

**Modesto City Schools**

**SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

**AT Modesto High School**

**50 711755034905**  
**CDS Code**

**TITLE 1 Schoolwide**

Schoolsite Council (SSC) Approval Date

May 16, 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:

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## Section 1 School Mission Statement and Description

### **School Mission Statement:**

To support all students with rigorous relevant and diverse educational opportunities, which lead to graduation, college/career readiness, and contributing members of our global society.

### **School Description:**

Modesto High School, the first and oldest high school in Modesto, has a history rich in tradition and academic excellence. While we take pride in our traditions, we are committed to always be well-informed of innovations in education and technology. We see ourselves as responsive to changing times and increasingly diverse student needs.

Given the wide diversity of our student body, our school mission statement details how we provide an equitable learning environment to meet the needs of each of those students. This individualization has resulted in equitable curricular offerings for our English Learner population, college-bound students, students with learning challenges, career-ready students, and extremely rigorous academic programs for our highly gifted students. More specifically, Modesto High School seeks to help students become effective readers, writers, communicators, academic achievers, critical thinkers, problem solvers, and responsible citizens. Students are guided in the development of career goals, employment skills, fundamental knowledge in core academic subjects and hands on experience with current technology.

In addition to strong and diverse curricular offerings, Modesto High School provides extensive extra-curricular opportunities involving athletics, clubs, speech and debate, fine arts, performing arts, vocational and academic competitions, in which students and staff interact in less formal settings. The socialization benefits afforded by extra-curricular activities help maintain a healthy balance between personal interest and curricular requirements.

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. Counseling services are provided by Migrant Education Region 3 contracted staff to eligible high school students, as needed. 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.

Modesto High English Learner Parents are all invited to participate in the English Language Learner Advisory Committee (ELAC) to give input on English Learner student services. English Learner 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

Modesto High School has entered ATSI in subgroups of African-American, English Learners, and Students with Disabilities.

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 CA Dashboard and is written and evaluated by stakeholder groups. Upon review of the needs assessment, the greatest need at Modesto High School is the graduation rate of English Learners, African Americans, and Students with Disabilities. Resources have been allocated to meet the needs such as multiple reports for our counseling team to monitor and they are tracking student progress towards graduation. Also, Special Education teachers have been trained in the requirements for graduation and will ensure the IEP is aligned with student needs for graduation. Bilingual paraprofessionals assist in ALD and general education classes to enhance student learning and assist in progress towards passing courses required for graduation.

### Resource Inequities

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

Modesto High School has one section of the Applied Special Education program, who are not diploma candidates and receive a certificate of completion. These students are unable to meet the graduation requirements due to their special education status and disability as described in their IEP. There is a high number of newcomer English Learners at Modesto High who have not been in a United States school for the length of time required to complete all graduation requirements. The AVID program and related tutoring services are available to all students, with the goal of increasing academic achievement in English Language Arts and Mathematics.

### **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**

Modesto High School's School Site Council (SSC), ELAC, Site Leadership Team and faculty members participated in the evaluation process of Modesto High School's 2022-23 SPSA which includes the analysis of quantitative and qualitative data to determine effectiveness within each goal, determine which activities to continue, discontinue or revise as necessary. This review occurred during all SSC, ELAC, Site Leadership and staff meetings during 2022-23 school year.

#### **Involvement Process for the 2023-24 SPSA and Update**

Modesto High School's SSC, ELAC, Site Leadership and teachers participated in the evaluation process of its 2022-23 SPSA which includes the analysis of quantitative and qualitative data to determine effectiveness. The goals and activities were reviewed and discussed for effectiveness and determined if they were appropriate for the current learning conditions for students, staff and community. Modesto High School's SSC, ELAC, Site Leadership Team and faculty members participated in the creation of the 2023-24 SPSA. The 2023-24 SPSA will serve as a guide for all instructional supports, activities, and financial expenditures.

## Section 4 ELA Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### 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.

Modesto High will focus on continuing to refine the PLC process which will allow for an increase in academic success in ELA. The site will continue to support our students in ELA by offering Academic Saturday School, Intersession, AVID tutoring support, and individual ELA teacher support. EL students and students with disabilities receive additional support through their specific program, case manager and their accommodations.

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

ELA teachers have not shown an overwhelming interest in taking part in Academic Saturday School and Intersession. We will continue to encourage our teachers to take advantage of this paid opportunity to support students and increase ELA grades and assessments.

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.

Modesto High School will continue to improve and implement the PLC process. Instruction will provide additional academic strategies school wide in order to foster a culture of interdisciplinary collaboration to focus on implementing schoolwide instructional norms of listening, speaking, reading and writing. Modesto High School will continue to support and promote a schoolwide effort to implement AVID based teaching strategies for the 2023-24 school year. For students who need a different learning environment, the Modesto Virtual Academy (MVA) is still an option.

#### **IDENTIFIED NEED (Data Analysis)**

##### **ELA**

Based on Grades we identified that 50-59% of Low Income students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:

Modesto High School will expand the use of Performance Matters in order to create effective interim ELA assessments for students.

