

**Santa Ana Unified School District  
School Plan for Student Achievement Summary  
2023-24**



**Middle College High**

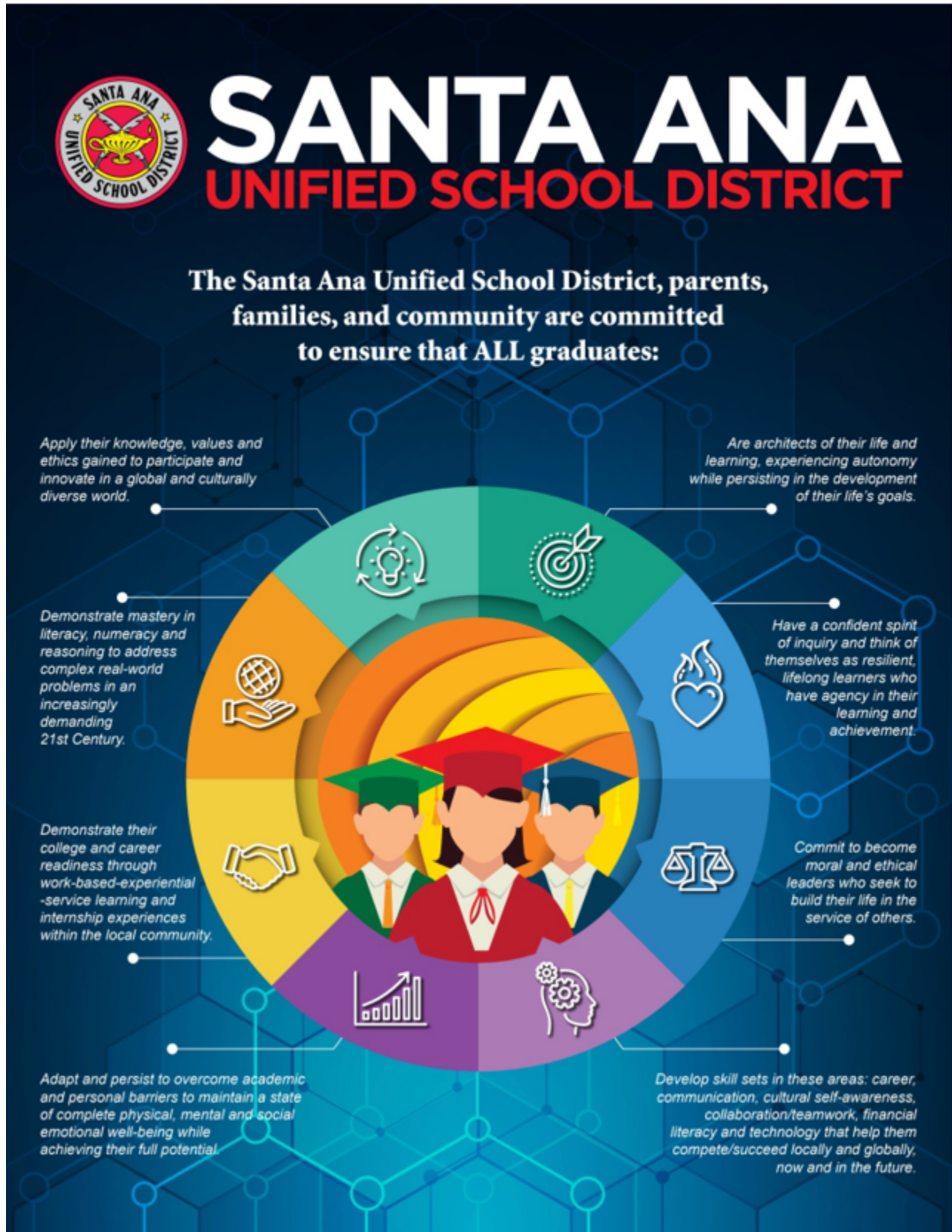
**Superintendent**

Jerry Almendarez

**Board of Education**

Carolyn Torres, President • Alfonso Alvarez, Vice President  
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



## Goal Areas and Planned Improvements

### Goal 1 - School Climate and Vision

#### LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

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#### School Climate and Vision Goal:

Middle College High School will work to create a community that fosters student engagement, safety and academic rigor. All students, staff and parents will work to create an environment that enables our students to develop into leaders with 21st century workplace skills. Staff will continue to update and improve their teaching practices by participating in staff development opportunities both on and off campus. We will collaborate with all families and community members to inform, provide support and mentorship that ensures our students have access to opportunities for personal growth. In addition, our 2022-2028 WASC Goal 2 states: MCHS leadership and staff will implement a schoolwide plan to teach, assess, and monitor social emotional and life skills, to ensure student self-efficacy, self-management, and agency.

