atherton High	580	587	586	580
	California	491	492	492	495
Average Math	Menlo-Atherton High	598	606	601	593
	California	510	508	506	506
Average Writing	Menlo-Atherton High	590	587	585	575
	California	491	489	489	491

Additional Data

ATTENDANCE

Attendance patterns have remained fairly consistent over the past 4 years at Menlo-Atherton. Average daily attendance is in the 92% range. The school's Student Support personnel, including Guidance Counselors, meet weekly to focus on students who display poor attendance patterns. Parents/guardians are contacted and home visits are made in certain situations so that alternative plans can be designed to help these students be successful.

Figure 4.8.1 ADA - Annual Percentage Rates

2010-2011	2011-2012	2012-2013	2013-2014	2014-15
90%	92%	93%	92%	93%

SPECIAL EDUCATION

Beginning in 2013-14, students in the Special Education program were no longer classified as being either in the Resource or Special Day programs. Instead, they are classified in relation to whether or not most of their day will be spent in a mainstream setting. The school has adopted a model whereby all students in Special Ed will be educated in a mainstream setting, with additional supports in place to help these students be successful. Support could be in the form of a co-teaching model for the class, where a general education teacher shares duties and responsibilities for curriculum delivery and student assessment with a teacher in the Special Ed program. Or, there may be an Instructional Associate assigned to the classroom to support students with IEP's who are in the class. In this manner, students receive the benefit of a rigorous curriculum with appropriate support to help them navigate through the course.

AP/HONORS

Menlo-Atherton has a robust Advanced Placement program. Over the past five years, the percentage of students scoring a 3 or higher (which is considered the passing level at most colleges) has averaged approximately 85%. In addition, the number of AP tests taken and students taking the tests have increased each year:

	# of Tests Taken	# of Students Testing
2011	964	422
2012	1090	432
2013	1257	528
2014	1278	515
2015	1285	586

In addition to Advanced Placement courses, Menlo-Atherton also offers many courses with the Advanced Standing designation. These courses are at a higher level of rigor compared to regular college-preparation courses.

Figure 4.8.3 Advanced Placement Data

	2011		2012		2013		2014		2015	
	% Passing	# Students	% Passing	# Students	% Passing	# Students	% Passing	# Students	% Passing	# Students
Art History	61%	61	77%	69	84%	63	90%	42	70%	46
Biology	63%	115	64%	113	78%	116	82%	93	88%	80
Calculus	84%	150	86%	157	88%	172	95%	186	89%	200
Computer Science	67%	24	79%	52	66%	87	46%	91	55%	102
Eng. Lang./Comp	100%	115	96%	107	96%	120	95%	128	90%	144
Eng. Lit/Comp	93%	122	92%	145	95%	136	87%	156	89%	166
Environmental Sci					53%	76	72%	92	53%	109
European History	100%	28	96%	24	97%	34	100%	27	100%	17
French Language	80%	30	100%	14	94%	16	100%	13	100%	26
Latin/Vergil	100%	2	78%	23	80%	10	100%	17	50%	4
Physics C	100%	21	100%	33	97%	38	98%	54	98%	50
Spanish Lang	86%	72	94%	78	87%	101	99%	96	100%	75
Spanish Literature	100%	5			94%	17				
Statistics	96%	75	93%	88	96%	92	96%	90	82%	82
Studio Art	70%	10	67%	9	90%	10	100%	3	40%	10
US History	98%	52	98%	51	94%	63	92%	84	98%	91

School-wide API and AYP Data

Please note that API data is only available through 2013

API

In 2012, Menlo-Atherton exceeded the state API target score of 800 for the first time, achieving an 822 school-wide result. Results in 2013 were down a bit, to 819, but since we continued to score above 800, we were deemed to have met our target for the year. Over the five years through 2013, all numerically significant sub-groups continue to make steady progress in overall API score, but a gap exists when groups are compared. The API score of white students in 2013 was 942, while Hispanic students achieved a 682 score. This 260 point gap represents a reduction from the 284 point gap that existed in 2009, but as we move to Smarter Balanced assessments, the goal will be to eliminate the gap altogether. Below are API levels for our other numerically significant sub-groups in 2013:

Socio-Economically Disadvantaged - 656
English Learners - 666
Students with Disabilities - 534

The graphs on the following pages provide a visual presentation of our data.

DATA SUMMARY OF API PREDICTIONS

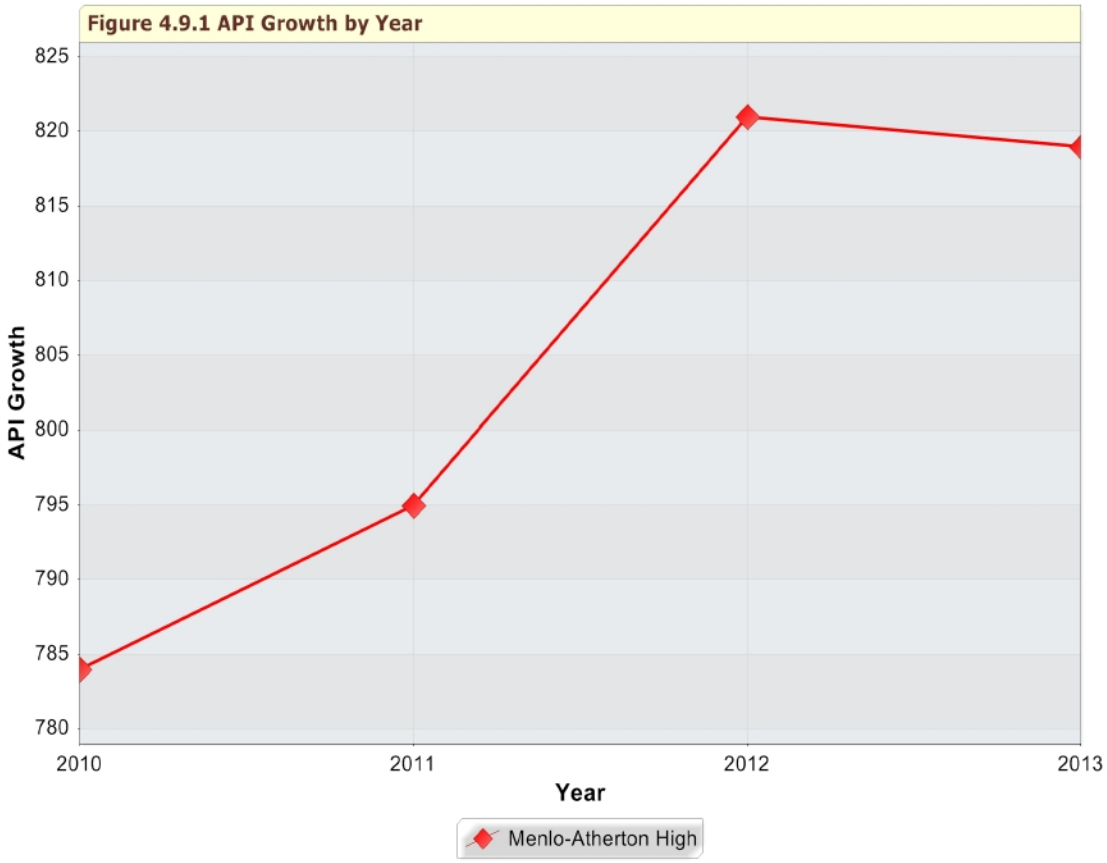
Student achievement data was collected through the use of the CDE reporting Website. Information was filtered in a variety of ways, including district, school, sub-group, grade, and subject-matter groupings, in order to identify trends and patterns in student achievement.

To analyze the school's academic performance over the target years of 2003-2012, the Academic Performance Index (API), results from the CST, and Adequate Yearly Progress (AYP) percent proficient, were used as the primary data sources. Data compiled in this report is used to provide a quantitative review of this individual school.

The majority of following analysis was done using results from the CSTs. Since there is a high degree of correlation between CST results, API, and AYP (Gerbrandt, 2007), we have confidence that the ELA and Mathematics proficiencies, as well as the ELA and Mathematics "Gap Analyses" accurately represent student academic achievement in this school. The graphs in this report represent a summary of the most significant findings in our analysis.

2010-2013 School Academic Performance Index (API)

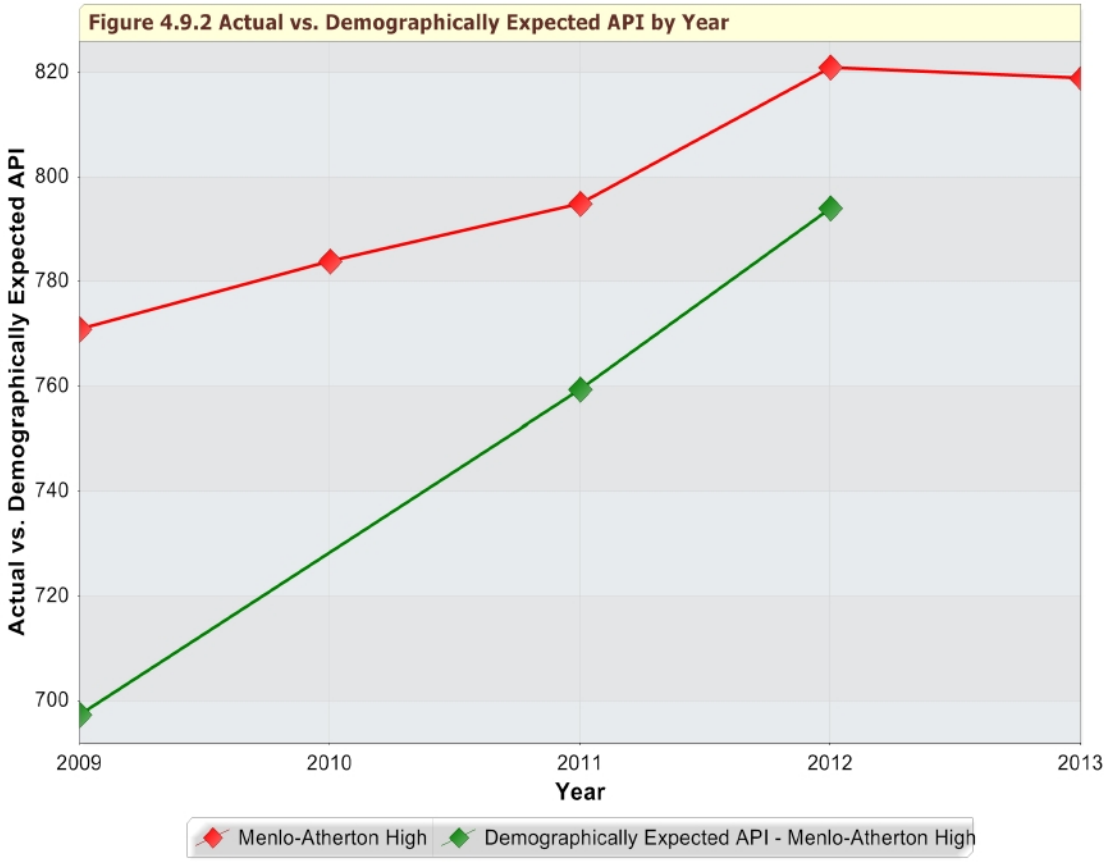
Figure 4.9.1 shows that Menlo-Atherton has fairly steady growth in overall school-wide API over the four years from 2010-13, with the biggest increase occurring in 2012, when the school exceeded the state target of 800 for the first time. Results dropped a bit in 2013, but the school was still comfortably above the 800 target.



Actual vs. Demographically Expected API

Schools in the greatest need of school improvement programs are not only low performing, but are underperforming compared to the API levels expected from their school (SCI) demographics. Schools showing the greatest successes in improving their performance are either greatly reducing their underperformance, or are consistently outperforming the API levels expected from their school demographics. Districts that are most successful in improvement of performances have a higher proportion of outperforming than underperforming schools.

Figure 4.9.2 shows that Menlo-Atherton's API results over the past four years exceed expectations when compared to other schools with similar demographic characteristics. In 2013, M-A ranked in the 9th decile, or 90th percentile, when compared to similar schools.



API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Figure 4.9.3 API Ranks - Three-Year Comparison

API Rank	2011	2012	2013
Statewide	8	8	8
Similar Schools	9	9	9

API Changes by Student Group - Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.
Over the past 3 years, with the exception of Students with Disabilities, all numerically significant sub-groups have exhibited strong growth in their API Score. In general, results from 2013 leveled out when compared with the prior few years, but the overall trend has been positive.

Figure 4.9.4 Actual API Change

Group	2010-11	2011-12	2012-13	2013 Growth API Score
All Students at the School	13	27	-3	819
African American	N/A	N/A	N/A	N/A
American Indian or Alaska	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	26	20	2	682
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	5	24	-10	942
Socioeconomically	10	30	-1	656
English Learners	3	42	2	666
Students with Disabilities	-40	13	0	534

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10

through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at star.cde.ca.gov. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.
The below table reflects composite averages for students in grades 9-11 on the four curriculuar areas subject to California Standards testing. Percentages for Menlo-Atherton students rose in each category over the 3-year period, which has resulted in the school achieving an overall API score greater than the 800 target set by the state.

Figure 4.9.5

Subject	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	62%	66%	69%	59%	64%	66%	54%	56%	56%
Mathematics	46%	52%	50%	41%	44%	45%	50%	51%	51%
Science	64%	65%	67%	63%	65%	65%	57%	60%	59%
History-Social Science	59%	62%	64%	57%	60%	59%	48%	49%	49%

CST Results by Student Group: Most Recent Year

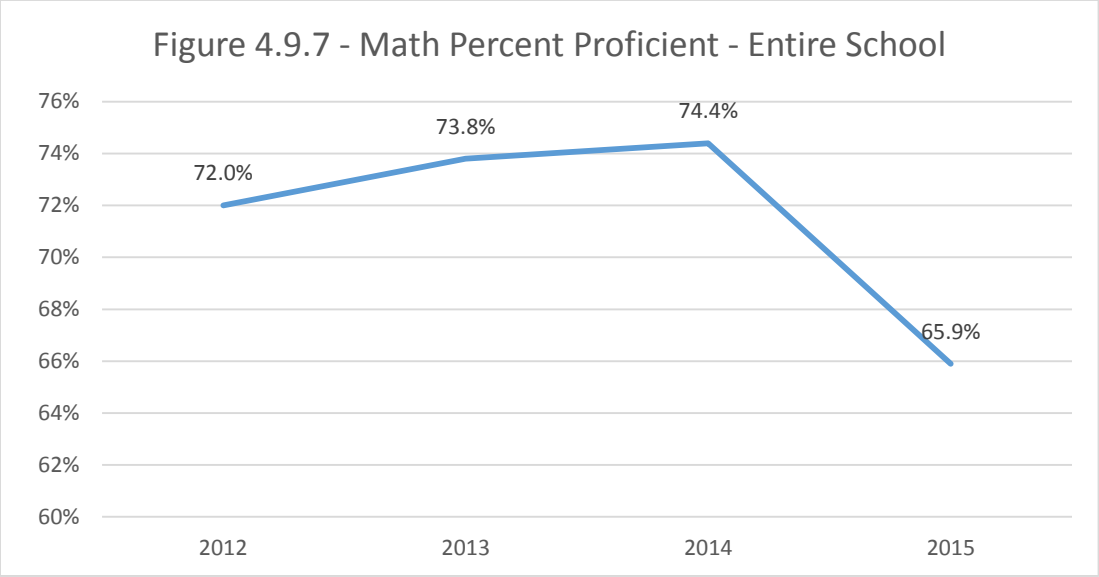
This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for 2013, the most recent testing period.

