



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 16, 2020 & Updated Approval February 24, 2021	October 14, 2020 and Updated Approval, March 10, 2021

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.

Merced High School develops yearly site goals that measure efforts to intentionally move students towards our schoolwide learner outcomes. Those site goals will be aligned with the expectations outlined in the MUHSD LCAP plan and other federal, state, and local plans. All training, activities, and purchases will be designed to support the success of our students achieving MHS's goals that are aligned with and support the focus of the MUHSD. MHS will provide a climate and environment for learning that is safe where students will have equitable access to a quality education administered by a highly qualified and trained staff, producing graduates that are college and career ready. Our goals will be monitored and evaluated against the data provided by the state dashboard and in collaboration with all stakeholders through face-to-face interaction and survey results.

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).

Parents and students will all be surveyed regarding the effectiveness of our efforts to meet our LCAP goals. Staff will also be surveyed in regards to what supports they feel are necessary to help them better prepare our students to be college and career ready. These surveys are used to help drive the focus of instructional plans and initiatives to increase support for students and families. 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.

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 (except this year due to COVID). 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. The expectation is for MHS Administrators to each conduct walk-throughs at a minimum rate of approximately 20 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. These walkthroughs are set up and done with the Instructional Coach and are not evaluative in nature. Instructional Rounds and "Personal Training Days" (days where teachers voluntarily have open doors to welcome in colleagues and showcase a particular strategy for a period/class) are also scheduled for more opportunities for peer-peer observations.

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. 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. Interim assessments associated with the Common Core State Standards are administered quarterly in English and Mathematics 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. 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 the level of student learning. Common assignments and formative and summative assessments, including SBAC Interim 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 is 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 daily collaborative periods and monthly subject-level collaboration meetings provide a platform for all teachers to review this data and make needed changes to better support student learning.

Academic marks are also analyzed at each five-week interval in order to adjust embedded intervention supports. MHS offers 3 sections of Academic Support at this time (but hoping to add two more at semester), 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 74 fully credentialed teachers and 4 non credentialed teachers. All MHS teachers receive professional development through both site and district level training which include follow up coaching support to ensure proper implementation of new or refined strategies. Site training is 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 instruction. All of those are directed connected back to the student learner outcomes of S.T.R.O.N.G and our Vision for Readiness.

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 newly 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. With Distance Learning, we have redirected most trainings to focus on Distance Learning trainings.

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 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 and CTE 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 and site created formative assessments. Mathematics and English Language Arts teachers also utilize the SBAC Interim Assessments.

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

n/a

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

n/a

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. MUHSD provides adopted curriculum that is standards-aligned.

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 to assist in identifying students who may require Tier 1 classroom interventions (small group or individual instruction). Lunch and After-school tutorials are offered on a daily basis. Saturday Academy provides an extra layer of support (not happening first semester during COVID). 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 MHS teachers have received or will receive training in the MUHSD Instructional Norms and essential components of 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 employed. The Instructional Coach schedules follow-up instruction in that norm. The Admin Team will focus on Depth of Knowledge, the four domains of literacy, the 4 Cs, and learning experiences 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, EL, 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 year, 2019-20 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.

None

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.75%	0.58%	0.7%	13	10	12
African American	7.58%	7.25%	7.33%	131	125	125
Asian	7.35%	7.14%	7.57%	127	123	129
Filipino	1.39%	1.1%	1%	24	19	17
Hispanic/Latino	63.04%	65.47%	64.75%	1090	1,128	1,104
Pacific Islander	0.29%	0.35%	0.35%	5	6	6
White	18.33%	16.66%	17.24%	317	287	294
Multiple/No Response	0.52%	0.64%	0.53%	9	11	9
Total Enrollment				1729	1,723	1,705

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	453	481	437
Grade 10	449	425	483
Grade 11	438	417	391
Grade 12	389	400	394
Total Enrollment	1,729	1,723	1,705

Conclusions based on this data:

