

School Year: **2023-24**



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	October 18th, 2023	November 8th, 2023

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.

The Every Student Succeeds Act (ESSA) ensures schools provide a high-quality, well-rounded education, and guarantees equity for all. The MUHSD LCAP goals were created and revised collaboratively with stakeholders to ensure that the district and all sites, including MHS, meet the ESSA requirements and the overall success of all students. Our District and all sites are in Differentiated Assistance for Foster Youth in all dashboard indicators. The school district is in compliance and improvement monitoring for special education students for percentage of time in general education class and low performance in state assessments. MHS's SPSA goals are aligned and support the district's focus and LCAP goals: all students are college and career-ready, school climate, equitable access, and recruit and retain staff. The MUHSD LCAP goals and MHS SPSA goals are monitored and reviewed annually by stakeholders for accountability. California Dashboard data and assessment results are monitored and reviewed annually by stakeholders for accountability

as well. This SPSA is in alignment with the Local Control and Accountability Plan and other federal, state, and local programs

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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. An SEL survey is also being conducted with students during the school year.

Classroom Observations

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

The Merced Union High School District and District Teachers' Association collective bargaining agreement requires all probationary teachers to have three formal classroom observations per year. Permanent teachers are evaluated every other year. In addition, at Merced High School, the classroom observation process is done in a walk-through format. The walk-through process is essential to establishing and maintaining the fidelity of the district-established instructional norms and allows teachers ongoing 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 40 per month for a total of two hundred 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. Reading Inventory testing is also conducted 3 times a year in English classes to determine Lexile levels. 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. A needs assessment review is completed with the School Site Council at the beginning of each school year.

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. 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 instructional 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 8 sections of Academic Support at this time 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 84.9 percent of teachers with a clear credential and 5.4 % teaching out of field. 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, 4C's, UDL. Student Engagement, 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. 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, as well as target for our student learner outcomes of S.T.R.O.N.G and our Vision for Readiness.

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. Staff attend a PD session at each faculty meeting, following by a period prep follow up for targeted instruction based on teachers choice to attend.

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. Mathematics teachers are using the Carnegie Mathia program and English teachers are using StudySync to gather data and assess student learning.

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

All high school students take required courses in English Language Arts and mathematics to meet graduation requirements.

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

Through the school's master schedule, the school complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic intervention in mathematics and English. English Language Arts and mathematics intervention courses are offered as part of the master schedule.

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. All students have access to standards aligned core courses. The school/district provides the district-adopted, standards-aligned English Language Arts (ELA) textbooks and instructional materials, including ancillary materials for universal access.

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. EL and Special Education paraprofessionals, Cal SOAP, and SpEd instructors are placed in several core classes. All English Learner students from beginning to early intermediate levels receive ELD instruction daily from a credentialed teacher.

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. Emphasis has been placed on communication and collaboration for the school year, leading into resilient and reflective learners are outlined by our sites Vision For Readiness.

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, Juntos 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 technology instruction, and parenting strategies. MHS also has Saturday Academy and ASSETs after school that supports our under-achieving students.

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. The School Site Council is composed of the principal, both certificated and classified staff members, parent and community representatives and students. The School Site Council is involved in the planning, implementation, and evaluation of MHS programs. The English Learner Advisory Committee is composed of parents and community members who also provide recommendations to the School Site Council. Workshops and classes are also available to parents and community members. LCAP Meeting also are held to solicit stakeholder input.

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, ESSR, Title I, and Title III funds.

Educational Partner 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

The Site Council is an ongoing, annual process that has meaningful involvement of parents, students, and other stakeholders in the critical process of the development of the SPSA and the budget process. MHS shares the SPSA with the site's English Language Advisory Committee and Safety Committee. These committees provide input and assist with schoolwide decisions, such as the SPSA and budget. MHS hosts district LCAP meetings onsite each year which allows for opportunities for parents and community to review site and district data and provide input into the way resources are allocated. Feedback and data from these meetings were presented to the School Site Council (SSC) for consideration in proposing updates and changes to the SPSA. Title 1 funding and actions were reviewed at School Site Council meetings during the 2022-23 school year on 9/20/2023, 10/18/2023, 11/15/2023, 2/28/2023, 3/20/2023, and 4/17/2023 at the site's ELAC meeting on 10/18/2023 and Safety Committee on 9/14/2023. The MHS SPSA was approved at the 10/18/2023 school site council meeting.

Resource Inequities

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

MUHSD is in Differentiated Assistance for Foster Youth in Very Low on both English Language Arts (ELA) and Math indicators, or; Very Low on the English Learner Progress Indicator (English learner student group only). MUHSD will hold Foster Youth student forums monthly at each site to review student needs, SEL supports, enrichment activities, and other opportunities to support students in their behavior. In addition, all MUHSD sites have an intervention coordinator who is reviewing and supporting Foster Youth students with tier 2 and 3 behavioral supports. Intervention Coordinators provide Suite 360 for student behavioral interventions that align to discipline incidents. MUHSD is also in Compliance and Improvement Monitoring for Special Education. Merced Union High will be monitored in the following monitoring tier and differentiated monitoring level in the 2023 Monitoring Year: Targeted Level 3 for School Age. Based on compliance data analyses, Merced Union High has a timeliness issue in the following area: Late IEPs/Initial Assessments or No Improvement. MUHSD reviewed a variety of sources of data (Aeries data, service logs) for 114 CDE selected students to determine the percentage of services received compared to the minutes of services listed in their IEPs. Corrective actions are as follows for MUHSD: Low implementation rate of Specialized Academic Instruction was the primary factor in missing our target, largely based on poor attendance and disciplinary removals; Logs and artifacts must be kept for all related services with the exception of SAI. Logs were not readily available for many of the selected students, case managers or reviewers had to create them for the review; The majority of related services that were missed were made up resulting in a higher success rate for these services; SAI minutes must be adjusted to account for related services provided during special ed periods; and Moving forward, all services need to be document as monthly. These will be done at all MUHSD sites.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.66%	0.37%	12	12	7
African American	7.6%	8.21%	7.66%	138	150	145
Asian	7.5%	8.32%	7.34%	135	152	139
Filipino	0.9%	0.77%	0.74%	16	14	14
Hispanic/Latino	66.2%	63.88%	65.58%	1,196	1167	1242
Pacific Islander	0.2%	0.16%	0.26%	4	3	5
White	15.7%	15.27%	14.26%	284	279	270
Multiple/No Response	0.9%	0.60%	1.74%	16	11	33
	Total Enrollment			1,808	1827	1894

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	512	469	535
Grade 10	421	489	475
Grade 11	482	402	478
Grade 12	393	467	406
Total Enrollment	1,808	1,827	1,894

Conclusions based on this data:

1. Enrollment is up for the current school year from the previous year.
2. There is an increase in the Hispanic/Latino population this year.
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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	110	147	177	6.10%	8.0%	9.3%
Fluent English Proficient (FEP)	509	470	450	28.20%	25.7%	23.8%
Reclassified Fluent English Proficient (RFEP)	4	3		3.6%	2.5%	

Conclusions based on this data:

1. Our English Language Learner population has gone up over the past three years.
2. Reclassification rates have varied 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	461	384	461	422	373	454	418	373	454	91.5	97.1	98.5
All Grades	461	384	461	422	373	454	418	373	454	91.5	97.1	98.5

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2574.	2556.	2568.	19.14	12.87	18.72	28.95	29.76	28.63	25.84	28.15	25.55	26.08	29.22	27.09
All Grades	N/A	N/A	N/A	19.14	12.87	18.72	28.95	29.76	28.63	25.84	28.15	25.55	26.08	29.22	27.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	21.10	16.35	22.91	58.03	60.32	57.49	20.86	23.32	19.60
All Grades	21.10	16.35	22.91	58.03	60.32	57.49	20.86	23.32	19.60