Figure 4.9.6 Percent of Students Scoring at Proficient or Advanced

Group	ELA	Math	SCI	HSS
African American	32%	15%	36%	28%
American Indian	0%	0%	0%	0%
Asian	91%	83%	91%	89%
Filipino	47%	54%	0%	0%
Hispanic or Latino	37%	24%	34%	30%
Pacific Islander	33%	17%	0%	33%
White	94%	76%	91%	92%
Male	62%	52%	71%	67%
Female	69%	51%	58%	58%
Socioeconomically Disadvantaged	32%	19%	28%	25%
English Learner	11%	20%	30%	27%
Students with Disabilities	19%	20%	30%	27%
Students Receiving Migrant Education Services	18%	36%	0%	0%

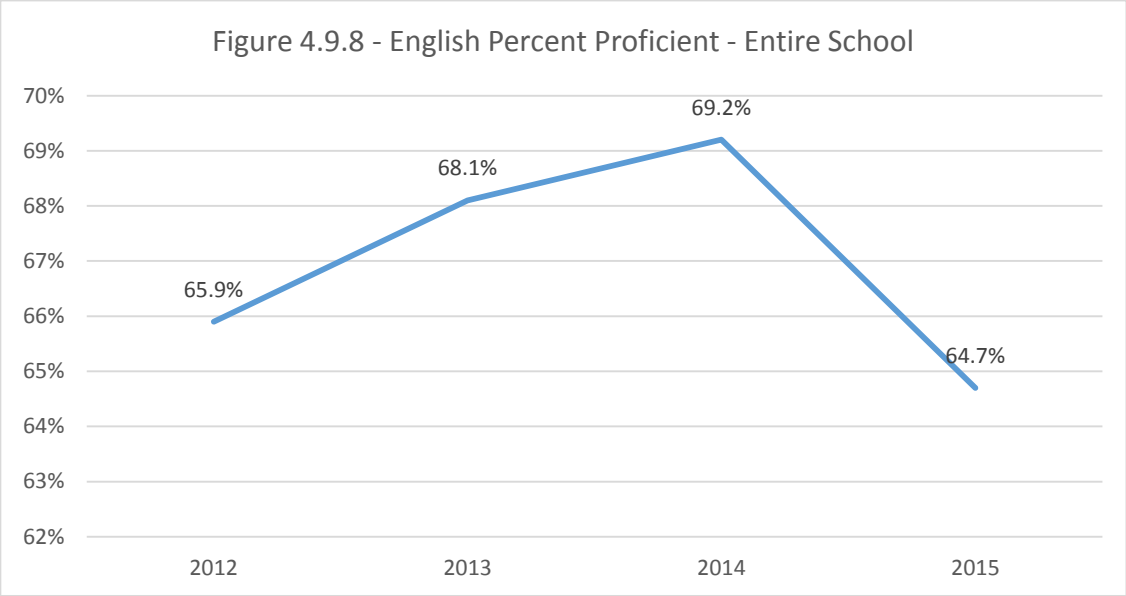
2010-2013 School-Wide Percent Proficient for ELA and Mathematics
CST or CAHSEE are the primary component in measuring AYP for a high standard. Indeed, a schools participation in program improvement is heavily weighted towards proficiency levels on this test. AYP uses a status-bar model, which means that a specific percentage of students must be proficient in order to meet the required criteria. In addition, for a district to meet the AYP criteria, all significant subgroups must meet this goal.

AYP Mathematics Percent Proficient
In 2015, approximately 66% of our sophomore students scored Proficient or Advanced on the Mathematics portion of the final administration of the California High School Exit Exam (CAHSEE). This performance reversed to slow growth trend over the prior three years.



AYP ELA Percent Proficient

In 2015, approximately 65% of our sophomore students scored in the Proficient or Advanced range on the English/Language Arts portion of the CAHSEE, reflecting a drop compared to the upward trend over the previous three years.



AYP Overall and by Criteria (School Year 2013-14)

This table displays school and the district results on achieving AYP goals for the 2014-15 school year. These goals are based on participation by juniors on the Smarter Balanced Summative Assessments, and the Class of 2014 graduation rate. The participation rate target was 95%, and the Graduation Rate target was 89%. Menlo-Atherton hit 11 out of a possible 11 AYP goals in 2015.

Figure 4.9.9 AYP Overall and by Criteria

AYP Criteria	School	District
Overall	Yes	No
Participation Rate – English-Language Arts	Yes	No
Participation Rate – Mathematics	Yes	No
Graduation Rate	Yes	No

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at www.cde.ca.gov/ta/ac/ay.

Figure 4.9.10

Indicator	School	District
Program Improvement Status	n/a	In PI
First Year of Program Improvement	n/a	2008-09
Year in Program Improvement	n/a	Year 5
Number of Schools Currently in Program Improvement	n/a	2
Percent of Schools Currently in Program Improvement	n/a	28.6

California High School Exit Examination

The California High School Exit Examination (CAHSEE) was primarily used as a graduation requirement. However, the grade 10 results of this exam were also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001, although for 2015 this no longer applies. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at cahsee.cde.ca.gov. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student. Scores for the 2015 administration to sophomores are shown in the table below:

Figure 4.9.12

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
African American	90%	5%	5%	90%	10%	0%
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a
Asian	11%	11%	78%	4%	22%	74%
Filipino	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic or Latino	59%	20%	22%	58%	29%	13%
Pacific Islander	85%	8%	8%	62%	38%	0%
White	7%	13%	80%	7%	31%	62%
Male	43%	18%	38%	35%	28%	37%
Female	26%	15%	59%	32%	30%	38%
Economically Disadvantaged	74%	15%	13%	69%	26%	5%
English Learners	98%	2%	0%	89%	10%	1%
Students with Disabilities	85%	11%	4%	87%	11%	2%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

School-wide Needs Assessment

A. Standards, Assessment, and Accountability

1. An assessment and monitoring system is in place for all core content areas. (EPC 5.0, WASC D.1)
   - ☑ a. Develop content-specific assessment blueprints that reflect an alignment of written curriculum, standards, instructional program and expected school-wide learning results. (EPC 5.0, WASC D.3)
   - ☑ b. Identify appropriate assessments to administer to measure student progress, including: tests, essays, portfolios, projects, etc. (WASC D.2a)
   - ☑ c. Administer curriculum-embedded assessments every 6-8 weeks in Math, ELA, Science and History-Social Science. (EPC 5.0, WASC D.2a)

2. There is an ongoing process for monitoring and evaluating the implementation of the school-wide action plan. (WASC D.4)
   - ☑ a. Use student achievement data and expected student learning results to monitor the school-wide action plan, including use of resources. (WASC D.4)

B. Staffing and Professional Development

1. All classrooms are staffed with fully credentialed, highly qualified teachers or there is a plan to have fully credentialed, highly qualified teachers in all classrooms within three years. (NCLB, EPC 4.0, WASC A.4)
   - ☑ a. Document and ensure all teachers have or are progressing towards being fully credentialed and highly qualified. (EPC 4.0, WASC A.4, NCLB)
   - ☑ c. Assign appropriate teachers to intervention, strategic, core and advanced classes, including EL and Special Education. (EPC 4.0, WASC A.4)
   - ☑ d. Develop a qualified staff to facilitate achievement of academic standards and the expected schoolwide learning results through a system of preparation, induction, and on-going professional development. (WASC A.4)

2. Staff members have access to effective professional development, including a coaching model that provides for on-going instructional assistance. (EPC 6.0, NCLB, WASC A.5, WASC B.1, WASC C.2)
   - ☑ a. Provide effective professional development that includes expert training in standards-based instruction, assessed student performance, professional needs and research-based strategy instruction that actively engages students. (NCLB, WASC A.5, WASC B.1, WASC C.2)
   - ☑ b. Provide ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) including demonstration lessons. (EPC 6.0, WASC A.5)
   - ☑ c. Provide ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) including co-planning/co-teaching. (EPC 6.0, WASC A.5)
   - ☑ d. Provide ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) including observation/feedback. (EPC 6.0, WASC A.5)
   - ☑ e. Provide teacher collaboration by grade level (K-6) and department (7-12) to discuss student achievement results and modify instruction based on student achievement needs. (EPC 7.0, WASC A.5)

- ☑ f. Implement a monitoring system (e.g. Action Walks) to ensure implementation of professional development.

3. Administrators receive Principals' Assembly Bill AB 430 training, Modules 1, 2 and 3. (NCLB, EPC 3.0, WASC A.5)

- ☑ a. Provide Principals' Assembly Bill AB 430 training, Modules 1 (ELA and Math), 2 and 3. (EPC 3.0)

D. Opportunity and Equal Educational Access

1. The school has a vision (purpose) that includes the expectation that all students can achieve at high levels. The educational program provides access for all students to standards and enrichment opportunities, avoiding isolation and segregation. (WASC A.1, NCLB)

- ☑ a. Identify a clear, coherent vision of what students should know and be able to do. (WASC A.1)
- ☑ b. Identify clear expectations for standards mastery for all students, especially for students who are identified as underperforming. (WASC A.1)
- ☑ d. Identify a school organization, structure and governance system that supports high expectations for all students. (WASC A.1a, WASC A.2)

2. The regular program provides services to enable underperforming students to meet standards. (NCLB, EPC 1.0, ECP 2.0, EPC 8.0)

- ☑ a. Create a master schedule that provides access for strategic support classes in Math and ELA. (EPC 1.0, EPC 2.0, EPC 8.0)
- ☑ b. Place strategic students in appropriate classes to support standards mastery in the regular program. (EPC 1.0, EPC 2.0, EPC 8.0)
- ☑ c. Create individualized learning plans for special needs students (e.g. English Learners and Special Education Students) to achieve academic success. (WASC E.3)

3. Additional services are provided to enable at-risk students to meet standards. All students receive appropriate support based on an individualized learning plan to help ensure academic success. (WASC E.3, NCLB)

- ☑ a. Create a master schedule that provides access for strategic support classes in Math and ELA (EPC 1.2, EPC 1.3)
- ☑ b. Place intensive students in appropriate classes to support standards mastery. (EPC 1.2, EPC 1.3)

4. Students have access to a system of personal support services, activities and opportunities at the school and within the community. (WASC E.4)

- ☑ a. Provide activities and events to engage the community and business in partnering to help increase student achievement. (WASC E.4)

5. Research-based educational practices are utilized to increase student engagement and raise student achievement. (NCLB)

- ☑ a. Identify and implement schoolwide research-based strategies to increase student engagement and raise student achievement. (NCLB)

E. Involvement

1. The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process. (WASC E.1)

- ☑ a. Create an effective plan for communicating with parents (English and non-English speaking) regarding their child's academic performance and mastery of the content standards. (WASC E.1)

☑ b. Communicate with parents regarding information about the school's API and AYP scores, and the status of the school in relation to target populations and disaggregated data.

☑ c. Involve parents, community representatives, classroom teachers, other school personnel, and students in the planning, implementation, and evaluation of school plans and consolidated application programs. (5 CCR 3932)

☑ d. Educate parents about standards, curriculum, and assessment.

2. The school is a safe, clean and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement. (WASC E.2)

☑ a. Provide a safe, clean and orderly place that nurtures learning. (WASC E.2)

☑ b. Establish a school culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement. (WASC E.2)

3. Resources are provided from family, school, district, and community to assist under-achieving students. (NCLB, EPC 9.0, WASC A.6)

☑ a. Provide resources from family, school, district, and community to assist under-achieving students. (NCLB, EPC 9.0)

☑ b. Involve parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932, WASC E.4)

F. Funding

1. Services provided by categorical funds enable underperforming students to meet standards. (NCLB, WASC A.6, EPC 9.0)

☑ a. Ensure services provided by categorical funds enable underperforming students to meet standards. (NCLB, EPC 9.0)

2. This plan provides fiscal support for every action step.

☑ a. Provide fiscal support. (EPC 9.0)

3. Resources are utilized effectively in accordance with the legal intent of the program(s) to support students in accomplishing academic standards. (WASC A.6)

☑ a. Ensure that resources are utilized effectively in accordance with the legal intent of the program(s) to support students in accomplishing academic standards. (WASC A.6)

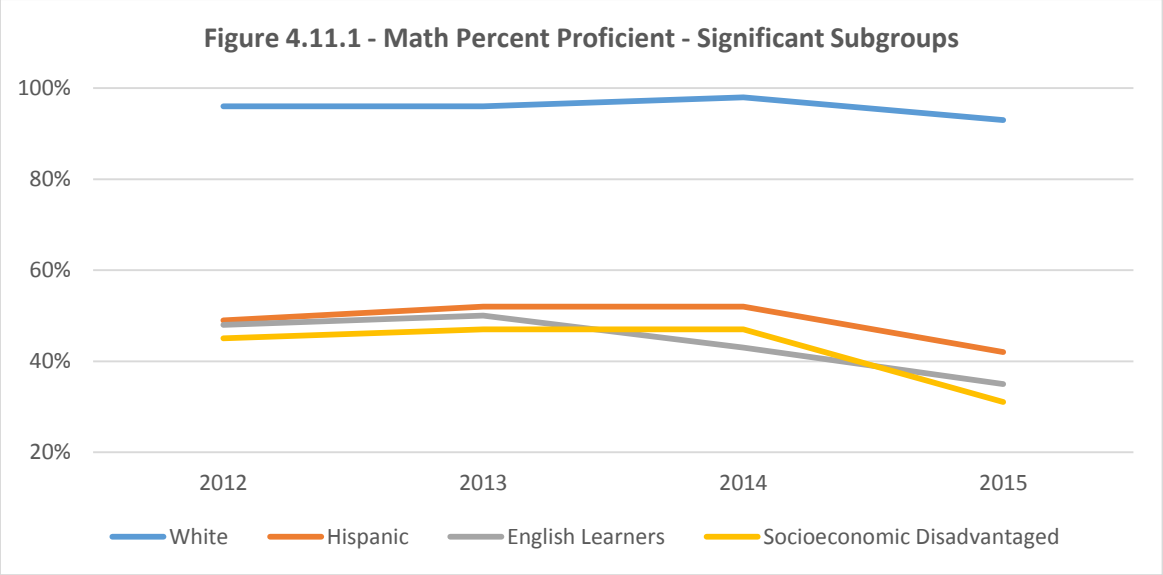
Math Student Achievement Data Collection and Analyses

Math AYP Significant Subgroups (AMOs/CAHSEE)

Figure 4.11.1 (if present) shows the most recent school Math proficiency breakdown of student performance for significant subgroups.

Schools, LEAs, the state, and numerically significant subgroups must meet percent proficient targets in ELA and mathematics on the assessments (2009 CSTs, grades two through eight; 2009 CAPA, grades two through eight and ten; and 2009 CAHSEE, grade ten) used in AYP calculations. Note: A school or an LEA with fewer than 100 students enrolled on the first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator for AYP purposes.

In 2015, all subgroups showed a slight drop in performance on CAHSEE, as determined by the percentage of students scoring at the Proficient or Advanced levels. Teachers in the Math department incorporate review of topics on the CAHSEE as part of their curriculum in the weeks leading up to the test, which helps identify and refine the skills required to be successful.



2009-2013 Algebra I Band Percentages Report (CST)
Performance levels on the Algebra I California Standards Test (CST) fluctuated a bit over the last four years the test was given, averaging a little over 20% scoring in the Advanced/Proficient range, and in the mid-40% range of Below Basic and Far Below Basic.

Figure 4.11.2 2009-2013 Algebra I Band Percentages Report (CST)

Proficiency Level	2009-2010	2010-2011	2011-2012	2012-2013
Advanced	2%	4%	1%	2%
Proficient	17%	24%	26%	21%
Percent Meeting Standard	19%	27%	28%	23%
Basic	30%	30%	31%	30%
Below Basic	33%	28%	32%	30%
Far Below Basic	18%	15%	9%	17%

2009-2013 Geometry Band Percentages Report (CST)
Results on the Geometry CST slipped a bit in 2013 testing compared to the previous year. 51% of our students scored in the Advanced/Proficient range in 2013, compared to 56% in 2012. In addition, 27% of our students scored Below Basic or Far Below Basic in 2013 compared to 18% in 2012. Compared to four years ago, the trend has been positive.

Figure 4.11.3 2009-2013 Geometry Band Percentages Report (CST)

Proficiency Level	2009-2010	2010-2011	2011-2012	2012-2013
Advanced	20%	18%	28%	19%
Proficient	24%	31%	28%	32%
Percent Meeting Standard	44%	49%	56%	51%
Basic	23%	18%	26%	23%
Below Basic	26%	25%	15%	23%
Far Below Basic	6%	8%	3%	4%

2009-2013 Algebra II Band Percentages Report (CST)
Results on the Algebra II CST have been very consistent over the past four years: approximately 50% of our students are meeting the Advanced/Proficient Standard, and about 25% of our students are scoring Below Basic or Far Below Basic.

Figure 4.11.4 2009-2013 Algebra II Band Percentages Report (CST)

Proficiency Level	2009-2010	2010-2011	2011-2012	2012-2013
Advanced	25%	18%	26%	23%
Proficient	24%	28%	28%	28%
Percent Meeting Standard	49%	46%	54%	51%
Basic	24%	26%	21%	25%
Below Basic	21%	18%	18%	17%
Far Below Basic	6%	10%	7%	7%

Addendum

2009-2013 Summative High School Math Percentages Report (CST)

Over the final four years the test was given, our students posted huge gains on the High School Summative Math assessment. In 2013, 89% of our students scored in the Proficient/Advanced range on this assessment, compared to 72% in 2009.

