



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Miramonte High School	07 61630 0734244	April 29, 2024	May 1, 2024

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Miramonte High School's School Plan for Student Achievement will guide the school's efforts at continuous school improvement. The goals and strategies outlined in this SPSA align with the goals and strategies of the Local Control Accountability Plan of the Acalanes Union High School District, and this alignment will foster targeted, effective, and sustainable school improvement efforts.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Miramonte High School partnered with students, staff, and parents as part of the planning process for this School Plan for Student Achievement (SPSA) annual review and update. The primary mechanism was via Site Advisory Council meetings. Site Advisory Council is made up of 16 total members: 1 Administrator; 5 Certificated Staff; 2 Classified Staff; 4 Students; 4 Parents. The Council has met on the following dates this school year: October 23, 2023, January 29, 2024, February 26, 2024, March 25, 2024, and April 29, 2024. During these meetings, the Council reviewed and discussed data, goals, and action steps, as well as other schoolwide initiatives, plans, and goals. Besides Site Advisory Council, this SPSA development process included feedback opportunities from Miramonte Classified and Certificated Staff, the Miramonte Instructional Council (Department and Program Chairpersons and Leads), Student Leadership, and the Miramonte Parents' Club and general parent community.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

High Quality Programs, Teaching, Learning, and Academic Support

Miramonte High School will ensure that all educational partners are accountable for every learner having full access to quality education, challenging curriculum, and appropriate support.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (High Quality Programs).
Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (Access and Equity).

Identified Need

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

Miramonte students with disabilities perform at substantially lower rates than their peers on the Smarter Balanced Assessments in English Language Arts and Math and have higher rates of earning one or more semester grades below a C-. Students with disabilities also graduate at lower rates than their peers, and fewer graduates with disabilities complete the UC/CSU A-G course requirements.

In previous SPSA and WASC action plans, Miramonte has taken steps to address these gaps by implementing a liaison system between special education and general education, implementing collaborative teaching models, and engaging in targeted intervention and support for students with disabilities. By engaging in curriculum collaboration, Miramonte educators have been identifying essential standards and organizing their curriculum to ensure access to all students' success, including students with disabilities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SMARTER BALANCED ASSESSMENT: English Language Arts / Literacy -- Percentage of students achieving "Standard Met" or "Standard Exceeded"	84.9% (Spring 2023)	88% (Spring 2025)
SMARTER BALANCED ASSESSMENT: Mathematics -- Percentage of students achieving "Standard Met" or "Standard Exceeded"	69.8% (Spring 2023)	73% (Spring 2025)
SEMESTER ACHIEVEMENT GRADES: Percent of all students earning one or more semester grades below a "C"	4.6% (2022-2023 School Year)	4% (2024-2025 School Year)

SEMESTER ACHIEVEMENT GRADES: Percent of students with an identified disability earning one or more semester grades below a "C"	18% (2022-2023 School Year)	15% (2024-2025 School Year)
COLLEGE AND CAREER READINESS: Percentage of graduates completing the UC/CSU a-g course requirements	87.4% (Spring 2023)	90% (Spring 2025)
COLLEGE AND CAREER READINESS: Percentage of graduates with disabilities completing the UC/CSU a-g course requirements	39.3% (Spring 2023)	43% (Spring 2025)

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Strategy #1.1: Identify Essential Standards: What is it we want our students to know and be able to do?</p> <p>Activity #1: Review state standards and identify "essential standards" in each curricular team.</p> <p>Activity #2: Clarify what proficient student work will look like for essential standards.</p> <p>Activity #3: Audit courses to ensure alignment with essential standards.</p>	All students with a specific focus on students with disabilities	95000 LCFF - Base 1000-1999: Certificated Personnel Salaries Department Chairs and Other Hourly 20000 LCFF - Base 3000-3999: Employee Benefits Department Chairs and Other Hourly 10000 Other 1000-1999: Certificated Personnel Salaries Curricular Leads 2000 Other 3000-3999: Employee Benefits Curricular Leads
1.2	<p>Strategy #1.2: Create and utilize common formative and summative assessments: How will we know if each student has learned it?</p> <p>Activity #1: Create curriculum maps, pacing guides, and syllabi.</p> <p>Activity #2: Create instructional practices, goals, and grading structures that align to standard mastery in the subject area.</p> <p>Activity #3: Create lessons, projects, activities, and assessments.</p> <p>Activity #4: Utilize formative and summative common assessments to gather data about student proficiency towards essential standards.</p> <p>Activity #5: Analyze assessment data in curricular teams to determine what students need next.</p>	All students with a specific focus on students with disabilities	