#### Strategy/Activity 1

Attendance improvement and student engagement -

(Tier 1) Middle College promotes a positive school climate with a focus on student engagement and positive behavior. All stakeholders will be trained on strategies to promote school engagement, attendance and positive behavior both in and out of the campus. Staff participates in monthly staff meetings to align quality, top tier instruction that is consistent schoolwide. Middle College's focus is on the school's vision, mission, and the Student Learner Outcomes (SLOs) (Motivated, College and Career Ready, Highly Effective Communicators, and Social Responsible Citizens). This is done through school wide early interventions such as, creation of student education plans, parent teacher conference, and student recognition and awards such as student of the month, Perfect Attendance, and GPA Awards. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure school wide practices to support engagement. In addition, all students are encouraged to participate in engagement building activities such as intramural sports, clubs, leadership, pep assemblies, and many other on and off campus activities. A broad variety of activities, clubs and opportunities to participate are available to promote student interest including college field trips, attendance and engagement in school. Student engagement will be monitored by the purchase of 5Star point system.

(Tier II) Students that are at-risk of becoming disengaged in school, who may be dealing with social emotional distress and/or show poor attendance will be supported through our counselor//COST (Coordination of Services Team) referral system and appropriate interventions will be determined. In addition, our attendance clerk will meet weekly with our FACE Liaison to support students and families of chronically absent students. Teachers will also work with students to create clubs that engage students in outside activities that support their mental health and growth.

(Tier III) Students demonstrating chronic absenteeism and lack of engagement will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior.

#### Budgeted Amount:

5,000

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#### Strategy/Activity 2

Schoolwide positive behavior program-

(Tier I) PBIS program to support positive behavioral outcomes for students. This strategy includes teacher training and all staff working together to create a climate of success and positive behavior. Teachers and staff members will use effective practices for supporting positive behavior throughout the school day and administrators will support and monitor those practices. Examples of

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these practices are Student of the Month/SLO awards, 5Star grade period awards, semester awards that recognize Perfect Attendance and GPA. ASB participation will be encouraged through participation in the OCL leadership conference in August. Student participation in positive behaviors will be monitored through the 5Star point system. The Associated Student Body will work to help support a positive learning environment with fun whole group activities for the school. Supplemental supplies for ASB activities will be purchased through Title I funds.

(Tier II) Students exhibiting a lack of academic success will receive family involved intervention and support in order to ensure a positive learning environment for all students. FACE Liaison will hold parent meetings and training's to increase parent skills to support their students. The COST team will analyze staff referrals and recommend interventions to be used and documented to support student improvement such as mandatory tutoring.

(Tier III) Students experiencing continued lack of academic success because of learning or social emotional difficulties will be referred to a Student Success Team (SST) to engage in further supports, such as referral to a Check in Check Out (CICO) with a counselor or counselor intern and or classroom accommodations/supports.

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**Budgeted Amount:**

4,000

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**Strategy/Activity 3**

Creating a culture of rigor, college success and 21st Century Learning Environments

(Tier 1) Middle College promotes a culture of technology and 21st Middle College Learning. All stakeholders will be trained on strategies to develop learning objectives, literacy strategies within specific content areas and to create lessons using the technology available. Teachers can attend technology-based conferences such as CUE so that they can create meaningful technology integration in their classrooms. In addition, all teachers are part of a shared Google Drive with department and ILT folders to collect and review student work samples of school wide academic focus areas to improve instructional practices. These strategies will be monitored through administration and staff walkthroughs and reinforced at staff meetings to ensure school-wide practices to support the culture of technology and 21st-Middle College learning. All students will receive laptops for college classes, protective covers will be purchased to protect the laptops.

(Tier II) Students that are receiving poor grades and test scores will be supported through academic counseling referral system COST and appropriate interventions will be determined. Teachers will also be able to support these students through the use of software that increases the quality of instruction as it allows for differentiated instruction and keeps students engaged in learning. For example, APEX Online Learning is an alternative instructional program offering e-learning and blended learning for students who have not achieved success in traditional settings, are accelerated learners, or require an alternative schedule. Middle College High will continue to use funds to purchase software licenses to support student academic achievement. As Middle College students are dual enrolled at Santa Ana College, laptop computers will be purchased to provide support for students in classes that need Microsoft Office, Adobe software, or other hardware/software support. Other supplemental technology will be purchased to support student classes such as CTE Digital Media/ Robotics, Drama, Journalism/Yearbook, and clubs such as Esports.