1. Enrollment is down slightly for the current school year from previous year.
2. There is an increase in our Hispanic/Latino population.
3. White, African-American, and Asian populations continue to vary slightly.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	94	103	114	5.4%	6.0%	6.7%
Fluent English Proficient (FEP)	563	542	502	32.6%	31.5%	29.4%
Reclassified Fluent English Proficient (RFEP)	34	5	8	30.6%	5.3%	7.8%

Conclusions based on this data:

1. Our English Language Learner population has gone up slightly each year.
2. After the move from STAR to CAASPP, reclassification rates have varied more slightly.
3. FEP's have slightly gone down each year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	383	412	401	378	406	394	378	406	394	98.7	98.5	98.3
All Grades	383	412	401	378	406	394	378	406	394	98.7	98.5	98.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2569.	2573.	2557.	14.81	17.00	12.94	30.42	28.08	32.99	31.48	31.28	26.90	23.28	23.65	27.16
All Grades	N/A	N/A	N/A	14.81	17.00	12.94	30.42	28.08	32.99	31.48	31.28	26.90	23.28	23.65	27.16

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	24.34	24.14	17.56	51.59	53.20	48.85	24.07	22.66	33.59
All Grades	24.34	24.14	17.56	51.59	53.20	48.85	24.07	22.66	33.59

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	20.16	21.67	22.39	50.93	48.52	49.11	28.91	29.80	28.50
All Grades	20.16	21.67	22.39	50.93	48.52	49.11	28.91	29.80	28.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	19.84	16.01	13.96	59.79	65.52	61.93	20.37	18.47	24.11
All Grades	19.84	16.01	13.96	59.79	65.52	61.93	20.37	18.47	24.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	22.49	25.37	17.05	53.17	51.23	53.69	24.34	23.40	29.26
All Grades	22.49	25.37	17.05	53.17	51.23	53.69	24.34	23.40	29.26

Conclusions based on this data:

- 1. Standard exceeded and Standard met were similar.
- 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	383	412	402	378	405	395	378	405	395	98.7	98.3	98.3
All Grades	383	412	402	378	405	395	378	405	395	98.7	98.3	98.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2550.	2543.	2523.	9.26	6.67	4.30	16.14	15.56	14.68	26.46	26.17	24.30	48.15	51.60	56.71
All Grades	N/A	N/A	N/A	9.26	6.67	4.30	16.14	15.56	14.68	26.46	26.17	24.30	48.15	51.60	56.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	15.87	14.32	9.87	29.89	26.91	25.32	54.23	58.77	64.81
All Grades	15.87	14.32	9.87	29.89	26.91	25.32	54.23	58.77	64.81

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	11.38	11.60	5.57	42.86	41.73	46.08	45.77	46.67	48.35
All Grades	11.38	11.60	5.57	42.86	41.73	46.08	45.77	46.67	48.35

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	11.38	10.62	5.82	59.79	52.35	56.20	28.84	37.04	37.97
All Grades	11.38	10.62	5.82	59.79	52.35	56.20	28.84	37.04	37.97

Conclusions based on this data:

1. Decline continues in data for meeting standards. Increase in % of standard not met.
2. 80% of our students fall in standard Nearly Met and Not Met. Standard not met increased. Improvement needed.
3. Student participation numbers remained very high at over 98%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1539.4	1548.9	1525.8	1544.5	1552.4	1552.9	30	22
Grade 10	1533.5	1544.5	1521.5	1539.0	1545.3	1549.6	31	33
Grade 11	1477.5	1520.7	1461.9	1509.3	1492.6	1531.6	15	30
Grade 12	1540.6	1472.6	1528.5	1447.3	1552.4	1497.4	13	20
All Grades							89	105

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	22.73	*	22.73	*	31.82	*	22.73	30	22
10	*	21.21	*	33.33	*	15.15	*	30.30	31	33
11	*	3.33	*	26.67	*	40.00	*	30.00	15	30
12	*	10.00	*	20.00	*	25.00	*	45.00	13	20
All Grades	21.35	14.29	26.97	26.67	22.47	27.62	29.21	31.43	89	105