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	22.06	16.09	19.38	50.12	50.13	48.68	27.82	33.78	31.94
All Grades	22.06	16.09	19.38	50.12	50.13	48.68	27.82	33.78	31.94

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	11.75	10.72	11.45	72.66	71.05	74.45	15.59	18.23	14.10
All Grades	11.75	10.72	11.45	72.66	71.05	74.45	15.59	18.23	14.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	22.97	11.26	18.06	59.09	71.85	65.20	17.94	16.89	16.74
All Grades	22.97	11.26	18.06	59.09	71.85	65.20	17.94	16.89	16.74

Conclusions based on this data:

1. Standard exceeded and Standard met were similar over the past three years of data
2. Approximately half of our students still are below standard. We need to make improvements.
3. Consistent high completion rate of testing by students.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	461	384	459	429	371	452	422	370	452	93.1	96.6	98.5
All Grades	461	384	459	429	371	452	422	370	452	93.1	96.6	98.5

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2544.	2508.	2501.	6.87	5.14	5.09	13.98	7.84	9.07	29.62	25.14	20.58	49.53	61.89	65.27
All Grades	N/A	N/A	N/A	6.87	5.14	5.09	13.98	7.84	9.07	29.62	25.14	20.58	49.53	61.89	65.27

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	10.90	5.68	6.86	45.73	36.22	30.97	43.36	58.11	62.17
All Grades	10.90	5.68	6.86	45.73	36.22	30.97	43.36	58.11	62.17

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.82	6.76	6.42	59.72	61.35	56.64	32.46	31.89	36.95
All Grades	7.82	6.76	6.42	59.72	61.35	56.64	32.46	31.89	36.95

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.35	5.41	5.31	65.88	61.08	56.42	26.78	33.51	38.27
All Grades	7.35	5.41	5.31	65.88	61.08	56.42	26.78	33.51	38.27

Conclusions based on this data:

- 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. Improvement needed and new strategies implemented.
3. Student participation numbers remained very high.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1481.3	1513.1		1459.7	1493.0		1502.5	1532.8		29	56	
10	1501.1	1515.1		1480.4	1486.2		1521.2	1543.5		33	35	
11	1503.7	1512.7		1472.0	1479.3		1534.8	1545.6		21	39	
12	1540.0	1531.4		1530.9	1492.3		1548.8	1569.9		22	20	
All Grades										105	150	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.85	7.14		11.54	26.79		26.92	32.14		57.69	33.93		26	56	
10	0.00	2.86		20.83	34.29		33.33	34.29		45.83	28.57		24	35	
11	5.00	7.69		15.00	28.21		35.00	30.77		45.00	33.33		20	39	
12	18.18	15.00		27.27	20.00		22.73	30.00		31.82	35.00		22	20	
All Grades	6.52	7.33		18.48	28.00		29.35	32.00		45.65	32.67		92	150	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.69	12.50		15.38	32.14		46.15	26.79		30.77	28.57		26	56	
10	0.00	5.71		29.17	34.29		45.83	31.43		25.00	28.57		24	35	
11	10.00	10.26		20.00	33.33		25.00	23.08		45.00	33.33		20	39	
12	31.82	25.00		27.27	20.00		9.09	15.00		31.82	40.00		22	20	
All Grades	11.96	12.00		22.83	31.33		32.61	25.33		32.61	31.33		92	150	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.85	3.57		7.69	16.07		26.92	41.07		61.54	39.29		26	56	
10	0.00	5.71		20.83	17.14		29.17	37.14		50.00	40.00		24	35	
11	5.00	7.69		15.00	20.51		35.00	33.33		45.00	38.46		20	39	
12	0.00	25.00		27.27	0.00		36.36	50.00		36.36	25.00		22	20	
All Grades	2.17	8.00		17.39	15.33		31.52	39.33		48.91	37.33		92	150	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	1.79		54.17	71.43		45.83	26.79		24	56	
10	0.00	0.00		65.22	74.29		34.78	25.71		23	35	
11	0.00	2.56		30.00	53.85		70.00	43.59		20	39	
12	0.00	10.00		63.64	55.00		36.36	35.00		22	20	
All Grades	0.00	2.67		53.93	65.33		46.07	32.00		89	150	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	16.00	33.93		44.00	37.50		40.00	28.57		25	56	
10	38.10	37.14		42.86	28.57		19.05	34.29		21	35	
11	42.86	31.58		14.29	28.95		42.86	39.47		14	38	
12	55.00	35.00		20.00	15.00		25.00	50.00		20	20	
All Grades	36.25	34.23		32.50	30.20		31.25	35.57		80	149	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.00	5.36		28.00	37.50		68.00	57.14		25	56	
10	4.17	11.43		41.67	28.57		54.17	60.00		24	35	
11	10.00	10.26		40.00	41.03		50.00	48.72		20	39	
12	9.09	25.00		50.00	40.00		40.91	35.00		22	20	
All Grades	6.59	10.67		39.56	36.67		53.85	52.67		91	150	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00		48.00	75.00		52.00	25.00		25	56	
10	0.00	8.57		60.87	62.86		39.13	28.57		23	35	
11	10.00	20.51		45.00	48.72		45.00	30.77		20	39	
12	13.64	20.00		59.09	45.00		27.27	35.00		22	20	
All Grades	5.56	10.00		53.33	61.33		41.11	28.67		90	150	

Conclusions based on this data:

1. MHS EL students performed much higher on oral language tests than written language tests.
2. Reading domain needs improvement as only 11% of students test at well-developed.
3. Overall ELPAC scores rebounded slightly from 20-21

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,827	76.5	8.0	1.2
Total Number of Students enrolled in Merced High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	147	8.0
Foster Youth	22	1.2
Homeless	126	6.9
Socioeconomically Disadvantaged	1,398	76.5
Students with Disabilities	202	11.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	150	8.2
American Indian	12	0.7
Asian	152	8.3
Filipino	14	0.8
Hispanic	1,167	63.9
Two or More Races	11	0.6
Pacific Islander	3	0.2
White	279	15.3

Conclusions based on this data:

1. The population at MHS is predominantly hispanic but continues to be diverse in nature.
2. Close to 3/4 students at MHS is socioeconomically disadvantaged.
3. Data has been updated for the 2020-21 school year (unlike the previous two years due to COVID)

School and Student Performance Data



Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Low</p>	<p>Graduation Rate</p>  <p>High</p>	<p>Suspension Rate</p>  <p>Medium</p>
<p>Mathematics</p>  <p>Low</p>		
<p>English Learner Progress</p>  <p>Low</p>		
<p>College/Career Not Reported in 2022</p>		

Conclusions based on this data:

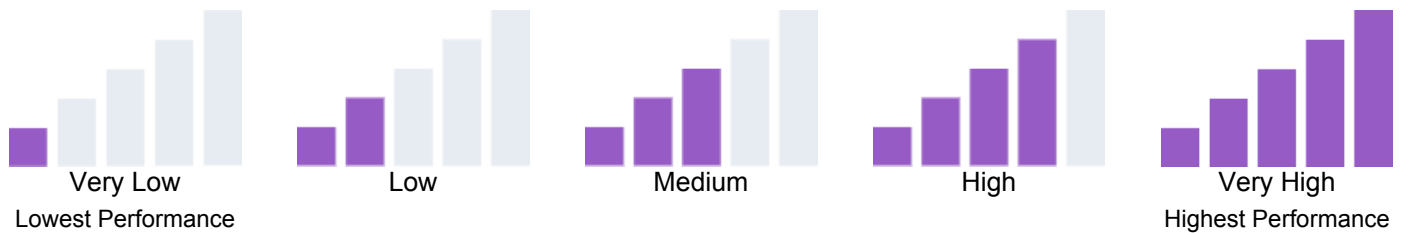
1. Suspension rate has improved as we are constantly looking for ways to intervene before suspension becomes necessary.
2. Math progress continues to be an area of concern.
3. Academic performance through CAASPP scores is low.