Math Needs Assessment

A. Standards, Assessment, and Accountability

3. State (CST, CAHSEE, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in Math. (NCLB, EPC 5.2, EPC 7.2, WASC D.1, WASC B.3)

- ☑ a. Disaggregate student academic achievement data in Math by subgroup and identify area of need by demographic subgroup; reduce student academic achievement gaps between all subgroups. (EPC 5.2, WASC D.1)
- ☑ b. Identify areas of concern, by cluster, standard, and objective in Math and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards. (EPC 5.2)
- ☑ c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA Math standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (EPC 7.2, WASC D.2b)
- ☑ d. Report student performance data in Math to all stakeholders; provide feedback to students; provide feedback to parents. (WASC D.1)

B. Staffing and Professional Development

5. All Math teachers receive SB 472 training on SBE-adopted or standards-aligned (HS) instructional materials. (EPC 4.3, EPC 1.3, WASC A.5)

- ☑ a. Document that Math teachers have attended SB 472 training. (EPC 4.3)
- ☐ b. Document that Math teachers have completed 80 hours of approved SB 472 practicum. (EPC 4.3)
- ☐ c. Provide ELPD for all Math teachers who have attended AB466 or SB472. (EPC 4.3)
- ☑ d. Ensure Math teachers have, and appropriately use, standards-aligned instructional materials. (EPC 1.3) (High School Only)

6. Appropriate Math teachers are assigned to intensive intervention, strategic support, core and advanced classes including EL and Special Education. (EPC 4.1, EPC 4.3, WASC A.5)

- ☑ a. Assign highly qualified Math teachers to intensive intervention, strategic support, core and advanced classes, including EL and Special Education. (EPC 4.1, EPC 4.3)
- ☑ b. Ensure daily lesson coherence in Math between strategic support and core classes.

7. Administrators receive Administrator Training, AB 430 Module 1 in Math. (NCLB, EPC 3.2, WASC A.5)

- ☑ a. Provide Administrator Training, AB 430 Module 1 for the Math adoption. (EPC 3.2)

C. Teaching and Learning

1. Students are accurately placed in appropriate Math classes. (EPC 5.2, EPC 8.2, WASC B.2, WASC D.4)

- ☑ a. Use student achievement data and core or district placement data to identify every student as benchmark, strategic, or intensive in Math. (WASC D.2b, EPC 5.2, WASC B.2)
- ☑ b. Create a master schedule that appropriately places all students in benchmark, strategic support or intensive intervention classrooms in Math. (WASC D.2b)
- ☑ c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate Math classes. (WASC D.4)

2. Standards-aligned instructional materials are provided for Mathematics and used appropriately and with fidelity. (EPC 1.3, WASC B.1)

- ☑ a. Document that all teachers have a comprehensive set of instructional materials in Math. (EPC 1.3)
- ☑ b. Verify that all students have access to Student Editions of Math textbooks, purchasing appropriate materials as needed. (EPC 9.2)

3. Align Mathematics curriculum, instruction, and materials to content and performance standards. (NCLB, WASC C.2)

- ☑ a. Deconstruct Math standards according to content, context and level of cognition. b.
- ☑ Analyze materials to ensure a standards-based curriculum in Math.

4. Identify pacing with the "must-do" and "may-do" instructional components for all Math classes. (EPC 2.3, EPC 2.4, EPC 8.2)

- ☑ a. Analyze CST blueprint in Mathematics.
- ☑ b. Pace Math standards. (EPC 2.3, EPC 2.4, EPC 8.2)
- ☑ c. Determine appropriate standards-based materials and research-based strategies to increase student engagement in Math. (WASC D.2b)

5. Strategic support classes are coherently aligned with the daily lessons of core Math classrooms. (EPC 8.2, EPC 7.2, WASC A.5)

- ☑ a. Ensure strategic support classes teach the prerequisite skills and standards for the lessons being taught in the core Math classroom. (EPC 7.2)
- ☑ b. Implement Action Walks to monitor coherence of strategic support and core Math classrooms.

6. The master schedule provides sufficient time for Mathematics. (NCLB, EPC 2.3, WASC B.1)

- ☑ a. Ensure additional daily time is provided for intensive intervention in Math. (EPC 2.4, EPC 8.2)
- ☑ b. Ensure additional daily time is provided for strategic support classes in Math. (EPC 2.4, EPC 8.2)
- ☑ c. Ensure there are opportunities for students to enter or exit intensive intervention and strategic support classes in Math throughout the year.
- ☑ d. Ensure there are sufficient intensive intervention and strategic support classes in Math to meet the needs of all students requiring intervention or support in math.

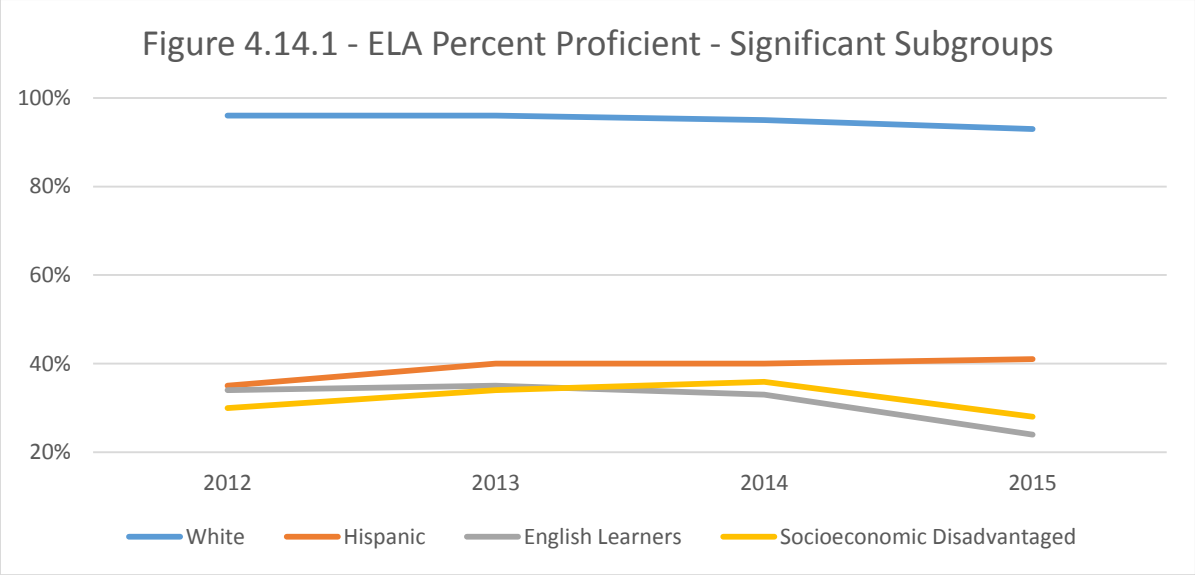
ELA Student Achievement Data Collection and Analyses

ELA AYP Significant Subgroups (AMOs/CAHSEE)

Figure 4.14.1 (if present) shows the most recent school ELA proficiency breakdown of student performance for significant subgroups.

Schools, LEAs, the state, and numerically significant subgroups must meet percent proficient targets in ELA and mathematics on the assessments (2009 CSTs, grades two through eight; 2009 CAPA, grades two through eight and ten; and 2009 CAHSEE, grade ten) used in AYP calculations. Note: A school or an LEA with fewer than 100 students enrolled on the first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator for AYP purposes.

The percentage of students in our numerically significant subgroups scoring in the Advanced/ Proficient range on the CAHSEE has remained relatively flat over the past 4 years. There was a slight drop in 2015 for all groups except our Hispanic students, who continued to show steady growth.



2009-2013 Grade Level Band Percentages Report (CST)

CST scores on the English/Language Arts tests showed moderate improvement over the final 2 years of testing, as measured by students scoring in the Advanced/Proficient range. 9th graders in 2012-13 improved by 6% compared to 9th graders in 2011-12, while 10th graders in 2012-13 improved by 2%, and 11th graders stayed at the same percentage. In addition, there were fewer students scoring at the lowest levels on this assessment: 9th graders scoring Below Basic or Far Below Basic showed a reduction from 13% to 10%, 10th graders fell from 18% to 16%, and 11th graders went from 20% to 16%. Reductions in students scoring at these low levels represents school-wide improvement.

Figure 4.14.2 2011-2013 Grade Level Band Percentages Report (CST)

Proficiency Level	9th Grade		10th Grade		11th Grade	
	11-12	12-13	11-12	12-13	11-12	12-13
Advanced	49%	51%	46%	48%	45%	47%
Proficient	21%	25%	18%	18%	20%	17%
Percent Meeting Standard	70%	76%	64%	66%	65%	65%
Basic	17%	14%	18%	18%	15%	20%
Below Basic	9%	6%	10%	8%	9%	10%
Far Below Basic	4%	4%	8%	8%	11%	6%

ELA Needs Assessment

A. Standards, Assessment, and Accountability

4. State (CST, CAHSEE, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in ELA. (NCLB, EPC 5.1, EPC 7.1, WASC D.1, WASC B.3)

- ☑ a. Disaggregate student academic achievement data in ELA by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (EPC 5.1, WASC D.1)
- ☑ b. Identify areas of concern, by cluster, standard, and objective in ELA and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards. (EPC 5.1)
- ☑ c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA ELA standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (EPC 7.1, WASC D.2b)
- ☑ d. Report student performance data in ELA to all stakeholders; provide feedback to students; provide feedback to parents. (WASC D.1)

B. Staffing and Professional Development

8. All ELA teachers receive SB 472 training on SBE-adopted or standards-aligned (HS) instructional materials. (EPC 4.2, EPC 1.2, WASC A.5)

- ☑ a. Document that ELA teachers have attended SB 472 training. (EPC 4.2)
- ☑ c. Provide ELPD for all ELA teachers who have attended AB466 or SB472. (EPC 4.2)
- ☑ d. Ensure ELA teachers have, and appropriately use, standards-aligned instructional materials. (EPC 1.1, EPC 1.2)

9. Appropriate ELA teachers are assigned to intensive intervention, strategic support, core and advanced classes including EL and Special Education. (EPC 4.1, EPC 4.2, EPC 8.1 , WASC A.5)

- ☑ a. Assign highly qualified ELA teachers to intensive intervention, strategic support, core and advanced classes, including EL and Special Education. (EPC 4.1, EPC 4.2)
- ☑ b. Ensure daily lesson coherence in ELA between strategic support and core classes.

10. Administrators receive Administrator Training, AB 430 Module 1 in ELA. (NCLB, EPC 3.1, WASC A.5)

- ☑ a. Provide Administrator Training, AB 430 Module 1 for the ELA adoption. (EPC 3.1)

C. Teaching and Learning

7. Students are accurately placed in appropriate ELA classes. (EPC 5.1, EPC 8.1, WASC B.2, WASC D.4)

- ☑ a. Use student achievement data and core or district placement data to identify every student as benchmark, strategic, or intensive in ELA. (WASC D.2b, EPC 5.1, WASC B.2)

- ☑ b. Create a master schedule that appropriately places all students in benchmark, strategic support or intensive intervention classrooms in ELA. (WASC D.2b)
- ☑ c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate ELA classes. (WASC D.4)

8. Standards-aligned instructional materials are provided for ELA and used appropriately and with fidelity. (EPC 1.1, WASC B.1)

- ☑ a. Document that all teachers have a comprehensive set of instructional materials in ELA. (EPC 1.1)
- ☑ b. Verify that all students have access to Student Editions of ELA textbooks, purchasing appropriate materials as needed. (EPC 9.1)

9. Align ELA curriculum, instruction, and materials to content and performance standards. (NCLB, WASC C.2)

- ☑ a. Deconstruct ELA standards according to content, context and level of cognition. b.
- ☑ Analyze materials to ensure a standards-based curriculum in ELA.
- ☑ c. Confirm standards-based objectives are explicitly addressed and fill gaps as needed in ELA. (WASC C.2)

10. Identify pacing with the "must-do" and "may-do" instructional components for all ELA classes. (EPC 2.1, EPC 2.2, EPC 8.1)

- ☑ a. Analyze CST blueprint in ELA.
- ☑ b. Pace ELA standards. (EPC 2.1, EPC 2.2, EPC 8.1)
- ☑ c. Determine appropriate standards-based materials and research-based strategies to increase student engagement in ELA. (WASC D.2b)

11. Strategic support classes are coherently aligned with the daily lessons of core ELA classrooms. (EPC 8.1, EPC 7.1, WASC A.5)

- ☑ a. Ensure strategic support classes teach the prerequisite skills and standards for the lessons being taught in the core ELA classroom. (EPC 7.1)
- ☑ b. Implement Action Walks to monitor coherence of strategic support and core ELA classrooms.

12. The master schedule provides sufficient time for ELA. (NCLB, EPC 2.1, EPC 2.2, WASC B.1)

- ☑ a. Ensure additional daily time is provided for intensive intervention in ELA. (EPC 2.2, EPC 8.1)
- ☑ b. Ensure additional daily time is provided for strategic support classes in ELA. (EPC 2.2, EPC 8.1)
- ☑ c. Ensure there are opportunities for students to enter or exit intensive intervention and strategic support classes in ELA throughout the year.
- ☑ d. Ensure there are sufficient intensive intervention and strategic support classes in ELA to meet the needs of all students requiring an intervention or support in ELA.

Science Student Achievement Data Collection and Analyses

2009-2013 Science Band Percentages Report (CST)

Figure 4.17.1 shows the school science proficiency breakdown of student performance by proficiency band for the period of 2008 to 2012.

Data over the past 2 years with regard to California Standards Test scores in Science reflects fairly flat performance growth. In all curricular areas, the percentage of students scoring in the Advanced/Proficient range in 2011-12 are within a couple of percentage points of performance in 2012-13. The one exception is Chemistry, which dropped from 57% to 51%. Looking over a broader period of time, there has been marked improvement in most areas. The percent of students scoring in the Advanced/Proficient range in Life Science has increased from 51% in 2009-10 to 67% in 2012-13. Similarly, in Earth Science the increase has been from 9% to 14%, in Biology from 58% to 68%, and Physics from 80% to 81%. Chemistry has been the only area of decline, from 54% to 51%.

Figure 4.17.1 2009-2013 Science Band Percentages Report (CST)

Proficiency Level	Life Science (10th Grade)		Earth Science		Biology		Chemistry		Physics	
	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Advanced	45%	47%	1%	1%	48%	45%	32%	30%	61%	58%
Proficient	20%	19%	16%	13%	19%	23%	26%	21%	21%	23%
Percent Meeting Standard	65%	67%	17%	14%	67%	68%	57%	51%	82%	81%
Basic	22%	22%	48%	40%	17%	19%	22%	27%	8%	7%
Below Basic	8%	8%	17%	21%	8%	7%	13%	12%	4%	5%
Far Below Basic	6%	4%	18%	24%	9%	6%	8%	10%	6%	7%

Science Needs Assessment

A. Standards, Assessment, and Accountability

5. State (CST, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in Science. (NCLB, WASC D.1)

- ☑ a. Disaggregate student academic achievement data in Science by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (WASC D.1)
- ☑ b. Identify areas of concern, by cluster, standard, and objective in Science and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.
- ☑ c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA Science standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (WASC D.2b)

B. Staffing and Professional Development

11. All Science teachers receive training on adopted instructional materials. (WASC A.5, NCLB)

- ☐ a. Document that Science teachers have attended instructional materials training. b.
- ☐ Provide ELPD for all Science teachers.
- ☑ c. Ensure Science teachers have and appropriately use instructional materials.

12. Appropriate Science teachers are assigned to strategic support, core and advanced classes including EL and Special Education. (WASC A.5, NCLB)

- ☑ a. Assign highly qualified Science teachers to instruct EL, advanced and Special Education classes. (NCLB)

C. Teaching and Learning

13. Students are accurately placed in appropriate Science classes. (WASC B.2, WASC D.4, WASC D.2)

- ☑ a. Use student achievement data and core or district placement data in Science to place students in EL, advanced or Special Education classes. (WASC D.2b, WASC B.2)
- ☑ b. Create a master schedule that appropriately places all Science students. (WASC D.2b)
- ☑ c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate Science classes. (WASC D.4)

14. Standards-aligned instructional materials are provided for Science and used appropriately and with fidelity. (WASC B.1)

- ☑ a. Document that all teachers have a comprehensive set of instructional materials in Science.
- ☑ b. Verify that all students have access to Student Editions of Science textbooks, purchasing appropriate materials as needed. (WASC A.6)

15. Align Science curriculum, instruction, and materials to content and performance standards. (NCLB)

☑ a. Deconstruct Science standards according to content, context and level of cognition. c.
☑ Confirm standards-based objectives are explicitly addressed and fill gaps as needed in Science.

16. Identify pacing with the "must-do" and "may-do" instructional components for all Science classes.

a. Analyze CST blueprint in Science.
☑ c. Determine appropriate standards-based materials and research-based strategies to
☑ increase student engagement in Science.

17. Strategic support (EL, Special Education) classes are coherently aligned with the daily lessons of core Science classrooms. (WASC A.5)

b. Implement Action Walks to monitor coherence of strategic support and core Science
☑ classrooms.

History-Social Science Student Achievement Data Collection and Analyses

2009-2013 History-Social Science Band Percentages Report (CST)

Figure 4.20.1 shows the school History-Social Science proficiency breakdown of student performance by proficiency band for the period of 2010 to 2013.

Results on both the World History CST given to 10th graders, and the US History CST which was taken by 11th graders, showed strong growth over the final 3 years that the test was given. Students scoring in the Advanced/Proficient range in World History increased from 55% on 2009-10 to 63% in 2012-13. In US History, data over a similar period of time showed growth from 54% to 64%. There have also been corresponding reductions of the percent of students scoring at the Below Basic and Far Below Basic levels.