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	46.67	40.91	*	18.18	*	22.73	*	18.18	30	22
10	*	39.39	*	21.21	*	12.12	*	27.27	31	33
11	*	13.33	*	33.33	*	23.33	*	30.00	15	30
12	*	10.00	*	25.00	*	20.00	*	45.00	13	20
All Grades	34.83	26.67	31.46	24.76	*	19.05	22.47	29.52	89	105

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	4.55	*	31.82	*	31.82	*	31.82	30	22
10	*	6.06	*	36.36	*	18.18	41.94	39.39	31	33
11		0.00	*	20.00	*	40.00	*	40.00	15	30
12	*	5.00	*	15.00	*	35.00	*	45.00	13	20
All Grades	*	3.81	26.97	26.67	23.60	30.48	41.57	39.05	89	105

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	36.67	4.55	36.67	81.82	*	13.64	30		22
10	*	12.12	38.71	63.64	35.48	24.24	31		33
11	*	0.00	*	60.00	*	40.00	15		30
12	*	0.00	*	45.00	*	55.00	13		20
All Grades	25.84	4.76	39.33	62.86	34.83	32.38	89		105

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	56.67	54.55	*	27.27	*	18.18	30		22
10	51.61	63.64	35.48	15.15	*	21.21	31		33
11	*	33.33	*	46.67	*	20.00	15		30
12	*	40.00	*	15.00	*	45.00	13		20
All Grades	55.06	48.57	25.84	26.67	19.10	24.76	89		105

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	13.64	46.67	54.55	36.67	31.82	30		22
10	*	18.18	*	48.48	51.61	33.33	31		33
11		0.00	*	50.00	73.33	50.00	15		30
12		5.00	*	45.00	*	50.00	13		20
All Grades	12.36	9.52	39.33	49.52	48.31	40.95	89		105

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	13.64	53.33	54.55	*	31.82	30	22
10	*	15.15	61.29	51.52	*	33.33	31	33
11	*	0.00	*	73.33	*	26.67	15	30
12	*	0.00	*	50.00	*	50.00	13	20
All Grades	21.35	7.62	52.81	58.10	25.84	34.29	89	105

Conclusions based on this data:

1. MHS EL students perform much higher on oral language tests than written language tests.
2. Reading domain needs improvement as only 12% of students test at well-developed.
3. With COVID, ELPAC was not offered in 2019-20.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1723	75.5	6.0	1.8
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	103	6.0
Foster Youth	31	1.8
Homeless	135	7.8
Socioeconomically Disadvantaged	1301	75.5
Students with Disabilities	179	10.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	125	7.3
American Indian	10	0.6
Asian	123	7.1
Filipino	19	1.1
Hispanic	1128	65.5
Two or More Races	14	0.8
Pacific Islander	6	0.3
White	287	16.7






Conclusions based on this data:

1. The population at MHS is predominantly hispanic but continues to be diverse in nature.
2. Close to 4/5 students at MHS is socioeconomically disadvantaged.
3. Data has not been included for the 19-20 school year due to COVID.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Blue	Suspension Rate  Yellow
Mathematics  Orange		
College/Career  Blue		

Conclusions based on this data:

1. Suspension rate still continues to be a concern as we are constantly looking for ways to intervene before suspension becomes necessary.
2. English learner progress also needs improvement
3. Academic performance through CAASPP scores is low.

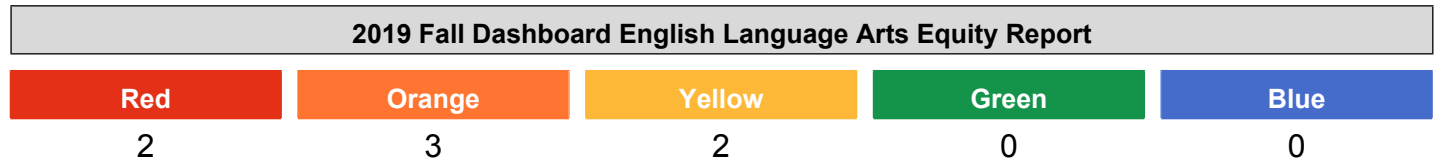
School and Student Performance Data

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.