Modesto High will continue to refine the PLC process in order to have true academic dialogue about student performance.

##### **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:

Modesto High will work with CIPD to offer support to ELA teachers by creating more PD specific to student engagement.

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

Increase student engagement as well as participation in enrichment activities focused on ELA strategies.

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

An analysis of data showed that the schoolwide (SW) ELA scores that met or exceeded the standard were 37.57% which was a decrease from the prior year at 52.65%. Students with disabilities (SWD) scores that met or exceeded the standard were 13.33% which also was a decrease from the prior year at 4.62%. For English Learners (EL), we increased from met to exceeded from 12.5% to 44.05%. There is no information on African American (AA) students for 2020-2021 school year, but we were at 53.84% for AA for the 2021-2022 school year.

**Subject: English Language Arts**

**LEA/LCAP:** LCAP Goal 1

**Goal #1** Improve Distance from Standard by +15 points or maintain green/blue status Fall 2022 CA Dashboard

	<b>2021-22 Final Data / District Preliminary Data</b>	<b>2023-24 Data Goal Increase</b>
Schoolwide (SW)	Actual -42	Goal -27
English Learners (EL)	Actual -168	Goal -153
Students with Disabilities (SWD)	Actual -151	Goal -136
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
<b>Increase percent of students mastering literacy skills across all content areas.</b>					
<b>Increase percent of students able to discuss and collaborate using complete sentences and academic language across all content areas.</b>					
Schoolwide (SW)	Modesto High will focus on continuing to refine the PLC process which will allow for an increase in academic success in ELA. The site will continue to support our students in ELA by offering Academic Saturday School, Intersession, AVID tutoring support, and individual ELA teacher support. EL students and students with disabilities receive additional support through their specific program, case manager and their accommodations.	Teacher participation in PLC meetings, student and teacher participation in Academic Saturday School and Intersession and AVID tutoring logs.	Title 1 - Professional Development	Title 1 Professional Development	
			Title 1 - Certificated	Title 1 Certificated	
Schoolwide (SW)	The site continues to fund AVID tutors to support all students.	AVID tutors will provide tutoring to all students in need of additional academic support on a daily basis.	Title 1 -Classified	Title 1 Classified	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Continue Winter and Spring Intersession. There is summer school offered by the District	Emphasize and promote our school wide tutoring schedule.			
	Offer Academic Saturday School.	AVID tutors will provide tutoring to students in need of additional academic support. Tutoring schedules will be created.			
	MHS teachers will work within Professional Learning Communities to create learning targets, design assessments, and analyze data to focus on improving literacy and provide appropriate interventions for all students. Professional development will be provided to assist teachers with instructional and assessment. Release time will be provided as well.	Department chairs will monitor PLC utilization and implementation of assessments. PLC groups will analyze data to inform instruction and determine appropriate intervention and remediation activities. Quarterly PLC rubrics will be completed.	Conference Travel	Title 1 Professional Development	
			Release time	Title 1 Professional Development	15,000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	AVID Schoolwide tutoring	AVID tutors will provide tutoring to students in need of additional academic support. Tutoring schedules will be created.			
				Title 1 Certificated	
				Title 1 Certificated	
English Learners (EL)	MHS will provide ELA teachers with engagement strategies that are effective with EL learner students and at-risk students.	Administration will track student data from class visits and provide professional development to teachers.	Release time for teachers	Title 1 Professional Development	
		At-Risk Coordinator will monitor student achievement data and assign appropriate remediation and interventions supports.	Conference Travel	Title 1 Professional Development	
			Supplemental instructional software	Title 1 Supplies and Services	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>MTSS Coach will provide professional development to work with students and teachers. The At-Risk Coordinator will provide additional support focused on engagement within ELA classrooms.</p>	<p>EL Counselors will meet with EL students to monitor academic progress. Log entries will be completed through student information system.</p> <p>At-Risk Coordinator will support ALD classes.</p>			
	<p>Supplemental materials such as: Test prep materials and software</p>	<p>ALD teachers will monitor student success on ELA assessments.</p>			
	<p>Academic Saturday School</p>	<p>Administration and teachers will organize and carryout Academic Saturday School. Parent contacts will be made for each participant.</p>			
	<p>EL Parent Engagement Meetings</p>	<p>Provide academic data to EL parents through parent meetings.</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)					
	The site offers Extended Summer School (ESS) to our students with disabilities to offer opportunities to remediate failed courses to ensure the students are on track to graduate.	ESS Special Education teacher will be in communication with case manager as students recoup credits. Grade data will be used to determine number of sections.	Staff hourly compensation	Title 1 Certificated	
	AVID Tutoring Support	AVID tutors will provide tutoring to all students in need of additional academic support. Schedules and attendance sheets will provide data to be monitored.			
	Academic Saturday School	Students with Disabilities are included in Academic Saturday School.  Student grades will be used to determine participants.			

	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 Math Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### 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.

Modesto High will focus on continuing to refine the PLC process which will allow for an increase in academic success in math. The site will continue to support our students in math by offering Academic Saturday School, Intersession, AVID tutoring support, and individual math teacher support. EL students and students with disabilities receive additional support through their specific program, case manager and their accommodations.