Figure 4.20.1 2009-2013 History-Social Science Band Percentages Report (CST)

Proficiency Level	World History				U.S. History 11th Grade			
	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13
Advanced	36%	41%	45%	48%	33%	37%	42%	43%
Proficient	18%	18%	17%	16%	21%	21%	21%	22%
Percent Meeting Standard	55%	59%	62%	63%	54%	58%	63%	64%
Basic	19%	18%	18%	15%	20%	18%	18%	18%
Below Basic	7%	6%	7%	4%	13%	12%	8%	9%
Far Below Basic	20%	16%	14%	17%	13%	12%	11%	9%

History-Social Science Needs Assessment

A. Standards, Assessment, and Accountability

6. State (CST, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in History-Social Science. (NCLB, WASC D.1)

- ☑ a. Disaggregate student academic achievement data in History-Social Science by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (WASC D.1)
- ☑ b. Identify areas of concern, by cluster, standard, and objective in History-Social Science and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.
- ☑ c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA History-Social Science standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data (WASC D.2b)

B. Staffing and Professional Development

13. All History-Social Science teachers receive training on adopted instructional materials. (WASC A.5, NCLB)

- ☑ c. Ensure History-Social Science teachers have, and appropriately use, instructional materials.

14. Appropriate History-Social Science teachers are assigned to strategic support, core and advanced classes including EL and Special Education. (WASC A.5, NCLB)

- ☑ a. Assign highly qualified History-Social Science teachers to instruct EL, advanced and Special Education classes. (NCLB)

C. Teaching and Learning

18. Students are accurately placed in appropriate History-Social Science classes. (WASC B.2, WASC D.4, WASC D.2)

- ☑ a. Use student achievement data and core or district placement data in History-Social Science to place students in EL, advanced or Special Education classes. (WASC D.2b, WASC B.2)
- ☑ b. Create a master schedule that appropriately places all History-Social Science students. (WASC D.2b)
- ☑ c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate History-Social Science classes. (WASC D.4)

19. Standards-aligned instructional materials are provided for History-Social Science and used appropriately and with fidelity. (WASC B.1)

- ☑ a. Document that all teachers have a comprehensive set of instructional materials in History-Social Science.
- ☑ b. Verify that all students have access to Student Editions of History-Social Science textbooks, purchasing appropriate materials as needed. (WASC A.6)

20. Align History-Social Science curriculum, instruction, and materials to content and performance standards. (NCLB)

- ☑ a. Deconstruct History-Social Science standards according to content, context and level of cognition.
- ☑ b. Analyze materials to ensure a standards-based curriculum in History-Social Science. c.
- ☑ Confirm standards-based objectives are explicitly addressed and fill gaps as needed in History-Social Science.

21. Identify pacing with the "must-do" and "may-do" instructional components for all History- Social Science classes.

- ☑ a. Analyze CST blueprint in History-Social Science.

22. Strategic support (EL, Special Education) classes are coherently aligned with the daily lessons of core History-Social Science classrooms. (WASC A.5)

- ☑ b. Implement Action Walks to monitor coherence of strategic support and core History-Social Science classrooms.

Chapter Five

Action Plan

a. Action Plan
b. Categorical Program Overview
c. Budget Narrative
d. Recommendations and Assurances
e. School Site Council Membership

Action Plan

FOCUS

SCHOOL GOAL #1

Critical Academic Need #1

Increase the percentage of students who successfully graduate from Menlo-Atherton High School in four years plus summer. Within this goal, we will continue to increase A-G eligibility rates for all, with a focus on our significant subgroups.

ESLR's addressed: Meet or exceed academic standards and post-high school success

Evidence to support Critical Academic Need #1

1. Improve our overall graduation rate, which hovers around 90% each year. Actively work to make students successful as they move through our academic program.
2. There is a significant disparity in A-G eligibility between our white and Hispanic groups. In 2014, 83% of our white students successfully completed A-G eligibility requirements while Hispanics students achieved a 44% rate – a 39% gap. In 2013 the gap was 51% (84% for white students and 33% for Hispanic students), and therefore we are moving in the right direction.
3. Passing rates of graduation requirement classes show areas of concern and focus. We will look at class-specific information for A-G classes and the number of D's and F's
4. Surveys stated that students are doing over two hours of homework every night. We will analyze the role of homework in students' success rate.

Note: The number of students not passing the CAHSEE did not have an effect on our graduation rates at any significant level. CAHSEE support classes helped focus students on passing the exam.

SCHOOL GOAL #2

Critical Academic Need #2

Increase the performance levels of our Hispanic students as measured by CAHSEE levels of Proficient and Advanced, enrollment and success in AP/AS classes, and grade point average. Within this goal we will continue to focus on successful 9th grader transitions to high school.

ESLR's addressed: Meet or exceed academic standards, post-high school success, effective communicators, critical thinkers

Evidence to Support Critical Academic Need #2

1. There is a disparity in sub-group representation in our AP and AS classes. In 2015-16 white students represented 71% of the enrollment in AP classes, compared to 19% of Hispanic students. We will continue to work on closing performance gaps, so that all students are challenged and perform at the highest levels.
2. .In 2015-16, approximately 92% of white students scored Advanced/Proficient on the California High School Exit Exam (CAHSEE) in both English and Math. In this same time period, approximately 42% of Hispanic students scored at this level on these tests, representing a gap of about 50%. The gap in 2011-12 was about 50% in Math and 60% in English, and therefore we have made some progress in the ELA portion of the test. As we transition into Smarter Balanced testing, we will continue to work on the performance gap between our two largest ethnic sub-groups.
3. We have in place successful 9th grade transition programs, such as Honors Institute and Compass. We will develop tools to evaluate their effectiveness and link participation in these programs to increased student success.

SCHOOL GOAL #3

Critical Academic Need #3

Increase the performance level of students with disabilities in general education content classes and standardized tests as measured by the percentage of students earning grades of C or higher and scoring Proficient or Advanced on the CAHSEE.

ESLR's addressed: Meet or exceed academic standards, post-high school success, effective communications, critical thinkers

Evidence to support Critical Academic Need #3

1. Results for students with disabilities on the CAHSEE continue to fluctuate due in part to the low number of students in the cohort. Looking at test results in 2015 compared to 2014, the pass rate on the ELA portion of the CAHSEE increased from 35% to 36%, but the Math pass rate fell from 73% to 38%.
2. Results were similar for students with disabilities with regard to the rate scoring in the Advanced or Proficient range: In the ELA portion of the test the rate dropped from 21% to 16% in 2015 compared to 2014, and in Math decreased from 36% to 12%.
3. Academic Resource Department (SPED) adheres to the philosophy that students receive content area instruction in general education courses with support of an education specialist (Special Education teacher) or instructional associate.

CRITICAL ACADEMIC NEED #1:	Increase the percentage of students who successfully graduate from Menlo-Atherton High School in four years plus a summer session. Within this goal, we will increase A-G eligibility rates for all, with a particular focus on Hispanic students and under-represented groups.
RATIONALE:	The leadership team, Focus Groups, and home groups analyzed the self-study and found the following: There is a significant disparity in A-G eligibility rates between our white and Hispanic groups (84% vs. 31%). Passing rates in graduation-requirement classes and A-G classes show areas of concern and focus. As a leadership team, we have decided to link graduation and A-G eligibility. The support programs and resources that we will put in place will benefit both groups in successfully passing their courses.
SUPPORTING EVIDENCE:	In 2011, our graduation rate was 89.6%, down one percent from 2010. In 2014, our graduation rate increased to 93.3% Our dropout trend is positive, but in 2011 we still had 34 students classified as dropouts. In 2014, we had 27 students classified as dropouts. In 2011, White students completing A-G eligibility requirements were at 84% while Hispanics were at 31%. In 2014, 83% of White students and 44% of Hispanic students met A-G eligibility requirements.
GROWTH TARGET:	Menlo-Atherton High School had a total of 408 students graduate in June 2012. 122 were Hispanic (about 30%). Of these 122 students, 35 met the UC A-G requirements (28.7% of the total number of graduating Hispanics met the UC A-G requirements). In June of 2014, 434 total students graduated. Our growth goal is to increase our graduation rate by 2% each year. Our growth goal is to increase the number of Hispanic graduates meeting A-G requirements by 15% each year.
ESLR ADDRESSED:	Meet or exceed academic standards and post high-school success.
IMPACT ON STUDENT LEARNING:	Direct positive impact on student achievement, reaching graduation, and post-Menlo-Atherton success.

MONITOR PROGRESS TOOLS: We will continue to monitor graduation rate, class passing rates, and A-G eligibility. We will analyze the role of homework in students' success rate in A-G courses. We will look at class-specific information for c A-G classes and the number of D's and F's to assess progress in increasing graduation rates.	REPORT PROGRESS: Data Reports: AYP, Dataquest, staff presentations, and updates to the Action Plan. Action Plan Progress: staff, leadership team, M-A stakeholders, the school board

Current Action Plan Items

	ACTION ITEM	PERSON INVOLVED	PD/ RESOURCES	ASSESSMENT AND REPORTING	TIME -LINE	REVISED TIME-LINE	NOTES ON PROGRESS
3	Increase the use of Naviance computer program through a student's four years in order to track the road to graduation and A-G progress, and allow students exposure to explore career options. Establish Naviance Task Force Link Naviance to registration process Create lessons to link Naviance to the classroom Integrate Naviance into the technology plan for additional teacher training Explore using Naviance in support classes during finals and testing weeks Implement regular Naviance use in all CTE classes	Guidance Naviance Task Force CTE Teachers	Create task force Teacher training time Collaboration time A-G eligibility rate reports Graduation rate reports Reporting tools: track student use with Naviance reports, and student exit interviews	A-G eligibility rate reports Graduation rate reports Reporting tools: track student use with Naviance reports, and student exit interviews	Fall 2013	In Progress, Fall 2016	Graduation and A-G status are tracked by counselors using shared Google Spreadsheets. Students plan for completion of A-G using the 4 year planning tool in californiacolleges.edu. We would like to enlist the support of classroom teachers to meet Common Core College and Career Readiness standards using Naviance. We will support this through the design of whole-class lessons to be implemented during the spring registration window. The College advisor also sends messages through Naviance and School Loop to increase communication. Guidance advisors met with the CTE department in prior years to discuss using Naviance in CTE classes. We will explore further options in 15-16 school year, possibly looking at kinesthetic activities and lessons for the classroom before finals in June 2016. **Next steps:** Guidance will create and implement whole-class lessons for Common Core College and Career Readiness standards using Naviance. Guidance will reach out to teachers for help in the process.

6	Create evaluation tool for current support services programs and extracurricular activities Athletics AVID Computer Academy Freshman Transition Leadership Student Support Services	Athletic Directors and Coaches-S. Kryger & P. Snow AVID Team-R. Andres Academy Teachers-C. Rubin Freshman Transition Coord. -M. Amoroso Leadership Coord. -M. Amoroso Support Services-M. Cristerna Vice Principal-K. Losekoot	Collaboration or task force time	Completion and implementation of evaluation tools Reporting tools: Update staff in staff meeting or email communica-tions	Fall 2014	In Progress; Fall 2016	Though no formal program evaluation tool has been created, many programs on campus use student progress reports to determine student success. In Athletics, these progress reports are used by coaches and guidance advisors to determine student eligibility for sports. Records are kept of student-athletes who qualify based on GPA. The number of students maintaining eligibility has increased every year from 2012-2015, partly because of a push in sports such as football and wrestling to use the on-campus homework centers and through tutoring from parents. School Loop is also used to track individual student progress, and every single team M-A fields has a team GPA above 3.0. In AVID, there are 11 essentials for the program that we must be certified in yearly. Each essential has 4-6 indicators, and for each indicator, we rank ourselves 0-3 (0-Not AVID, 1-Meets Certification, 2-Routine use, 3-Institutionalization), then provide with evidence that the program has achieved that rank. If AVID has too many 0's, they will not be certified for the next year. In the Computer Academy, students are supported with a mentor throughout their 10th/11th grade year. The program emphasizes community-building, academic incentive and career oriented field trip. There is also an Academy HW Center.

							Next steps: Track progress over time of Academy graduation and GPA. Evaluate Leadership and Freshman Transition programs as well as Student Support Services.
9	Evaluate critical classes to students reaching A-G eligibility: Algebra II, Biology & Chemistry, and Foreign Language. Track student progress and percent passing rates Establish clear class requirements for passing	Instruct. Vice Principal-S. Lippi Department Chairs Staff	Department meeting time	Increased passing levels and decreased D's and F's Reporting tools: Department chair class report and update staff in staff meetings	Fall 2013	In Progress; Fall 2017	All teachers are required to submit their syllabi which outline grading policies. Most teachers require that these syllabi are signed by both parents and students. In terms of student placement into courses, per state mandate, students must be placed in classes according to their test scores. The district has made detailed placement charts for English and math and is now focusing on other classes. The hope of the district is to provide students with appropriately leveled classes to help them reach A-G eligibility. Guidance receives a list from the district of all students who are on the cusp of A-G eligibility. Guidance reaches out to these students individually. School-wide, there has not been a discussion of specific classes critical to reaching A-G, though individuals and departments have looked at classes such as the English Intervention courses which do not receive graduation credit, and Algebra II. Every semester, departments also look at grade distributions across a class, by teacher, enabling teachers to norm their grading standards. **Next steps:** Each department needs to identify gate-keeping courses and monitor progress of students in these classes.

10	Create a homework and grading policy task force to discuss and evaluate grading, homework policies, and requirements for passing key courses for A-G eligibility and graduation	Instruct. Vice Principal-S. Lippi Department Chairs Staff	Department meeting time	Increased passing levels and decreased D's and F's Reporting tools: Department chair class report and update staff in staff meetings	Fall 2013	In progress; Spring 2017	Though a task force has not been created, in 2013-2014, M-A held a school-wide Professional Development session around grading systems as well as the purpose of assigning zeros for assignments. In 2015-2016, we will discuss homework policies in a health and well-being task force. Department discussions around meaningful homework and grading policies occur each semester as part of the school wide evaluation of grades in each class as well. Additionally, in spring of 2014, all students completed a homework and rigor survey asking them to rate the rigor of their classes and the amount of homework given nightly. This data was shared in departments by class. The updated rigor chart (attached in Appendix) helps students and parents in choosing classes and workloads. **Next steps:** Departments will be responsible for evaluating homework and grading policies, especially in accordance with the updated rigor chart. M-A received a Challenge Success Grant which will sponsor PD to address student stress.

Updated Action Plan #2 – Hispanic Student Performance & 9th Grade Success

CRITICAL ACADEMIC NEED #2:	Increase the performance levels of our Hispanic students as measured by CST test results, CAHSEE levels of Proficient and Advanced, and enrollment and success in AP/AS classes. Within this goal we will continue to focus on successful 9th grader transitions to high school
RATIONALE:	The leadership team, Focus Groups, and home groups analyzed the self-study and found the following: There is a disparity in subgroup representation in our AP and AS classes. There is a disparity between white and Hispanic student achievement levels in CAHSEE Proficient and Advanced rates.
SUPPORTING EVIDENCE:	At the time of our last report in 2012-2013, 95.8% of White students scored Advanced or Proficient in both English and math on the CAHSEE. In the same year 35.1% of Hispanics scored Advanced or Proficient in English and 48.6% in math on the CAHSEE. In 2014, 95% of White students scored Advanced or Proficient in the English portion of the CAHSEE and 98% of White students scored Advanced or Proficient in math. In the same year, 40% of Hispanic students scored Advanced or Proficient in English and 52% in math. In 2012-2013 white students represented 69% of the enrollment in AS/AP classes while Hispanics made up 15%. Currently for the 2015-2016 year, Hispanic students make up 10% of AS classes and 15.4% in AP classes.
GROWTH TARGET:	The CST and CAHSEE will no longer be used at M-A and thus cannot be measures of growth for this Action Plan. Instead, we will evaluate student grades as one measure of success and determine possible supports for these students. We will strive to increase the percent of Hispanic students in AP/AS classes by 3% each year.
ESLR ADDRESSED:	Meet or exceed academic standards, post-high school success, effective communicators, critical thinkers.
IMPACT ON STUDENT LEARNING:	We will continue to close performance gaps, so that all students are challenged and perform at the highest levels. We will increase the number of Hispanic and underrepresented students in 9th and 10th grade honors and advanced classes (Bio 9, AS Chemistry, AS English 1 & 2, Western Civilization, level 2 & 3 in foreign language).