	Activity #6: Analyze student data to inform instructional practices and make improvements where appropriate.		
1.3	<p>Strategy #1.3: Identify students who have not reached proficiency and provide interventions based on student need: How will we respond when some students do not learn it?</p> <p>Activity #1: Identify students who need additional time and support to gain proficiency in an essential standard.</p> <p>Activity #2: Utilize Tier I Universal Interventions based on student need: Modeling, Feedback, Reteaching, Consistency, Check-ins, Scaffolding, etc.</p> <p>Activity #3: Utilize Tier II Targeted Interventions based on student need: Academy Tagging, Check-ins Communication with parents, counselors, and administration, etc.</p> <p>Activity #4: Utilize Tier III Intensive Interventions based on student need: Specialized Interventions.</p>	All students with a specific focus on students with disabilities	<p>26000 LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined Intervention TOSA 11000 LCFF - Supplemental 3000-3999: Employee Benefits Intervention TOSA</p>
1.4	<p>Strategy #1.4: Identify students who have reached proficiency and provide extended learning opportunities: How will we extend the learning for students who have demonstrated proficiency?</p> <p>Activity #1: Identify which students have achieved proficiency in essential standard(s) and would benefit from extended learning opportunities.</p> <p>Activity #2: Provide appropriate extensions based on student need.</p>	All students with a specific focus on students with disabilities	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Health, Wellness, Safety, Culture, and Climate:

Miramonte High School will implement curricular, instructional, student support and communication strategies to increase student connectedness, student belonging, and foster positive academic engagement in an equitable and inclusive school environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students (School Climate and Social-emotional Development).

Identified Need

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

Miramonte High School survey and focus group data reveals that not all students have high levels of belonging, connectedness, and/or academic engagement. Miramonte will focus on increasing belonging, connectndness, and academic engagement through a variety of strategies, activities, and action steps.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SCHOOL CLIMATE AND CULTURE - BELONGING: Percentage of students responding "Agree" or "Strongly Agree" with the statement: "I belong at this school"; AUHSD Pulse Survey	77% (Fall 2023)	80% (Fall 2024)
SCHOOL CLIMATE AND CULTURE - CONNECTEDNESS: Average of students reporting "Agree" or "Disagree" on five "School Connectedness" items; CA Healthy Kids Survey	72% 9th Grade (Fall 2023) 68% 11th Grade (Fall 2023)	75% 9th Grade (Fall 2025) 71% 11th Grade (Fall 2025)
SCHOOL CLIMATE AND CULTURE - ACADEMIC ENGAGEMENT: Percentage of students indicating positive academic engagement; Stanford Survey of School Experiences	28% (Spring 2022)	32% (Spring 2026)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<p>2.1</p>	<p>Strategy #2.1: Curriculum, Course Offerings, and Academic Engagement</p> <p>Activity #1: Implement culturally relevant pedagogy and curriculum in all courses.</p> <p>Activity #2: Ensure ongoing refinement of course offerings to enable students to have a rigorous, engaging, accessible, and balanced course schedule.</p> <p>Activity #3: Analyze processes, systems, and policies to better support student engagement.</p> <p>Activity #4: Provide professional development and training around academic engagement.</p> <p>Activity #5: Host presentations to students and families about the wide breadth of post-secondary options, including community college.</p> <p>Activity #6: Hold Community College transition planning meetings with students and parents.</p> <p>Activity #7: Host Career Week and Career Night to help educate students about potential pathways after high school.</p> <p>Activity #8: Expand College and Career Center staffing to support students with individual counseling appointments.</p>	<p>All Students</p>	<p>66500 Foundation 2000-2999: Classified Personnel Salaries College and Career Counselor Extra Hours 28500 Foundation 3000-3999: Employee Benefits College and Career Counselor Extra Hours</p>
<p>2.2</p>	<p>Strategy #2.2: Health, Wellness, and Safety</p> <p>Activity #1: Provide training and collaboration time for teachers to implement wellness practices into their curriculum.</p> <p>Activity #2: Develop a "Mindful Monday" program to help students start their week in a more centered, organized, and supportive way.</p> <p>Activity #3: Increase seating and outdoor capacity for students in/near the Wellness Center.</p> <p>Activity #4: Improve gardens and other meditative gathering spaces on campus.</p> <p>Activity #5: Facilitate workshops around student mental health and support.</p> <p>Activity #6: Research needs for groups on campus to support students.</p> <p>Activity #7: Offer Academy sessions that support student health and well-being.</p> <p>Activity #8: Gather and utilize survey data from students, staff and parents to support improvements to the campus climate.</p> <p>Activity #9: Analyze survey data and determine implications for designing curriculum & instructional practices that are inclusive of all students.</p> <p>Activity #10: Communicate to all students, staff, and parents information about survey results.</p> <p>Activity #11: Use Bias Incident Reporting Team (BIRT) to support students harmed by bias and exclusion.</p>	<p>All Students</p>	<p>2000 LCFF - Base 1000-1999: Certificated Personnel Salaries BIRT Chair 470 LCFF - Base 3000-3999: Employee Benefits BIRT Chair 4000 Foundation 4000-4999: Books And Supplies Wellness Center Supplies 65000 Foundation 1000-1999: Certificated Personnel Salaries Wellness Coordinator 65000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Wellness Coordinator 25000 Foundation 2000-2999: Classified Personnel Salaries</p>