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

Math teachers have not shown an overwhelming interest in taking part in Academic Saturday School and Intersession. We will continue to encourage our teachers to take advantage of this paid opportunity to support students and increase math grades and assessments.

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.

Modesto High School will continue to improve and implement the PLC process. Instruction will provide additional academic strategies school wide in order to foster a culture of interdisciplinary collaboration to focus on implementing schoolwide instructional norms of listening, speaking, reading and writing. Modesto High School will continue to support and promote a schoolwide effort to implement AVID based teaching strategies for the 2023-24 school year. For students who need a different learning environment, the Modesto Virtual Academy (MVA) is still an option.

#### **IDENTIFIED NEED (Data Analysis)**

##### **MATH**

Based on Grades we identified that 60-69% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:

Modesto High will identify students targeted to participate in academic interventions to provide additional support.

Modesto High School will ensure that standards based instruction will occur in all math courses.

##### **MATH PD**

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

To address this the school can:

Modesto High will hold weekly PLC meetings with a 3 step cycle (create learning targets, design assessments, analyze assessments).

Modesto High will hold monthly leadership, faculty, committee meetings. Modesto High will hold scheduled School Site Council and English Language Advisory Committee meetings.

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

Increase student engagement as well as participation in enrichment activities in Math strategies.

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

An analysis of data showed that the schoolwide (SW) percentage of scores that met or exceeded the standards decreased from 25% to 16.67%. For students with disabilities (SWD) the scores that met or exceeded standards decreased from 13.33% to zero. For English Learners (EL), scores that met or exceeded standards decreased from 12.5% to zero. For African American (AA) students, we have no reportable data for the previous year, but 2021-2022, we are at 16.67%.

**Subject: Math**

**LEA/LCAP:** LCAP Goal 1

**Goal #2** Improve Distance from Standard by +15 points or maintain green/blue status Fall 2022 CA Dashboard

	<b>2021-22 Final Data / District Preliminary Data</b>	<b>2023-24 Data Goal Increase</b>
Schoolwide (SW)	Actual -146	Goal -121
English Learners (EL)	Actual -244	Goal -229
Students with Disabilities (SWD)	Actual -246	Goal -231
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
<b>Increase the percent of students meeting or exceeding Math content standards.</b>					
<b>Increase the percent of students demonstrating the Standards for Mathematical Practice across all content areas</b>					
Schoolwide (SW)	Modesto High will focus on continuing to refine the PLC process which will allow for an increase in academic success in math. The site will continue to support our students in math by offering Academic Saturday School, Intersession, AVID tutoring support, and individual math teacher support. EL students and students with disabilities receive additional support through their specific program, case manager and their accommodations.	Teacher participation in PLC meetings, student and teacher participation in Academic Saturday School and Intersession and AVID tutoring logs	Title 1 - Professional Development	Title 1 Supplies and Services	
			Title 1 - Certificated	Title 1 Supplies and Services	
Schoolwide (SW)	The site continues to fund AVID tutors to support all students.	AVID tutors will provide tutoring to all students in need of additional academic support on a daily basis.	Title 1 - Classified		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Continue Winter and Spring Intersession. There is summer school offered by the District	Emphasize and promote our school wide tutoring schedule.	tutoring staffing	Title 1 Certificated	
	Offer Academic Saturday School.	AVID tutors will provide tutoring to students in need of additional academic support. Tutoring schedules will be created.	subs for optionals	Title 1 Certificated	
	Within Professional Learning Communities teachers will create learning targets, design assessments, and analyze data to focus on improving student performance within math and provide appropriate interventions for all students. Data collected will drive future professional development.	Department chairs will monitor PLC utilization and implementation of assessments. PLC groups will analyze data to inform instruction and determine appropriate intervention and remediation activities. Quarterly PLC rubrics will be completed.	Conference travel	Title 1 Professional Development	
			Release time	Title 1 Professional Development	

	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 for teachers utilizing district math coaches focused on pacing, lesson design and math standards. Professional development will also focus on common assessments and improved instructional strategies.	Math benchmark data will be analyzed by teachers using Performance Matters to drive lesson planning and instruction.	Conference Travel	Title 1 Professional Development	15,000
	The site is working with the District to implement co-teaching in five Algebra sections.	Administrator in charge of master schedule will make sure that the co-teachers have identical schedules if staffing allows.			
English Learners (EL)	MHS will provide math teachers with engagement strategies that are effective with EL learner students.	Administration will track student data from class visits and provide professional development to teachers.	Release time for teachers	Title 1 Professional Development	
		At-Risk Coordinator will monitor student achievement data and assign appropriate remediation and interventions supports.	Conference travel	Title 1 Professional Development	
			Supplemental instructional materials	Title 1 Supplies and Services	1,000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>MTSS will provide professional development and EL shadowing to work individually with students and teachers. The At-Risk Coordinator will provide additional support focused on engagement within math classrooms.</p>	<p>EL Counselors will meet with EL students to monitor academic progress. Log entries will be completed through student information system.</p> <p>At-Risk Coordinator will support ALD classes.</p>			
	<p>Modesto High will provide math teachers with engagement strategies that are effective with EL and at-risk students.</p>	<p>At-Risk Coordinator will monitor student achievement data and assign appropriate remediation and interventions supports.</p>			
	<p>EL Parent Engagement Meetings</p>	<p>Provide academic data to EL parents through parent meetings.</p>			
Students with Disabilities (SWD)			Staff hourly compensation	Title 1 Certificated	
				Title 1 Supplies and Services	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Additional remediation and support will be offered Extended Summer School (ESS) for students with disabilities. Staff will focus on developing best instructional practices within math. Remediation and support will be provided to students indicating a need for improvement within math.	ESS Special Education teacher will be in communication with case manager as students recoup credits. Grade data will be used to determine number of sections.			
	AVID Tutoring Support	AVID tutors will provide tutoring to all students in need of additional academic support. Schedules and attendance sheets will provide data to be monitored.			
	Academic Saturday School	Students with Disabilities are included in Academic Saturday School.  Student grades will be used to determine participants.			