(Tier III) Students consistently demonstrating low academic achievement will be put on a student success plan where parents, teachers, FACE Liaison, and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in academic.

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**Budgeted Amount:**

5,000

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**Strategy/Activity 4**

Socio-emotional counseling and support

(Tier 1) Middle College promotes a positive school climate with a focus on student safety and support and on the socio-emotional needs of our students. All stakeholders will be trained on strategies to promote school safety and positive behavior both in and out of the campus. Staff has reported, through staff meetings and the California School Climate Survey, that they feel that their school is a healthy, safe, and secure environment for students and staff. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support school safety and in support of the socio-emotional needs of the students.

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(Tier II) Students that are at- risk of having high levels of anxiety, depression, and other socio-emotional issues will be supported through our counseling referral system (COST) and appropriate interventions will be determined. Students are then referred to our Social Worker/Therapist and other counseling services both on and off campus.

(Tier III) Students demonstrating chronic socio-emotional issues will be referred through our social worker either for one to one counseling or to outside agencies to support the student and their family.

**Budgeted Amount:**

2,800

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**Strategy/Activity 5**

College and Career, Growth Mindset, Culture of Rigor:

(Tier 1) Middle College promotes a culture of rigor, with a growth mindset, and ensuring that all students graduate being college and career ready. All stakeholders will be trained on strategies to promote college and career readiness. This is supported by giving students the opportunity to attend a wide variety of field trips to college campuses, museums, theaters, and other community agencies that promote career readiness and college-going culture. Field trips give staff the opportunity to increase real life experiences for students that support extracurricular programs and support academic achievement in all content areas. During registration, counselors review the transcript with the student to enroll them in courses that meet CSU and UC requirements. Students dual enrolled in both high school and college courses and receive both high school and college credit. All students work with Santa Ana College counselors to make an education plan profile that emphasizes a-g requirements, career development, and college readiness. In addition, the counselor and administrator organize a College Application Kickoff and FAFSA Fridays to provide students with information on financial aid, college requirements and applications and career readiness. During college application season, counselors, counselor interns, English, and AVID teachers, provide late nights that are available to assist students in completing their college and FAFSA applications, and other scholarship applications. Counselors are also available to assist students before/after school and during lunch. This is done so that a higher number of graduates enroll and attend post-secondary education and persisted into their second year of school. The counseling department is committed to supporting student achievement, cultivating positive and caring student relations, assessing and advocating student needs, and creating a college-going environment. In addition, rising seniors will participate in an application bootcamp to get a head start on college applications.

Middle College is an Advancement Via Individual Determination (AVID) School Wide Program of Distinction, in which all students are enrolled in AVID all for years to provide intentional support for the dual enrollment program enhance the core program. There is an AVID coordinator that organizes the program. AVID materials that support the students academically will be provided. Tutors work with AVID classes to support instruction. These strategies will be monitored through administrator and AVID coordinator walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support the culture of rigor.

(Tier II) During registration, counselors will review the transcript with the students, giving additional support to students who have D's or F's. Students are placed in APEX and/or Summer School courses. Students are given additional assistance from teachers and counselors both in class and afterschool and on Saturday to ensure student success.

(Tier III) Students demonstrating persistently low academic achievement and engagement will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior.”

**Budgeted Amount:**

4,000

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**Strategy/Activity 6**

**Budgeted Amount:**

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**Total Expenditures**

20,800.00

**Goal 2 - English Language Arts****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Language Arts Goal:**

Middle College High School students will improve English language literacy - reading, writing, listening and speaking, through the implementation of a school-wide focus on academic language through reading and speaking, collaborative academic conversation, nonfiction reading and writing, critical thinking through Project Based Learning and integration of technology to prepare students in alignment with the new Common Core State Standards. Middle College High School teachers will differentiate their instruction to make content accessible for all students and provide intervention for those students at risk of not making adequate progress. In addition, this goal aligns with our 2022-2028 WASC Goal 1: MCHS leadership and staff will implement a schoolwide plan to teach, assess, and monitor academic skills applicable to the real world, including those in the Schoolwide Learner Outcomes, to ensure individual growth and extension.