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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners		Foster Youth		
 Orange 21.3 points below standard Declined -13.5 points 368	 Red 129.4 points below standard Declined Significantly -22.2 points 47		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		
Homeless	Socioeconomically Disadvantaged		Students with Disabilities		
 Red 54.1 points below standard Declined -10.3 points 35	 Orange 32.2 points below standard Declined -8.9 points 280		 Orange 139.5 points below standard Increased ++4.9 points 41		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 64.3 points below standard Declined Significantly -26.7 points 31	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  Yellow 13.5 points above standard Declined Significantly -17.7 points 34	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Orange 30.5 points below standard Declined -4.2 points 220	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Yellow 3.2 points above standard Declined Significantly -45 points 73

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 151 points below standard Increased Significantly ++23.6 points 26	Reclassified English Learners 102.6 points below standard Declined Significantly -23.6 points 21	English Only 11.5 points below standard Declined -10 points 226
---	--	---

Conclusions based on this data:

1. African American, Asian, and White students showed significant increase.
2. African American students continue to perform significantly below other races.
3. Hispanic students declined. EL students showed significant decline and perform well below english only students.

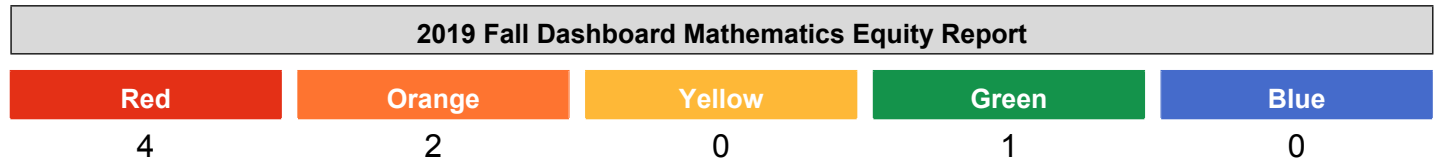
School and Student Performance Data

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.



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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 101.1 points below standard Declined Significantly -19.9 points 368	English Learners  Red 193 points below standard Declined Significantly -28.3 points 47	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  Red 140.5 points below standard Declined Significantly -41 points 35	Socioeconomically Disadvantaged  Orange 112.2 points below standard Declined -12.5 points 280	Students with Disabilities  Red 228.5 points below standard Declined -11.2 points 41

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 144.6 points below standard Declined Significantly -27 points 31	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  Green 35.5 points below standard Increased Significantly ++16.7 points 34	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Red 119 points below standard Declined Significantly -18.6 points 220	Two or More Races 	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Orange 70.4 points below standard Declined Significantly -54 points 73

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 193.3 points below standard Increased Significantly ++32.2 points 26	Reclassified English Learners 192.5 points below standard Declined Significantly -54 points 21	English Only 97.6 points below standard Declined Significantly -23.2 points 226
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Conclusions based on this data:

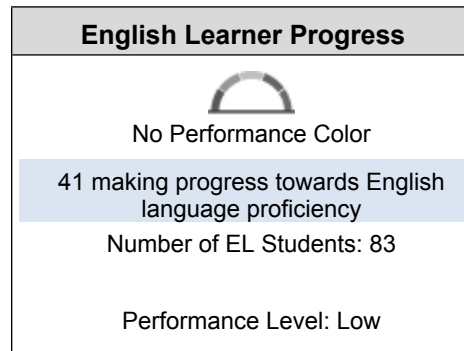
1. MHS student population is performing significantly below standard
2. EL Students (current) declined significantly.
3. Reclassified EL students increased but are still far below standard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.4	44.5	8.4	32.5

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
3. EL CTE participation is high.

