

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Mark Twain Junior High School

**Modesto
CDS Code**

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

April 26, 2023

Local Board Approval Date

June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Francisco Guerrero
Position: Principal
Telephone Number: 209-574-1918
Address: 707 Emerald Ave
E-mail address: guerrero.f@monet.k12.ca.us

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Section 1 School Mission Statement and Description

School Mission Statement:

It is the mission of Mark Twain staff to facilitate a safe learning environment where students have a variety of opportunities to acquire knowledge and skills to become life-long learners.

1. Every teacher shall provide multiple, frequent, and varied opportunities for students to collaborate by utilizing feedback to promote growth.
2. We will promote physical efficiency, build social skills, and develop attitudes and habits, which will lead to healthful living.
3. Staff will encourage and support students by recognizing improvements and accomplishments.
4. Staff will teach and promote student responsibility and self-advocacy.
5. Every teacher will be visually present and will facilitate common and clear procedures for behavioral issues.

School Description:

Mark Twain Junior High School opened its doors in 1951. Our enrollment is 730 students in the seventh and eighth grades. The instructional program is a blend of academic classes, elective classes, and physical education. Students are scheduled into single-subject academic classes in Mathematics, Science, Language Arts, and Social Science. In addition, students may be scheduled into Academic Language Development for those who need additional support due to their English language abilities. The Academic Language Development class is strategically focused on developing academic language through intensive reading, speaking, listening and writing instruction. The academic curriculum is supported by the electives: Leadership, AVID, College and Career Exploration, Introduction to Computer Concepts, Orchestra, Band, Spanish I/II, and Choir.

The incentive programs for academic achievement are: Pride Inside program which provides incentives and awards for outstanding effort and achievement in academics and citizenship. Also, Block MT is an academic-based program that acknowledges students who have met and exceeded academic goals in their core classes. Students are recognized for earning and maintaining a GPA of 4.0. To prepare our students for their transition to junior high school, we start out in the spring visiting elementary schools to talk with their administration and all 6th-grade students. We also met with all 6th-grade elementary school teachers who feed into Mark Twain. The year begins with an orientation for incoming 7th graders and their families. It is a priority for our academic counselor to meet with each student a minimum of once a quarter. These meetings consist of schedule review, grades, diagnosing issues, addressing social-emotional concerns, and a general awareness of resources available to all students.

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

☒ Schoolwide Program

☒ Additional Targeted Support and Improvement

English Learner, Students with Disabilities, Hispanic Students, Two or More Race Students, White Students, and Socioeconomically Disadvantaged students are the identified group for ATSI and in need of additional support.

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

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the MCS Data Dashboard and the CAASPP Report and is written and evaluated by a properly constituted SSC. Mark Twain's review of the MCS Data Dashboard and the CAASPP indicates that our EL population performed in the red category in ELA, Math, and Chronic Absenteeism.

Resource Inequities

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

Upon review of the needs assessment, the greatest need at Mark Twain Junior High school is to provide adequate support and services to the Socioeconomically Disadvantaged population. The socioeconomically disadvantaged population represents 95.9% of the school's population and is in scoring very low for ELA, Math, and very high for Chronic Absenteeism and high for suspension rate. The second largest population with the same ratio of scores in every area is the English Learner population which represents 39.2% of the school's overall population. Without funding from Title 1 for an EL counselor there would be a need for EL counselor to service the EL population. Based on this information the following resource inequities were identified:

1. Professional Development to address teacher clarity for core instruction
2. Collaboration time to allow teachers to fully explore what students are expected to learn, how will we know they are learned it, how will we respond when they don't learn, and how will we respond if they already know it
3. Professional Development in Lesson Design

Section 3 Educational Partners Involvement

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

Involvement Process for the 2022-23 SPSA Annual Review and Update

Mark Twain Junior High School's SSC, ELAC, Site Leadership and teachers participated in the evaluation process of Mark Twain Junior High School's 2022-2023 SPSA which include the analysis of quantitative and qualitative data such as District ELA and Math benchmarks data, suspension rate and count to date and attendance data to determine effectiveness within each goal, activities to continue discontinue and to revise. This occurred during the March and April 2023 SSC, ELAC, Site Leadership and staff meetings.