School and Student Performance Data

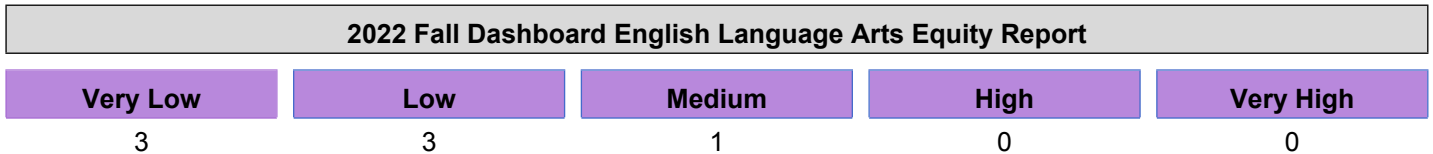
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

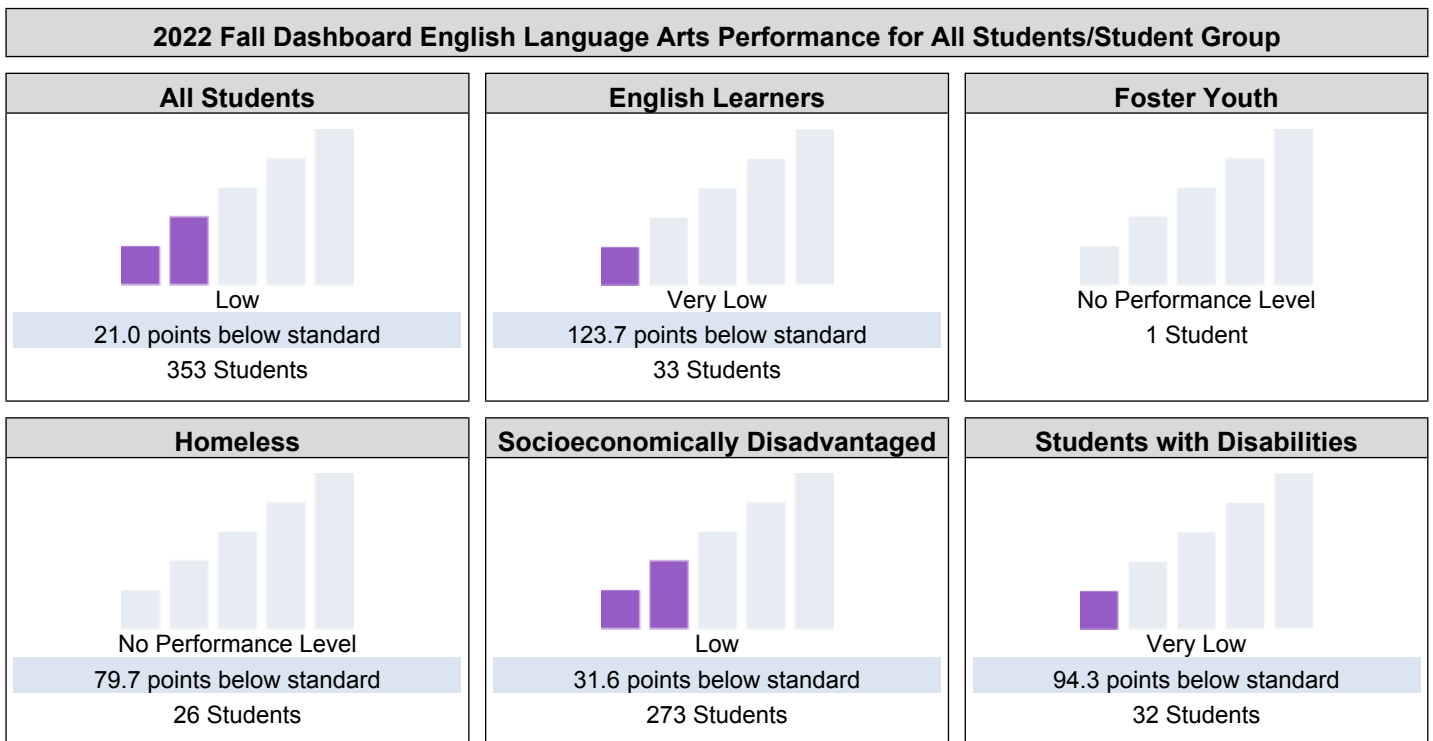
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



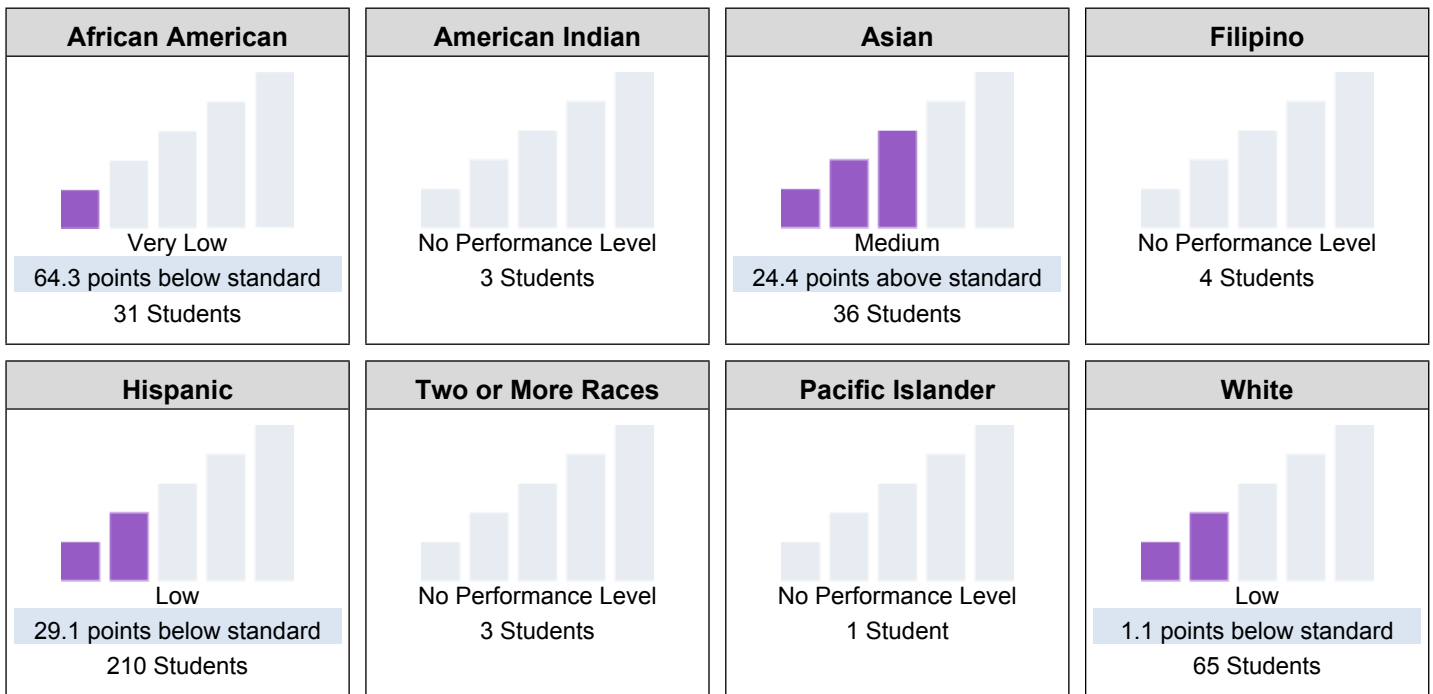
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
135.2 points below standard 29 Students	5 Students	23.5 points below standard 227 Students