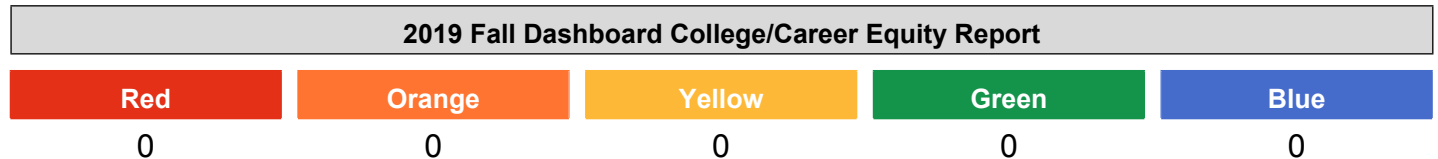
School and Student Performance Data

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.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Blue 77.5 Increased +8 408	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
69.4 Prepared	69.5 Prepared	77.5 Prepared
12.5 Approaching Prepared	12.5 Approaching Prepared	10.5 Approaching Prepared
18.1 Not Prepared	18.1 Not Prepared	12 Not Prepared

Conclusions based on this data:

- English Learners and students with disabilities had very low percentages
- College and Career data is low for all subgroups except Asian and White
- Significant increase has occurred over the last 3 years (almost 30%).

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.

2019 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 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%

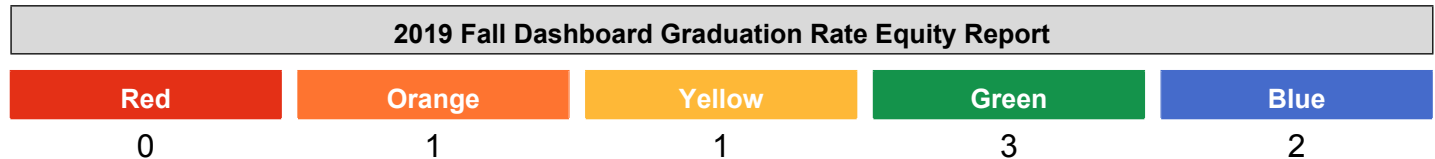
School and Student Performance Data

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.



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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 95.1 Increased +2.5 409	English Learners  Orange 80.9 Declined -3.6 47	Foster Youth  No Performance Color 90.9 11
Homeless  Yellow 90.9 Declined -2.6 55	Socioeconomically Disadvantaged  Green 94.4 Increased +2.5 338	Students with Disabilities  Green 81.3 Increased +13.7 32

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 92.9 Maintained +0.3 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 100 Increased +9.1 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue 95.2 Increased +2.7 269	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 94.9 Increased +1 59

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.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
92.6	95.1

Conclusions based on this data:

1. Graduation rate for homeless students increased by 16%
2. Graduation rates as a whole are increasing.

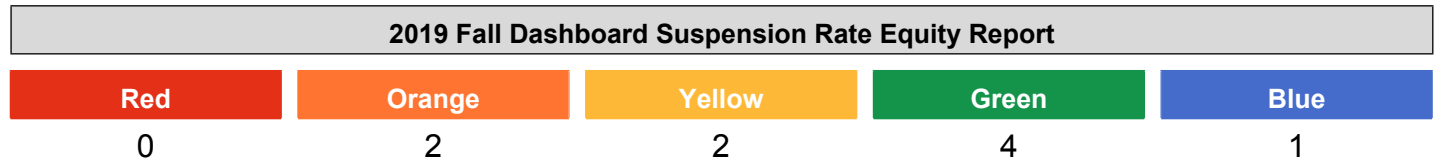
School and Student Performance Data

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.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 2.5 Maintained -0.2 1874	English Learners  Orange 3.9 Increased +0.4 128	Foster Youth  Green 2.4 Declined -8.4 41
Homeless  Green 4.1 Declined -1.2 172	Socioeconomically Disadvantaged  Yellow 2.9 Maintained -0.1 1438	Students with Disabilities  Green 2.4 Declined Significantly -5 209

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 5.7 Increased +1.6 140	American Indian  No Performance Color Less than 11 Students - Data 10	Asian  Blue 0 Declined -0.8 128	Filipino  No Performance Color 0 Maintained 0 20
Hispanic  Green 2.5 Declined -0.5 1234	Two or More Races  No Performance Color 0 Maintained 0 28	Pacific Islander  No Performance Color Less than 11 Students - Data 7	White  Yellow 2.6 Maintained +0.2 307

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.7	2.5

Conclusions based on this data:

1. Foster youth and students with Disabilities had higher rates of suspension than other subgroups.
2. Suspensions as a whole are in decline due to concentrated efforts to provide interventions and alternatives to suspension.
3. Suspensions among underrepresented groups remain highest.