Involvement Process for the 2023-24 SPSA and Update

Using input from all educational partners: School Site Council, English Learner Advisory Committee, School Leadership team and site teachers reviewed the evaluation of the 2022-2023 SPSA and then discussed how to move forward for the 2023-2024 SPSA. This process included in providing all educational partners with the prior SPSA. This process occurred during SSC, ELAC, Site Leadership and staff meetings through out the 2022 - 2023 school year.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

1. Professional development in the area of Teacher Clarity focusing in on the PLC process was full implemented. Every PLC team moved over positively on the PLC rubric from beginning of year to end of year.
2. Professional development in the area of Lesson Design focusing in on engagement strategies with core subjects was fully implemented. Pop-in observations and formal observations demonstrated growth in focus areas and overall increase in student engagement. Scores in two classrooms demonstrated notable increase in proficiency levels in math benchmarks. ELA and Math classes were able to design and implement highly engaging lessons created from professional development.
3. The Typist Clerk II/Translator supported EL parents during a variety of meetings including but not limited to 2nd Cup Parent Involvement/Engagement meetings, Back To School Night, and Parent Teacher Conferences. Parents were supported during the meeting with instructional materials, child care and light refreshments. The number of parents who signed in on sheets and overall parent satisfaction with trainings and information provided indicates positive engagement with numerous EL parents with the school.
4. English Learners were provided field trip opportunities to allow real life, and real world opportunities. Students were able to demonstrate a strong understanding of concepts taught as shown by student writing samples.
5. EL Counselor was fully staff and increase in student and parent meetings resulted in a reduction of failing grades from quarter to semester 1 grades.
6. Leadership team was provided the opportunity to attend a Leadership conference focusing on development of them as school leaders.

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

All strategies were fully implemented.

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.

Reduction in field trip admissions will be changes as funding through awarded grants are available for the 23/24 school year.

IDENTIFIED NEED (Data Analysis)

ELA

Based on CAASPP we identified that 70-89% of English Learners students are in need of support / intervention in the area of: Oral Language Development

To address this the school can:

Intentionally plan with the EL student in mind to ensure students are reading, writing, and speaking in every period.

Increase scaffolding and differentiation in the classroom to support the academic needs of EL students.

ELA PD

Based on CIPD Input we identified the following area of need in professional development Access to specific ELA PD

To address this the school can:

Utilize the EL CIPD coaches to support professional development in the area of supporting EL students in all content areas.

Increase teacher knowledge about the EL students in their classrooms and how to best support students depending on the student's ability level/

Additionally we analyzed specific data to indicate the following need(s):

Grades, CAASPP and ELPAC scores, Benchmark Data, and Student/Teacher/Parent Input

Discuss the areas of strength and need based on data analysis:

Upon review of the benchmark data, students demonstrated strengths in identifying evidence and answering questions based off a text read. They also were able to demonstrate a strong understanding of the strategy RACE as demonstrated in their writing samples.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Improve Distance from Standard by +15 points Fall 2022 CA Dashboard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -95.9	Goal -80.9
English Learners (EL)	Actual -120	Goal -105
Students with Disabilities (SWD)	Actual -183	Goal -168
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase percent of students mastering literacy skills across all content areas.					
Increase percent of students able to discuss and collaborate using complete sentences and academic language across all content areas.					
Schoolwide (SW)	Professional Development:	Benchmark data, Performance Task Data, Writing Samples, Grades, Walk Throughs, CFA data, and PLC input	PD Conference registration and travel	Title 1 Professional Development	9000
	Completing the PLC Process with fidelity		Instructional Supplies/ Books	Title 1 Supplies and Services	19563
	Learning Teacher Clarity and success criteria incorporated into all teachers lesson plans		Substitutes	Title 1 Professional Development	2500
	Creating common formative assessments and analyze the data to determine next steps needed for each individual student to support the learning goal and success criteria		Consultant Contract PD	Title 1 Professional Development	15000
	Increase attendance in the 7th grade summer bridge program to prepare students who are attending Mark Twain JHS.	Attendance data, 7th grade grade reports		None Specified	0