	Activity #12: Use Say Something reporting system to support students who are at risk.		Wellness Intake Specialist 25000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Wellness Intake Specialist 30000 Foundation 3000-3999: Employee Benefits Benefits Wellness Staff 30000 LCFF - Supplemental 3000-3999: Employee Benefits Benefits Wellness Staff
2.3	<p>Strategy #2.3: Professional Development and Professional Learning Communities</p> <p>Activity #1: Provide professional development for staff that focuses on student, staff, and community wellness, connectedness, and belonging.</p> <p>Activity #2: Utilize Professional Learning Communities (PLC) collaboration on Fridays, and staff collaboration on Wednesdays to support improvements to the campus climate.</p> <p>Activity #3: Provide professional development and training about PLC best practices.</p>	All Students	10000 District Funded 5000-5999: Services And Other Operating Expenditures PLC Professional Development

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$515,470.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
District Funded	\$10,000.00
Foundation	\$219,000.00
LCFF - Base	\$117,470.00
LCFF - Supplemental	\$157,000.00
Other	\$12,000.00

Subtotal of state or local funds included for this school: \$515,470.00

Total of federal, state, and/or local funds for this school: \$515,470.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	10,000.00
Foundation	219,000.00
LCFF - Base	117,470.00
LCFF - Supplemental	157,000.00
Other	12,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	26,000.00
1000-1999: Certificated Personnel Salaries	237,000.00
2000-2999: Classified Personnel Salaries	116,500.00
3000-3999: Employee Benefits	121,970.00
4000-4999: Books And Supplies	4,000.00
5000-5999: Services And Other Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	District Funded	10,000.00
1000-1999: Certificated Personnel Salaries	Foundation	65,000.00
2000-2999: Classified Personnel Salaries	Foundation	91,500.00

3000-3999: Employee Benefits	Foundation	58,500.00
4000-4999: Books And Supplies	Foundation	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	97,000.00
3000-3999: Employee Benefits	LCFF - Base	20,470.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	26,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	65,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	25,000.00
3000-3999: Employee Benefits	LCFF - Supplemental	41,000.00
1000-1999: Certificated Personnel Salaries	Other	10,000.00
3000-3999: Employee Benefits	Other	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	164,000.00
Goal 2	351,470.00

School Site Council Membership

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

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

Name of Members	Role
Ben Campopiano	Principal
Carolyn Manning	Classroom Teacher
Jenny Mallowney	Classroom Teacher
Ashley Leslie	Classroom Teacher
Michelle Flynn	Classroom Teacher
Susan Williams	Other School Staff
John Fowley	Other School Staff
Veronica Erickson	Other School Staff
Selma Ahmed	Secondary Student
Jason Wagner	Secondary Student
Sulaiman Aseem	Secondary Student
Abby Rivera-Gu	Secondary Student
Lisa Rudolph	Parent or Community Member
Corinne da Cunha	Parent or Community Member
Miranda Garcia	Parent or Community Member
Chrystal Jensen	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



Departmental Advisory Committee
Other: Miramonte Site Advisory Council

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

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

This SPSA was adopted by the SSC at a public meeting on 4/29/24.

Attested:



Principal, Ben Campopiano on 4/29/24
SSC Chairperson, Ben Campopiano on 4/29/24