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 college and career ready. All students in the MUHSD must take relevant courses that meet their academic and career technical education needs to prepare them for any endeavor they pursue after high school.

Goal 1

Support the District by providing all students with a relevant and rigorous instructional program that provides access to college and career readiness; Increase A-G Course Completion, AP Test Pass, and CTE pathway completion rates; Improve SBAC ELA and Math scores in all subgroups and overall; Decrease the F rate; and continue supporting a strong AVID program with increased enrollment. Increase literacy across all subjects everyday.

Identified Need

More information regarding how MHS students are reaching CCI "prepared" levels and how each subgroup is performing will drive focused efforts of improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA CCI Dashboard	77.5% Prepared	Continue to increase of students "prepared" according to CCI Dashboard
Academic Performance in Math	We are Orange for all students;Red for EL's, Hispanic, Students with Disabilities and Homeless	Increase all students Math scores and a specific focus on EL's, Hispanic, Students with Disabilities and Homeless
Academic Performance in English	We are Orange for all students;Red for EL's and Homeless	Increase all students ELA scores and a specific focus on EL's and Homeless

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 work based opportunities, certification and articulation opportunities. Career Technical Education (CTE) opportunities for students that include work based opportunities, certification and capstone courses. Assessment and planning continue in the further development of articulation and certification opportunities. Teachers will encourage their students to participate in the work based opportunities, certification

process and educate them about the benefits. Increase students taking College courses by additional CCAP classes and continue providing information to all students,

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)
35000	Title I 4000-4999: Books And Supplies Supplemental materials and supplies for Common Core and NGSS implementation, A-G Courses, Deeper learning, 6 year plans, CTE Pathways, and PBL.
20000	Title I 5000-5999: Services And Other Operating Expenditures Educational Software, CCSS-related field trips, support for A-G classes, NGSS , Decathlon, AVID, Seal of Bi-literacy, and trainings.
6000	Title I 5000-5999: Services And Other Operating Expenditures Project Based Learning, Pathways and Field Trips

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 supportive 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 of the AP T&L, Instructional Coach and Teacher Librarian 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)

Students 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. Increase AVID numbers. We currently have 6 periods of AVID, every grade level has at least one section.

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)

2200

Title I
4000-4999: Books And Supplies
Instructional Materials need to support the AVID program at MHS

101657.54

Title I
1000-1999: Certificated Personnel Salaries
AVID Teachers Advisor, 6 sections = 1.2

4000

Title I
2000-2999: Classified Personnel Salaries
AVID College Tutors

6000

Title I
5000-5999: Services And Other Operating Expenditures
AVID Instructional, Institute costs and College Visits

31303.45

Title I
3000-3999: Employee Benefits
AVID Teacher Advisor, 6 sections

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, transportation services, adult education, existing intervention and co/extra-curricular services. Response to Intervention will target struggling students by placing them in Academic Support and hopefully grow in other Rtl options.

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
Academic Support 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 existing programs and services.

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 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)

50000

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

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

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. Additional supports from our UC and MCOE partners.

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)

1500

Source(s)

Title I

4000-4999: Books And Supplies

Supplies and materials to support students in their transition to post high school (including PSAT's)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

MHS leads the district in CCI Prepared percentage and sits as one of the highest performing "like schools" in the State of California with almost 70% of it's students meeting "prepared" status. However, our academic performance is overall low.

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

There were no major differences between intended implementation and actual implementation.

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

At this time there are no major changes proposed that will be written into the SPSA.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 2: School Climate-For all students in the MUHSD to have a safe environment and buildings in which to learn. Students must be consistently present, in good standing with their citizenship and engaged in curricular and extra curricular activities.

Goal 2

Support District in maintaining safe and orderly schools by increasing parental involvement and engagement, student involvement numbers, implementation of safety plans, tracking student discipline/suspension numbers, graduation rate and regularly monitor facilities.