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide professional development to assist in creating engaging lessons that allow students to collaborate and use academic language.	Walk throughs, grades			
	All students will have the opportunity to attend field trips as enrichment to provide context to writing assignments.	writing samples, grades	Field Trips Admission and Transportation	Title 1 Supplies and Services	2000
	Provide access to technology to increase lesson pace and teacher productivity	administrative walkthrough	Technology	Title 1 Supplies and Services	1000
English Learners (EL)		Walk Throughs, grades, PLC input data, ELPAC data	substitutes for professional development	Title 1 Professional Development	2500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Use of academic language</p> <p>Scaffold and differentiate intentionally used within lessons</p> <p>Increase the amount of student collaboration with in each period</p> <p>Provide professional development to create lessons that incorporate reading, writing, and speaking in every lesson</p>				
	<p>EL Counselor will allow for this subgroup and at-risk to be met with and monitored more regularly. Sessions will include language goal setting, discussion of grades and progress, assistance with attendance and strategies to encourage students to reach targets in speaking, listening, reading and writing</p>	<p>Log Entries, grades, ELPAC data</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Attend professional development and create lessons that incorporate reading, writing, and speaking in every lesson	Walk Throughs, grades, PLC input data, IEP team input			
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Upon review of the overall implementation and effectiveness, Mark Twain Junior High School successfully implemented academic tutoring, professional development in lesson design and professional development in Teacher Clarity focusing in on the PLC process. There was a 17% decrease in D/F grades in comparison to the year prior. The core PLC teams all moved positively on the PLC rubric in comparison to the prior year and in comparison to the beginning of the year. In addition, pop-in observations and formal observations demonstrated an increase in effective lesson design implementation in all math classrooms.

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

All strategies were implemented.

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.

A reduction in funding to conference, travel and registration and an increase in consultant contract will occur to this goal to reduce the number of sub days necessary for staff to obtain professional development by hosting the professional development in house.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Grades we identified that 70-89% of English Learners students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:
provide afterschool remediation focusing on math procedures and concepts

MATH PD

Based on Assessment Data we identified the following area of need in professional development PLC Release Time

To address this the school can:

provide Teacher Clarity Professional Development focusing on the PLC process

Additionally we analyzed specific data to indicate the following need(s):

Grades, CAASPP and ELPAC scores, Benchmark Data, and Student/Teacher/Parent Input

Discuss the areas of strength and need based on data analysis:

Based on the data analysis, all student groups are far below standard in the area of Math. The most significant student group is Students with Disabilities.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Improve Distance from Standard by +15 points Fall 2022 CA Dashboard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -148	Goal -133
English Learners (EL)	Actual -168	Goal -153
Students with Disabilities (SWD)	Actual -219	Goal -204
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding Math content standards.					
Increase the percent of students demonstrating the Standards for Mathematical Practice across all content areas					
Schoolwide (SW)	Certificated staff will provide Academic Tutoring to students who are not meeting grade level standards	Grades, missing assignments data	Academic Tutoring		
	Attend Professional Development workshops focusing in on Teacher Clarity	PLC Rubric	Academic Supplies	Title 1 Supplies and Services	15468
			Consultant Contract/ PD	Title 1 Professional Development	15000
	Teachers will receive release time to collaborate and co-create and implement highly effective lessons	CAASPP interim assessments, performance tasks, common formative assessments, exit tickets, Walk-throughs	Conference, Travel and Registration	Title 1 Professional Development	9000
			Curriculum Development	Title 1 Professional Development	5000
English Learners (EL)	Teachers will attend professional development on to refine use and implementation of engagement strategies through effective lesson design	Student grade analysis to review grades, ELPAC goals, assessment data	Substitute Teacher	Title 1 Professional Development	5000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	All case managers will meet with administration and counseling about students who are underperforming in their core classes and review previous strategies and interventions.	Student grade analysis, assessment data, and IEP goal progress			
	Special Education teachers and paraprofessionals will receive PD on how to best support students in the area of math.	Benchmarks, Performance task, writing samples, grades			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Upon review of the overall implementation and effectiveness, Mark Twain Junior High School completed each of the action steps indicated for the goal. The attendance rate increased by 4.5% and the Chronic Absence Rate decreased by 14.34%. In addition English Learner and Students with Disabilities sub groups made notable growth in both attendance rate and chronic absence rate.

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

NA

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

No changes made.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Chronic Absenteeism we identified that 0-49% of Special Ed students are in need of support / intervention in the area of: Attendance

To address this the school can:

Increase the frequency of attendance checks and IEP meetings for Students with Disabilities

ATTENDANCE PD

Based on Analysis of tardy data we identified the following area of need in professional development Engagement Strategies

To address this the school can:

Increase student engagement and opening activities to decrease student tardies through Lesson Study Professional Development

Additionally we analyzed specific data to indicate the following need(s):

Teacher's noted tardies and attendance negatively effecting student performance causing disengagement in lessons.

Discuss the areas of strength and need based on data analysis:

Overall, every student group needs to improve their attendance to meeting the goal of 95%. The student group with the highest need is Students with Disabilities. The English Learner group out performed the general population and all sub groups.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase Attendance Rate to 95%.

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 91.21%	Goal 91.71%	Actual 27.24%	Goal 26.24%
English Learners (EL)	Actual 91.69%	Goal 92.19%	Actual 24.8%	Goal 23.8%
Students with Disabilities (SWD)	Actual 88.72%	Goal 89.22%	Actual 34.18%	Goal 33.18%
Other Student Groups	Actual %	Goal %	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					
Schoolwide (SW)	Incentivize student attendance on a daily basis so they are able to meet academic goals, have access to Common Core standards and progress towards achievement in school	Chronic Absenteeism Report, attendance reports, Daily MCS Dashboard monitoring for attendance, Chronic attendance	Student Incentives	Title 1 Supplies and Services	500
	Increase the amount of SART referrals				
	The attendance clerk will Identify students with more than 10% days absent and develop a plan with the family.				
English Learners (EL)					
	EL counselor contacts EL and at-risk students with at-risk attendance to provide intervention prior to SART	Log entries, attendance reports, Schoology usage data			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Hold IEP meeting for SPED students when attendance falls below 90% positive attendance	attendance reports			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Upon review of the overall implementation and effectiveness, Mark Twain Junior High School completed teachers were given professional development on Restorative Practices during staff meetings. The site implemented PBIS rewards throughout the school year and students were given incentives for positive behaviors.

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

Upon review of the differences between what was implemented and budgeted, the strategies were all implemented fully with the exception of having the Intervention Center compile data on sub groups.

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.

an additional strategy of daily check in for tier 2 English Learners will be added that was not in the prior year's SPSA

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Suspension we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:

Increase the usage of PBIS Rewards

Create engaging lesson to decrease the amount of off task behaviors

PBIS PD

Based on PD survey data we identified the following area of need in professional development Access to specific PBIS PD

To address this the school can:

rovide professional development in utilization of PBIS

Additionally we analyzed specific data to indicate the following need(s):

Focus on Tier 3 students at the beginning of the year to provide appropriate services and interventions.