	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

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#### 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.

An analysis of the data showed that implementation of strategies and activities were not effective in supporting students who were identified as chronically absent. Overall, chronic absenteeism increased. The schoolwide (SW) rate went from 15.2% to 41.5%. English Learners (EL) went from 20.4% to 48.3%. Students with disabilities (SWD) went from 22.8% to 53.8% and African American (AA) students went from 19.4% to 55.4%.

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

Saturday School was held ten times this year thus far, and the site will continue to offer it to help students make up for absences. Due to lack of attendance, the number of Saturdays was decreased which resulted in fewer expenditures.

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.

There are still difficulties with families who are not comfortable sending students to in-person learning, making it difficult to decrease chronic absenteeism significantly. Our overall chronic absenteeism is currently 27.88%.

#### **IDENTIFIED NEED (Data Analysis)**

#### **ATTENDANCE**

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

To address this the school can:

Modesto High will continue to make calls to students/parents that have not been attending school on a regular basis. This will be done based on lists provided from the district office.

Modesto High will implement parent meetings and SST's to improve student attendance.

#### **ATTENDANCE PD**

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

To address this the school can:

Modesto High will work with CIPD to provide PD training for our classified and certificated staff.

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

We will continue to connect with families with phone calls and home visits to emphasize the importance of school attendance and the availability of PPE and COVID tests. We will also explain the SART and SARB process to parents so they develop an understanding of what consequences may occur from chronic absenteeism.

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

An analysis of data does not show an improvement in attendance rate and chronic absenteeism rate. Schoolwide chronic absenteeism rate increased due to a return to in-person learning. Students and families were afraid to have their children return to school. In addition, students missed excessive days due to COVID quarantine which contributed to the excessive absences.

**Subject: Attendance**

**LEA/LCAP:** LCAP Goal 1

**Goal #3** Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.

	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 87.4%	Goal 87.9%	Actual 29.9%	Goal 28.9%
English Learners (EL)	Actual 85.15%	Goal 85.65%	Actual 35.56%	Goal 34.56%
Students with Disabilities (SWD)	Actual 82.13%	Goal 82.63%	Actual 43.94%	Goal 42.94%
Other Student Groups African Americans	Actual 83.92%	Goal 84.42%	Actual 45.28%	Goal 44.28%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.</b>					
Schoolwide (SW)	Student incentives will be utilized and incorporated to recognize and celebrate quarterly perfect student attendance. Goals will be set to improve attendance. Students will be selected to participate in attendance recognition.	Head attendance clerk and site administration overseeing attendance office will review site attendance rates and chronic absenteeism list. Head attendance clerk and administration overseeing attendance will conduct a quarterly incentive program for students with perfect/improved attendance. In conjunction with the Activities Director, students with improved attendance will be recognized for perfect/improved attendance.	Student recognition and incentives	Title 1 Supplies and Services	3000
	MHS will continue to increase the social emotional learning capacity of administrators, staff to support the emotional well being of all students.	Administrators and staff will attend district professional development and other trainings in social emotional learning.	Conference travel	Title 1 Professional Development	

	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)	MHS will offer attendance incentives for EL students who show attendance improvement during the school year.	Head attendance clerk and site administration overseeing attendance office will review site EL attendance rates and chronic absenteeism list. Head attendance clerk and administration overseeing attendance will conduct a quarterly incentive program for EL students with perfect/improved attendance. In conjunction with the Activities Director, students with improved attendance will be recognized for perfect/improved attendance.	Student recognition and incentives	Title 1 Supplies and Services	
		Attendance data			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	EL students who show improvement will be a part of the school site attendance incentive program.				
	The site will continue to reach out to EL parents and invite and encourage them to attend and participate in English Learner Advisory Committee (ELAC) and the Parent Engagement meetings. incentives.	EL Counselor will monitor and communicate positive/negative attendance with parents to keep them informed.	Transportation	Title 1 Parent Involvement	
			Refreshments	Title 1 Parent Involvement	
Students with Disabilities (SWD)	MHS will offer attendance incentives for SWD who show attendance improvement during the school year.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		Head attendance clerk and site administration overseeing attendance office will review site EL attendance rates and chronic absenteeism list. Head attendance clerk and administration overseeing attendance will conduct a quarterly incentive program for EL students with perfect/improved attendance. In conjunction with the Activities Director, students with improved attendance will be recognized for perfect/improved attendance.			
	The site will continue to reach out to families of SWD and invite and encourage them to attend and participate in Community Advisory Committee (CAC) meetings offered by MCS.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		Head attendance clerk and site administration overseeing attendance office will review site EL attendance rates and chronic absenteeism list. Head attendance clerk and administration overseeing attendance will conduct a quarterly incentive program for EL students with perfect/improved attendance. In conjunction with the Activities Director, students with improved attendance will be recognized for perfect/improved attendance.			
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