Conclusions based on this data:

1. African American, Asian, and White students showed decreases
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

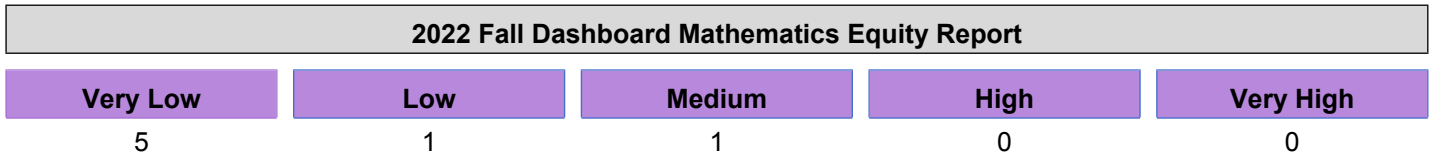
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

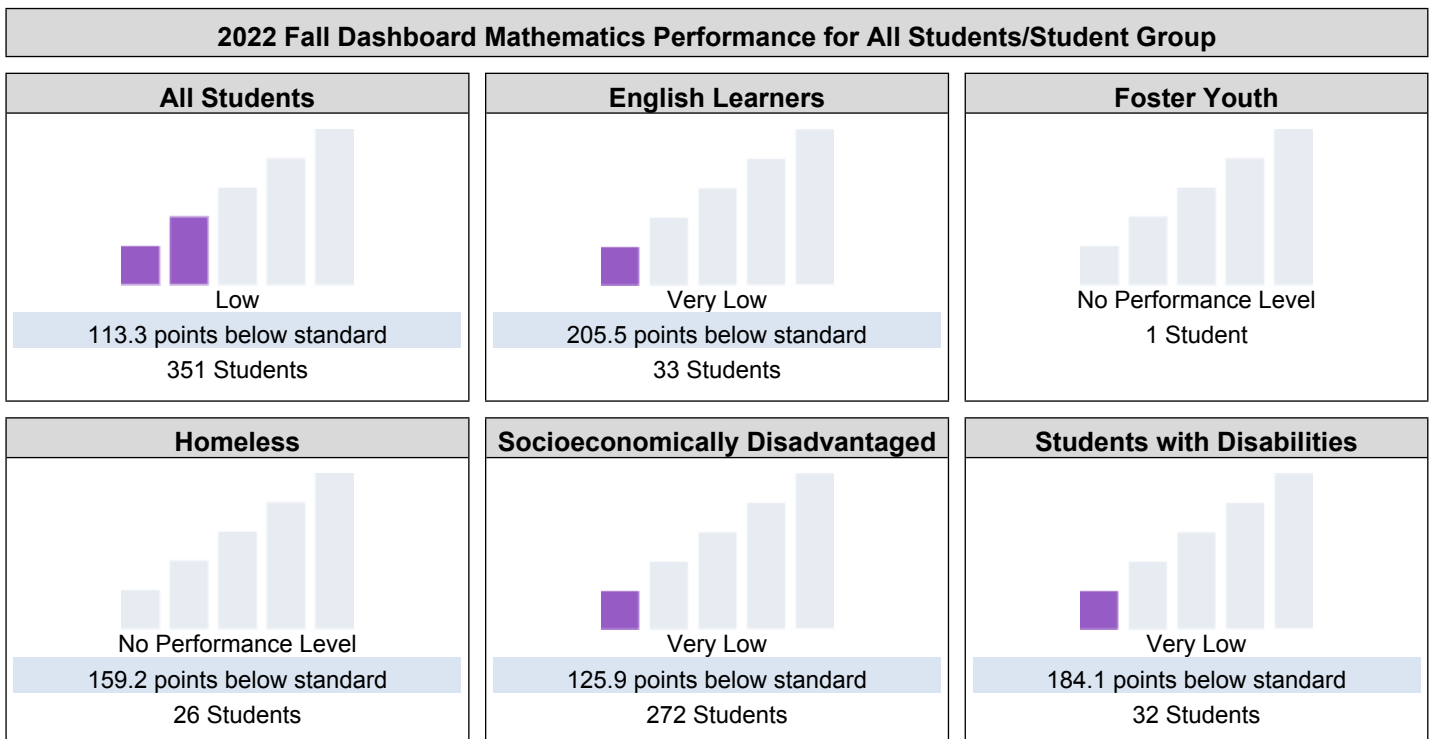
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



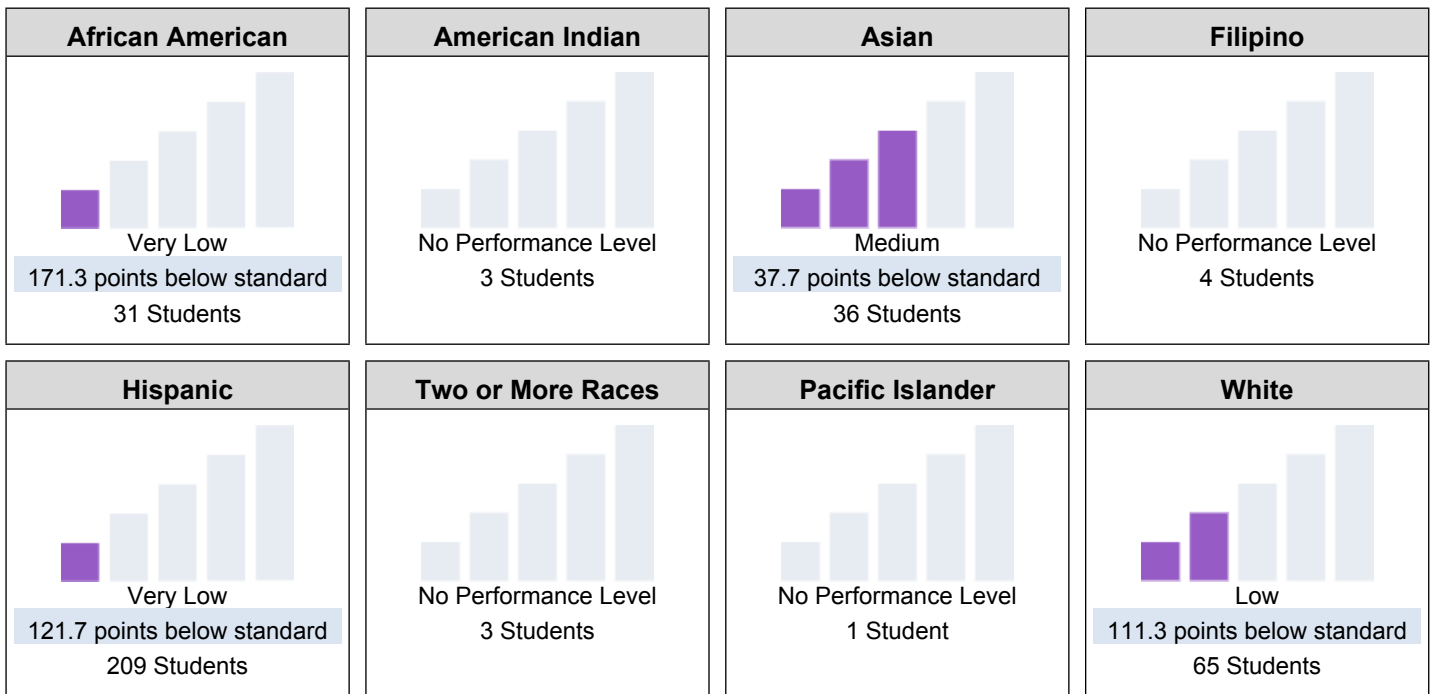
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>219.1 points below standard 28 Students</p>	<p>5 Students</p>	<p>118.7 points below standard 225 Students</p>

Conclusions based on this data:

1. MHS student population is performing significantly below standard
2. Socioeconomically disadvantaged students and students with disabilities scored significantly below standard.
3. English Learners are far below standard.

