

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--------------------|--------------------------------------|---|------------------------------|
| Merced High School | 2465789-2435204 | September 19, 2018 | October 10, 2018 |

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

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.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Healthy Kids Survey is used district wide to guide school sites in fostering school climate and culture and to provide strategies for a safe environment. School perception surveys were used for parents, students, and staff.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Merced Union High School District and District Teachers' Association collective bargaining agreement requires all probationary teachers to have three formal classroom observations per year. Permanent teachers are evaluated every other year. In addition, at Merced High School, the classroom observation process is done in a walk-through format. The walk-through process is essential to establishing and maintaining the fidelity of the district established instructional norms and allows teachers on-going recognition of strengths as well as provides specific feedback and ideas to address challenge areas. Administrative walk-throughs are conducted by each administration at a rate of approximately twenty per month for a total of eighty observations each month. Feedback can be given in either a written or face-to-face format. District office staff also participate in the walk-through process, partnering with a campus administrator, to allow for calibration between the administrative staff and to provide additional insights into successes and target areas. Finally, peer-to-peer walk-throughs are also utilized to allow for the MHS teaching staff to learn from master teachers on site.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Merced High School uses a variety of professionally acceptable processes to collect, disaggregate, analyze and report performance data to the entire shareholder community. Our embedded intervention program provides a five-week grading cycle that allows students and parents regular feedback in regards to student performance as well as corresponding intervention. Teachers are required to post grades within the AERIES grading system. Students and parents are provided with log-in information that allows them to see specific grades on signature assignments and assessments. Use of the AERIES system, also allows for teachers, instructional coaches, counselors and administrators to analyze student's performance on assessment measures such as classroom based formative and summative assessments, district benchmark assessments, the ELPAC assessment and the CAASPP assessment.

Common district benchmark assessments or performance task assessments associated with the Common Core State Standards are administered quarterly to collect data regarding our school's progress towards Common Core and State Standards. The data from these assessments are reviewed both at the site and district level to include school wide staff meetings, department meetings, Instructional Leadership Team meetings, Intervention Team meetings, School Site Council, ELAC, and DELAC. Common formative assessments, which have been vetted by the WEST-ED organization, have been used by our departments to collect data regarding the level of rigor demonstrated by the staff. The data from these assessments are reviewed by site members and material is discussed at subject level meetings and instructional leadership team meetings.

All data is collected with the intent of driving instruction and allowing for transparency in terms of communication with stakeholders.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers employ a variety of strategies in order to determine the success of teaching techniques and level of student learning. Common assignments and formative and summative assessments are administered to determine student's mastery of the standards taught during each grading period. Error analysis and reflection are required as part of the mastery process. In addition to these assignments and assessments, frequent checking for understanding measures appropriate for the 1:web environment are utilized. Data gathered is used to inform instruction in regards to what standards need reteaching and what strategies produce the best results in terms of learning. The monthly collaborative periods allow for an immediate platform for all teachers to review this data and make needed changes to better support student learning.

Data is collected with specific intent to drive instruction and intervention. Student's performance on assignments and assessments is analyzed by subject specific teacher teams during collaboration periods in order to immediately adjust instruction. Additionally, students participate in "data chats" and "test chats" with counseling and administrative staff related to their performance on standardized assessments and goal setting for future test administrations.

Academic marks are analyzed at each five week interval in order to adjust embedded intervention supports. MHS now offers 6 sections of Academic Support, where students struggling with academics, acceptable behavior, or social expectations can receive additional support.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The MUHSD board has adopted specific policies and expectations regarding the need for staff to be highly qualified. Merced High School has 73 fully credentialed teachers, 2 teacher interns, 1 teacher with a PIP and 4 teachers with STSPs. All MHS teachers receive professional development through both site and district level trainings which include follow up coaching support to ensure proper implementation of new or refined strategies. Site trainings are developed in association with the MHS instructional foci for the school year which are directly aligned to both the adoption of the Common Core Standards and the district's communicated instructional focuses. Current instructional focuses include use of instructional norms, Depth of Knowledge, Student Engagement, innovation, problem solving and student centered.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

MHS staff receive regular professional development at both site based and district level, in addition to specific professional development pursued on an individual basis. Professional development is designed and selected based on district and school based strategic plans and instructional focus areas, the MHS vision and mission statements. All new teachers receive direct instructional support, and new credentialed teachers receive Induction support through the district's Induction program. District sponsored professional development opportunities available to all teachers include the provision of credentialed instructional coaches who collaborate with teachers and provide feedback and support in a non-evaluative format, continual off-site training in researched based instructional norms (objective writing, higher order thinking questioning strategies, student engagement, vocabulary development, and daily literacy enhancing activities); lesson planning training and support; use of technology to support instruction and student learning; and funded opportunities for alternate campus visitations to observe and collaborate with MUHSD master teachers. On-going training in adopted programs that target at-risk subgroup populations to include iLit curriculum used to support students acquiring English is provided by expert trainers. MHS has also established on-site Common Core instructional support provided by an Instructional Coach who serves to support other teachers in implementing instructional strategies aligned with the Common Core standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

On-going professional development at MHS consists of both support through the instructional coaching model and through an established site professional learning calendar. The site professional learning calendar was collaboratively initiated based on the MHS instructional foci for the school year and the essential skills that MHS students will require in order to achieve mastery of the Common Core State Standards and be college and career ready. The professional learning calendar allows for the following sessions, length determined by the needs of the staff (half day or full day), available first and second semester of the school year:

Depth of Knowledge (DOK)
Project Based Learning
Technology Integration
Instructional Norms

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MHS staff receive continual coaching and feedback through the use of instructional coaching and peer to peer or administrative walk-throughs. Instructional coaching support is available daily, any period of the day, as Merced employs one full time instructional coach on site. The instructional coaching process allows for non-evaluative support to teachers by request or as assigned if necessary.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MHS offers a unique master schedule in which a weekly collaboration period is offered in order to allow on-going monitoring of student achievement, while also providing an opportunity to refine and recommend instructional strategies and tactics for meeting student needs. Student's performance on signature assignments and assessments is analyzed by subject specific teacher teams during the monthly collaboration time in order to immediately adjust instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers are implementing the Common Core State Standards in the classroom. Teachers continue to prepare students for the existing accountability system and utilize district adopted assessments/performance tasks to monitor progress. Teachers also use District provided pacing guides, quarterly benchmarks, and site created formative assessments.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Embedded intervention classes are offered throughout the school day and allow students to access core classes as well as intervention classes when needed. There is also an Academic Support class offered 6 periods during the school day.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

As evidenced by Merced High School compliance with the Williams Act, every student has access to standards-based instructional materials

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

MHS core classes are aligned to state adopted standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Merced High School teachers utilize research-based instructional practices such as checking for understanding to assist in identifying students who may require Tier 1 classroom interventions (small group or individual instruction). After-school tutorials are offered on a daily basis. EL and Special Education paraprofessionals, Cal SOAP and AVID tutors, and SpEd instructors are placed in several core classes.