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#### 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.

An analysis of data shows that the continued implementation of PBIS helped reduce suspension rates. More teacher/staff participation in PBIS will continue to have a positive effect on reducing the suspension rate for the 2022-23 school year. The suspension rate from 2021-22 was 7.1% as we do not have suspension data from 2020-21 for comparison. The goal is to decrease the suspension rate from 2021-2022.

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

There are no major differences between the implementation and budget expenditures. Modesto High will focus on continuing to improve PBIS strategies schoolwide. More strategies will be discussed to improve PBIS in Leadership and PLC 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.

With an effective PBIS team, Modesto High will see results in the reductions in disciplinary areas. The climate of the campus will provide a safe and welcoming environment focusing on students' education. Some strategies to provide this setting will utilize the school's safety hotline, which students may text or call anonymously. This hotline will also help students to identify problems prior to them starting. With this new effort, it will increase conflict mediation and no-contact contracts. However, it will reduce the amount of vandalism, bullying and fights.

#### **IDENTIFIED NEED (Data Analysis)**

##### **PBIS**

Based on Referrals/Incidents we identified that 0-49% of All students are in need of support / intervention in the area of: School Activities

To address this the school can:

Modesto High will promote all school activities MoHi news, announcements, posters, and teacher encouragement to participate.

##### **PBIS PD**

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

To address this the school can:

Look into hiring outside consultants who have an expertise in positive behavior intervention supports.

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

We need to reward the students who are doing well consistently and more often.

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

The College Prep At-Risk PLC focuses on PBIS-centered strategies to encourage achievement in academics and behavior improvement

**Subject: PBIS**

**LEA/LCAP:** LCAP Goal 1

**Goal #4** Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status Fall 2022 CA Dashboard.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	<b>2022-23 Final Data / District Preliminary Data</b>	<b>2023-24 Data Goal Increase</b>
Schoolwide (SW)	Actual No data%	Goal No data%
English Learners (EL)	Actual No data%	Goal No data%
Students with Disabilities (SWD)	Actual No data%	Goal No data%
Other Student Groups African-American	Actual 17.2%	Goal 16.9%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Identify strategies to reduce the number of discipline incidents and promote PBIS.</b>					
Schoolwide (SW)	Modesto High School will continue to promote and implement the Positive Behavior and (PBIS) Intervention System to improve student behavior and reduce student incidents. Teachers will integrate PBIS strategies in their classes to reinforce positive behavior.	PBIS strategies will be implemented schoolwide. A student store will be set up so students can redeem their PBIS tickets for positive behavior. Asst. Principal /Activities Director will monitor implementation of PBIS rewards system. PBIS chair will work with faculty to implement PBIS system in all classrooms.	Supplemental Materials	Title 1 Supplies and Services	1,500
			Student Incentives	Title 1 Supplies and Services	1,500
	Supplemental materials such as: Posters, banners, lanyards, software/equipment, and other PBIS supplemental materials.	Physical school checks of PBIS materials posted schoolwide.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	MHS will offer social-emotional support to all grade levels.	Supervision Administrator, Intervention Center Monitor, SAS counselor and counseling staff will work with EL students on behavior strategies.	Student Support	Title 1 Supplies and Services	
	Classroom walkthroughs will occur monthly with groups of teachers and administrators with a focus on teaching and behavior strategies.	Data from classroom walkthroughs shared with all administrators, Site Leadership, and PLC leads	Release time	Title 1 Professional Development	12,000
	Breaking Down The Walls is designed to create a safe environment for students to build empathy and understanding through social interaction among their peers by connecting and sharing their stories.	Student engagement and conversations	Student Training	Title 1 Supplies and Services	12,000
English Learners (EL)	AP overseeing supervision will monitor and report at weekly administration Cabinet meetings	Monitor discipline data reports and meet with students			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	EL parents will receive information about SEL in ELAC and parent involvement meetings	Information from ELAC and Parent Involvement meetings with ALD teachers to discuss with students	Student supplies, recognition and incentives	Title 1 Parent Involvement	
			Refreshments	Title 1 Parent Involvement	
			Release time	Title 1 Professional Development	
Students with Disabilities (SWD)	Rewards system for teachers of SWD to reward good behavior and hard work.	Activities Director and Assistant Principal in charge of supervision will present at weekly cabinet meetings to celebrate SWD who have shown improvement	Student incentives and recognition	Title 1 Supplies and Services	
			Release time	Title 1 Professional Development	
	MHS will offer social-emotional support to all grade levels.	Supervision Administrator, Intervention Center Monitor, SAS counselor and counseling staff will work with SWD on behavior strategies.			