MONITOR PROGRESS TOOLS:	REPORT PROGRESS:
We will look at GPA and the number of credits earned to help monitor student success throughout high school. We will evaluate 9th grade transition programs, such as Honors Institute and Compass, to ensure these supports are furthering student success in making the transition to high school.	Data Reports: AP/AS Enrollment, GPA, 9th grade program-evaluation tools Action Plan Progress: staff, leadership team, M-A stakeholders, the school board

Current Action Plan Items

ACTION ITEM		PERSON INVOLVED	PD/ RESOURCES	ASSESSMENT AND REPORTING	TIME-LINE	REVISED TIME-LINE	NOTES ON PROGRESS
16	Implement articulation plan with key feeder schools Continue teacher visits to Ravenswood Encourage feeder school teachers to visit M-A Continue to use data for placements and discussion of student pass rates at M-A Create summer science program for seventh graders at Willow Oaks Work with feeder schools to implement common core Continue principal communication meetings Continue curriculum discussions and program enhancements at the feeder-school level	Principal-S. Kennel Articulation J. Carson, M. Breen IVP-S. Lippi Director of Evaluation & Research - B. Lee	Collaboration time Resources to cover substitutes for teacher visits Funding for summer program	9th grade performance levels as measured by CST, common core, CAHSEE, 9th grade GPA, and units earned Articulation meeting agendas and minutes Reporting Tools: Update staff in staff meetings or email communications	Fall 2012	In Progress; Spring 2017	We have completed staff visits to RV schools as well as hosted RV teachers, and counselors and plan to continue this model each year through focused collaboration and articulation. In spring of 2015, an articulation meeting was held on the M-A campus between teachers and district personnel from the Ravenswood district and M-A teachers. Teachers from both districts met as a whole group to discuss what it looks like to be a student and common expectations for student behavior. Then, teachers broke into subject-specific groups to discuss common language to implement and example assignments and assessments for a 9th grade class. The Compass and Honor's Institute program also continues to expand, and in summer of 2015, all Ravenswood students coming to M-A were given a summer reading book for free, provided by the M-A PTA. **Next Steps:**

							Continue articulation as per the Articulation Calendar
17	Establish 9th grade task force and group leader to develop and manage the 9th grade action plan (Link to #18	Administrative Team	Collaboration time	Meeting agendas and goals Reporting Tools: Update staff in staff meetings or email communica-tions	Spring 2013	In progress; Spring 2016	A 9th grade task force is currently being put together including: Karl Losekoot Jenna Carson Mike Amoroso Katelyn LaPine Miki Cristerna Counselor 9th grade teachers- Life Skills teachers
18	Create evaluation tools for Compass, Honors Institute, Freshman Transition and 9th grade homework center. Explore linking programs together and coordinating 9th grade support programs. (Link to #17)	9th Grade Group Leader Honors Institute & Compass Coordinator- T. Charles Freshman Transition Coordinator- M. Amoroso 9th Grade HW center coordinator	Collaboration time	9th grade performance levels as measured by CST, common core, CAHSEE, 9th grade GPA, and units earned Reporting Tools: Update staff in staff meetings or email communication s	Fall 2013	In progress, Spring 2017	A 9th grade task force is currently being put together, as per the update for #17. Homework and tutoring centers have become more streamlined, centralized, and incentivized. Support services are also outlined for staff members now and a presentation on the different support services was made to staff, though not school-wide to all students. **Next Steps:** Track student attendance and evaluate program model. Survey students about use of tutoring centers

20	Enhance life skills class in the first quarter of school to include the explicit teaching of study skills.	Social Studies Department Chair Life skills teachers	Collaboration time	9th grade performance levels as measured by CST, common core, CAHSEE, 9th grade GPA, and units earned Reporting Tools: Update staff in staff meetings or email communica-tions	Spring 2015	In Progress; Fall 2017	All teachers teach study skills as a part of the Life Skills course, but since there is no set study skills curriculum for the course it varies by teacher. For example, some people use a binder system, others embed those skills into the curriculum. In addition to study skills, there has been discussion about possibly including digital literacy and healthy use of School Loop in the Life Skills courses. Next Steps: Identify which study skills systems are taught in each class.
21	Enhance parent education series to reach more families. Create data reports to track and correlate parent attendance and participation to our significant subgroup populations. Explore moving the parent meeting into the community to minimize transportation challenges. Educate parents on requirements for passing classes, and units to reach graduation	Parent Education Center Coordinator-L. Quiñonez Bilingual Resource Coordinator-S. Ready	Collaboration time	9th grade performance levels as measured by CST, common core, CAHSEE, 9th grade GPA, and units earned Reporting Tools: Update staff in staff meetings or email communication s	Spring 2013	In Progress Fall 2017	Our parent outreach and education programs continue to expand. The ELAC (English Language Advisory Committee) of parents meets monthly and focuses on how to better provide services for all the English Language Learners at M-A. The ELAC Committee grew substantially from last year from 25 in 2014 to 32 in 2015 members. Starting in the summer of 2015, we provided Parent Orientations. During these orientations, we focused on welcoming all Compass and Honors Institute parents to get to know M-A before

							the regular school year began. We talked about credits, attendance, guidance and college and career counselors. We also held a parent walking tour during the orientation so parents could navigate the campus and locate the AVP office, Guidance office, Library, PAC Cafe, and the Student and Parent Support Center. Between 40-50 parents attended this orientation. Throughout the fall 2015 semester, we conducted parent workshops including the following topics: School Loop; understanding Special Education rights; understanding report cards; and college information. Moreover, we also had our second Parent Project training. Twenty parents participated in the nine week training course on Empowering Parents and Transforming Teens. The curriculum teaches concrete identification, prevention and intervention strategies for the most destructive of adolescent behaviors (poor school attendance and performance, alcohol and other drug use, gangs, runaways, and violent teens).

							Next steps: Create data reports to track and correlate parent attendance and participation to our significant subgroup populations. Consider moving some meetings to the community.
22	Evaluate support programs and extracurricular activities available to 9th graders during the first month of school.	9th grade Task Force Freshman Transition Coordinator- M. Amoroso Student Support Coordinator- M. Cristerna	Collaboration time	Enrollment levels in school activities as measured by student survey or interviews Reporting Tools: Update staff in staff meetings or email communica-tions	Spring 2014	In Progress, Spring 2017	Leadership conducts Freshman Orientation with support from Freshman Transition Leaders. Orientation included a keynote speaker, introductions of Student Officers, and a guided tour of the campus by Leadership students. Freshman Transition kicked off the school year with the School Pyramid game that incorporates essential questions for all Freshman to guide them through the four years here at M-A. **Next steps:** Evaluate programs and activities possibly through a mid-year or end of year check-in with students.

23	Explore activities for the entire 9th grade year that build and reinforce the Challenge Day experience and establish 9th grade support programs to help foster relationships with peers.	9th grade Task Force Freshman Transition Coordinator- M. Amoroso Leadership Coordinator- M. Amoroso	Collaboration time	Enrollment levels in school activities as measured by student survey or interviews Reporting Tools: Update staff in staff meetings or email communica-tions	Spring 2014	In Progress; Fall 2017	Freshman Transition does a whole day debrief in each section of World Studies. Freshmen are asked to voice their opinions and thoughts about Challenge Day and its benefits. Students are also asked to fill out a feedback form that is provided by the PTA and Challenge Day coalition. **Next steps:** Identify ways to reinforce the Challenge Day experience throughout the school year.
27	Train ALL teachers on differentiation, classroom engagement strategies, and language development strategies so Hispanic students and other underrepresented groups can experience success in AS/AP classes. Training will also include ways to support the social and emotional needs of these students.	Administrative Team District Training Staff Staff	District DII training Professional development training	Hispanic student representation in AS/AP classes Reporting Tools: collaboration logs, lesson plans and classroom activities, training materials, and logs	Fall 2013	In Progress; Spring 2017	All teachers are trained by the district in DII. While the strategies of direct interactive instruction are taught, there needs to be more done on campus to promote the use of these strategies in individual classes by all teachers. Teachers have not been explicitly trained on how to support the social and emotional needs of these students, though teachers are all aware that support services exist. **Next steps:** Continue to share best practices at department and all-staff meetings. As mentioned in Action Item #10, M-A is looking to hold a PD addressing student stress.

Updated Action Plan #3 – Special Education

CRITICAL ACADEMIC NEED #3	Increase the performance level of students with disabilities in general-education content classes and on standardized tests as measured by the percentage of students earning grades of C or higher and scoring Proficient or Advanced on the CAHSEE and CST.
RATIONALE:	The leadership team, Focus Groups, and home groups analyzed the self-study and found the following: The API level for students with disabilities has decreased by 30 points overall since 2006; however, it has been inconsistent. After steadily going up from 2007-2009, and then decreasing from 2010-2011, the API increased by 49 points from 2011 to 2012. Over the last year, with more access to the general-education curriculum and grade-level focus, students with disabilities had improved CAHSEE pass rates and CST scores. Academic Resource Department (SPED) adheres to the philosophy that students receive content-area instruction in general education courses with support of an education specialist (special-education teacher) or instructional associate
SUPPORTING EVIDENCE:	Currently, there are 216 students with disabilities (IEP) at Menlo-Atherton. All students are enrolled in at least one general education class (moderate to severe); however, 122 students (mild/moderate) are enrolled in all general education classes, with another 39 (mild/moderate) having some combination of general- and special-education classes. While the pass rate on the CAHSEE for students with disabilities increased by 29% in Math from 2011 to 2012 and 5.6% in English from 2011 to 2012, the number of students with disabilities scoring Proficient or Advanced on the CAHSEE decreased by 3% in English and increased by 8% in math.
GROWTH TARGET:	Increase the number of students with disabilities in SDC programs (currently in special education more than 50% of their day) enrolled in general education core content classes (with co-teaching and in-class support provided by education specialists and Instructional Associates) by 25%.
ESLR ADDRESSED	Meet or exceed national, state, and district academic standards. Succeed in course work to graduate and achieve post-high school goals.
IMPACT ON STUDENT LEARNING:	We will increase the number of students with disabilities scoring Advanced Proficient on the CAHSEE and CST, being A-G eligible, and graduating from high school. Students will have access to instruction from a content expert with support for learning strategies from an education specialist or instructional associate. We will continue to close performance gaps so all students are challenged, perform at their highest levels, and achieve their IEP goals.

MONITOR PROGRESS TOOLS:	REPORT PROGRESS:
Student grades in general education classes Student performance on benchmark exams in content areas Progress of individual students towards their standards-based IEP goals	Number of students earning grades of C or higher in general education classes and eligible A-G courses Benchmark reporting on IEP goals each grading period Results of CAHSEE and CST tests

Current Action Plan Items

	ACTION ITEM	PERSON INVOLVED	PD/ RESOURCES	ASSESSMENT AND REPORTING	TIME-LINE	REVISED TIME-LINE	NOTES ON PROGRESS
29	Continue implementation and training of inclusive education by developing strategic co-teaching models in core content classes.	Academic Resource Department (SPED)	Co-Teaching training Collaboration time Case-management period	Data report on students' progress in general education classes Reporting Tools: Update staff in staff meetings or email communica-tions	Fall 2014	In progress; Fall 2017	Every education specialist teacher is currently co-teaching two sections of a core academic class (English, science, math, social studies). At least one section of every core academic class in grades 10-12 follows the co-teaching model. The SPED department still needs co-teaching coaches and the resources to offer more co-taught sections. **Next steps:** Share best practices of co-teaching model with all staff. Train all staff in supporting students with IEPs.

30	Train all teachers on how to differentiate their curriculum and provide appropriate and timely accommodations to students. School-wide tools will be developed and regularly provided to all staff.	Administrative Team District Training Staff Staff	District DII training District Co-teaching training	CST test results and CAHSEE Advanced and Proficient levels Reporting Tools: Update staff in staff meetings or email communications Send staff differentiation tools	Fall 2013	In Progress; Fall 2017	Through district initiatives on DII strategies, all staff members received professional development on how to scaffold curriculum to meet the specific needs of diverse populations in the classroom. A specific PD was held October around the use of equity cards and targeted seating charts, as well. These PD's help teachers increase the use of academic vocabulary use in the classroom as well as meet the needs of all of the students in the classroom. However, these PD's do not address providing accommodations or modifications to content, and school-wide tools have not been developed, especially after the implementation of co-teaching. **Next steps:** Provide training specific to supporting students with special needs. Train staff in what modified curriculum looks like and who might need modifications as well as various modifications that can be given. The district is planning training in Universal Design for Learning (UDL)
32	Develop a monitoring and early intervention system for struggling students (those earning D's and F's).	Academic Resource Department (SPED) Teachers	Collaboration and department meeting time Case-management period	Increased number of students earning grades of C or higher in general-education content-area classes Data report results Reporting Tools: Update staff in staff meetings or email communications	Spring 2014	In Progress; Fall 2016	The staff has used progress reports as a way to hold students accountable and have time to meet with teachers. Tutoring center coordinators have also created mandatory tutoring notifications that must be signed by a staff member once hours are completed. However, there are still some students failing in the co-taught model, and there is not a clear solution as to how to support these students. **Next steps:** Develop an early intervention system for struggling students. Identify how best to support struggling students through the Expanded SPED Advisory at the district level. Train teachers in how to implement suggestions.

SCHOOL-WIDE ACTION PLAN

ALIGNMENT Standards, Assessment, Accountability			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
An assessment and monitoring system is in place for all core content areas. (EPC 5.0, WASC D.1)				
A.1.a. Develop content-specific assessment blueprints that reflect an alignment of written curriculum, standards, instructional program and expected school-wide learning results. (EPC 5.0, WASC D.3)	Aug, 2015	May, 2017	Teachers meet in teams during designated time set aside on Wednesday mornings throughout the school year, and also on days designated by the district as part of an overall professional development plan. Curriculum is discussed and assessment documents are created to insure alignment with standards.	The school schedule has been designed to allow for Professional Development time at least one Wednesday morning per month. Professional Development days have been established by the District as an opportunity for teachers to collaborate. In addition, the school's Foundation for the Future provides funding for collaborative curriculum work among teachers.
A.1.b. Identify appropriate assessments to administer to measure student progress, including: tests, essays, portfolios, projects, etc. (WASC D.2a)	Aug., 2015	May, 2017	Teachers work in collaborative teams to develop appropriate assessments that fairly measure student progress	The school schedule has been designed to allow for Professional Development time at least one Wednesday morning per month. Professional Development days have been established by the District as an opportunity for teachers to collaborate. In addition, the school's Foundation for the Future provides funding for collaborative curriculum work among teachers.

A.1.c. Administer curriculum-embedded assessments every 6-8 weeks in Math, ELA, Science and History-Social Science. (EPC 5.0, WASC D.2a)	Aug., 2015	May, 2017	As the school switches to the new Common Core Standards, fewer benchmark assessments will be given, but they will be replaced by alternate assessments. In English, in the fall and spring freshman and sophomore students will complete Gates-Macginitie Reading Assessments (GMRT). In Math, students in Algebra and Geometry will complete Math Assessment Resource Services (MARS) and Math Diagnostic Test Project (MDTP) assessments. The District also uses Lets Go Learn online Reading and Math assessments to further assess students. Students in Science and Social Studies may complete teacher related benchmarks during the year.	Assessments are administered during regular class time.

There is an ongoing process for monitoring and evaluating the implementation of the school-wide action plan. (WASC D.4)

A.2.a. Use student achievement data and expected student learning results to monitor the school-wide action plan, including use of resources. (WASC D.4)	Aug., 2015	May, 2017	Student achievement data is reviewed by teachers in their department meetings, and strategies are developed based on these results. Curriculum is developed to address standards on which students will be assessed.	Meeting time built into the school schedule. In addition, the school's Foundation for the Future provides funding for teacher collaboration and professional development - $115,000 total.