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**Strategy/Activity 1**

Tier 1 - All Students

Middle College promotes a strong core academic program with a focus on effective communication and academic language through reading and writing across the curriculum. All stakeholders will be trained on strategies to promote reading and writing across curriculum, training in EL strategies, special education strategies, and in the integration of hands on learning to enrich, enhance, and ensure equal access to the core program for all students. To support reading across the curriculum a English teachers have purchased high interest novels and established book clubs. Through these books clubs, author presentations, field trips, other reading and writing related activities academic language practiced and improved. Students have access of a variety of classic and contemporary literature, magazines, newspapers, and online information supplied by the school and by Santa Ana College Library. The core academic program with an emphasis on academic language is enhanced through students attending a wide range of field trips that support reading, writing, and oral presentations. This is done so that students have real life experience when they complete writing projects that are expected to have clear, coherent, and focused information that conveys a well-defined perspective and tightly reasoned argument.

Supplemental software and online resources has been purchased in support of reading and writing across the curriculum. such as SNO - School Newspapers Online, which allows students to produce the school newspaper. Staff has the opportunity to meet during staff meetings in departments to examine student data and to make adjustments to the curriculum and instructional strategies based on the data. Staff also regularly in professional learning communities to assist each other in the delivery of curriculum. Common instructional strategies, such as Focused Note Taking, Thinking-Maps, and vocabulary building will be utilized school-wide. Teachers analyze student performance trends and data to target specific student subgroups for intervention and remediation. Students will learn to use annotation, plan, synthesize, and reflect across the curriculum. with Post-it notes and utilize colored pencils and highlighters to interact with complex texts and their own writing. Common instructional strategies, such as Focused Note Taking, Thinking Maps, and vocabulary building will be utilized school-wide. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support engagement. Collaboration sub days will be used to an analyze assessment data

Plan for articulation, both vertically and horizontally, that aligns academic learning goals and create and update Project Based Learning Curriculum that connects to real world experiences and

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develop the SLOs, and the AVID College and Career Readiness Framework which focuses on Student Agency, Rigor and Opportunity Knowledge. Teachers will also be able to attend professional development to support these measures.

**Budgeted Amount:**

4,800

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**Strategy/Activity 2**

Tier II- Interventions for students not making adequate progress

Students at risk of not meeting ELA standards are identified for academic intervention and will be supported through our counseling referral system (COST) and appropriate interventions will be determined. Students are provided with after before and school tutoring by subject specific teachers, as well as an evening tutoring center. Students are also given access to differentiated online programs such as MyAccess and Khan Academy to help close the achievement gap. Teachers will monitor student progress on a weekly basis and modifications in the program will be made as necessary, such as leveling readings in Study Sync, assigning scaffolds and grouping students according to level.

Professional development is provided for all teachers to promote academic language and learning across the curriculum, training in EL strategies, special education strategies, and the integration of technology to enrich, enhance, and ensure equal access to the core program for all students. AVID tutors also provide support through AVID class and after school to assisting English Learners and other struggling students in the classroom while the teacher is present. They will be able to work one-on-one with students, assisting them with concepts they are having difficulty with.

**Budgeted Amount:**

17,775.21

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**Strategy/Activity 3**

Tier III-Individualized students who are not making progress

The lowest-performing students and those performing three or more grade levels below standard and struggling academically are referred to the SST process. Collaborative meetings will be held between students, parents, teachers, counselors, support staff and administrators to plan steps to improve academic performance in ELA and monitor student progress. Students who continue to struggle will be monitored and may be a part of a check-in/check-out program and/or a referral for an SST, 504 or IEP.

**Budgeted Amount:**

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**Total Expenditures**

22,575.21
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**Goal 3 - English Learner Progress**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Learner Progress Goal:**

All Middle College English Learners will improve English proficiency through consistent practice with academic English and effective

strategies to promote second language acquisition. English learners at Middle College High School will be consistently monitored for progress and all teachers will implement ELD standards across the curriculum to ensure language acquisition strategies are prevalent for ELs in their courses. ELs will receive differentiated instruction throughout the school day in order to access core content and simultaneously develop English Language skills.