	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 African Americans	California Education Partners will work with 9th grade students to keep them on track	Student contact logs			
	Site Coordinators will meet with African American students individually and in small groups	Student contact logs			
	Counselors will focus on African American students in SIT meetings	Counselor notes and PowerSchool log entries			

## Section 4 Academic Equity, Opportunity, and Awareness

### Goals, Strategies, Expenditures, & Annual Review

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#### 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.

As this is a new goal, Modesto High School will implement a comprehensive credit recovery class built within the school day, allowing for all students to remediate coursework in order to graduate.

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

As this is a new goal, there are no metrics available.

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.

As this is a new goal, there are no metrics available.

#### **IDENTIFIED NEED (Data Analysis)**

#### **ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS**

Based on Credit we identified that 0-49% of Low Income students are in need of support / intervention in the area of: credit recovery

To address this the school can:

Modesto High School would like to expand credit recovery options with a more effective plan that would address student needs.

Modesto High School will develop early intervention strategies to help students from falling behind academically.

#### **ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD**

Based on Analysis of Assessment Data we identified the following area of need in professional development CIPD support

To address this the school can:

Modesto High would like to offer more online credit recovery opportunities for students who are down credits.

Modesto High would like to collaborate with the district CIPD department to develop opportunities that students can take advantage of to recover credits more efficiently than previous plans.

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

Students in all grade levels at Modesto High School are credit deficient. Although before and after school credit recovery options are available to all students in all subgroups, adding credit recovery class periods will increase the number of students able to remediate needed courses and allow for all students to have the opportunity to be on track for graduation.

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

Modesto High's graduation rate has decreased due to students falling behind during Distance Learning and never remediating all failed courses. Allowing more opportunities for credit recovery will assist all students in getting back on track.

**Subject:** Academic equity, Opportunity, and Awareness

**LEA/LCAP:** LCAP Goal 1

**Goal #5** Continue to increase equitable student access to all credit recovery opportunities.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Increase the percent of 9th graders on track with at least 55 credits at the end of the school year.</b>					
<b>Increase the safety nets (early intervention) to decrease the number of students identified at being at-risk of not meeting graduation requirements.</b>					
Schoolwide (SW)	<p>Counselors will monitor classes and make sure all classes are available to all students.</p> <p>Counselors will attend ASCA annual conference and training in July 2023</p>	<p>Class lists in PowerSchool</p> <p>Counselors will share best practices at counseling meetings weekly</p>	Conference travel	Title 1 Professional Development	18,000
	<p>Modesto High School will operate and supply with instructional materials the AVID tutorial center. The center offers tutoring schoolwide five days a week to all students - before, during, and after school. College tutors are available to develop academic skills and promote literacy across all content areas for all students.</p>	<p>AVID Coordinator and lead teacher will monitor tutorial center usage along with tutor hours. Monthly tutor hours will be reconciled with site budget officer to ensure expenditures are in line with budget.</p>	<p>College tutors</p> <p>AVID Conference travel</p> <p>Supplies and materials</p> <p>Classified hourly</p> <p>Consultant contract</p>	<p>Title 1 Classified</p> <p>Title 1 Professional Development</p> <p>Title 1 Supplies and Services</p> <p>Title 1 Classified</p> <p>Title 1 Professional Development</p>	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Modesto High will continue to support and further implement AVID strategies school wide across all subject areas by offering four supplemental AVID sections above the base .	AVID tutors will be used to provide student support			
	AVID College Field Trips will expose all interested students to various California college campuses and promote a college / career culture at Modesto High School.	AVID Field Trip requests, student rosters, verification of classes taken in PowerSchool	Conference Travel	Title 1 Supplies and Services	4,000

	<p>Instructional materials such as: binders, backpacks, highlighters, stylus, mice, organizational materials, collaboration materials, writing supplies, planners and graphic organizers.</p> <p>Modesto High School certificated (teachers and counselors) staff will be trained in Professional Learning Communities to provide academic interventions and support for 9-12 grade students. Additional training and conferences to prepare students to be college and career ready upon graduation.</p> <p>Modesto High will offer before school and after school intervention and remediation supports for all students. Modesto will also offer tutoring service to at-risk students before and after school.</p> <p>An At-Risk Coordinator certificated position will continue to be funded to support all at-risk students on campus.</p>	<p>Site Administrators and Academic Counselors will monitor student progress</p> <p>Site administrators will ensure that teachers and staff attend district professional development workshops specific to academic success strategies.</p> <p>Site Administrators will monitor incentive budgets with bookkeeper to ensure all incentives are supported within SPSA.</p> <p>At-Risk Coordinator and site Administrators will monitor student progress through grade and attendance data.</p>			
				Title 1 Certificated	
			Student incentives	Title 1 Supplies and Services	2,000
English					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Learners (EL)	Migrant Education Counselor will meet with Migrant Education students to ensure they are taking the necessary courses needed for graduation.	EL Counselors will schedule students in the appropriate classes based on their individual academic progress and need. EL counselor will coordinate monthly parent trainings	Intervention course	Title 1 Supplies and Services	
			supplemental instructional materials	Title 1 Supplies and Services	
	Academic Language Development classes are offered to all EL students	Class lists monitored in PowerSchool	Refreshments	Title 1 Parent Involvement	
	An At-Risk coordinator will continue to support ALD classes and monitor student learning in the classroom.	At-Risk coordinator will work with ALD teachers to provide additional academic support.			
	A seven-hour bilingual paraprofessional position will continues to support EL students.	Bilingual paraprofessional will work in ALD and general education classes to provide additional academic support to students.			