ALIGNMENT Staffing and Professional Development Performance Objectives and			EXPECTATIONS/OPPORTUNITY	
Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
All classrooms are staffed with fully credentialed, highly qualified teachers or there is a plan to have fully credentialed, highly qualified teachers in all classrooms within three years. (NCLB, EPC 4.0, WASC A.4)				
B.1.a. Document and ensure all teachers have or are progressing towards being fully credentialed and highly qualified. (EPC 4.0, WASC A.4, NCLB)	Aug., 2015	May, 2017	District Human Resources provides verification that teachers are credentialed and highly qualified for subjects they are teaching, or are progressing towards becoming such.	District
B.1.c. Assign appropriate teachers to intervention, strategic, core and advanced classes, including EL and Special Education. (EPC 4.0, WASC A.4)	Aug., 2015	May, 2017	The Instructional Vice Principal works with Department Chairs to develop a schedule that will include appropriate teachers for all levels of classes and students	District staffing
B.1.d. Develop a qualified staff to facilitate achievement of academic standards and the expected school wide learning results through a system of preparation, induction, and on-going professional development. (WASC A.4)	Aug., 2015	May, 2017	Professional development time has been established for teachers to review data and collaborate on strategies to improve student success. In addition, teachers have the opportunity to attend conferences outside of the normal school day in order to improve their practice. New teachers benefit from the District sponsored Teacher Induction Program, which helps them with their preparation and on-going development.	Foundation for the Future - Professional Development funding: $115,000 District - Teacher Induction Program
Staff members have access to effective professional development, including a coaching model that provides for on-going instructional assistance. (EPC 6.0, NCLB, WASC A.5, WASC B.1, WASC C.2)				
B.2.a. Provide effective professional development that includes expert training in standards-based instruction, assessed student performance, professional needs and research-based strategy instruction that actively engages students. (NCLB, WASC A.5, WASC B.1, WASC C.2)	Aug., 2015	May, 2017	A comprehensive Professional Development program exists at Menlo-Atherton, giving all teachers a chance to benefit from strategies to support student success. Evaluation of Professional Development sessions takes place on a regular basis so that the effectiveness of such trainings can continually be improved.	Professional Development occurs as part of the normal school calendar, with time set aside on Wednesday mornings for meetings. In addition, Professional Development days have been established as part of the calendar for the school year. Foundation for the Future Professional Development funding: $115,000

B.2.b. Provide ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) including demonstration lessons. (EPC 6.0, WASC A.5)	Aug., 2015	May, 2017	The District provides Instructional Coaches to work with teachers to incorporate engagement strategies and improve student success. Coaches also help teachers get acquainted with new Common Core initiatives.	District funding - Academic coaches
B.2.c. Provide ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) including co-planning/co-teaching. (EPC 6.0, WASC A.5)	Aug., 2015	May, 2017	Special Education teachers co-teach and/or collaborate with mainstream teachers to provide on-going instructional support. In addition, Instructional Associates are assigned to classes to support teachers and assist students in various curricular areas.	District staffing allocation
B.2.d. Provide ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) including observation/feedback. (EPC 6.0, WASC A.5)	Aug., 2015	May, 2017	Member of the Administration Team observe classes and provide feedback to teachers through the formal evaluation process, emphasizing student engagement strategies. In addition, new teachers, as part of the District's Teacher Induction Program, are observed by their peers and provided support in their teaching practice	District staffing allocation
B.2.e. Provide teacher collaboration by grade level (K-6) and department (7-12) to discuss student achievement results and modify instruction based on student achievement needs. (EPC 7.0, WASC A.5)	Aug., 2015	May, 2017	Time has been set aside for teachers to collaborate, both within their own departments, and with their peers from other departments, on Wednesday mornings, and also during other Professional Development days that are part of the school calendar.	Foundation for the Future Professional Development Funding: $115,000 In addition, the school calendar provides for time on Wednesday mornings for teachers to meet.
B.2.f. Implement a monitoring system (e.g. Action Walks) to ensure implementation of professional development.	Aug., 2015	May, 2017	Formal walk-throughs with site administration and personnel from the District occur multiple times during the year. In addition, Administrators from the site conduct formal and informal observations of classrooms throughout the year.	District staffing allocation

Administrators receive Principals' Assembly Bill AB 430 training, Modules 1, 2 and 3. (NCLB, EPC 3.0, WASC A.5)

B.3.a. Provide Principals' Assembly Bill AB 430 training, Modules 1 (ELA and Math), 2 and 3. (EPC 3.0)	Aug., 2015	May, 2017	All administrators have completed AB 430 training	District

ALIGNMENT Opportunity and Equal Educational Access			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**

The school has a vision (purpose) that includes the expectation that all students can achieve at high levels. The educational program provides access for all students to standards and enrichment opportunities, avoiding isolation and segregation. (WASC A.1, NCLB)

D.1.a. Identify a clear, coherent vision of what students should know and be able to do. (WASC A.1)	Aug., 2015	May 2017	Menlo-Atherton underwent its WASC accreditation process in 2012-13, which included identification of the school's vision. This vision has been clearly communicated to all stakeholders in the school community.	Collaboration time built into the school's Master Schedule.
D.1.b. Identify clear expectations for standards mastery for all students, especially for students who are identified as underperforming. (WASC A.1)	Aug., 2015	May, 2017	Standards mastery as evidenced by scores on California Standards Tests have been clearly delineated in the development of school goals. As we switch to Smarter Balanced Assessments using the new Common Core Standards, test scores will continue to be used to determine standards mastery, but there may be a calibration period. Data reports are used to drive instruction and help with the decision making needed to initiate programs that will improve achievement.	Meeting time has been set aside on Wednesday mornings for teacher collaboration, including discussion of data, and develop plans for student success. Foundation for the Future Professional Development funding:$115,000
D.1.d. Identify a school organization, structure and governance system that supports high expectations for all students. (WASC A.1a, WASC A.2)	Aug., 2015	May, 2017	The school's Shared Decision Making/ Site Council organization reviews data and allocates resources to support high expectations of student success.	Categorical funding provides extra pay for certificated staff members on the Shared Decision Making/Site Council team

The regular program provides services to enable underperforming students to meet standards. (NCLB, EPC 1.0, ECP 2.0, EPC 8.0)

D.2.a. Create a master schedule that provides access for strategic support classes in Math and ELA. (EPC 1.0, EPC 2.0, EPC 8.0)	April, 2015	Sept., 2017	A master schedule is created that includes support classes for students behind grade level in English and Math.	The District staffing allocation includes staffing for support sections. In addition, 3 Instructional Aides ($75,000) are provided by the school's site budget, and the Foundation for the Future provides funding for 2 more Instructional Aide ($44,000)

D.2.b. Place strategic students in appropriate classes to support standards mastery in the regular program. (EPC 1.0, EPC 2.0, EPC 8.0)	April 2015	Sept., 2017	Students meet the criteria for needing support classes based on results on district-wide assessments. Students are closely monitored throughout the year and moved to a more appropriate placement if warranted by assessment results	Guidance Counselors work on student placement, and are funded as follows: 6 - District Funded (approx. $660K) 2 - Foundation for the Future ($220K)
D.2.c. Create individualized learning plans for special needs students (e.g. English Learners and Special Education Students) to achieve academic success. (WASC E.3)	April 2015	Sept., 2017	Individualized education plans are created by the Special Education case managers for students with disabilities. English Language Learners are placed in appropriate classes based on California English Language Development Test (CELDT) scores, when measured in conjunction with scores on CST's	District funding for the Special Education department and a fully released Bilingual Resource Teacher.

Additional services are provided to enable at-risk students to meet standards. All students receive appropriate support based on an individualized learning plan to help ensure academic success. (WASC E.3, NCLB)

D.3.a. Create a master schedule that provides access for strategic support classes in Math and ELA (EPC 1.2, EPC 1.3)	April 2015	Sept., 2017	Math and English intervention classes have been created on the master schedule in a way so that the core academic teacher is also providing the support. In this manner, the support exactly matches the requirements of the core curriculum.	District funding IVP to create master schedule.
D.3.b. Place intensive students in appropriate classes to support standards mastery. (EPC 1.2, EPC 1.3)	April 2015	May 2017	Students in intervention classes are provided with appropriate curriculum so they can achieve standards mastery. Placement in these classes is based on scores on standardized tests.	District funding to purchase state-approved curricular materials for students in support classes. Also, staffing of Guidance Counselors by the District and Foundation for the Future helps assure appropriate placement.

Students have access to a system of personal support services, activities and opportunities at the school and within the community. (WASC E.4)

D.4.a. Provide activities and events to engage the community and business in partnering to help increase student achievement. (WASC E.4)	Aug., 2015	May 2017	Students in the Computer Academy program work with mentors from the business world to get a realistic sense of what will be required to join the work force. In addition, the Student Support coordinator has developed a Student Services matrix to organize support services available to our students.	Federal and State categorical funding along with District funding supports the Computer Academy program - $160K; Foundation for the Future provides funding for the Student Support Coordinator: $110K

Research-based educational practices are utilized to increase student engagement and raise student achievement. (NCLB)

D.5.a. Identify and implement school wide research-based strategies to increase student engagement and raise student achievement. (NCLB)	Aug., 2015	May, 2017	The District has provided professional development time for teachers to focus on strategies designed to increase student engagement in the classroom. Direct Interactive Instruction strategy training has been implemented for core academic departments, and monitoring has occurred on "walk-through" days, consisting of District and site Administrators conducting classroom visits.	Funding provided as part of District Professional Development plan.

ALIGNMENT Involvement			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process. (WASC E.1)				
E.1.a. Create an effective plan for communicating with parents (English and non-English speaking) regarding their child's academic performance and mastery of the content standards. (WASC E.1)	Aug., 2015	May, 2017	Parent education workshops, both for English and non-English speaking families, are provided throughout the year and inform parents regarding academic performance of their student, and placement in classes. In addition, a coordinator has been hired to serve as a liaison between the school and the Hispanic community.	Foundation for the Future provides funding for a liaison with the parent community - $105K; District funding provides for a Bilingual Resource Teacher, who also works closely with the parent community
E.1.b. Communicate with parents regarding information about the school's API and AYP scores, and the status of the school in relation to target populations and disaggregated data.	Aug., 2015	May, 2017	At parent meetings and at various workshops and conferences during the year, information on the school's assessment results is communicated.	District funded Parent Involvement workshops, and site-created meetings sponsored by the Guidance staff.
E.1.c. Involve parents, community representatives, classroom teachers, other school personnel, and students in the planning, implementation, and evaluation of school plans and consolidated application programs. (5 CCR 3932)	Aug., 2015	May, 2017	During the 2012-13 school year as Menlo-Atherton was undergoing its WASC process, all members of the campus community were involved in the planning, evaluation, and implementation of school plans. This has helped established the site goals. The WASC mid-term review will take place in March, 2016 which again will engage all members of the school community in the evaluation of school programs.	Collaboration time has been set aside on Wednesday mornings for staff meetings. In addition, the school's Shared Decision Making/Site Council, including parents, students, and other community members, meets twice a month to focus on school issues related to site goals.
E.1.d. Educate parents about standards curriculum, and assessment.	Aug., 2015	May, 2017	Parent meetings have been established to discuss curriculum issues, including those related to the adoption of Common Core State Standards.	Parent meeting time - no funding required

The school is a safe, clean and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement. (WASC E.2)

E.2.a. Provide a safe, clean and orderly place that nurtures learning. (WASC E.2)	Aug., 2015	May, 2017	All classrooms on campus have undergone recent renovation, landscaping has been upgraded, and major facility additions and improvements have been realized. Additional classrooms were added in 2015-16 to meet increased enrollment, with 21 more classrooms to be added in 2016-17.	Bond money and State of California grant for Digital Media building.
E.2.b. Establish a school culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement. (WASC E.2)	Aug., 2015	May, 2017	School and District administration work to be inclusive with teachers and staff regarding program decisions that are made, which has fostered a culture of trust and professionalism within the District. The Shared Decision Making/ Site Council organization (SDMSC), which focuses on school curriculum and other improvement issues, has made public the agenda and minutes of all meetings, which has improved communication about the decision making process.	District funding of certificated, classified, and administrative staff. In addition, the District provides funding for certificated staff participation on SDMSC.

Resources are provided from family, school, district, and community to assist under-achieving students. (NCLB, EPC 9.0, WASC A.6)

E.3.a. Provide resources from family, school, district, and community to assist under-achieving students. (NCLB, EPC 9.0)	Aug., 2015	May, 2017	Intervention sections are provided for under-achieving students. In addition, credit recovery through the Phoenix program has been established. Students are also encouraged to take advantage of additional supports, such as after-school homework centers and the Instructional Associates who are in the classroom.	The District funds Program Improvement and Reading sections - approximately $420,000. Additional District funding provides for Cyber High school licenses to assist students in the credit recovery program.
E.3.b. Involve parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932, WASC E.4)	Aug., 2015	May, 2017	All members of the school community, including parents, students, and community representatives, were involved in the planning of the WASC accreditation report, and the mid-term review.	Minimum days and teacher collaboration time was provided on the school calendar for all parties to meet.

ALIGNMENT Funding			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**

Services provided by categorical funds enable underperforming students to meet standards. (NCLB, WASC A.6, EPC 9.0)

F.1.a. Ensure services provided by categorical funds enable underperforming students to meet standards. (NCLB, EPC 9.0)	Aug., 2015 2017	May,	Categorical funding provides for extra adult presence and support in the classroom for teachers. The District provides funding for a full-time Bilingual Resource Teacher, who monitors student achievement and analyzes curricular needs in support of student success.	EIA funding for 3 Instructional Associates - $75,000 District funding for BRT - $110,000

This plan provides fiscal support for every action step.

F.2.a. Provide fiscal support. (EPC 9.0)	Aug., 2015	May, 2017	Fiscal support is provided through discussion that occurs at Shared Decision Making/Site Council meetings, and determination of programs and proposals to fund.	District funding of SDMSC; Categorical funding to the school site

Resources are utilized effectively in accordance with the legal intent of the program(s) to support students in accomplishing academic standards. (WASC A.6)

F.3.a. Ensure that resources are utilized effectively in accordance with the legal intent of the program(s) to support students in accomplishing academic standards. (WASC A.6)	Aug., 2015	May, 2017	Shared Decision Making/Site Council oversees the allocation of fiscal resources with the intent of insuring that these resources are used effectively to provide support to students.	District funding of SDMSC

MATH ACTION PLAN

ALIGNMENT Standards, Assessment, Accountability			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
State (CST, CAHSEE, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in Math. (NCLB, EPC 5.2, EPC 7.2, WASC D.1, WASC B.3)				
A.3.a. Disaggregate student academic achievement data in Math by subgroup and identify area of need by demographic subgroup; reduce student academic achievement gaps between all subgroups. (EPC 5.2, WASC D.1)	Aug., 2015	May, 2017	Throughout the year, Math teachers collaborate to discuss assessment results and ways to close the achievement gap between sub-groups.In addition, Math teachers are supplied with achievement data for students in their specific classes, disaggregated by ethnicity and sub-group. The Math Department Chair facilitates discussions on data as part of routine department meetings. assisted by a District-funded Math coach	Teacher collaboration time is provided on Wednesday mornings as part of the school schedule. Release period for Department Chair - 1 period at $22K The District funds a Math coach - $22K
A.3.b. Identify areas of concern, by cluster, standard, and objective in Math and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards. (EPC 5.2)	Aug., 2015	May, 2017	High School Exit Exam scores and results from other assessments, such as the MDTP and Let's Go Learn, are reviewed by the department to help support student achievement, and to plan instruction in the new Smarter Balanced testing formats. In addition, grade reports are reviewed to look for gaps in student understanding.	Meeting time has been set aside on Wednesday morning for teachers to collaborate and review results. The school's Foundation for the Future has provided funding for professional development and teacher collaboration - $140K; District provides 1 release period each for a Department Chair and Math Coach, who lead discussion $22K each.
A.3.c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA Math standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (EPC 7.2, WASC D.2b)	Aug., 2015	May, 2017	Professional Development time has been set aside for teachers to analyze student work and plan instruction as follows:- Wednesday mornings, which are late start days for students- Minimum Days to work on initiatives to improve student engagement and promote student success- Professional Development days for teachers to work collaboratively on student progress and achievement	Foundation for the Future Professional Development Funding - $115,000; AB 1193 days

A.3.d. Report student performance data in Math to all stakeholders; provide feedback to students; provide feedback to parents. (WASC D.1)	Aug., 2015	May, 2017	Overall performance on standardized tests is reported in summary at the beginning of each school year, and student quarterly grades are analyzed and discussed throughout the year by SDMSC and curricular departments.	District funding for SDMSC

All Math teachers receive SB 472 training on SBE-adopted or standards-aligned (HS) instructional materials. (EPC 4.3, EPC 1.3, WASC A.5)

B.5.a. Document that Math teachers have attended SB 472 training. (EPC 4.3)	Aug., 2015	May, 2017	SB 472 training has been provided to all Math teachers	District funding to provide for the training.
B.5.d. Ensure Math teachers have, and appropriately use, standards-aligned instructional materials. (EPC 1.3) (High School Only)	Aug., 2015	May, 2017	The District has adopted state-approved, standards-aligned materials, and pacing guides have been established for various math classes to insure that topics are covered properly. As the state moves into Common Core State Standards, new materials will be evaluated and purchased, such as the Spring 2014 adoption of a new Geometry textbook.	District funding for purchase of books and equipment.

Appropriate Math teachers are assigned to intensive intervention, strategic support, core and advanced classes including EL and Special Education. (EPC 4.1, EPC 4.3, WASC A.5)

B.6.a. Assign highly qualified Math teachers to intensive intervention, strategic support, core and advanced classes, including EL and Special Education. (EPC 4.1, EPC 4.3)	Aug., 2015	May, 2017	All teachers in the Math department are highly qualified, and their assignments include a mix of classes so they will work with students at various levels.	District funding to hire teachers.
B.6.b. Ensure daily lesson coherence in Math between strategic support and core classes.	Aug., 2015	May, 2017	Pacing guides have been established and teachers collaborate to make sure there is lesson coherence. Students needing extra help are scheduled into support classes .	Teacher collaboration time built in to the schedule on Wednesday mornings.