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**Strategy/Activity 1**

Tier 1 - All Students

All English Learners will be provided both integrated and designated ELD instruction throughout the day and across the curriculum. All English Learners are provided technological resources such as chromebooks, laptops, and software, for English learners to increase language development in all classes. Staff is looking to increase early literacy and reading intervention programs school-wide by incorporating reading and writing strategies across the curriculum. Materials that assist students in seeing, understanding, and applying what they learn will be purchased to ensure students successful access to grade level curriculum. This includes providing hands on experience through additional science experiments and labs. Math and science use manipulatives and interactive technology, such as digital microscopes, to help students see what they are learning. Other content area classes use materials such as highlighters, colored post-it, chart paper, and other collaborative materials that allow students to complete assignments. Color coding helps students understand new concepts and assists them in checking for understanding. These materials are used to bridge the gap, making the core curriculum accessible and to enrich and enhance classroom instruction across the content curriculum for students.

**Budgeted Amount:**

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**Strategy/Activity 2**

Tier 2 - Interventions for students not making adequate progress

English Learners and economically disadvantaged students will be provided support through before and after school tutoring by subject specific teachers.

**Budgeted Amount:**

5,500

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**Strategy/Activity 3**

Tier 3 - Individualized students who are not making progress

Individualized students who are not making progress and their parents attend a one-on-one meeting with their counselor or the FACE Liaison. Counselors review and revise the student's academic plan, graduation and college entrance requirements, financial aid, and career readiness. Parents are given strategies to support their children and teaching them how to use the student and parent aeries portal. This is done so that parents are given the opportunity to be an active participant in their child's high school education and can assist them in the process of becoming college and career ready. This parent meeting is then followed up with consistent monitoring throughout the school year using weekly check-in/check-out, grade checks, communicating with their teachers and parents, assisting them with organization, and tutoring.

**Budgeted Amount:**

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**Total Expenditures**

5,500.00

**Goal 4 - Math****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Math Goal:**

All Middle College High School students will demonstrate improved mathematics achievement through the use of explicit, strategic data and informed instruction based on the newly adopted Common Core State Standards, as measured by local and state assessments. Middle College High School teachers will differentiate their instruction to make content accessible for all students and provide intervention for those students at risk of not making adequate progress. In addition, this goal aligns with our 2022-2028 WASC Goal 1: MCHS leadership and staff will implement a schoolwide plan to teach, assess, and monitor academic skills applicable to the real world, including those in the Schoolwide Learner Outcomes, to ensure individual growth and extension.

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**Strategy/Activity 1**

Tier I All students-

All students will have access to the core Math program through the Benchmark curriculum. All math teachers are implementing CPM (College Prep Math) and utilize CCSS supplemental instructional materials, including manipulatives, Power point, and Web-based activities incorporated regularly into classroom activities in all math courses. CPM students complete a learning log each day that summarizes concepts learned in two to three sentences. Supplementary materials and supplies will be provided to promote successful access to the curriculum for all students. Teachers will attend CPM workshops as part of their professional development to incorporate engaging and effective research-based strategies to enrich and enhance core instruction and support successful access to the grade level curriculum for all learners. Teachers will differentiate instruction to meet the needs of all and monitor students needing additional support and possibly entering the Tier II and Tier III programs. Technology-based resources provide equitable student access to high-quality instruction. All students will have access to internet-based math programs such as KHAN Academy, CPM e-books and supplemental e-tools to support math classes utilizing Chromebooks at school and home. All students are encouraged to become independent learners by using other internet-based learning tools to help them solve problems in a variety of ways. Financial Literacy program will be integrated into AVID classes through a partnership with Schools First Federal Credit Union. 5Star Student System will be used to monitor students in all tiers. Teachers will be trained on best practices to promote language development in mathematics and create an environment where rigor and language production is valued. Math department will work together to develop and implement standards-based student projects and rubrics which emphasize practical hands-on applications of course content standards. Collaboration sub days will be used to analyze assessment data Plan for articulation, both vertically and horizontally, that aligns academic learning goals and create and update Project Based Learning Curriculum that connects to real world experiences and develop the SLOs, and the AVID College and Career Readiness Framework which focuses on Student Agency, Rigor and Opportunity Knowledge. Teachers will also be able to attend professional development to support these measures.

**Budgeted Amount:**

2,400

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**Strategy/Activity 2**

Tier 2 - Interventions for students not making adequate progress

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Students that are receive grades below a C or show poor attendance or negative behavior will be supported through teacher interventions. Teachers collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation. Math teachers are available after school at least once a week to support math students. An after school tutoring center with a coordinator and an instructional assistant will be hired as tutors to support math students. They will be able to work one-on-one with students, assisting them with concepts they are having difficulty with. Students may also get tutoring support from the SAC Math center after school or online.