	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 monitor student grades and credits and work within the student's Individualized Education Plan (IEP) to ensure that they are on track to graduate.	Special Education teachers and department chair will monitor students to ensure they are academically on track for graduation and enrolled in all required coursework.	Transportation	Title 1 Parent Involvement	4,290
	College Visit field trip for ELAC parents and their student(s)	Field trip roster, parent participation			
Other Student Groups					

## Section 4 Graduation Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 6

#### Subject: Graduation Goal

#### 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.

Modesto High School's schoolwide graduation rate increased from 88.6% in 2020-21 to 89.7% in 2021-22.

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

There were not any major differences between the intended implementation and the budgeted expenditures. We were able to implement strategies with fidelity. We now need to continue the same strategies and improve our application.

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

The only change to the strategies will be to monitor the four-year cohort list more consistently and reach out to students appearing as drop-outs to verify they are enrolled in another educational program.

#### **IDENTIFIED NEED (Data Analysis)**

#### **GRADUATION**

Based on A-G Completion we identified that 0-49% of All students are in need of support / intervention in the area of: grad plan support

To address this the school can:

Modesto High will continue to reach out to parents (website, social media, phone dialers, etc.) and promote/recruit parents to attend online district and school technology trainings.

#### **GRADUATION PD**

Based on Analysis of Assessment Data we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:

Modesto High will continue to use the PLC process to develop supports and interventions to help students graduate.

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

We are in ATSI due to three subgroups: SWD, AA, and ELs

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

An analysis of the data shows that although the graduation rate from 2020-21 to 2021-22 increased schoolwide as well as for SWD, and African American students, the graduation rate for English Learners decreased from 84.3% to 81.4%.

**Subject: Graduation Rate 4 year cohort**

**LEA/LCAP:** LCAP Goal 1

**Goal #6** Increase graduation rate by 1% or maintain green/blue status for Fall 2022 CA Dashboard

Graduation Dashboard Data 9-12 Only

	2021-22 Final Data	2021-22 District Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 88.6%	Goal 93.5%	Goal 89.6%
English Learners (EL)	Actual 84.3%	Goal 88.3%	Goal 85.3%
Students with Disabilities (SWD)	Actual 73.8%	Goal 76.6%	Goal 74.8%
Other Student Groups African-American	Actual 90%	Goal %	Goal 91%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Increase the percent of 9th graders on track with at least 55 credits at the end of the school year.</b>					
<b>Increase the safety nets (early intervention) to decrease the number of students identified at being at-risk of not meeting graduation requirements.</b>					
Schoolwide (SW)					
	AVID Tutoring supports all students regardless of their participation in AVID.	Tutoring attendance sheets	AVID Tutors Hourly	Title 1 Classified	39,000
	Instructional materials will be purchased for all students in need for school supplies.	Record of students who are given supplies.	Instructional Materials/Supplies	Title 1 Supplies and Services	2,336
English Learners (EL)	AVID new teacher bootcamp	Teacher attendance sign-in sheets	Certificated Hourly	Title 1 Certificated	12,000
	At Risk Coordinator will support English Learners and ALD teachers	Student contact logs	At Risk Coordinator	Title 1 Positions	
		Meeting calendar	TC II Translator	Title 1 Positions	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	TC II translator will support EL students and parents during meetings and with translation services				
Students with Disabilities (SWD)					
Other Student Groups					

## Section 4 Parent Involvement

### Goals, Strategies, Expenditures, & Annual Review

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#### 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.

Since COVID and Distance Learning, parent involvement on the school campus has decreased.

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

We have worked to offer more parent involvement opportunities such as monthly Parent Engagement meetings held on same day as ELAC meetings.

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.

Modesto High School utilized the services of the parent liaison to increase parent involvement opportunities until that person left the position which remains unfilled. More on-campus parent involvement meetings will be scheduled for next school year. Also, Modesto High will recruit parents to participate in on-campus school culture activities.

#### **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:

Modesto High will continue to reach out to parents (website, social media, phone dialers, etc.) to promote/recruit parents to attend online and in person school counseling opportunities.

Modesto High conducted it's ELAC meetings in person to provide community resources for SEL supports.

##### **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:

Modesto High School will reach out to the district CIPD department for training dates specific for parent involvement.

Modesto High will promote/recruit parents to attend trainings specific to Distance Learning offered by the district CIPD department.