Evidence-based educational practices to raise student achievement

All teachers have been trained in Innovated Instruction and lesson design. Instructional Norms such as frequent checks for understanding, questioning techniques which require Higher Order Thinking Skills, student engagement strategies, vocabulary instruction, and participation in activities which integrate the four domains of language are also employed. The Instructional Coach schedules follow-up instruction in that norm. The Admin Team will focus on Depth of Knowledge during their walk throughs.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Merced High School offers many opportunities for parent and community involvement. Activities include School Site Council, English Learner Advisory Committee, EL Parent meetings, Back to School Night, Open House, Freshman Orientation, 8th Grade Orientation, Senior Night, Scholarship Night, and Parent LCAP Information Night. A community liaison provides translation and outreach services to non-English speaking populations. In addition, Merced High School offers to parents multiple opportunities to become involved including: classes on English instruction, technology instruction, and parenting strategies.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Involving stakeholders in programs is a focus at Merced High. Input is received from parents, community representatives, classroom teachers and other personnel as part of the School Site Council and English Learner Advisory Committee.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Academic Support, Integrated Math A and B, AVID, technology, pilot programs and professional development.

Fiscal support (EPC)

MHS receives fiscal support with LCFF, Title I, and Title III funds.

Stakeholder 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 SPSA and Annual Review and Update

With the transition to the LCAP and LCFF we have aligned our LCAP and SPSA goals to our MUHSD and MHS LCAP Goals. Last Spring the 2017-18 School Site Council (SSC) reviewed and provided input for the current years SPSA . The plan will be reviewed with the current years SSC and aligned with our LCAP and site goals. The plan will be reviewed and updated as a team for the current school year.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Group | Percent of Enrollment | | | Number of Students | | |
|----------------------|-------------------------|---------|---------|--------------------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| American Indian | 0.8% | 0.9% | 0.75% | 13 | 15 | 13 |
| African American | 7.2% | 8.0% | 7.58% | 122 | 136 | 131 |
| Asian | 9.9% | 8.5% | 7.35% | 169 | 144 | 127 |
| Filipino | 1.8% | 1.6% | 1.39% | 31 | 27 | 24 |
| Hispanic/Latino | 59.3% | 60.3% | 63.04% | 1,012 | 1,024 | 1090 |
| Pacific Islander | 0.2% | 0.2% | 0.29% | 3 | 3 | 5 |
| White | 19.6% | 19.9% | 18.33% | 335 | 337 | 317 |
| Multiple/No Response | 1.2% | 0.1% | 0.52% | 20 | 2 | 9 |
| | Total Enrollment | | | 1,706 | 1,697 | 1729 |

Student Enrollment Enrollment By Grade Level

| Grade | Number of Students | | |
|-------------------------|--------------------|---------|---------|
| | 2015-16 | | |
| | 2015-16 | 2016-17 | 2017-18 |
| Grade 9 | 469 | 468 | 453 |
| Grade 10 | 455 | 463 | 449 |
| Grade 11 | 383 | 407 | 438 |
| Grade 12 | 399 | 359 | 389 |
| Total Enrollment | 1,706 | 1,697 | 1,729 |

Conclusions based on this data:

1. Enrollment is up slightly for the current school year from previous years.
2. There is an increase in our Hispanic/Latino population

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|---------|---------|---------------------|---------|---------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| English Learners | 124 | 111 | 94 | 7.3 | 6.5 | 5.4 |
| Fluent English Proficient (FEP) | 95 | 86 | 69 | 5.6 | 5 | 4 |
| Reclassified Fluent English Proficient (RFEP) | 444 | 446 | 494 | 26 | 26.3 | 28.6 |

Conclusions based on this data:

1. Our English Language Learner population is steadily decreasing
2. Our reclassification rate has increased

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
|-------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|----------------------|-------|-------|
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 359 | 383 | 412 | 354 | 378 | 406 | 352 | 378 | 406 | 98.6 | 98.7 | 98.5 |
| All Grades | 359 | 383 | 412 | 354 | 378 | 406 | 352 | 378 | 406 | 98.6 | 98.7 | 98.5 |

| Grade Level | Overall Achievement for All Students | | | | | | | | | | | | | | |
|-------------|--------------------------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | |
| Grade 11 | 2582. | 2569. | 2573. | 16 | 14.81 | 17.00 | 42 | 30.42 | 28.08 | 22 | 31.48 | 31.28 | 20 | 23.28 | 23.65 |
| All Grades | N/A | N/A | N/A | 16 | 14.81 | 17.00 | 42 | 30.42 | 28.08 | 22 | 31.48 | 31.28 | 20 | 23.28 | 23.65 |

| Grade Level | Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | | | |
|-------------|--|-------|-------|-----------------------|-------|-------|------------------|-------|-------|-------|-------|-------|
| | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 22 | 24.34 | 24.14 | 56 | 51.59 | 53.20 | 21 | 24.07 | 22.66 | | | |
| All Grades | 22 | 24.34 | 24.14 | 56 | 51.59 | 53.20 | 21 | 24.07 | 22.66 | | | |

| Grade Level | Writing Producing clear and purposeful writing | | | | | | | | | | | |
|-------------|---|-------|-------|-----------------------|-------|-------|------------------|-------|-------|-------|-------|-------|
| | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 20 | 20.16 | 21.67 | 57 | 50.93 | 48.52 | 24 | 28.91 | 29.80 | | | |
| All Grades | 20 | 20.16 | 21.67 | 57 | 50.93 | 48.52 | 24 | 28.91 | 29.80 | | | |

| Grade Level | Listening Demonstrating effective communication skills | | | | | | | | | | | |
|-------------|---|-------|-------|-----------------------|-------|-------|------------------|-------|-------|-------|-------|-------|
| | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 19 | 19.84 | 16.01 | 65 | 59.79 | 65.52 | 16 | 20.37 | 18.47 | | | |
| All Grades | 19 | 19.84 | 16.01 | 65 | 59.79 | 65.52 | 16 | 20.37 | 18.47 | | | |

| Grade Level | Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | | | |
|-------------|--|-------|-------|-----------------------|-------|-------|------------------|-------|-------|-------|-------|-------|
| | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 30 | 22.49 | 25.37 | 56 | 53.17 | 51.23 | 14 | 24.34 | 23.40 | | | |
| All Grades | 30 | 22.49 | 25.37 | 56 | 53.17 | 51.23 | 14 | 24.34 | 23.40 | | | |

Conclusions based on this data:

1. Standard exceeded and Standard met were similar from 2018 to 2017
2. Approximately half of our students still are below standard. We need to make improvements.
3. Consistent High completion rate