**Budgeted Amount:**

1,262.01

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**Total Expenditures**

3,662.01

**Goal 5 - Content Area Goal**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Content Area Goal:**

MCHS is committed to maintaining rigorous and engaging instruction in alignment with the Common Core State Standards in ELA, Math, and Next Generation Science Standards for California for all students. We support the implementation of our specialized programs such The AVID, Dual Enrollment, and CTE Programs. All stakeholders will work together to provide increased access to these programs and to Science, Technology, engineering, Arts, Mathematics, career investigation and preparation. All MCHS students will demonstrate improved science and social science achievement through the use of explicit, strategic data and informed instruction based on the newly adopted Common Core State Standards, as measured by local and state assessments. MCHS teachers will differentiate their instruction to make content accessible for all students and provide intervention for those students at risk of not making adequate progress.

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**Strategy/Activity 1**

Tier I-Core Content Program- All Students

All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home. All departments have standards-aligned instructional materials, academic supports, and technology-based resources. Students have access to technology, in the classroom, and may check out laptops for home use. This allows teachers to incorporate technology into their lessons Increased use of technology will lead to increased engagement and teacher to student interaction. Student access to technology will be supported by upgrading computers the amount of Laptops available for check out to students to support dual enrollment classes.

Teachers have the opportunity to participate in professional development opportunities provided by District, State and other educational institutes through training, conference attendance-AVID, workshops, and webinars to learn how improve student achievement and to ensure that all teachers have the skills needed to evaluate student data to inform instructional practice and to ensure the integration of new technology to increase student engagement and learning. Funds will be used to purchase supplemental technology for classroom use and professional development. We have implemented weekly PLCs to promote rigor and insure alignment of top quality instructional strategies.

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All students have the opportunity to attend a wide variety of field trips to college campuses, museums, theaters, and other community agencies that promote career readiness and college-going culture. Transportation, admissions, and substitutes for teachers will be provided. This gives staff the opportunity to increase real life experiences for students that support extracurricular programs and support academic achievement in all content areas. Speech and Debate students will travel for competitions out of state and receive specialized training from professional speech coach.

Science and Social Science teachers have established and follow course-specific standards-based curriculum guides. Science and Social Science teachers review pertinent student achievement data to inform instruction as part of their collaboration process. All course materials are state-approved and standards-based. Science and Social Science teachers use differentiated instruction and data analysis as vehicles for improving student achievement. With the implementation of the CCSS, all Social Science teachers have participated in and continue to receive DBQ training as a method for developing student analytical thinking and writing skills. Time is available to Science and Social Science teachers to review student achievement data, review curriculum guides, develop lessons and assessments, and refine best instructional practices during Staff and Department meetings.

Science teachers at MCHS follow the established SAUSD curriculum guides, use state-approved texts, and as appropriate, supplemental reading selections to support mastery of the CA NGSS (Next Generation Science Standards). Science teachers review pertinent student achievement data to inform instruction as part of the monthly collaboration process. Science teachers have agreed to improve formal writing skills through the completion of lab reports as well as various writing assignments. In addition, science teachers will promote academic conversations using interactive lectures, lab groups, research papers, and general classroom discussions. The science department will assist in planning and advising professional development sessions that focus on tangible examples of best practices in these areas for core subject teachers. Science teachers collaborate formally at monthly meetings and duty days as scheduled, as well as informally throughout the school year. Updated supplemental materials for science will be purchased such as updated microscopes.

**Budgeted Amount:**

10,000

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**Strategy/Activity 2**

Tier II - Interventions for students not making adequate progress

Students at risk of not meeting content standards are identified for academic intervention and provided after school tutoring and given access to differentiated online programs such as APEX credit recovery. Student progress will be monitored on a weekly basis and modifications in the program will be made as necessary. Before and after school tutoring with Science and Social Science teachers will be available as well as in the After School Tutoring Center. Elective courses hosted by CTE(Career Technical Education ) are available to students as a vehicle to improve math/science skills and motivate students to career exploration. Currently, MCHS has 4 CTE courses: Robotics, Motion By Design, Video Production, and Professional Internships.