Identified Need

Consistent implementation of interventions and alternatives to suspensions that will result in decrease of suspensions, particularly among EL, African-american, foster, homeless, and all socio-economically disabled students. Support all student in graduation evaluations. Continue to increase parent engagement and involvement in their child's education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates posted on state dashboard	Yellow, 2.5 % students suspended with African Americans and EL's in Orange	A slight increase in suspension rates as implementation of consistent policies occurs followed by a decrease as expectations are clearly stated and interventions/alternatives to suspension are implemented.
Graduation Rates	Blue over all; Orange for EL's and Yellow for Homeless	Continue to support EL's and McKinney Vento students

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 and supports.

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 Materials/supplies for meetings/activities
2500	Title I 4000-4999: Books And Supplies Parent Support Center operational costs (mailings, copying, supplies, postage, publications)
750	Title I 4000-4999: Books And Supplies Materials/Supplies/Refreshments for School Site Council and English Learner Advisory Committee
10000	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)

All students

Strategy/Activity

Increase opportunities for student and 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)
3000	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.
5000	Title I 4000-4999: Books And Supplies Supplies and other materials for Parent engagement opportunities
10000	Title I

4000-4999: Books And Supplies
Materials and supplies for student involvement

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 a safe, clean learning environment that promotes respect, fosters learning and supports a collaborative school culture.

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)

49000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Certificated pay for extra student support that promotes respect, fosters learning and supports a collaborative school culture.

3000

Title I
4000-4999: Books And Supplies
Safety materials and supplies

7500

Title I
4000-4999: Books And Supplies
MTSS intervention materials and supplies

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

Improve student academics, interventions, attendance and behavior.

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)

55000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
For certificated extra hours in support of the MHS credit recovery and intervention plan.

3000

Title I
4000-4999: Books And Supplies
Supplies and materials for student recognition
and activities

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Suspension rates significantly decreased two years ago but there was some marked inconsistency regarding the implementation of both site and district policies. Due to COVID, data was not collected last year.

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

There will be no changes to the intended implementation other than policies will be consistently implemented and a true baseline will be established.

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

With distance learning, goals are the same but purchased items may be different.

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: Equitable Access: To provide equitable access to academic, social-emotional, and extracurricular services to ensure equally high outcomes for all participants through the creation of multicultural, multiethnic, multiracial practices, and conditions while removing the predictability of success or failure that currently correlates with any social or cultural factor.

Goal 3

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

Identified Need

Continued improvement across all measures by subgroups, particularly EL students in regards to CCI indicators and reclassification rates. African-American students, students with disabilities, and foster youth students also will be targeted.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CCI Prepared levels and SBAC testing	17-18 percentages for both for all subgroups	Increase in performance across all subgroups
CCI for Graduation Rate for EL's and Homeless	Orange for EL's and Yellow for homeless	Increase data collection and interventions/supports

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)

5000	Title III 4000-4999: Books And Supplies Supplies to support instruction including, but not limited to manipulatives, group activities material, learning logs
2541.10	Title III 4000-4999: Books And Supplies Provide engagement supports 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)
7000	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 all students, but particularly 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)
4000	Title I 5000-5999: Services And Other Operating Expenditures

Provide student and staff training/interventions

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)

7500

Source(s)

Title I
4000-4999: Books And Supplies
Support and provide materials and
supplementals for instruction

20000

Title I
4000-4999: Books And Supplies
New programs and continual support for 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

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)

1000

Source(s)

Title I
4000-4999: Books And Supplies
Cultural/Diversity Fair

7,500

Title I
5000-5999: Services And Other Operating
Expenditures
Programs to support cultural awareness and
equitable access

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students and Parents

Strategy/Activity

Cultural Awareness and integration among students and groups to support equitable access and climate. Provide resources and supports to parents