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|----------------------|-------|-------|--|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | |
| Grade 11 | 359 | 383 | 412 | 354 | 378 | 405 | 354 | 378 | 405 | 98.6 | 98.7 | 98.3 | |
| All Grades | 359 | 383 | 412 | 354 | 378 | 405 | 354 | 378 | 405 | 98.6 | 98.7 | 98.3 | |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 2567. | 2550. | 2543. | 8 | 9.26 | 6.67 | 21 | 16.14 | 15.56 | 29 | 26.46 | 26.17 | 41 | 48.15 | 51.60 |
| All Grades | N/A | N/A | N/A | 8 | 9.26 | 6.67 | 21 | 16.14 | 15.56 | 29 | 26.46 | 26.17 | 41 | 48.15 | 51.60 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | | | | | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 19 | 15.87 | 14.32 | 32 | 29.89 | 26.91 | 49 | 54.23 | 58.77 | | | | | | |
| All Grades | 19 | 15.87 | 14.32 | 32 | 29.89 | 26.91 | 49 | 54.23 | 58.77 | | | | | | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | | | | | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 12 | 11.38 | 11.60 | 56 | 42.86 | 41.73 | 31 | 45.77 | 46.67 | | | | | | |
| All Grades | 12 | 11.38 | 11.60 | 56 | 42.86 | 41.73 | 31 | 45.77 | 46.67 | | | | | | |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | | | | | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 13 | 11.38 | 10.62 | 56 | 59.79 | 52.35 | 31 | 28.84 | 37.04 | | | | | | |
| All Grades | 13 | 11.38 | 10.62 | 56 | 59.79 | 52.35 | 31 | 28.84 | 37.04 | | | | | | |

Conclusions based on this data:

- There was a decline in Standards exceeded by 2% and standard nearly met held steady
- With 78% of our students being Nearly Met and Not Met, there needs to be improvement.

School and Student Performance Data

ELPAC Results

| 2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | |
|--|---------|---------------|------------------|---------------------------|
| Grade Level | Overall | Oral Language | Written Language | Number of Students Tested |
| Grade 9 | 1539.4 | 1525.8 | 1552.4 | 30 |
| Grade 10 | 1533.5 | 1521.5 | 1545.3 | 31 |
| Grade 11 | 1477.5 | 1461.9 | 1492.6 | 15 |
| Grade 12 | 1540.6 | 1528.5 | 1552.4 | 13 |
| All Grades | | | | 89 |

| Overall Language Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |
| Grade 9 | * | * | * | * | * | * | * | * | 30 |
| Grade 10 | * | * | * | * | * | * | * | * | 31 |
| Grade 11 | * | * | * | * | * | * | * | * | 15 |
| Grade 12 | * | * | * | * | * | * | * | * | 13 |
| All Grades | 19 | 21.35 | 24 | 26.97 | 20 | 22.47 | 26 | 29.21 | 89 |

| Oral Language Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---------|-------|---------|-------|---------|---|---------|-------|--------------------------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |
| Grade 9 | 14 | 46.67 | * | * | * | * | * | * | 30 |
| Grade 10 | * | * | * | * | * | * | * | * | 31 |
| Grade 11 | * | * | * | * | * | * | * | * | 15 |
| Grade 12 | * | * | * | * | * | * | * | * | 13 |
| All Grades | 31 | 34.83 | 28 | 31.46 | * | * | 20 | 22.47 | 89 |

| Written Language Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|--|---------|---|---------|-------|---------|-------|---------|-------|--------------------------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |
| Grade 9 | * | * | * | * | * | * | * | * | 30 |
| Grade 10 | * | * | * | * | * | * | 13 | 41.94 | 31 |
| Grade 11 | | | * | * | * | * | * | * | 15 |
| Grade 12 | * | * | * | * | * | * | * | * | 13 |
| All Grades | * | * | 24 | 26.97 | 21 | 23.60 | 37 | 41.57 | 89 |

| Listening Domain Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
| Grade 9 | 11 | 36.67 | 11 | 36.67 | * | * | 30 |
| Grade 10 | * | * | 12 | 38.71 | 11 | 35.48 | 31 |
| Grade 11 | * | * | * | * | * | * | 15 |
| Grade 12 | * | * | * | * | * | * | 13 |
| All Grades | 23 | 25.84 | 35 | 39.33 | 31 | 34.83 | 89 |

| Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
| Grade 9 | 17 | 56.67 | * | * | * | * | 30 |
| Grade 10 | 16 | 51.61 | 11 | 35.48 | * | * | 31 |
| Grade 11 | * | * | * | * | * | * | 15 |
| Grade 12 | * | * | * | * | * | * | 13 |
| All Grades | 49 | 55.06 | 23 | 25.84 | 17 | 19.10 | 89 |

| Reading Domain Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
| Grade 9 | * | * | 14 | 46.67 | 11 | 36.67 | 30 |
| Grade 10 | * | * | * | * | 16 | 51.61 | 31 |
| Grade 11 | | | * | * | 11 | 73.33 | 15 |
| Grade 12 | | | * | * | * | * | 13 |
| All Grades | 11 | 12.36 | 35 | 39.33 | 43 | 48.31 | 89 |

| Writing Domain Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
| Grade 9 | * | * | 16 | 53.33 | * | * | 30 |
| Grade 10 | * | * | 19 | 61.29 | * | * | 31 |
| Grade 11 | * | * | * | * | * | * | 15 |
| Grade 12 | * | * | * | * | * | * | 13 |
| All Grades | 19 | 21.35 | 47 | 52.81 | 23 | 25.84 | 89 |

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2017-18 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1,729 | 78.4% | 5.4% | 1.4% |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2017-18 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 94 | 5.4% |
| Foster Youth | 25 | 1.4% |
| Homeless | 118 | 6.8% |
| Socioeconomically Disadvantaged | 1,355 | 78.4% |
| Students with Disabilities | 86 | 5.0% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 131 | 7.6% |
| American Indian | 13 | 0.8% |
| Asian | 127 | 7.3% |
| Filipino | 24 | 1.4% |
| Hispanic | 1,090 | 63.0% |
| Two or More Races | 13 | 0.8% |
| Pacific Islander | 5 | 0.3% |
| White | 317 | 18.3% |