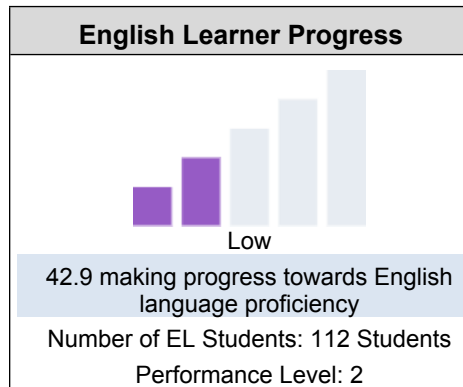
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
25.0%	32.1%	2.7%	40.2%

Conclusions based on this data:

1. English Learner performance level is listed as low.
2. Majority of EL students have maintained ELPI level or progress one level
3. 25 percent of students decreased a level

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

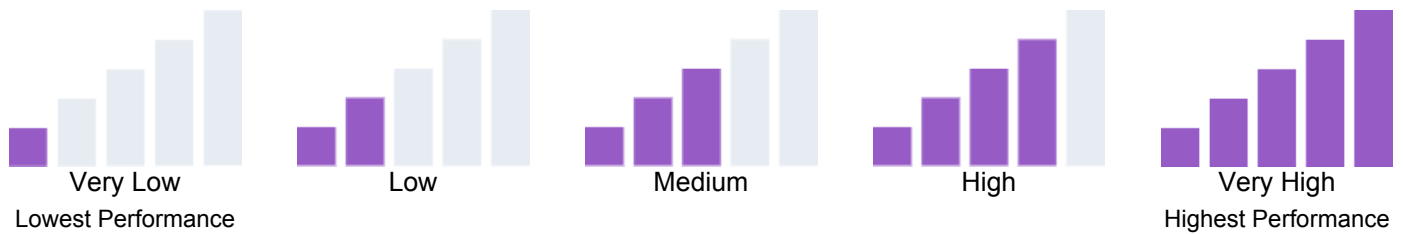
Conclusions based on this data:

1. Rate for all students being prepared has increased
2. College and Career data shows a high percentage of our students are taking college courses
3. a small percentage of students have completed the State Seal of Biliteracy

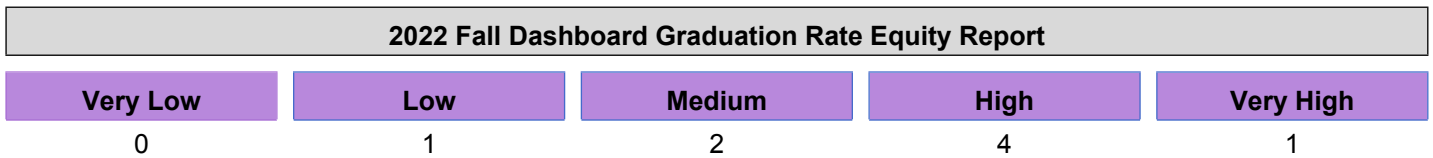
School and Student Performance Data

Academic Engagement Graduation Rate

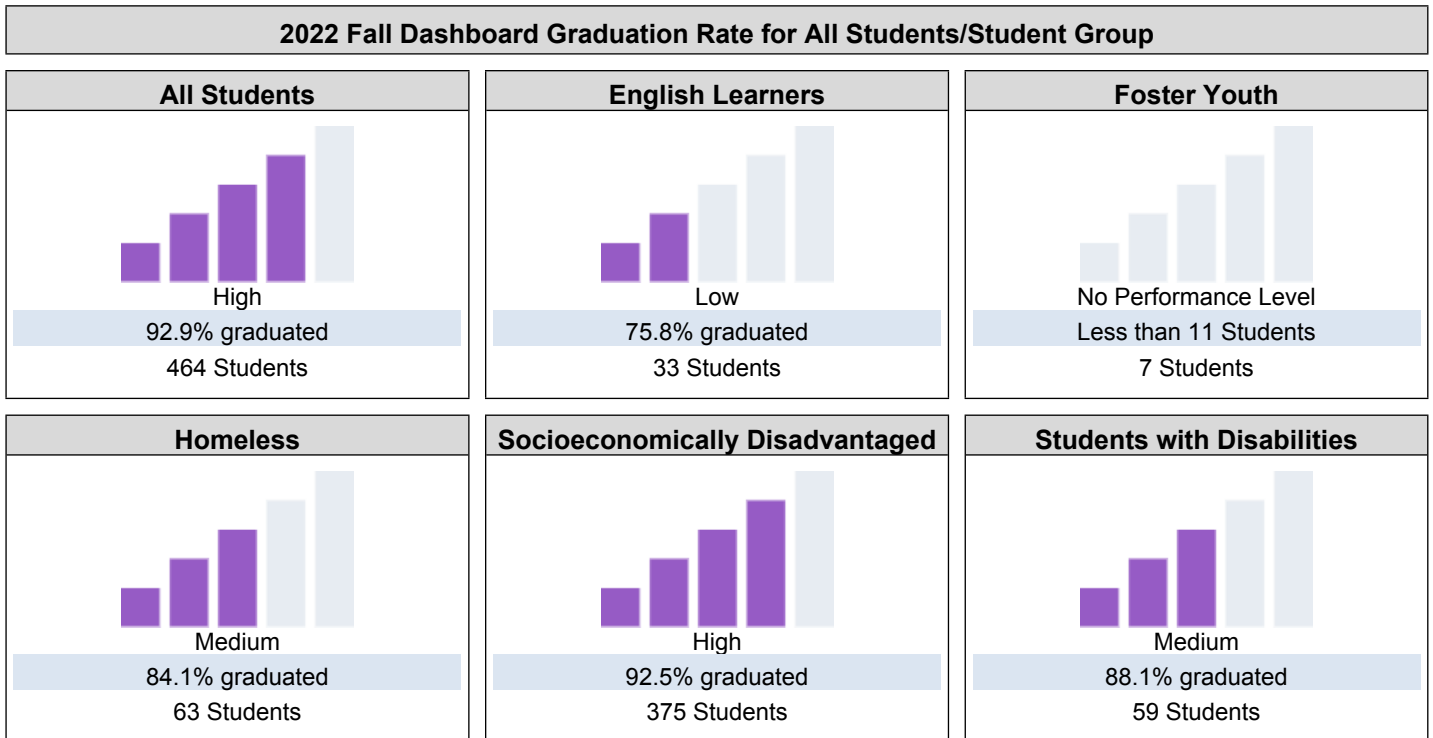
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