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)
5,000	Title I 4000-4999: Books And Supplies Resources and supplies to support parents (parent classes, parent resources, etc.)
6666.82	Title I 3000-3999: Employee Benefits Community Liaison PT @ 0.25
11040.48	Title I 2000-2999: Classified Personnel Salaries Community Liaison PT @ 0.25
21098.88	Title I 2000-2999: Classified Personnel Salaries Community Liaison @ 0.5
13023.98	Title I 3000-3999: Employee Benefits Community Liaisons @ 0.5
2500	Title III 2000-2999: Classified Personnel Salaries Community Liaison and Classified Personnel Extra Time for translation, parent resources nights, parent meetings and other community engagements, etc.
2500	Title III 1000-1999: Certificated Personnel Salaries Community Liaison and Classified Personnel Extra Time for translation, parent resources nights, parent meetings and other community engagements, etc.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Being over 80% low socio-economic, it is important to continue to support all sub-groups.

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

There were no major differences.

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

Inclusion of staff and parent training for Nurtured Heart Approach (goal 3). Programs to promote and support equitable awareness and access (goal 3).

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

Recruit and Retain staff. That staff who are fully credentialed and appropriately assigned will contribute to the overall success of academic and social-emotional outcomes for students.

Goal 4

Support District in recruiting and retaining highly qualified staff by developing leadership capacity, supporting new teachers/administrators, and accessing professional development opportunities.

Identified Need

Staff will continue to develop themselves as professionals and begin to move toward delivering deeper learning opportunities for students through more authentic assignments/assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PD participation	19-20 PD participation	Increase in participation
Increase credentialed teachers	Credentials and subjects they are teaching match	Continue to support all teachers in their development

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)

For 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, CTE, and instructional strategies. 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)
38729.59	Title I

	5000-5999: Services And Other Operating Expenditures Professional Development
5000	Title I 4000-4999: Books And Supplies Resources and Supplies to support Professional Development Activities.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

For all students

Strategy/Activity

All staff will have access to on-site teacher-librarian 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, Google platforms to support instruction and learning, data assessment, meeting the needs of special populations (EL, SPED and foster students) and development of CCSS lessons and assessments. Preparation to dive into deeper learning will also include training for lead/pilot teachers on Universal Design for Learning, more PBL training, and a specific cohort of 12 teachers that will participate as a pilot group in a deeper learning district cohort.

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	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, instructional strategies for improved learning), CTE, and instructional strategies
79613.08	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach FT
5000	Title I 4000-4999: Books And Supplies Professional Development Supplies
25026.10	Title I 3000-3999: Employee Benefits Instructional Coach FT

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)

1,500

Source(s)

Title I
4000-4999: Books And Supplies
As needs are established to support instructional goals and essential standards 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 and teachers

Strategy/Activity

The same two substitute teachers are onsite available for any absences during COVID

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)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

MHS teachers participate in PD and provide quality instructions to students.

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

There were no major differences.

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

Providing two subs for COVID.

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
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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)
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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	\$702151.02
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$702,151.02

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 (\$)
Title I	\$689,609.92
Title III	\$12,541.10

Subtotal of additional federal funds included for this school: \$702,151.02

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 (\$)
	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$702,151.02

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
Denise Bailey	Other School Staff
Camille Mays	Parent or Community Member
Stephanie Richardson	Parent or Community Member
Jeffrey Chiesa	Parent or Community Member
Rae Ann Jimenez	Parent or Community Member
Teresa Sotelo-Campos	Parent or Community Member
Andrew Calzadillas	Classroom Teacher
Samantha Downey	Classroom Teacher
Luke Marvulli	Classroom Teacher
Tammie Meyer	Classroom Teacher
Elizabeth Phillips	Classroom Teacher
Krista Leontieff	Classroom Teacher
Stephanie Cowperwaithe	Other School Staff
Leslie Ferris	Other School Staff
Nathalie Flores	Secondary Student
Rhea Mishra	Secondary Student
Logan McIntosh	Secondary Student
Katherine Vang	Secondary Student
Hilda Barragan-Reyes	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

English Learner Advisory Committee

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 2/24/21.

Attested:



Principal, Kurt Kollmann on 2/24/21



SSC Chairperson, Hilda Barragan-Reyes on 2/24/21

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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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/guidanceusesinvestment.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/guidanceusesinvestment.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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