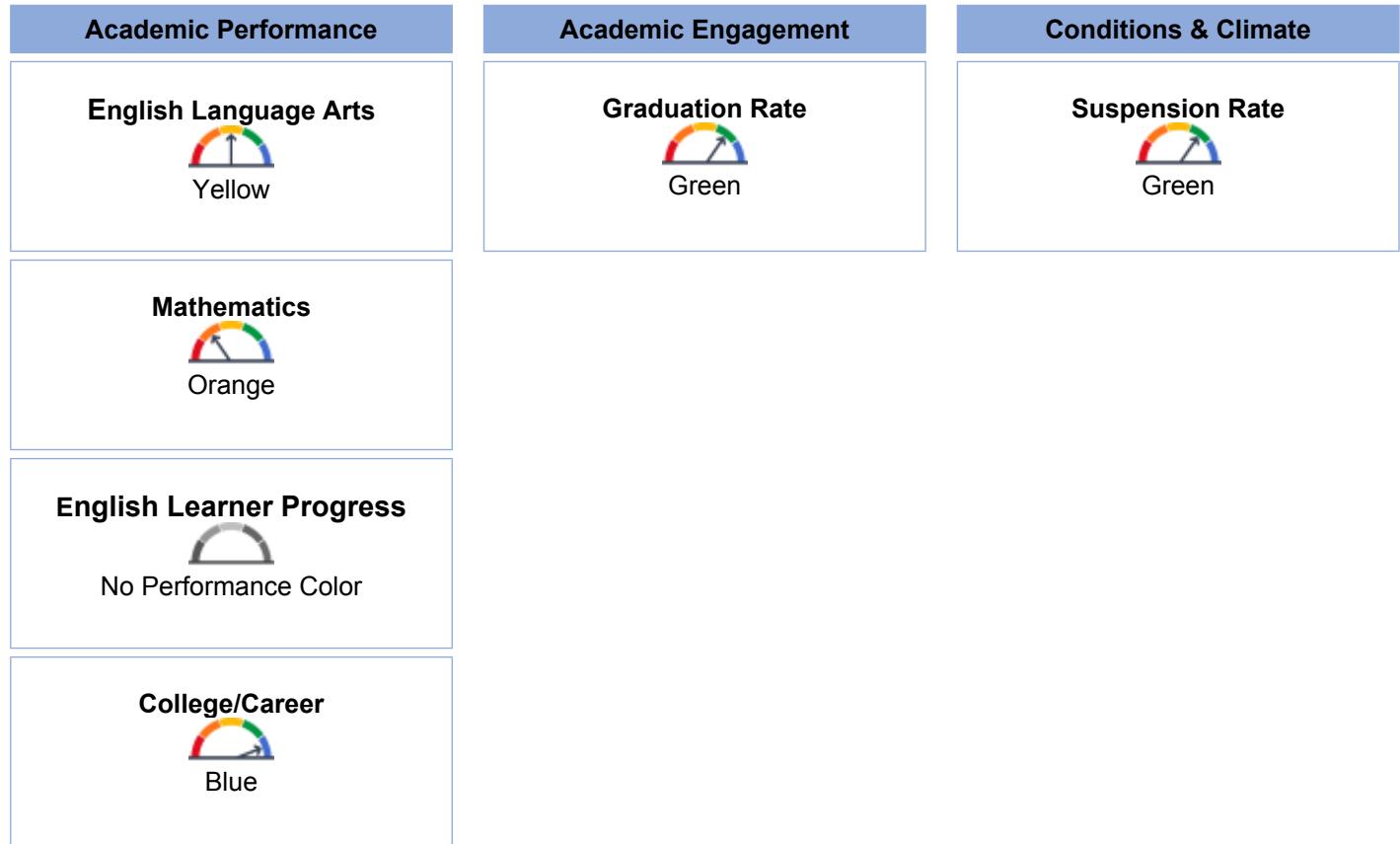
Conclusions based on this data:

- 1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Suspension rate is a concern
2. English learner progress also needs improvement

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

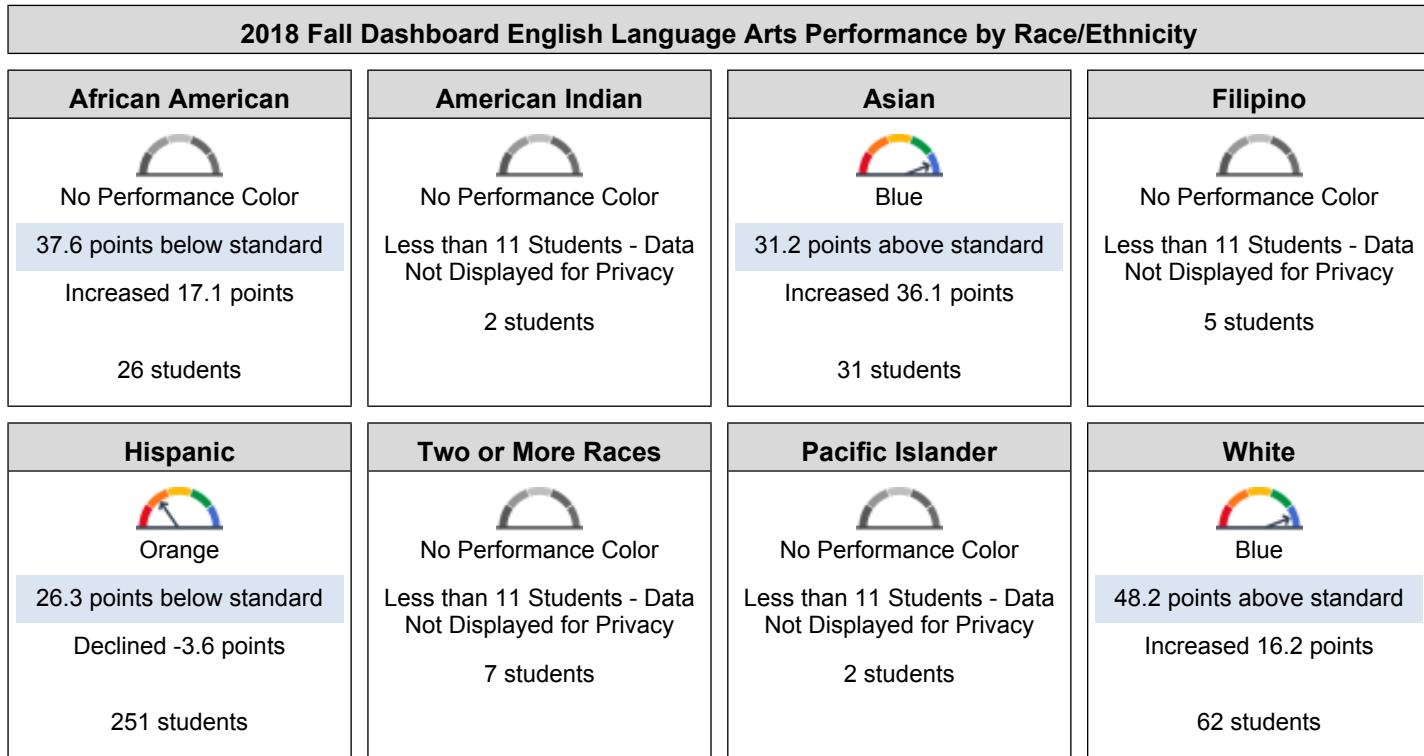
2018 Fall Dashboard English Language Arts Equity Report