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

Due to a lack of a parent liaison, we do not have data to indicate any specific needs other than working towards getting more parents involved in the school.

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

Due to a lack of a parent liaison, we do not have data to indicate any specific needs other than working towards getting more parents involved in the school.

**Subject: Parent Engagement**

**LEA/LCAP:** LCAP Goal 3

**Goal #7** Increase on-site parent involvement for the 2022-23 school year.

	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)	Parent program: Parent Empowerment Program to inform parents on high school graduation requirements, high school program options, college entrance requirements, and college application process.	Administrators and Counselors will work to develop a schedule with UC Merced.	Reprographics	Title 1 Supplies and Services	500
			Additional TC II hours	Title 1 Parent Involvement	903
	Freshman Parent Orientation Meeting	Orientation sign-in sheet			
	Senior Parent College Info Night	Agenda and sign-in sheet from College Info Night	Classified extra hours	Title 1 Parent Involvement	1500
	Parent training on PowerSchool and Schoology	Training sign-in sheets			
		SSC sign-in sheets			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	School Site Council Meetings				
English Learners (EL)	ELAC Meetings	ELAC sign-in sheets	Classified extra hours	Title 1 Parent Involvement	1500
	Four hour TC II Translator position funded to assist EL parents with school connection while providing ongoing support.	Parent contacts to be tracked by site administration.	TC II Translator	Title 1 Positions	
	EL Parent Engagement Meetings	sign-in sheets			
	EL counselors meet with EL students each semester	PowerSchool Log Entry notes			
Students with Disabilities (SWD)	Site will inform case managers of District Community Advisory Committee (CAC) Meetings	CAC flyer			
		PD sign-in sheets			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Professional Development regarding SWD Inclusion is available for staff				
Other Student Groups					

## 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
Modesto High School will continue to fund the At-Risk Coordinator certificated position to support EL and all At-Risk students in and out of the classroom.				ELA, Math, Attendance, Equity/Graduation, PBIS
	At-Risk Coordinator	Title 1 Positions	154784	
MHS will continue to fund 1 Bilingual Paraprofessional position to provide academic support in ELA and ALD classes.				ELA, Equity/Graduation
	Bilingual Instructional Paraprofessionals	Title 1 Positions	56134	
MHS will utilize Title I funding to provide academic support, guidance, coordination to all IB students, as well as other students that take advanced courses.				Academic Equity/Graduation
	IB Support/Coordination	Title 1 Positions	100358	
MHS will continue to offer academic intervention classes (optionals), which will assist students with credit recovery.				ELA, Math, Equity/Graduation
	Semester optionals	Title 1 Positions	47000	
A four-hour TC II Translator clerical position funded to assist EL parents with school connection while providing ongoing support.  The four hour TCII Translator clerical position will be created to support At-Risk/EL students.				Equity/Graduation, Parent Involvement, Attendance
	TCII Translator	Title 1 Positions	34509	
Modesto High will continue				Equity/Graduation

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
to support and further implement AVID strategies school wide across all subject areas by offering four supplemental AVID sections above the base.	AVID Sections	Title 1 Positions	96230	
Modesto High will offer second semester credit recovery course for students who failed core academic classes to remediate credits and meet graduation requirements.				Equity/Graduation
	Semester 2 9-12 Credit Recovery	Title 1 Positions		

## Section 6 Budget Summary

### Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	489,015	0.00
Title 1 Professional Development	60,000	0.00
Title 1 Parent Involvement	8,193	0.00
Title 1 Certificated	12,000	0.00
Title 1 Classified	39,000	0.00
Title 1 Supplies and Services	27,836	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	\$636,044
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$636,044
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	\$636,044.00
Grand total budgeted including carryover from Section 11	\$636,044

### 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: Modesto 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).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Manuel Furtado Term: 2021-2022, 2022-2023 XParent Community Member	1. Name: Phuc Pham-Goulart <b>Principal</b>
2. Name: Marquise Martin Term: 2022-2023, 2023-2024 XParent Community Member	2. Name: Sue Blickenstaff Term: 2022-2023, 2023-2024 <b>Teacher</b>
3. Name: Jane Brasuell-Wax Term: 2022-2023, 2023-2024 XParent Community Member	3. Name: Traci Mulder Term: 2022-23, 2023-24 <b>Teacher</b>
4. Name: Ella Hernand Term: 2022-2023 <b>Student</b>	4. Name: James Parker Term: 2022-2023, 2023-2024 <b>Teacher</b>
5. Name: Keith Buenrostro Term: 2022-2023 <b>Student</b>	5. Name: Jared Lawson Term: 2022-2023, 2023-2024 <b>Teacher</b>
6. Name: Julio Barraza Castillo Term: 2022-2023 <b>Student</b>	6. Name: Julia Carota-Espinoza Term: 2022-2023, 2023-2024 <b>Other School Staff</b>

## 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
Teresa Nuno	English Language Advisory Council (ELAC)
Phuc Pham-Goulart	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: 05/16/2023

Attested:

Traci Mulder	SSC Chairperson
Sue Blickenstaff	SSC Vice Chairperson
Ella Hernand	SSC Secretary