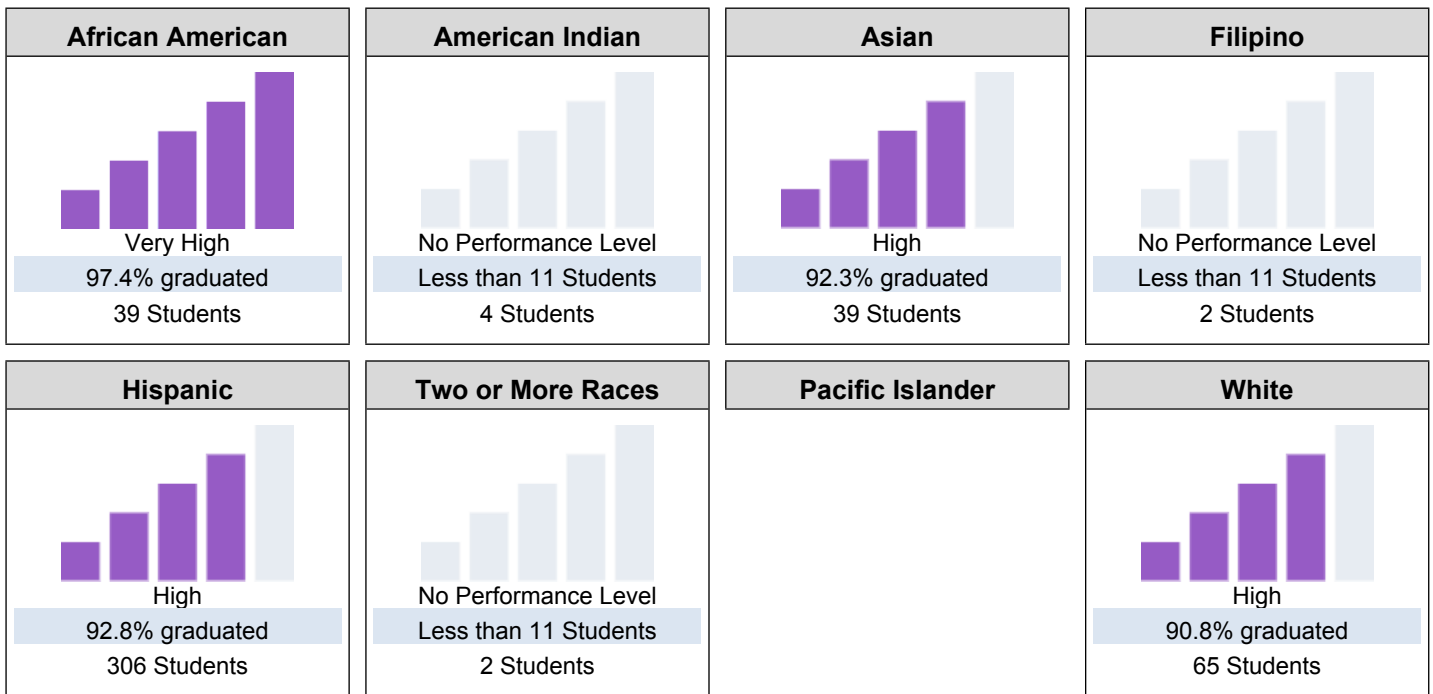
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

1. Graduation rate for subgroups lagged behind overall rate
2. Graduation rates as a whole had been in the 90's percentile
3. English Learner's graduation rate is a concern.

School and Student Performance Data

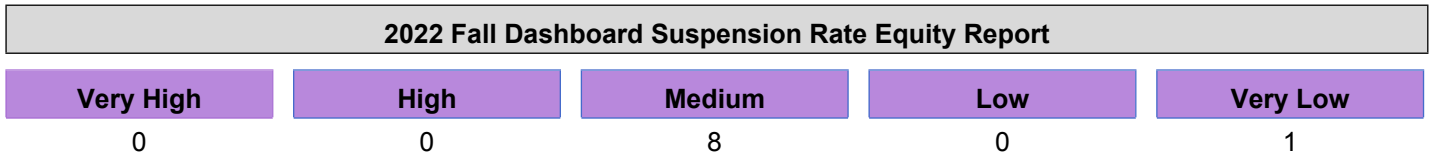
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

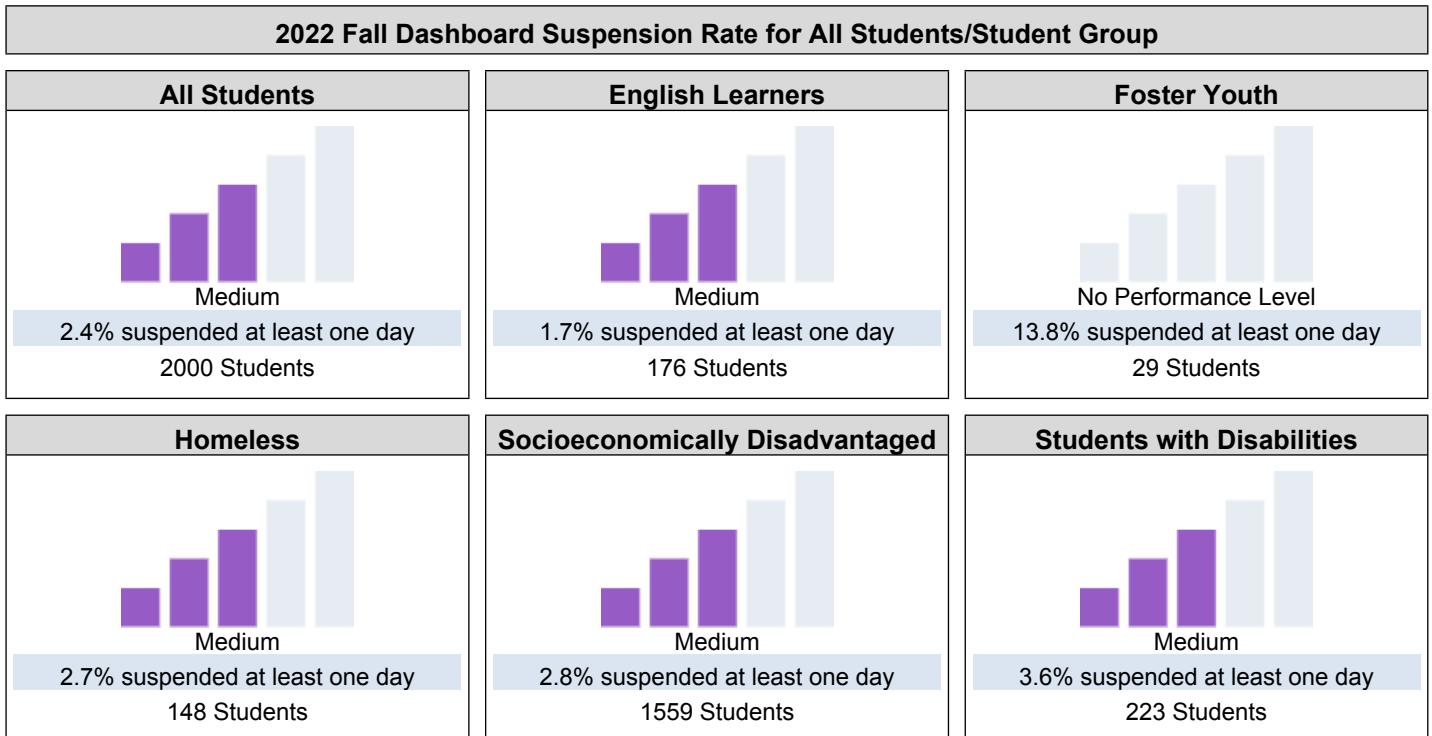
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