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| 1 | 3 | 1 | 0 | 2 |

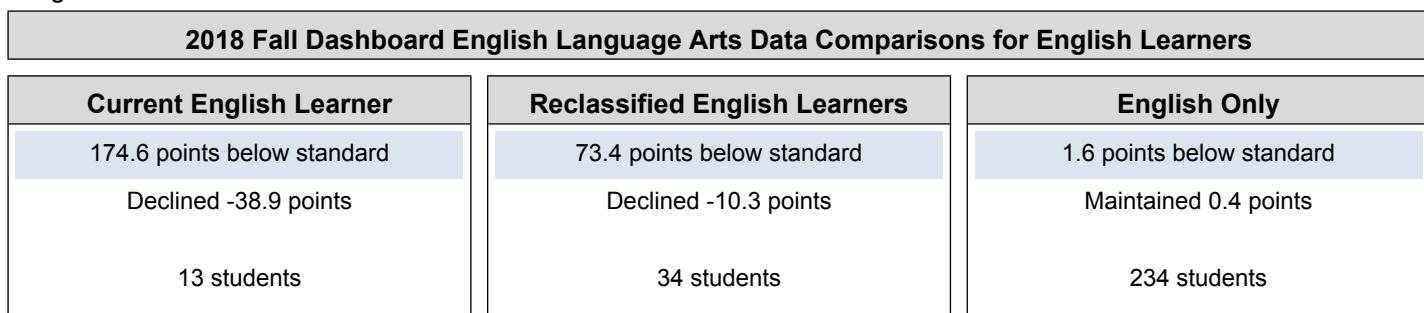
This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

| | | |
|--|---|---|
| All Students  Yellow 7.8 points below standard Increased 4 points 386 students | English Learners  Red 101.3 points below standard Declined -6.1 points 47 students | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students |
| Homeless  Orange 43.8 points below standard Maintained 2.6 points 32 students | Socioeconomically Disadvantaged  Yellow 23.2 points below standard Increased 4.7 points 297 students | Students with Disabilities  Orange 140.3 points below standard Increased 16.4 points 33 students |



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| 0 | 4 | 3 | 0 | 0 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

| All Students | English Learners | Foster Youth |
|--|---|---|
|  Orange 81.2 points below standard Declined -6.8 points 385 students |  Orange 162 points below standard Increased 6.2 points 46 students | No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  Yellow 99.4 points below standard Increased 6.4 points 32 students |  Orange 99.6 points below standard Declined -5.8 points 296 students |  Orange 215.6 points below standard Increased 19.9 points 33 students |

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color 117.6 points below standard Increased 27.8 points 26 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |  Yellow 52.2 points below standard Declined -8.3 points 31 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 100.4 points below standard Declined -8.4 points 250 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |  Yellow 16.4 points below standard Maintained 0.8 points 62 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 225.6 points below standard Declined -37.1 points 13 students | 137.5 points below standard Increased 14.7 points 33 students | 74.4 points below standard Declined -11.1 points 234 students |

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|---|------------------------|------------------------------|----------------------------|-------------------------|
| Number of Students | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 89 | 21.3% | 27% | 22.5% | 29.2% |

Conclusions based on this data:

1. English Learner Progress has declined but is still listed as high
2. Graduation rate is listed as low but has increased

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

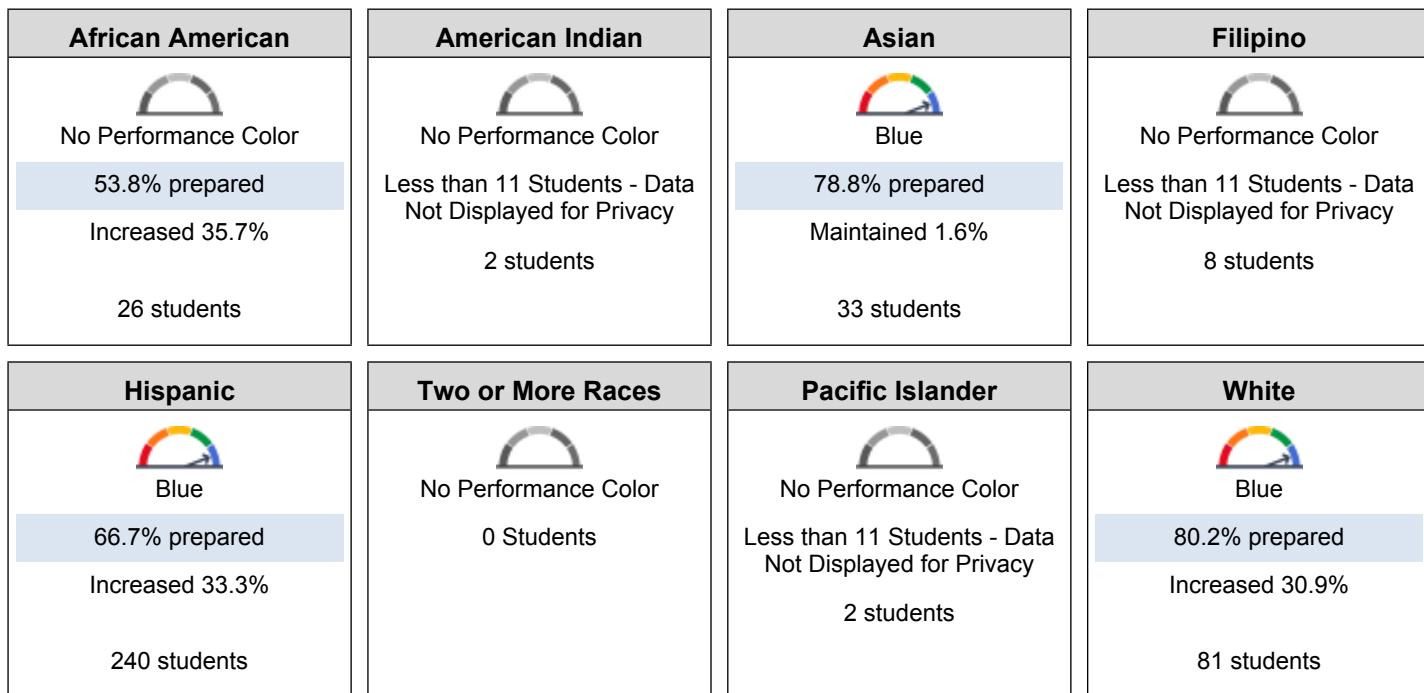
| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| 0 | 0 | 1 | 2 | 4 |

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

| All Students | English Learners | Foster Youth |
|---|--|--|
|  Blue |  Green |  |
| 69.4% prepared | 51.1% prepared | No Performance Color |
| Increased 28.9% | Increased 40% | Less than 11 Students - Data Not Displayed for Privacy |
| 392 students | 45 students | 9 students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  Green |  Blue |  Yellow |
| 53.2% prepared | 65.5% prepared | 29.7% prepared |
| Increased 30.8% | Increased 28.9% | Increased 29.7% |
| 62 students | 330 students | 37 students |

2018 Fall Dashboard College/Career by Race/Ethnicity



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

| Class of 2016 | Class of 2017 | Class of 2018 |
|---|--|--|
| 41.4% Prepared 30.4% Approaching Prepared 28.2% Not Prepared | 40.5 Prepared 25.5 Approaching Prepared 34 Not Prepared | 69.4 Prepared 12.5 Approaching Prepared 18.1 Not Prepared |