Administrators receive Administrator Training, AB 430 Module 1 in Math. (NCLB, EPC 3.2, WASC A.5)

B.7.a. Provide Administrator Training, AB 430 Module 1 for the Math adoption. (EPC 3.2)	Aug., 2015	May, 2017	All school administrators have received AB 430 training.	District funding for administrators to attend training.

ALIGNMENT Teaching and Learning			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
Students are accurately placed in appropriate Math classes. (EPC 5.2, EPC 8.2, WASC B.2, WASC D.4)				
C.1.a. Use student achievement data and core or district placement data to identify every student as benchmark, strategic, or intensive in Math. (WASC D.2b, EPC 5.2, WASC B.2)	Aug., 2015	May, 2017	The Math level of each incoming 9th grader is determined based on multiple measures. Mathematics Diagnostic Testing Project (MDTP) and Let's Go Learn scores are used to determine initial placement in Algebra Readiness, Algebra, or Geometry classes. Adjustments are made during the school year if necessary.	District funding for Guidance Counselors, who review data and determine placement The District also provides funding for one release period each for a Dept Chair and Coach who work with Counselors and teachers to determine placement - $44K
C.1.b. Create a master schedule that appropriately places all students in benchmark, strategic support or intensive intervention classrooms in Math. (WASC D.2b)	Aug., 2015	May 2017	Sections are created on the master schedule to provide appropriate classes for students of all math ability levels as determined by scores on MDTP's and Let's Go Learn.	The District provides funding for an Instructional Vice Principal to create a master schedule
C.1.c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate Math classes. (WASC D.4)	Aug., 2015	May, 2017	Student achievement during the school year is monitored through progress reports, quarterly and semester grades. Adjustments for misplaced students will take place as soon as it is discovered. If a student is not successful in Algebra I at the end of the first semester, he/she will be permitted to re-start the class at that time.	The District provides release periods for a Math Dept Chair and Coach to assist in mentoring teachers and to provide data for analysis of success rates.
Standards-aligned instructional materials are provided for Mathematics and used appropriately and with fidelity. (EPC 1.3, WASC B.1)				
C.2.a. Document that all teachers have a comprehensive set of instructional materials in Math. (EPC 1.3)	Aug., 2015	May, 2017	The school's text book clerk keeps an inventory list to make sure all classes have a comprehensive set of materials.	District funding for purchase of books and materials.
C.2.b. Verify that all students have access to Student Editions of Math textbooks, purchasing appropriate materials as needed. (EPC 9.2)	Aug., 2015	May, 2017	Per review of textbooks under the Williams Act, the school has documented that all students have access to student editions of Math textbooks.	District funding for purchase of appropriate materials.

Align Mathematics curriculum, instruction, and materials to content and performance standards. (NCLB, WASC C.2)

C.3.a. Deconstruct Math standards according to content, context and level of cognition.	Aug., 2015	May, 2017	Menlo-Atherton uses state approved textbooks in Math, in which the curriculum standards have been deconstructed according to content, context, and level of cognition. Results of standardized testing are also deconstructed to inform teachers of areas needing more emphasis.	District funding for purchase of appropriate instructional materials.
C.3.b. Analyze materials to ensure a standards-based curriculum in Math.	Aug., 2015	May, 2017	Menlo-Atherton uses state approved textbooks that are aligned to a standards-based curriculum, and supplementary materials are included in daily lessons to help students achieve success in Math classes.	District funding for the purchase of appropriate instructional materials, and teacher collaboration time to review materials.

Identify pacing with the "must-do" and "may-do" instructional components for all Math classes. (EPC 2.3, EPC 2.4, EPC 8.2)

C.4.a. Analyze CST blueprint in Mathematics.	N/A	N/A	N/A	None required
C.4.b. Pace Math standards. EPC 2.4, EPC 8.2)	Aug., 2015	May, 2017	Pacing guides for Math classes have been developed, and teachers collaborate frequently to make sure they are all at the appropriate place.	Teacher collaboration time is on the schedule
C.4.c. Determine appropriate standards-based materials and research-based strategies to increase student engagement in Math. (WASC D.2b)	Aug., 2015	May, 2017	Student engagement strategies, including Direct Interactive Instruction, have been a district-wide initiative for the past couple of years. Teachers in the core academic classes have been given training on these strategies.	District funded academic coaches have provided training to teachers and have helped with monitoring.

Strategic support classes are coherently aligned with the daily lessons of core Math classrooms. (EPC 8.2, EPC 7.2, WASC A.5)

C.5.a. Ensure strategic support classes teach the prerequisite skills and standards for the lessons being taught in the core Math classroom. (EPC 7.2)	Aug., 2015	May, 2017	Support classes in Algebra I and Algebra Readiness target foundation skills that students need to be successful in the core class.	District Program Improvement funding - for English and Math - $420,000
C.5.b. Implement Action Walks to monitor coherence of strategic support and core Math classrooms.	Aug., 2015	May, 2017	Walk-throughs of classes by site administration and district personnel take place multiple times during the year.	District funding for admin services .

The master schedule provides sufficient time for Mathematics. (NCLB, EPC 2.3, WASC B.1)

C.6.a. Ensure additional daily time is provided for intensive intervention in Math. (EPC 2.4, EPC 8.2)	Aug., 2015	May, 2017	The master schedule has been developed so that students in Math intervention classes meet approximately 100 minutes each day - time for them to develop their skills.	Funding for Instructional Vice Principal to develop Master ScheduleDistrict provides for English and Algebra intervention classes - $420,000
C.6.b. Ensure additional daily time is provided for strategic support classes in Math. (EPC 2.4, EPC 8.2)	Aug., 2015	May, 2017	The master schedule has been developed so that students in Math intervention classes meet approximately 100 minutes each day - time for them to develop their skills.	Funding for Instructional Vice Principal to develop Master Schedule. The District provides for English and Algebra intervention classes - $420,000
C.6.c. Ensure there are opportunities for students to enter or exit intensive intervention and strategic support classes in Math throughout the year.	Aug., 2015	May 2017	Student progress is reviewed throughout the year. If a student is performing at a high level in a class, a move to a higher level class is considered as soon as possible. Students who struggle with the concepts may be moved to a lower level at the quarter or semester. At the end of the first semester, an Algebra I restart class is offered for those students who have failed. This allows them the opportunity to review those concepts while still fresh in their minds, increasing their chances for success in the course.	Guidance Counselors are funded by the District, and they review student performance and progress with teachers.
C.6.d. Ensure there are sufficient intensive intervention and strategic support classes in Math to meet the needs of all students requiring intervention or support in math.	Aug., 2015	May 2017	The master schedule has been developed so that sections of intervention classes are created based on the numbers of students needing those classes at the ratio determined by the District.	District provides funding for English and Math support - $420,000

ALIGNMENT Standards, Assessment, Accountability			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
State (CST, CAHSEE, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in ELA. (NCLB, EPC 5.1, EPC 7.1, WASC D.1, WASC B.3)				
A.4.a. Disaggregate student academic achievement data in ELA by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (EPC 5.1, WASC D.1)	Aug., 2015	May, 2017	Results of CELDT for English Learners, and CAHSEE are disaggregated by all sub-groups, and this data is presented to teachers so that strategies can be developed to close the achievement gap between the groups. In addition, teachers regularly collaborate to review data from quarterly and semester grades, and other district assessments	A Dept. Chair and Coach are provided release periods to help lead discussion of assessment data, and strategies to close the achievement gap - $44K; Bilingual Resource Teacher is funded by the District to review CELDT data $110K; Foundation for the Future funds Professional Development - $115K
A.4.b. Identify areas of concern, by cluster, standard, and objective in ELA and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards. (EPC 5.1)	Aug., 2015	May, 2017	Data on the GMRT and Let's Go Learn are summarized by cluster to determine areas of emphasis in instruction.	English Department Chair and Coach are provided release periods to review data and lead discussion - $44K
A.4.c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA ELA standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (EPC 7.1, WASC D.2b)	Aug., 2015	May, 2017	Time is provided on Professional Development days, Minimum Days, and on Wednesday mornings for teachers to work collaboratively on improving student mastery of ELA standards.	AB 1193 provides Professional Development time, along with funding provided by the Foundation for the Future - $115K; School schedule provides for Wednesday morning meeting time and time on Minimum Days.
A.4.d. Report student performance data in ELA to all stakeholders; provide feedback to students; provide feedback to parents. (WASC D.1)	Aug., 2015	May, 2017	School-wide assessment results are discussed with all stakeholders at meetings such as SDMSC.	Instructional Vice Principal creates data reports for discussion.

ALIGNMENT Staffing and Professional Development			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
All ELA teachers receive SB 472 training on SBE-adopted or standards-aligned (HS) instructional materials. (EPC 4.2, EPC 1.2, WASC A.5)				
B.8.a. Document that ELA teachers have attended SB 472 training. (EPC 4.2)	Aug., 2015	May, 2017	SB 472 training has been attended by all veteran English teachers when the training was offered.	District funding
B.8.c. Provide ELPD for all ELA teachers who have attended AB466 or SB472. (EPC 4.2)	Aug., 2015	May, 2017	Professional development opportunities are built into the yearly calendar so that all teachers can continue to grow and enhance their instruction.	AB 1193 Professional Development is provided; Foundation for the Future provides Professional Development funding - $115,000
B.8.d. Ensure ELA teachers have, and appropriately use, standards-aligned instructional materials. (EPC 1.1, EPC 1.2)	Aug., 2015	May, 2017	The District has adopted standards-aligned instructional materials that are used in all English classes.	District funding for the purchase of appropriate instructional materials and supplies.
Appropriate ELA teachers are assigned to intensive intervention, strategic support, core and advanced classes including EL and Special Education. (EPC 4.1, EPC 4.2, EPC 8.1 , WASC A.5)				
B.9.a. Assign highly qualified ELA teachers to intensive intervention, strategic support, core and advanced classes, including EL and Special Education. (EPC 4.1, EPC 4.2)	Aug., 2015	May, 2017	All Menlo-Atherton teachers are highly qualified to teach intervention, core, and advanced classes. In addition, teachers of English Language Learners are appropriately certified.	District funding for certificated staff.
B.9.b. Ensure daily lesson coherence in ELA between strategic support and core classes.	Aug., 2015	May, 2017	Students in strategic support classes may have a different instructor from their core class. The core and support teachers collaborate to insure course coherence.	District funding for English and Algebra support classes - $420,000
Administrators receive Administrator Training, AB 430 Module 1 in ELA. (NCLB, EPC 3.1, WASC A.5)				
B.10.a. Provide Administrator Training, AB 430 Module 1 for the ELA adoption. (EPC 3.1)	Aug., 2015	May, 2017	All administrators at Menlo-Atherton have completed AB 430 training.	District funding for AB 430 training.

ALIGNMENT Teaching and Learning			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**

Students are accurately placed in appropriate ELA classes. (EPC 5.1, EPC 8.1, WASC B.2, WASC D.4)

C.7.a. Use student achievement data and core or district placement data to identify every student as benchmark, strategic, or intensive in ELA. (WASC D.2b, EPC 5.1, WASC B.2)	Aug., 2015	May, 2017	Results from the, Stanford Reading Inventory (SRI), and Gates-Macginitie Reading Test are used to determine the placement level of students in English classes.	District funding of 6 Guidance Counselors - approximately $660K; Foundation for the Future funding for 2 Guidance Counselors - $220K; District funding for a release period for English Department Chair $22,000
C.7.b. Create a master schedule that appropriately places all students in benchmark, strategic support or intensive intervention classrooms in ELA. (WASC D.2b)	April, 2015	May, 2017	The school's master schedule has been developed to place students in appropriate classes, including intervention sections for students with that need.	District funding for Instructional Vice Principal to create Master Schedule.
C.7.c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate ELA classes. (WASC D.4)	Aug., 2015	May, 2017	Student achievement is monitored throughout the year with in-class tests and other assignments. In addition, Gates-Macginitie Reading Tests are given multiple times during the year to chart student progress.	The District provides release periods for the Dept Chair and coach to help compile and review data with teachers - $44K

Standards-aligned instructional materials are provided for ELA and used appropriately and with fidelity. (EPC 1.1, WASC B.1)

C.8.a. Document that all teachers have a comprehensive set of instructional materials in ELA. (EPC 1.1)	Aug., 2015	May, 2017	English Department Chairs work with District personnel at Subject Area Council meetings to determine appropriate instructional materials for English classes. The Department Chair also works with our Library staff to insure all classes have a comprehensive set of materials.	District provides 1 release period for English Department Chair - $22,000; District provides funding for Library staff
C.8.b. Verify that all students have access to Student Editions of ELA textbooks, purchasing appropriate materials as needed. (EPC 9.1)	Aug., 2015	May, 2017	Per requirements of the Williams Sufficiency Act, verification has been obtained that all students have access to ELA textbooks.	District funding for Library personnel who have provided Williams Act verification.

Align ELA curriculum, instruction, and materials to content and performance standards. (NCLB, WASC C.2)

C.9.a. Deconstruct ELA standards according to content, context and level of cognition.	Aug., 2015	May, 2017	The English Department Chair works with English teachers to deconstruct ELA standards and insure that students are receiving appropriate curriculum. A designated English Coach also assists.	District provides 1 release period each for English Dept. Chair and Coach: $44K
C.9.b. Analyze materials to ensure a standards-based curriculum in ELA.	Aug., 2015	May, 2017	Textbooks and materials are provided to English teachers to insure a standards-based curriculum is being followed.	District funding for purchase of appropriate books and materials.
C.9.c. Confirm standards-based objectives are explicitly addressed and fill gaps as needed in ELA. (WASC C.2)	Aug., 2015	May, 2017	The English Department Chair works with English teachers to insure that standards-based objectives are taught and gaps are filled.	District provides1 release period each for English Dept Chair and Coach: $44K

Identify pacing with the "must-do" and "may-do" instructional components for all ELA classes. (EPC 2.1, EPC 2.2, EPC 8.1)

C.10.a. Analyze CST blueprint in ELA.	N/A	N/A	N/A	N/A
C.10.b. Pace ELA standards. (EPC 2.1, EPC 2.2, EPC 8.1)	Aug., 2015	May, 2017	The English Department Chair works with the District's English Subject Area Council to help develop pacing guides for classes.	District provides a release period for English Department Chair - $22,000
C.10.c. Determine appropriate standards-based materials and research-based strategies to increase student engagement in ELA. (WASC D.2b)	Aug., 2015	May, 2017	Professional development time is set aside for English teachers to work on District initiatives centered around student engagement strategies.	AB 1193 Funding for Professional Development Days Foundation for the Future provides Professional Development funding - $115K

Strategic support classes are coherently aligned with the daily lessons of core ELA classrooms. (EPC 8.1, EPC 7.1, WASC A.5)

C.11.a. Ensure strategic support classes teach the prerequisite skills and standards for the lessons being taught in the core ELA classroom. (EPC 7.1)	Aug., 2015	May, 2017	The master schedule has been created to include support classes in which prerequisite skills are taught to help increase student success in core classes.	District provides funding for English and Algebra support classes: $420,000
C.11.b. Implement Action Walks to monitor coherence of strategic support and core ELA classrooms.	Aug., 2015	May, 2017	Site administrators in conjunction with District coaches and administrators carry out walk-throughs of classes to monitor delivery of curriculum in the classrooms.	District funding for administrators and district coaches.