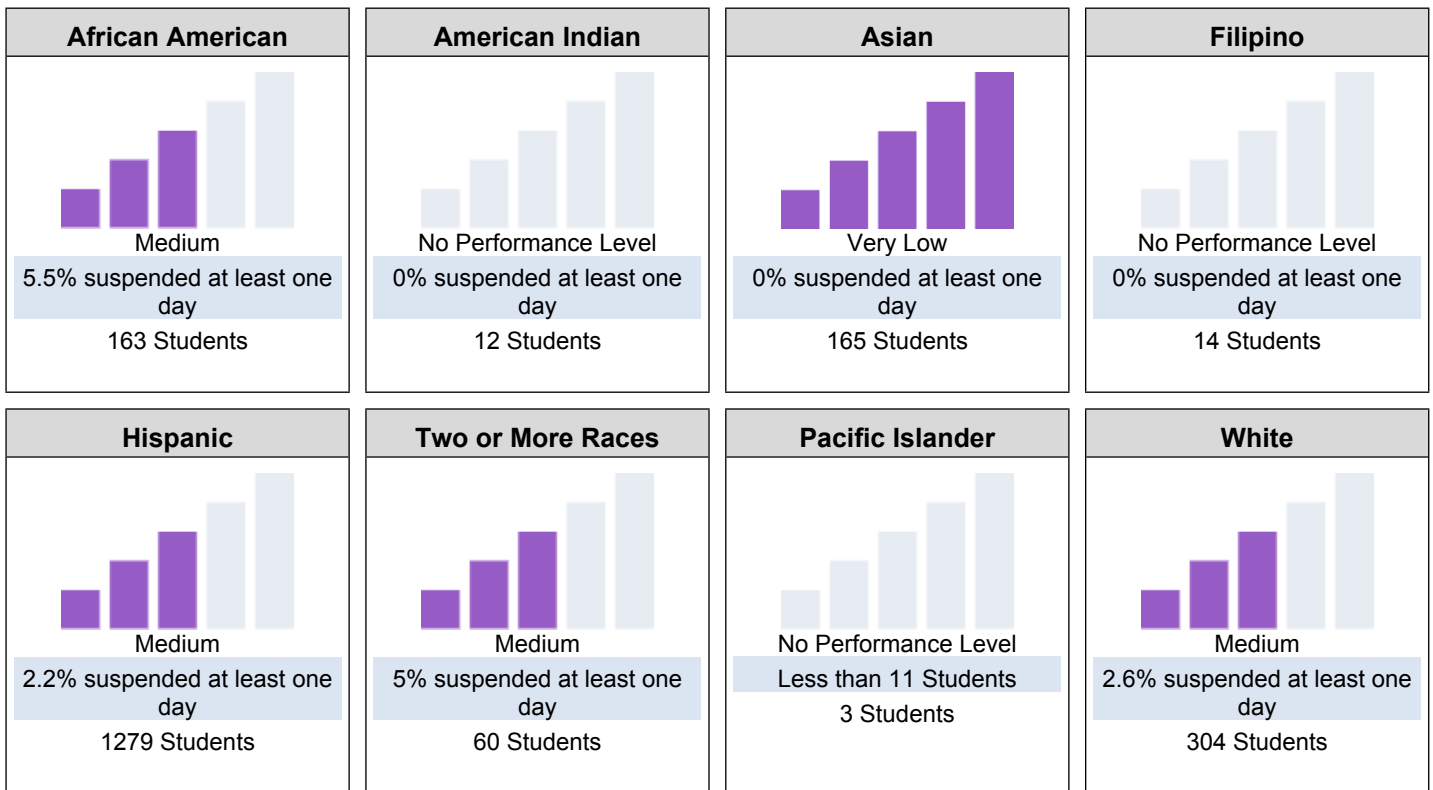
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. EL and African American students had higher rates of suspension than other subgroups.
2. Suspensions as a whole held steady despite concentrated efforts to provide interventions and alternatives to suspension.
3. Foster Youth has the highest suspension rate.

Annual Review

Goal 1

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

MHS spent a lot of Goal 1 funding on student engagement activities to aid in counteract the negative impact of the COVID closure.

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

Money was greatly utilized in CTE courses.

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.

Money is specifically spent on programs such as ELA, Math, and A-G, along with PBL initiatives on campus.

Goal 2

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

MHS utilized Goal 2 funds to create more parent involvement opportunities on campus. There were more parent meetings, award nights to showcase student achievements and improvements, and cultural events open to parents and the public with great attendance.

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

Additional funds were used for restorative justice programs, parent meetings, award nights to showcase student achievements and improvements, and cultural events

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.

More funds were allocated for SEL learning and improving behaviors, such as the Restorative Justice League and the mentor program.

Goal 3

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Goal 3 funds were utilized for cultural events and materials to support academic support and learning skills classes.

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

COVID safety concerns were still an issue leading to less participation in outreach events and meetings.

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

Money is being spent on materials and support staffing in our ELD classrooms, as well as programs to promote and support equitable awareness and access.

Goal 4

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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.

A large percentage of the money spent was pay for service stipends, and professional development opportunities for our certificated staff.

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

An increase in staff professional development opportunities and a decrease in educators working out of their credentialed areas.

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 will take graduation required courses that meet their academic and career technical education needs to prepare them for any endeavor they pursue after high school.

Goal 1

Merced High School will provide all students with a relevant and rigorous instructional program that includes access to college and career readiness; increases literacy across all disciplines; increases A-G course completion, AP test pass rates, and CTE pathway completion rates; improves SBAC ELA and math scores on all subgroups and students; decreases the F rate; and continues to support a strong AVID program with increased enrollment.

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
Graduation Rate	92.9% in 2022	Increase to 95%
Academic Performance in Math	Scored 113.3 points below standard in 2022	Decrease score by 3 points
Academic Performance in English	Scored 21 points below standard in 2022	Decrease score by 3 points

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 career ready

Strategy/Activity

Provide supportive instructional materials and support aligned to Common Core State Standards in all four core areas and work toward full implementation of the CCSS. An Instructional Leadership Team made up of the AP of T&L, Instructional Coach, Teacher Librarian and teachers will meet regularly with the principal to review data to drive 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)
14,000	Title I 1000-1999: Certificated Personnel Salaries Instructional Leadership Team stipends
10000	Title I 4000-4999: Books And Supplies English and math supports and materials (headphones, whiteboards, markers, etc) to increase student achievement in English and math.
3,962	Title I 3000-3999: Employee Benefits Instructional Leadership Team benefits for stipends
2500	Title I 4000-4999: Books And Supplies Supports and materials to contribute to student success in credit recovery and tutorial
5000	Title I 1000-1999: Certificated Personnel Salaries Hourly pay for staff to run academic based tutorial outside their school day to improve student grades and scores.
1415	Title I 3000-3999: Employee Benefits Hourly pay for staff to run academic based tutorial to improve student grades and scores.
2500	Title I 4000-4999: Books And Supplies Supplies to support instruction in Advanced Placement, project based learning, 4 C's, UDL, etc. to increase A-G, AP, and pass rates and student State and local test scores

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

AVID students

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. MHS wants to increase AVID numbers to help prepare students for college.

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 I 4000-4999: Books And Supplies Instructional materials and PSAT costs to support the AVID program at MHS
5000	Title I 5000-5999: Services And Other Operating Expenditures AVID Instructional and Institute costs and college visits
10000	Title I 2000-2999: Classified Personnel Salaries AVID college tutors hourly pay
16463	Title I 3000-3999: Employee Benefits AVID college tutors and TSA hourly pay benefits
31913	Title I 1000-1999: Certificated Personnel Salaries AVID TSA

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

School Certificated staff and all students

Strategy/Activity

Increase course opportunities and access to certificated staff by reducing class sizes with addition sections offered at a reduced class size.