Conclusions based on this data:

1. English Learners and students with disabilities had very low percentages
2. College and Career data is low for all subgroups except Asian and White

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| | | | | | | |
|--------------------|-----|--------|--------|-------|------|---------------------|
| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|--------------------|-----|--------|--------|-------|------|---------------------|

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Foster youth, homeless, and students with disabilities have the highest chronic attendance issues.
2. Overall rate of Chronic attendance is just over 10%

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

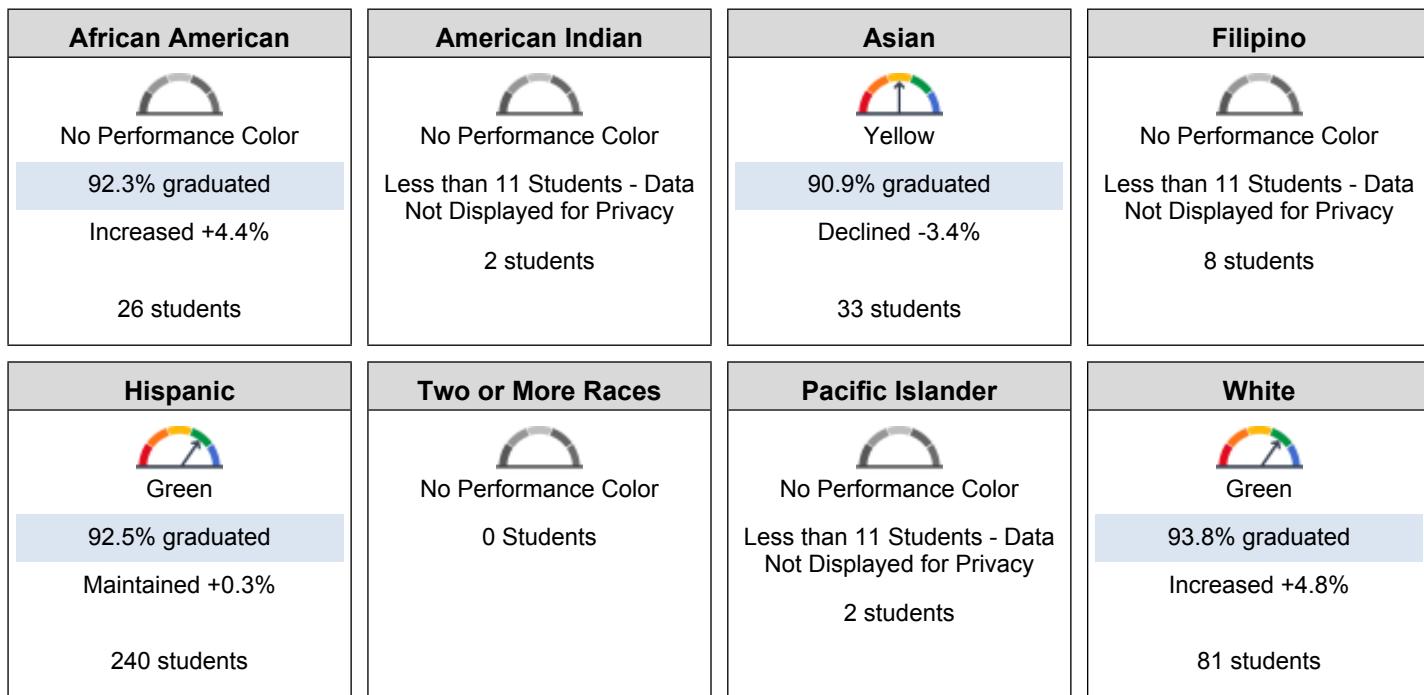
| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| 0 | 1 | 1 | 5 | 0 |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

| | | |
|---|--|--|
| All Students  Green 92.6% graduated Increased +1.4% 392 students | English Learners  Green 84.4% graduated Increased +3.9% 45 students | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students |
| Homeless  Green 93.5% graduated Increased +16% 62 students | Socioeconomically Disadvantaged  Green 91.8% graduated Increased +2% 330 students | Students with Disabilities  Orange 67.6% graduated Maintained +0.9% 37 students |

2018 Fall Dashboard Graduation Rate by Race/Ethnicity



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

| 2017 | 2018 |
|-----------------|-----------------|
| 91.2% graduated | 92.6% graduated |

Conclusions based on this data:

1. Graduation rate for Homeless students and students with disabilities have declined significantly

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| 0 | 1 | 1 | 7 | 0 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

| | | |
|---|---|---|
| All Students | English Learners | Foster Youth |
|  |  |  |
| 2.7% suspended at least once | 3.5% suspended at least once | 10.9% suspended at least once |
| Declined -2.6% 1862 students | Declined -3.4% 114 students | Declined -4.7% 46 students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  |  |  |
| 5.3% suspended at least once | 3.1% suspended at least once | 7.4% suspended at least once |
| Declined -2.7% 151 students | Declined -3.1% 1473 students | Declined -9.1% 176 students |

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|--|
|  Green 4.1% suspended at least once Declined -6% 145 students |  No Performance Color 0% suspended at least once Declined -12.5% 13 students |  Green 0.8% suspended at least once Declined -1.9% 130 students |  No Performance Color 0% suspended at least once Declined -7.4% 27 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 3% suspended at least once Declined -2.1% 1176 students |  No Performance Color 0% suspended at least once Declined -8.3% 29 students |  No Performance Color Less than 11 Students - Data 6 students |  Green 2.4% suspended at least once Declined -1.7% 336 students |

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

| 2016 | 2017 | 2018 |
|------------------------------|------------------------------|------------------------------|
| 4.8% suspended at least once | 5.3% suspended at least once | 2.7% suspended at least once |

Conclusions based on this data:

1. Foster youth and students with Disabilities had high rates of suspension

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness in part by implementing and monitoring Frosh Seminar, implementing HMH curriculum and benchmarks, communication on site pathways and CTE plans.

Goal 1

Support the District with providing all students with a relevant and rigorous instructional program that provides access to college and career readiness. MHS core teachers and many elective teachers are invested in developing Common Core materials into their instructional program. A 6 year plan developed in connection with the Guidance department and a Career Tech provided by MCOE provides information about college and career readiness. English learners are provided support at several levels. ELD courses support acquisition of English and the improvement of grades in ELA and Social Studies classes as students move from 2 periods of support for ELD 1 & 2, a period of support for transitional students and those identified as ELD 4 & 5.