The master schedule provides sufficient time for ELA. (NCLB, EPC 2.1, EPC 2.2, WASC B.1)

C.12.a. Ensure additional daily time is provided for intensive intervention in ELA. (EPC 2.2, EPC 8.1)	Aug., 2015	May, 2017	The master schedule has been created so that students needing intensive intervention in ELA are provided approximately 100 minutes of instruction each day in order to effectively utilize the Read 180 and System 44 curriculum that is used in these classes.	District provides funding for English and Algebra support - $420,000
C.12.b. Ensure additional daily time is provided for strategic support classes in ELA. (EPC 2.2, EPC 8.1)	Aug., 2015	May, 2017	The master schedule has been created so that students needing intervention in ELA are provided approximately 100 minutes of instruction each day.	District provides funding for English and Algebra I intervention classes - $420,000
C.12.c. Ensure there are opportunities for students to enter or exit intensive intervention and strategic support classes in ELA throughout the year.	Aug., 2015	May, 2017	Student progress is evaluated throughout the year, and students are moved to appropriate levels if data suggests that a move is necessary.	Teachers, the English Department Chair, and Guidance Counselors review data and provide input on student level changes - all funded by the District.
C.12.d. Ensure there are sufficient intensive intervention and strategic support classes in ELA to meet the needs of all students requiring an intervention or support in ELA.	Aug., 2015	May, 2017	The master schedule is created based on the needs of the students, and sections are provided for interventions and support classes to meet those needs.	District provides funding for English and Algebra I support sections - $420,000

SCIENCE ACTION PLAN

ALIGNMENT Standards, Assessment, Accountability			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
State (CST, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in Science. (NCLB, WASC D.1)				
A.5.a. Disaggregate student academic achievement data in Science by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (WASC D.1)	Aug., 2015	May, 2017	California Standards Test data had been disaggregated by subject within the Science department, and teachers analyzed the data to determine critical areas of improvement.	Teacher collaboration time is part of the weekly school calendar, with time set aside on Wednesday morning for teacher meetings. Discussion of CST data occurred as part of these meetings.
A.5.b. Identify areas of concern, by cluster, standard, and objective in Science and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.	Aug., 2015	May, 2017	Student quarterly and semester assessment data is analyzed by subject and cluster to determine gaps in student understanding so that strategies can be developed to close these gaps.	Teacher collaboration time is provided as part of the normal school calendar with Wednesday morning meeting time.
A.5.c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA Science standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (WASC D.2b)	Aug., 2015	May, 2017	Collaboration time has been established for teachers to work on curriculum and analyze student progress towards mastery of Science standards.	Meeting time has been set aside on Wednesday mornings for teachers to collaborate. In addition, the Foundation for the Future provides funding for teacher collaboration in the form of professional development - $115K

ALIGNMENT Staffing and Professional Development			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
All Science teachers receive training on adopted instructional materials. (WASC A.5, NCLB)				
B.11.c. Ensure Science teachers have and appropriately use instructional materials.	Aug., 2015	May, 2017	Science teachers are able to order necessary materials and supplies to insure that their students will have the opportunity to master content standards.	Discretionary budget allocation - $23K; PTA allocation for Science equipment - $37K
Appropriate Science teachers are assigned to strategic support, core and advanced classes including EL and Special Education. (WASC A.5, NCLB)				
B.12.a. Assign highly qualified Science teachers to instruct EL, advanced and Special Education classes. (NCLB)	Aug., 2015	May, 2017	All Science teachers at Menlo-Atherton are highly qualified to teach their subject area. In addition, teachers of English Language Learners and Special Education students have received appropriate certifications.	District funding to hire qualified certificated staff.

ALIGNMENT Teaching and Learning			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
Students are accurately placed in appropriate Science classes. (WASC B.2, WASC D.4, WASC D.2)				
C.13.a. Use student achievement data and core or district placement data in Science to place students in EL, advanced or Special Education classes. (WASC D.2b, WASC B.2)	Aug., 2015	May, 2017	Standardized assessment data in English and Math is used to determine appropriate placement of 9th grade students in Science classes. Grade reports data and teacher recommendations are used to place students in subsequent years.	District funding for 6 Guidance Counselors - approximately $660K; Foundation for the Future funding for 2 Guidance Counselors - $220K; District provides a release period for the Science Department Chair - $22K
C.13.b. Create a master schedule that appropriately places all Science students. (WASC D.2b)	Aug., 2015	May, 2017	The school's master schedule places students in Science classes according to their appropriate level.	District funding for Instructional Vice Principal to create Master Schedule. District funding for a release period for Science Department Chair - $22K
C.13.c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate Science classes. (WASC D.4)	Aug., 2015	May, 2017	Student progress in Science classes is monitored on a regular basis throughout the year with quarterly and semester grade reports. Students are allowed to change placement if necessary.	Guidance Counselors and Science teachers monitor student progress.
Standards-aligned instructional materials are provided for Science and used appropriately and with fidelity. (WASC B.1)				
C.14.a. Document that all teachers have a comprehensive set of instructional materials in Science.	Aug., 2015	May, 2017	Science teachers have access to standards-aligned material and supplies in order to teach their courses.	District and site funding provides for all necessary materials and supplies to teach Science courses through:District discretionary funding - $23K; Site funding through PTA - $37K
C.14.b. Verify that all students have access to Student Editions of Science textbooks, purchasing appropriate materials as needed. (WASC A.6)	Aug., 2015	May, 2017	The Williams Act survey has documented that all students have access to Science textbooks and materials.	District and site funding provides for the purchase of appropriate materials and supplies.

Align Science curriculum, instruction, and materials to content and performance standards. (NCLB)

C.15.a. Deconstruct Science standards according to content, context and level of cognition.	Aug., 2015	May, 2017	Science teachers meet to deconstruct standards to insure alignment of the curriculum with the assessments they will be taking. Discussion of Next Generation Science Standards is on-going as teachers plan for the future.	Teacher meeting time on Wednesday mornings has been provided as part of the school schedule.
C.15.c. Confirm standards-based objectives are explicitly addressed and fill gaps as needed in Science.	Aug., 2015	May, 2017	Results from teacher generated assessments and Life Science testing for 10th graders and discussed by Science teachers.	Teacher meeting time on Wednesday mornings has been established as part of the school schedule. In addition, the Foundation for the Future has provided Professional Development funding for teacher collaboration - $115K

Identify pacing with the "must-do" and "may-do" instructional components for all Science classes.

C.16.a. Analyze CST blueprint in Science.	N/A	N/A	N/A	N/A
C.16.c. Determine appropriate standards-based materials and research-based strategies to increase student engagement in Science.	Aug., 2015	May, 2017	District initiatives to improve student engagement have been introduced to teachers, and training on these strategies has been provided.	District-wide professional development has focused on student engagement strategies. Also, teacher meeting time on Wednesday mornings has been established as part of the school schedule. In addition, the Foundation for the Future has provided Professional Development funding for teacher collaboration - $115K

Strategic support (EL, Special Education) classes are coherently aligned with the daily lessons of core Science classrooms. (WASC A.5)

C.17.b. Implement Action Walks to monitor coherence of strategic support and core Science classrooms.	Aug., 2015	May, 2017	Site administrators along with district academic coaches and administrators have scheduled days for walk-throughs of classes to monitor delivery of curriculum in the classrooms.	District funding for administrators and academic coaches.

ALIGNMENT Standards, Assessment, Accountability			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
State (CST, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in History-Social Science. (NCLB, WASC D.1)				
A.6.a. Disaggregate student academic achievement data in History-Social Science by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (WASC D.1)	Aug., 2015	May, 2017	Teachers in the Social Studies department review assessment data to monitor student achievement.	Teacher meeting time on Wednesday mornings has been established as part of the school schedule to review data and discuss curriculum. In addition, the Foundation for the Future has provided Professional Development funding for teacher collaboration - $115K
A.6.b. Identify areas of concern, by cluster, standard, and objective in History-Social Science and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.	Aug., 2015	May, 2017	History-Social Science Standards tests are no longer given as part of the CST package, and as a result, Social Studies teachers review their own assessment results.	Teacher meeting time on Wednesday mornings has been established as part of the school schedule to review data and discuss improvement strategies. In addition, the Foundation for the Future has provided Professional Development funding for teacher collaboration - $115K
A.6.c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA History-Social Science standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data (WASC D.2b)	Aug., 2015	May, 2017	Professional development and teacher collaboration time has been established for teachers to analyze curriculum, student work, and academic progress towards mastery of the History-Social Science standards. Instruction has been modified to address student needs to improve scores.	Teacher meeting time on Wednesday mornings has been established as part of the school schedule. In addition, the Foundation for the Future has provided Professional Development funding for teacher collaboration - $115K

ALIGNMENT Staffing and Professional Development			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
All History-Social Science teachers receive training on adopted instructional materials. (WASC A.5, NCLB)				
B.13.c. Ensure History-Social Science teachers have, and appropriately use, instructional materials.	Aug., 2015	May, 2017	History-Social Science teachers have access to materials they need to teach the content standards. Teachers collaborate to insure that materials, such as the Smartboard, are used appropriately.	District funding provides for the purchase of appropriate supplies and materials. The Foundation for the Future has purchased Smartboards for teachers in all departments.
Appropriate History-Social Science teachers are assigned to strategic support, core and advanced classes including EL and Special Education. (WASC A.5, NCLB)				
B.14.a. Assign highly qualified History-Social Science teachers to instruct EL, advanced and Special Education classes. (NCLB)	Aug., 2015	May, 2017	All History-Social Science teachers are highly qualified to teach their subject area. In addition, all teachers instructing English Language Learners or working with Special Education students have appropriate certification.	District funding provides for the hiring of highly qualified teachers to meet the special needs of all students.

ALIGNMENT Teaching and Learning			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
Students are accurately placed in appropriate History-Social Science classes. (WASC B.2, WASC D.4, WASC D.2)				
C.18.a. Use student achievement data and core or district placement data in History-Social Science to place students in EL, advanced or Special Education classes. (WASC D.2b, WASC B.2)	Aug., 2015	May, 2017	Students entering 9th grade all have the same Social Studies class, with the exception of English Learners new to the country, or students in Intervention English classes who, based on reading ability, would not be able to access the curriculum. In subsequent years, students may challenge themselves by taking higher level Social Studies classes that we offer.	District funding for Guidance Counselors, who work with students and look at data to place them in Social Studies classes
C.18.b. Create a master schedule that appropriately places all History-Social Science students. (WASC D.2b)	Aug., 2015	May, 2017	The master schedule is created so that all students are placed in the appropriate level of History-Social Studies class.	District funding provides for the Instructional Vice Principal to create the Master Schedule. District provides a release period for the Social Studies Department Chair to help create the master schedule - $22K
C.18.c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate History-Social Science classes. (WASC D.4)	Aug., 2015	May, 2017	Student achievement data is reviewed throughout the year, and if placement changes are deemed warranted, students may be moved depending on space available in other courses.	Teacher meeting time on Wednesday mornings has been established as part of the school schedule, and review of data takes place during that time.
Standards-aligned instructional materials are provided for History-Social Science and used appropriately and with fidelity. (WASC B.1)				
C.19.a. Document that all teachers have a comprehensive set of instructional materials in History-Social Science.	Aug., 2015	May, 2017	The Williams Act survey documents that all History-Social Studies students have access to textbooks. In addition, teachers have a comprehensive set of materials, including Smartboards in most rooms, to assist students in mastering the course standards.	District provides funding for the purchase of appropriate materials and supplies.
C.19.b. Verify that all students have access to Student Editions of History-Social Science textbooks, purchasing appropriate materials as needed.	Aug., 2015	May, 2017	The Williams Act survey documents that all students have access to History-Social Science textbooks appropriate (WASC A.6)	District provides funding for the purchase of textbooks.

Align History-Social Science curriculum, instruction, and materials to content and performance standards. (NCLB)

C.20.a. Deconstruct History-Social Science standards according to content, context and level of cognition.	Aug., 2015	May, 2017	Professional development time has been provided for teachers to analyze course standards and prepare curriculum that will be at the appropriate level for all students. In 9th grade where there are no course standards, teachers collaborate to determine the appropriate content to be presented to students.	Teacher meeting time on Wednesday mornings has been established as part of the school schedule to review data and discuss curriculum. In addition, the Foundation for the Future has provided Professional Development funding for teacher collaboration - $115K
C.20.b. Analyze materials to ensure a standards-based curriculum in History-Social Science.	Aug., 2015	May, 2017	Materials used in History-Social Science classes are appropriate to insure that students have access to standards-based curriculum.	District provides funding for the purchase of appropriate materials and supplies
C.20.c. Confirm standards-based objectives are explicitly addressed and fill gaps as needed in History-Social Science.	Aug., 2015	May, 2017	Curriculum in History-Social Science classes has been developed for students to gain mastery of course objectives, where those objectives exist, and professional development time has been established for department members to analyze assessment data, determine that standards are being met, and fill in gaps appropriately.	Teacher meeting time on Wednesday mornings has been established as part of the school schedule to review data and discuss curriculum. In addition, the Foundation for the Future has provided Professional Development funding for teacher collaboration - $115K

Identify pacing with the "must-do" and "may-do" instructional components for all History-Social Science classes.

C.21.a. Analyze CST blueprint in History-Social Science.	N/A	N/A	N/A	N/A

Strategic support (EL, Special Education) classes are coherently aligned with the daily lessons of core History-Social Science classrooms. (WASC A.5)

C.22.b. Implement Action Walks to monitor coherence of strategic support and core History-Social Science classrooms.	Aug., 2015	May, 2017	Site administrators along with district academic coaches and administrators have established walk-through days to visit classes on campus.	District funding for administrators and academic coaches.

Categorical Program Overview

Mark each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (*The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.*)

	State Programs	Allocation
☐	California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	
☐	Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	
☑	Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners.	$81,000
☐	High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	
☐	Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	
☐	Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	
☐	Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	
☐	School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	
☐	School Safety and Violence Prevention Act Purpose: Increase school safety.	
☑	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	
☐	Other State or Local funds (e.g., Gifted and Talented Education)	
☑	Tier III (Includes Pupil Retention, School and Library Improvement, and School Safety and Violence Prevention)	$107,000
☑	Peninsula Academies	$70,110
	Total amount of state categorical funds allocated to this school	$258,110

	Federal Programs under No Child Left Behind (NCLB)	Allocation
	Title I, Neglected	
☐	Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution.	
	Title I, Part D: Delinquent	
☐	Purpose: Supplement instruction for delinquent youth.	
	Title I, Part A: Schoolwide Program	
☐	Purpose: Upgrade the entire educational program of eligible schools in high poverty areas.	
	Title I, Part A: Targeted Assistance Program	
☐	Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency.	
	Title I, Part A: Program Improvement	
☐	Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups.	
	Title II, Part A: Teacher and Principal Training and Recruiting	
☐	Purpose: Improve and increase the number of highly qualified teachers and principals.	
	Title II, Part D: Enhancing Education Through Technology	
☐	Purpose: Support professional development and the use of technology.	
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students	
☑	Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards.	
	Title IV, Part A: Safe and Drug-Free Schools and Communities	
☐	Purpose: Support learning environments that promote academic achievement.	
	Title V: Innovative Programs	
☐	Purpose: Support educational improvement, library, media, and at-risk students.	
	Title VI, Part B: Rural Education Achievement	
☐	Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs.	
☐	Other Federal Funds	
☑	Carl Perkins	$41,836
	Total amount of federal categorical funds allocated to this school	$41,836
	Total amount of state and federal categorical funds allocated to this school	$299,946

Budget Narrative

Fiscal Year 2015-2016

Name of District:	Sequoia Union High School District	Date: 02/16/2016	
CDS Code:	4169062	Total 2015-2016 Allocation:	
Name of School:	Menlo-Atherton High School	School CDS Code:	4133716
School Contact	Steve Lippi	Phone:	
		Fax:	

*Note: 1% of NCLB Title 1 funds must be allocated to Parent Engagement

Object Code	Expenditure Description	Amount	Funding Source	Justification	Plan Page #
1000	Certificated Personnel Salaries	$6,500	Academies	Academy Teacher Period	
1000	Certificated Personnel Salaries	$56,400	Tier III	Conflict Mediation, Technology Coordination	
1000	Certificated Personnel Salaries	$7,000	Carl Perkins	Certificated Extra Pay	
2000	Classified Personnel	$56,400	Economic Impact	Instructional Associate	
3000	Employee Benefits	$18,600	Economic Impact Aid	Teacher Benefits	
3000	Employee Benefits	$770	Academies	Teacher Benefits	
3000	Employee Benefits	$18,600	Tier III	Conflict Meditation, Tech Coordination	
4000	Books and Supplies	$1,000	Economic Impact Aid	Supplemental materials, parent meetings	
4000	Books and Supplies	$46,509	Academies	Instructional Materials	
4000	Books and Supplies	$30,000	Tier III	Conflict Mediation, Tech supplies	
4000	Books and Supplies	$27,036	Carl Perkins	CTE supplies	
5000	Services, Other Oper. Expense	$5,000	Economic Impact Aid	Translation	
5000	Services, Other Oper. Expense	$11,744	Academies	Conferences and Field Trips	
5000	Services, Other Oper. Expense	$2,000	Tier III	Conferences	
5000	Services, Other Oper. Expense	$7,800	Carl Perkins	Conferences, Field Trips, Other Contracts	
7000	Indirect Costs	$4,587	Academies	Academy support	
7000	Indirect Costs				
Total Amount of Funds Requested		$299,946			

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

- ☐ School Advisory Committee for State Compensatory Education Programs
- ☐ English Learner Advisory Committee
- ☐ Community Advisory Committee for Special Education Programs
- ☐ Gifted and Talented Education Program Advisory Committee
- ☐ Other

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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.
6. This school plan was adopted by the school site council at a public meeting on: 3/3/16

Attested:

Simone Rick-Kennel

_____	_____	_____
Typed name of school co-principal	Signature of school co-principal	Date

Laura Duran

_____	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows[9]:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community	Student
Simone Rick-Kennel	☑	☐	☐	☐	☐
Kristen Torres	☐	☑	☐	☐	☐
Jeff DeCurtins	☐	☑	☐	☐	☐
Laura Duran	☐	☐	☑	☐	☐
Shari Conrad	☐	☐	☐	☑	☐
Cindy Folker	☐	☐	☐	☑	☐
Maddie Love	☐	☐	☐	☐	☑
Ruben Guerrero	☐	☐	☐	☐	☑
Numbers of members of each category	1	2	1	2	2

9At 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.