Discuss the areas of strength and need based on data analysis:

Upon review of the MCS Data Dashboard, the suspension rate Mark Twain decreased significantly in comparison to the prior year. In addition the total number of unique students decreased as well as total number of suspension days. The area of need has been identified as intervening with the English Learner population prior to a suspendable offense occurs.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 9.79%	Goal 9.49%
English Learners (EL)	Actual 10.21%	Goal 10.91%
Students with Disabilities (SWD)	Actual 13.48%	Goal 13.18%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)	<p>Meet and work with students in one-on-one and/or small group setting to address mental health, social, emotional, and behavior concerns.</p> <p>Implement the PBIS Plan and PBIS Rewards.</p> <p>Train staff on PBIS and PBIS practices.</p>	<p>Mental Health Clinician, SAS, counseling data will be reviewed on a case by case situation</p> <p>Discipline referrals, and Intervention data will be reviewed weekly.</p> <p>Positive Behavior Intervention Systems committee will discuss behavior data and make recommendations for incentives and celebrations to recognized desired behavior.</p>	Student Incentives	Title 1 Supplies and Services	500
			Professional Development		
	<p>The intervention center will implement restorative practice through reflection and guided lessons to address specific behavioral infractions.</p>	<p>Student attendance log</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	The SAS and Intervention Teacher will identify support groups and/or individual support based on discipline data reviewed for suspensions rates by ethnicity quarterly	Grades, Social/Emotional Survey			
	Readmit meeting for all students sent out on a home suspension which includes action steps and supports available.	Meeting log			
English Learners (EL)	Provide Tier 2 Intervention Check-ins with paired adult daily	Meeting Log/ Google Sheet			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Case managers will incorporate social skills as needed to address behavior concerns through social situations.	Data from SAS, Case managers, Mental Health Clinician, counselor to show improvement in discipline referrals.			
Other Student Groups					

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Upon review of the overall implementation and effectiveness, Mark Twain Junior High School attempted to complete each of the action steps indicated for the goal. We had an AVID Instructional team support teacher professional development through out the school year. In addition, the number of students in AVID increased. We hosted a College and Career day on campus. Updated posters and maps were purchased for classroom that represent a more diverse population.

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

Not applicable, all strategies were fully implemented.

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

No changes were made to this goal as a result of this analysis.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Engagement Data we identified that 90-100% of All students are in need of support / intervention in the area of: real world applications

To address this the school can:

Promote activities and events to explore student personal and college/career interests.

Develop engaging lessons that reflect the students interests

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Observations we identified the following area of need in professional development Access to specific PD

To address this the school can:

Provide professional development on Trauma Informed Practices and teaching in low-income schools

Additionally we analyzed specific data to indicate the following need(s):

Student/Teacher/Parent Input

Discuss the areas of strength and need based on data analysis:

Overall, the amount of students who participated in AVID increase. As a site, all departments need to use the PLC process with fidelity to ensure that every lesson reflects and connects to real-world applications.

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Increase student access to real-world application by 5%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	<p>Teachers will attend professional development to refine use and implementation of AVID strategies to increase the knowledge of college expectations and create a college going culture on campus</p> <p>Increase student enrollment in AVID by promoting a college going culture and holding information nights for parents and presenting AVID information to students</p>	<p>Benchmark and grade reports</p> <p>Enrollment report</p>			
			Professional Development	None Specified	
			Classified Support	None Specified	
	<p>We will continue to host a career event(s)</p> <p>Complete student interest surveys and use the data to create events or activities based on the areas of interest</p>	<p>Complete survey after the event for student input</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Update maps, charts, posters in the classroom that represent the different ethnic, cultural, and religious backgrounds of the community	Classroom walkthrough			
	Provide Trauma Informed PD	Attendance sheets			
English Learners (EL)					
Students with Disabilities (SWD)					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Parent participation increased significantly due to personal phone calls made by EL counselor and clerical staff. On average, 25-40 parents joined monthly meetings focusing on academic and social emotional topics. A parent survey will be completed prior to the end of the school year.