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students will graduate college and/or career ready

Strategy/Activity

Students will develop their college and career readiness through certification and articulation opportunities. Assessment and planning continue in the further development of 2+2 articulation and certification opportunities. Teachers will encourage their students to participate in the certification process and educate them about the benefits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

| | |
|------|---------|
| 1000 | Title I |
|------|---------|

| | |
|------|--|
| | 4000-4999: Books And Supplies Materials for 6 year plan |
| 3000 | Title I 5000-5999: Services And Other Operating Expenditures Career and College Exploration |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Examine instructional materials aligned to Common Core State Standards in all four core areas and work toward full implementation of the CCSS. An Instructional Coach, a TSA, will provide support for teachers in these areas throughout the year; providing instructional support. An Instructional Leadership Team (ILT) of 11 teachers will meet regularly with the principal to provide suggestions for staff development, peer observation and instructional improvements designed to support implementation of and alignment with the CCSS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|--|
| 8000 | Title I 4000-4999: Books And Supplies Materials to support dissemination of collaboratively developed CCSS lessons and assessments; inclusion of district-adopted instructional strategies. |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Student in Avid

Strategy/Activity

Advancement Via Individual Determination (AVID) will be used as a means to achieving college and career readiness. Teachers will receive training at the AVID institute to infuse AVID support into core classes. A teacher will provide an AVID program for grades 9-12.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
| | |

| | |
|------|--|
| 1700 | Title I 4000-4999: Books And Supplies Instructional Materials need to support the AVID program at MHS (including PSAT's) |
| | Title I 1000-1999: Certificated Personnel Salaries AVID Teachers Advisor, 8 sections |
| | Title I 2000-2999: Classified Personnel Salaries AVID College Tutors |
| 2500 | Title I 5000-5999: Services And Other Operating Expenditures AVID Institute costs and College Visits |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Maintain existing programs and services to students such as operational expenses; instructional supplies, utility costs, transportation services, custodial services, teachers, administration, Adult Education, clerical support, salaries, statutory and benefits, existing intervention and co/extracurricular services. Response to Intervention will target struggling students by placing them in Academic Support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|--|
| 1000 | Title I 4000-4999: Books And Supplies Link Crew (gr 9) and Mentors (gr 10-12) will support socialization, enrichment activities and tutorial support for all grade levels. |
| 2000 | Title I 4000-4999: Books And Supplies Supplies and materials to support students in Academic Support classes. |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Create additional Career Technical Education (CTE) opportunities for students that include certification and capstone courses. Expect teachers providing 2+2 courses to encourage and increase the number of students taking advantage of the certification. A needs assessment will determine the viability of additional CTE courses to be offered in future years.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|--|
| 6000 | Title I 4000-4999: Books And Supplies Implement District lead initiatives and support staff and students in the process. |
| | Other Explore costs for certification tests for 2018-2019 school year. |
| 4500 | Title I 5000-5999: Services And Other Operating Expenditures Project Based Learning, Pathways and Field Trips |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide instructional and operational technology for all students. Maintain and support technology systems to ensure equitable access for students and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|--|
| | Title I 1000-1999: Certificated Personnel Salaries Teacher on Special Assignment |
| 5000 | Title I |

4000-4999: Books And Supplies
Provide necessary technology support to continue to allow 1:Web access to all students.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase access to college, career and scholarship counseling by hiring the additional personnel where needed. College, career and scholarship counseling will be available to all students as early as ninth grade. Use of additional counseling resources will be coordinated with the guidance AP and guidance department. Guidance AP will work with Bernadine Diele, Stefanie DeLaCruz, and Patty Zarco in supporting college counseling.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|---|
| 750 | Title I 4000-4999: Books And Supplies Supplies and materials to support students in their transition to post high school (including PSAT's) |

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide academic and social and emotional counseling services for all students to ensure all of their needs are met so they are successful in school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|--|
| | LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Full time Student Support Manager |

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 2: Maintain safe and orderly schools by tracking student involvement numbers, implementation of safety plans, and regularly monitor facilities.

Goal 2

Support District in maintaining safe and orderly schools by tracking student involvement numbers, implementation of safety plans, and regularly monitor facilities. Merced High School evaluates safety on a regular basis. This year Restorative Justice (TSMP) will be continued school wide in an effort to develop trusting relationships between teachers and students that will result in fewer students being sent out of class to the Intervention Center. The Student Support office assists with the level 3 interventions. Students are all issued a school lanyard to be able to display their ID cards at all times on campus.

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase parent/guardian knowledge of educational offerings/opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|--|
| 1000 | Title I 4000-4999: Books And Supplies Materials/supplies and food for meetings |
| 148548.00 | Title I 2000-2999: Classified Personnel Salaries |

| | |
|------|--|
| | Full time Community Liaison - Spanish Part time Community Liaison - Hmong Classified Support Staff |
| 2000 | Title I 4000-4999: Books And Supplies Parent Support Center operational costs (mailings, copying, supplies, postage, publications) |
| 1000 | Title I 4000-4999: Books And Supplies Materials/Supplies/Refreshments for School Site Council and English Learner Advisory Committee |
| 1500 | Title I 4000-4999: Books And Supplies School wide activities and community outreach opportunities |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner Population

Strategy/Activity

Provide parent education opportunities and parenting skills development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Other

Merced Adult School is providing classes available to parents of MHS students in English and technology

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Maintain existing programs and services to students such as operational expenses; instructional supplies, utility costs, transportation services, custodial services, teachers, administration, clerical

support, salaries, statutory and benefits, Adult Education, existing intervention and co/extra-curricular services

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|---|
| | LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Transportation and refreshments costs for Parent Participation. Bus will be provided for parents to attend school-based activities. ASSETS for Family Literacy classes. |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Increase opportunities for parent involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|---|
| 1000 | Title I 4000-4999: Books And Supplies Ensure that student families have an opportunity to attend at least one extra/co-curricular activity once per year. MHS Administration along with the Activities Director will provide opportunities "parent free" events throughout the year to encourage parent participation. Back to School Night in the fall and Course Fair in the spring are announced through the media and via dailer. An occasional sports, music, fine arts or academic event will be provided free of charge. |
| 805 | Title I 4000-4999: Books And Supplies Nutritional supplies and other materials for Parent Nights |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Maintain a safe, clean learning environment that promotes respect, fosters learning and supports a collaborative school culture. Students are all issued a school lanyard to be able to display their ID cards at all times on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|--|
| | LCFF - Supplemental 4000-4999: Books And Supplies Supplemental materials and supplies to support continued implementation of Restorative Justice (TSMP). |
| | LCFF - Supplemental Involve stakeholders in updating School Safety Plan |
| 1500 | Title I 4000-4999: Books And Supplies Character Counts |
| | LCFF - Supplemental 4000-4999: Books And Supplies Continue to train and inform staff, students, and parents on Restorative Justice. |
| | LCFF - Supplemental 4000-4999: Books And Supplies Lanyards/plastic sleeves and identification of students for safety and accountability. |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Improve student attendance and behavior on all school campuses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|---|
| | LCFF - Supplemental 4000-4999: Books And Supplies Student recognition for improved and continued positive attendance. Students have opportunity to be rewarded weekly and monthly for attendance. |
| 500 | Title I 4000-4999: Books And Supplies Student of the Month recognitions |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Facility and furniture upgrades will be made to modernize learning environment for students and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|--|
| 10195 | Title I 4000-4999: Books And Supplies Provide necessary upgrades to modernize classrooms and facilities on campus. |

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 3: MUHSD will educate staff on needs of underrepresented populations, implement safety nets for at risk students, and track indicators by subgroups.