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)
127250	Title I 1000-1999: Certificated Personnel Salaries Certificated Salaries
40022	Title I 3000-3999: Employee Benefits Certificated salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Academic Decathlon students

Strategy/Activity

Academic Decathlon will be used as a means to achieving college and career readiness. All students from grades 9-12 may enroll in Academic Decathlon. MHS wants to increase Academic Decathlon numbers to help prepare students for college.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Title I
5000-5999: Services And Other Operating Expenditures
Academic Decathlon support in training

3500

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

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: All students in the MUHSD will have a safe environment and buildings in which to learn. Students will be consistently present, in good standing with their citizenship, and engaged in curricular and extracurricular activities.

Goal 2

Merced High School will support school climate by maintaining a safe and orderly school, by promoting student and stakeholder involvement, the implementation of safety plans and regularly monitoring and improving facilities. Merced High School is continuing identifying Tier 2 and Tier 3 supports for our MTSS.

We will focus on increasing attendance and activity participation rates and decrease suspension and expulsion rates.

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 while promoting positive behavior and school safety. Support all students in graduation evaluations. Continue to increase parent engagement and involvement in their child's education, and increase attendance rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates	2.4% of students suspended in 2022	Decrease to 1.9% in 2024
Graduation Rates	92.9% graduation rate in 2022	Increase to 95% in 2024
Increase Student Daily Attendance Rates	Chronic absenteeism rate 46.4% in 2022	Decrease Chronic absenteeism rate to 36.4% in 2024

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 student and 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)
6000	Title I 4000-4999: Books And Supplies Materials/supplies for parent engagement opportunities. Ensure that student families have an opportunity to attend at least one extra/co-curricular activity once per year.
2500	Title I 4000-4999: Books And Supplies Parent Support Center operational costs (mailings, copying, supplies, postage, publications)
8005.05	Title I 5000-5999: Services And Other Operating Expenditures School wide activities, Field Trips and community outreach opportunities. Services and operating expenditures for parent/stakeholder events, offering and trainings.

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

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)	Source(s)
1000	Title I 4000-4999: Books And Supplies Materials and supplies for UDL, SEL, interventions, MTSS (examples such as GoalBook, Character Strong, Restorative Justice League, etc.)
40000	Title I 5000-5999: Services And Other Operating Expenditures

	Services and operating expenditures for UDL, SEL, interventions, MTSS (examples such as GoalBook, Character Strong, Restorative Justice League, etc.)
7500	Title I 1000-1999: Certificated Personnel Salaries Extra certificated staff extra hours for SEL supports and trainings (examples such as Character Strong, Restorative Justice League, etc.)
2500	Title I 3000-3999: Employee Benefits Benefits for SEL supports and trainings (examples such as Character Strong, Restorative Justice League, etc.)
89276	Title I 1000-1999: Certificated Personnel Salaries Intervention Coordinator Salary to support to student climate and culture and improve data
31137	Title I 3000-3999: Employee Benefits Intervention Coordinator Salary to support to student climate and culture and improve data

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: The Merced Union High School District will provide equitable access to technology, technology connectivity, and academic, social-emotional, and extracurricular services to ensure high outcomes for all students while mitigating any barriers that correlate with any social or cultural factor.

Goal 3

Merced High School will provide equitable access to academic, social-emotional, and extracurricular services by meeting the needs of underrepresented populations, Foster Youth and English Language Learners by providing interventions for Tier 2 and Tier 3 supports.

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
English Learner Progress	42.9% making progress towards proficiency in 2022	Increase to 50% in 2024
Graduation Rate for ELs	75.8% in 2022	Increase to 80% in 2024
Graduation Rate for Socioeconomically Disadvantaged	92.5% in 2022	Increase to 95% in 2024

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 ELD teacher provides English language support for students in their acquisition of and competency in English to support proficiency in all coursework. Two Spanish-speaking paraprofessionals are 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)
10000	Title I 4000-4999: Books And Supplies Supplies to support instruction including, but not limited to manipulatives, group activities material, learning logs
46627	Title I 2000-2999: Classified Personnel Salaries EL para professional support in classes to support language development
7000	Title I 5000-5999: Services And Other Operating Expenditures Provide supports for students ELD advancement - re-designation, reclassification
46603	Title I 3000-3999: Employee Benefits EL para professional benefits support in classes to support language development

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

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)
5000	Title I 5000-5999: Services And Other Operating Expenditures Provide student and staff training/interventions

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Title I 4000-4999: Books And Supplies Cultural/Diversity Fair for parent and community involvement
15000	Title I 5000-5999: Services And Other Operating Expenditures Programs to support cultural awareness and equitable access or parent and community involvement

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students and Parents

Strategy/Activity

Parent support for targeted groups to support equitable access and climate. Provide resources and supports to parents and 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)
6800	Title I 4000-4999: Books And Supplies Resources and supplies to support parents and the parent resource
1000	Title I 3000-3999: Employee Benefits Community Liaison and Classified Personnel Extra Time for translation, parent resources nights, parent meetings and other community engagements, etc.
3500	Title I 1000-1999: Certificated Personnel Salaries

Community Liaison and Classified Personnel
Extra Time for translation, parent resources
nights, parent meetings and other community
engagements, etc.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4: The Merced Union High School District will recruit and retain staff who are fully credentialed, appropriately assigned, and contribute to the overall success of academic and social-emotional outcomes for all students

Goal 4

Merced High School will recruit and retain highly qualified staff by developing leadership capacity, supporting new teachers/administrators, and accessing professional development opportunities. Staff Development and peer support will assist in the retention of new teachers. Merced High School provides opportunities for members of departments to take part in professional learning with a focus on CCSS, AVID, A-G, ELD, and Tier 2 and 3 supports.

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	22-23 PD participation	Increase in participation
Increase fully credentialed teachers	5.2% of teachers taught out of area in 2022	Decrease by 3.2%

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, PBL, UDL, ELD, A-G, new teacher, data 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)
10000	Title I 5000-5999: Services And Other Operating Expenditures Professional Development
10000	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 instructional coach, 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, and more PBL training opportunities. An Instructional Coach, a TSA, will provide support for teachers in these areas throughout the year; providing instructional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
95605	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach salary
32618	Title I 3000-3999: Employee Benefits Instructional Coach salary

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	\$762196.05
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$762,196.05

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	\$762,196.05

Subtotal of additional federal funds included for this school: \$762,196.05

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

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

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

Total of federal, state, and/or local funds for this school: \$762,196.05

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
Marcus Knott	Principal
Elizaveth Philips	Classroom Teacher
Juan Del Toro	Classroom Teacher
Kobie Griggs	Classroom Teacher
Tammie Meyer	Classroom Teacher
Kay Johnson	Classroom Teacher
Samantha Downey	Classroom Teacher
Stephanie Cowperthwaite	Other School Staff
Leslie Ferris	Other School Staff
Andrew Calzadillas	Parent or Community Member
Denise Bailey	Other School Staff
Naomi Hermosillo	Secondary Student
Ethan Chang	Secondary Student
Tynique Williams	Secondary Student
Caitlynn Jones	Secondary Student
Hunter Moldrup	Secondary Student
Stephanie Richardson	Parent or Community Member
Rae Ann Jimenez	Secondary Student
Michelle Morgante	Secondary Student
Dawn Jester	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 10/18/2023.

Attested:

	Principal, Marcus Knott on 10/18/23
	SSC Chairperson, Naomi Hermosillo on 10/26/22

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.

[Educational Partner 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.

Educational Partner 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**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner 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 (Educational Partner 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/guidanceuseseseinvestment.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 (Educational Partner 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/guidanceuseseseinvestment.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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