**Budgeted Amount:**

2,400

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**Strategy/Activity 3**

Tier 3 - Individualized students who are not making progress

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Students demonstrating low academic achievement and persistently negative behavior and engagement will be referred to the COST team. These students, based on individual student need, are provided with one or more of the following programs and/or services: Mandatory Tutoring, check-in/check-out (Intern Counselor, Counselor, or FACE Liaison), SST - a student success plan where parents, Referral for additional counseling/ therapy services, 504 Plan, or referral for testing.

**Budgeted Amount:**

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**Total Expenditures**

12,400.00
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## Goal 6 - Parent Engagement

### LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

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### School Parent Engagement Goal:

Middle College High School staff will build a strong, informed, and productive partnerships between the school, parents and our community to increase student motivation, improve parent and community involvement at Middle College, and ensure academic success for all students.

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### Strategy/Activity 1

MCHS will use the available technologies to maintain consistent communication with parents and families. Our Parent Wellness center will play a key role in meeting parent needs and communicating information. In understanding that parents play a key role in student achievement, parent participation and communication will be maintained throughout the year. Parents are notified of special events (Back to School Night, Open House, and Parent meetings) through a variety of means: weekly parent phone calls, monthly parent meetings, teacher contacts, letters, school social media, email/text messages. Classroom teachers and counselors are expected to communicate on a regular basis with parents. A Wellness Center will be maintained by the Community and Family Outreach Liaison to ensure that parents have a place where they have access to technology, education courses, and host meetings. Implementation of this comprehensive parent and community Wellness center will provide access and training for parents and community members to receive information and support focused on meeting identified student needs. Computers and software will be provided for parent use in the Wellness Center. We continue to support parent involvement in intramural sports, drama performances, and award ceremonies. Our Family and Community Liaison provides family and school support for the well being of students through parent training's based on a survey of interest and need.

Parents, are encouraged to be elected and participate in the School Site Council which includes parents, students, teachers, administration, and support staff. Information on school-wide performance, the SPSA, interventions available to students, grades, attendance, are presented at these meetings.

Parents and student are invited to participate in college application and financial aid application Friday's and late night meetings during the college application period. Counselors and teachers were trained by college representatives on the best ways to assist students in completing college applications. These are informational meetings designed to assist parents and students with college planning and supporting their child's learning and post-secondary college and career goals.

### Budgeted Amount:

2,324.78

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### Strategy/Activity 2

Tier II - Parent Engagement for students not making adequate progress: Parent training to support student success

MCHS provides parents of students that are at- risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through family interventions. Families,

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teachers, and mental health specialists collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation.

MCHS ensures access for low-income families to the core instructional program by increasing math, and reading interventions programs, expanding credit recovery options, building the Advancement via Individual Determination (AVID) program, continue to evaluate student needs through team evaluations, including but not limited to COST(coordinated services team) and 504 plans with parents involved in the decisions for their students not making adequate progress. Based on parent feedback through surveys, parent meetings, and committee suggestions invite community agencies/organizations and District-sponsored training to provide workshops/training, English classes, and support groups on topics requested by parents. MCHS provides opportunities and encourages parents to participate as volunteers, attend meetings, workshops or events, and/or participate on school committees. Actively promote and support the continued growth of the volunteer parent groups and foster parent leadership within this group. Actively recruit new members for School Site Council (SSC) and PTSA

**Budgeted Amount:**

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**Strategy/Activity 3**

Tier III - Individualized interventions for parents of students who are not making progress

Tier 3 - Individualized interventions for parents of students who are not making progress

MCHS will refer parents with students demonstrating chronic absenteeism, persistently negative behavior, and/or are struggling academically to the COST team. These students, based on individual student need, are provided with one or more of the following programs and/or services: student monitoring - check-in/check-out and additional tutoring; referral for additional counseling/ therapy services.

SST - a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in academics or behavior

The Wellness Center at MCHS will provide parents/families with support for their students who have challenges with individualized interventions based on the family's needs.

**Budgeted Amount:**

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**Total Expenditures**

2,324.78
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## Expenditures by Goal

<b>Goal Area</b>	<b>Total Expenditures</b>
Goal Area 1, School Climate and Social-Emotional Wellness	20,800.00
Goal Area 2, English Language Arts	22,575.21
Goal Area 3, English Learner Progress	5,500.00
Goal Area 4, Math	3,662.01
Goal Area 5, Content Area Goal	12,400.00
Goal Area 6, Parent Engagement	2,324.78
<b>Total Funds Budgeted</b>	<b>67,262</b>