Goal 3

Supporting the District with educating staff on needs of underrepresented populations, implementing safety nets for at risk students, and tracking indicators by subgroups.

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

English Learners will acquire the English language rapidly and effectively. Increase number of students achieving proficiency; passage of ELA and history courses. Two ELD teachers provide English language support for students in their acquisition of and competency in English to support proficiency in all coursework. A Spanish-speaking paraprofessional is employed to support the needs of those students enrolled in ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

2000

Title I

4000-4999: Books And Supplies

Supplies to support instruction including, but not limited to manipulatives, group activities material, learning logs

| | |
|----------|---|
| 22805.40 | Title I 2000-2999: Classified Personnel Salaries Bilingual Aide 1 FT |
| 1000 | Title I 4000-4999: Books And Supplies Provide incentives for students ELD advancement - redesignation, reclassification |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide instructional and operational technology for all students. Maintain and support technology systems to ensure equitable access for students and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|---|
| 6983 | Title I 4000-4999: Books And Supplies Provide necessary technology support to continue to allow 1:web access to all students. |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

A comprehensive network of support and materials will be provided to track, evaluate, support and intervene on behalf of Foster Youth and McKinney Vento students to ensure success toward graduation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|--|
| | LCFF - Supplemental 4000-4999: Books And Supplies Provide support throughout high school to ensure success towards graduation. |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

All students will be enrolled in a broad course of study as measured in school master schedules.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|---|
| 3000 | Title I 4000-4999: Books And Supplies Support and provide materials and supplementals for instruction |
| 3500 | Title I 4000-4999: Books And Supplies New programs and continual support for classes (World Language, AP courses, etc.) |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Cultural Awareness and integration among students and groups to support equitable access and climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|---|
| 1000 | Title I 4000-4999: Books And Supplies Cultural/Diversity Fair |

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 4: Recruit and retain highly qualified staff by developing leadership capacity, supporting new teachers/administrators, and accessing professional development opportunities.

Goal 4

Support District in recruiting and retaining highly qualified staff by developing leadership capacity, supporting new teachers/administrators, and accessing professional development opportunities. Staff Development and peer support will assist in the retention of new teachers. The district Induction advisor will meet with the administration regularly to provide suggestions for how to improve retention.

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Ensure on-going professional development for certificated and classified staff so they may stay current in their field. MHS provides opportunities for members of departments to take part in conferences with a focus on CCSS. The attendees report back to the Site Council as to how they will share and implement what they have learned. On site professional development will be planned by the Admin and ILT around district expectations for researched instructional strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

58046

Title I
5000-5999: Services And Other Operating Expenditures

| | |
|------|--|
| | Professional Development for funding amount of \$58,046 |
| 3000 | <p>Title I 4000-4999: Books And Supplies Resources and Supplies to support Professional Development Activities.</p> |
| | <p>Title I 5000-5999: Services And Other Operating Expenditures Professional Development Opportunities which may include attendance at Model Schools Conference and visits to similar schools</p> |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

All staff will have access to on-site instructional team leaders, technology literacy coaching and an instructional coach. The ILT and Administration will identify targeted staff development opportunities available to all staff such as, but not limited to: a revisit of district instructional norms for new and current staff, Depth of Knowledge, technology support in preparation for 1-web in 2017-2018, Google platforms to support instruction and learning, development of websites for access by students and parents/guardians, Weebly, data assessment, meeting the needs of special populations (EL, SED and foster students) and development of CCSS lessons and assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|--|
| 9500 | <p>Title I 5000-5999: Services And Other Operating Expenditures Staff Developments to assist teachers implementation of CCSS (to include, but not limited to, embedding technology into their CCSS, Google classroom, google apps training, Weebly, Website development for student access to instructional materials, instructional strategies for improved learning)</p> |
| 1000 | <p>Title I 4000-4999: Books And Supplies Professional Development Supplies</p> |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

MHS will purchase Technological resources to support the professional development of teachers and to support improved instruction focused on increased student achievement and access to CCSS .

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|---|
| 1,500 | Title I 4000-4999: Books And Supplies As needs are established to support instructional goals and CCSS implementation, technology purchases will be made to provide better access to all students in increasing achievement through the use of instructional and personal technology provided for their use during the school year. |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Maintain existing programs and services to students such as Adult Education, transportation services, custodial services, teachers, administration, clerical support, salaries, statutory and benefits, existing intervention and co/extra-curricular services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|------------|--|
| 209,684.95 | Title I 1000-1999: Certificated Personnel Salaries Including but not limited to salaries for teachers, tutors, paraprofessionals and community liaisons. |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Provide personnel to maintain the existing programs and services to support student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|---|
| | Title I 2000-2999: Classified Personnel Salaries AVID college tutors |
| 62861.37 | Title I 2000-2999: Classified Personnel Salaries Community Liaisons, ELD paraprofessional |
| 32,212.38 | Title I 1000-1999: Certificated Personnel Salaries 1 section Strategic Math, 5 sections AVID, 3 sections ELD, Instructional Coach |

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$420,619 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$621,591.10 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
|-------------------------|-----------------|

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

Total of federal, state, and/or local funds for this school: \$621,591.10

School Site Council Membership

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

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

| Name of Members | Role |
|------------------------------------|----------------------------|
| Kurt Kollmann | Principal |
| Joel Sebastian (non-voting member) | Other School Staff |
| | Parent or Community Member |
| Julia Robertson | Parent or Community Member |
| Stacey Hughes | Parent or Community Member |
| Paul Chambers | Parent or Community Member |
| | Parent or Community Member |
| Andrew Calzadillas | Classroom Teacher |
| Samantha Downey | Classroom Teacher |
| Alfredo Gaona | Classroom Teacher |
| Tammie Meyer | Classroom Teacher |
| Anica Martinez | Classroom Teacher |
| Steve Mua | Classroom Teacher |
| Stephanie Cowperwaithe | Other School Staff |
| Leslie Ferris | Other School Staff |
| Carol Tippett | Other School Staff |
| Ethan Kolb | Secondary Student |
| Alyssa Lordeo | Secondary Student |
| Emilie Zuzlewski | Secondary Student |
| Rushad Ahmed | Secondary Student |

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

Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|-----------|----------------------------------|
|-----------|----------------------------------|

| |
|--|
| Other: Safety, Instructional Leadership Team |
|--|

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

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

This SPSA was adopted by the SSC at a public meeting on September 19, 2018.

Attested:

Principal, Kurt Kollmann on 9/28/18

SSC Chairperson, Rushad Ahmed on 9/28/18

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
 - C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
 - D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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