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

Not applicable.

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

No changes will be made to the goals but an additional focus on parent outreach will occur.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach, parents' needs include: supporting student SEL issues

To address this the school can:

Increase parent meeting meeting around the areas of social media, depression, anxiety, and self-harm/suicidal thoughts.

Increase parent meetings around relevant topics.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from parents we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

Provide professional development on when and how to include parents as part of the equation for student attendance

Additionally we analyzed specific data to indicate the following need(s):

Parent/Teacher/Student Input

Discuss the areas of strength and need based on data analysis:

Based on sign in sheets, parent involvement increased to over double of what was shown on the prior year's sign -in sheets. To ensure we continue to support the parents in relevant topics and gather satisfaction, a survey will occur during the final meeting.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Increase parent participation by 5%.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Academic Parent Nights, 7th grade and 8th grade parent nights to discuss the expectations of junior high and graduation requirements	Event and participation logs	Reprographics	Title 1 Parent Involvement	422
			Refreshments/Supplies	Title 1 Parent Involvement	500
	Technology Parent Training	Event and participation logs	Postage	Title 1 Parent Involvement	1000
			Certificated Presenters	Title 1 Parent Involvement	500
	Tier 2 and 3 Student Parent Meetings, Social Emotional Presentations, Bullying Presentations, Drug/Alcohol Presentations	Event and participation logs	consultant contract	Title 1 Parent Involvement	1000
	Parent survey to determine their wants/needs	Event and participation logs			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)					
Students with Disabilities (SWD)					
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
EL Counselor will allow for EL and at-promise subgroups to be met with and monitored more regularly. Sessions will include language goal setting, discussion of grades and progress, assistance with strategies to encourage students to reach targets in speaking, listening, and writing. In addition, meetings for attendance and tier-2 students will occur.				ELA, Math, Attendance Goal & Equity Goal
	EL Counselor 1.0 FTE	Title 1 Positions	124676	

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	124676	0.00
Title 1 Professional Development	63000	0.00
Title 1 Parent Involvement	3422	0.00
Title 1 Certificated	0	0.00
Title 1 Classified	0	0.00
Title 1 Supplies and Services	39031	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$230,129
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$230,129
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$230,129.00
Grand total budgeted including carryover from Section 11	\$230,129

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

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

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: Mark Twain Junior High School

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: John Perry Term: 2022-2023 XParent Community Member	1. Name: Francisco Guerrero Principal
2. Name: Angelica Zarco Term: 2022-2023 XParent Community Member	2. Name: Alex Prevette Term: 2022-2024 Teacher
3. Name: Maria Polutan Term: 2022-2024 XParent Community Member	3. Name: Ann Griffith Term: 2022-2023 Teacher
4. Name: Kimberly Threets Term: 2022-2024 Student	4. Name: Greg Thompson Term: 2022-2023 Teacher
5. Name: Billy Perry Term: 2022-2023 Student	5. Name: Sharolyn Larson Term: 2022-2024 Teacher
6. Name: Santiago Juarez Term: 2022-2023 Student	6. Name: Jennifer Cruz Term: 2022-2024 Other School Staff

Section 9 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 the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy 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 before adopting this plan.

Name	Advisory Group
Maria May, Jennifer Cruz, Cecilia Avalos, Maria Galan, Ana Solorio, Maria Galindo	English Language Advisory Council (ELAC)
Rosa Vargas-Torres, Shannda Ortiz, Jessica Ward, Nate Whitaker, Jevan Bryon, Roohi Raza	Site Leadership Team (SLT)

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 the 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 academic performance.

This SPSA was adopted by the SSC at a public meeting on: 04/26/2023 08:30 am

Attested:

Alex Prevette	SSC Chairperson
Sharolyn Larson	SSC Vice Chairperson
Francisco Guerrero	SSC Secretary