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
Madera High School	20-65243--2035707	11/7/2022	11/8/2022

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.

Madera Unified School District Mission Statement
We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially, and personally transformative.

Madera Unified School District Vision Statement
WE BELIEVE Madera Unified will set the standard for hard work, creativity, and resiliency with a fearless drive to continuously improve.

Madera High School Mission Statement
We are committed to creating and sustaining a culture that empowers Madera High School students to be college and career-ready contributing members of society.

Madera High School Vision Statement
Madera High will set high standards for perseverance, respect, integrity, and dedication, with a

commitment to excellence.

MHS Schoolwide Learner Outcomes:
THINK critically and creatively to solve problems.
COLLABORATE with others to achieve more together.
ADAPT to new challenges by reflecting and growing.
COMMUNICATE effectively in multiple mediums, languages, and settings.
PRODUCE quality work, through initiative, self-direction, and perseverance.
CONTRIBUTE to the success of the community and world.

The following are the adopted PBIS positive behavior expectations:
Coyote P R I D E
Perseverance, Respect, Integrity, Dedication, Excellence

In order to increase student achievement, Madera High School will implement the following action plan:

Increase academic achievement (student learning), specifically in math and for English Language Learners
- Curriculum and Planning
- Professional Learning Communities
- Assessments
- Professional Learning
- Accountability

Identify, monitor, and support at-risk students to maximize attendance rates and graduation rates, and to minimize suspension rates
- Positive Interventions
- Student Advocates
- Behavioral, Social Emotional & Academic Supports
- Parent Involvement

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Comprehensive Needs Assessment Components

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

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

The district is surveying students, parents, and teachers through a yearly survey.

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

Classroom observations happened regularly. Our goal is each teacher is visited twice per week.

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)

PLCs, departments, and administration utilized data from state and local assessments to modify instruction and improve student achievement.

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

Curriculum Design Teams (CDT) and Professional Learning Communities (PLCs) utilized data to monitor student progress on curriculum-embedded assessments and modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff received site based Professional Learning each quarter at a minimum. Additional PL was available as needed including off site training.

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

Teachers were sufficiently credentialed or the few that were not were supported through the Madera Induction Consortium process. Various opportunities were available to teachers for professional development. Our academic team also provided support.

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

Teachers collaborated through CDT and PLCs to align curricular materials including standards and assessments. Staff development was aligned with professional needs.

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

The Dean of Curriculum and Instruction, administrators, and district coaches supported our teachers. We transitioned to utilizing PLC leads, department chairs, and Strategic Academic Planning members to support teachers.

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

Teachers used common preps to collaborate with subject-like courses. They also met once per week during designated time to collaborate. Departments met twice per month for collaboration time.

Teaching and Learning

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

Teachers collaborated through CDT and PLCs to align curricular materials including standards and assessments.

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

The bell schedule and master schedule meets the instructional minutes requirements.

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

NA

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

Students had access to all required materials. Reading Lab was offered to the general education and special education populations.

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

All students had access to standards-aligned core courses that are required.

Opportunity and Equal Educational Access

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

Collaborative teaching, teacher assistants, and in-class interventions were available to support underperforming students. We also had Student Advocates assigned to specific 9th graders to monitor and support directly. Specifically for literacy, we had a Reading Lab course to support the development for literacy skills.

Evidence-based educational practices to raise student achievement

PLC collaborated specifically on assessing learning regularly to drive instruction. Students implemented goal setting for local assessments (NWEA).

Parental Engagement

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

The district's family support department focused on providing support and materials to parents as needed. From the site, we provided a monthly newsletter with necessary resources and we had counselors and teachers available to support as needed.

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)

Stakeholders provided input through various opportunities including but not limited to PTA, ELAC, DELAC, PAC, Community shareholder meetings, staff meetings, and survey.

Funding

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

Student Advocates worked directly with at-risk 9th graders. Professional development and materials including technology were available to improve student achievement.

Fiscal support (EPC)

Title I Parent Ed and Professional Development

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE
How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis? (e.g. school site council, ELAC, etc.)

SSC meets regularly to gain feedback
Annual Title I meeting conducted yearly in September
ELAC met regularly to get the provided feedback
School Site Teacher Leadership (Steering) meets monthly
District and Site LCAP community meetings
LCAP and staff surveys
PTA meetings throughout the year

IMPACT ON SPSA AND ANNUAL UPDATE
How did these consultations impact the SPSA for the upcoming year?

These various stakeholder groups provided feedback and guidance in forming the SPSA goals and priorities. Performance indicator data for academics and behavior was shared with staff, parents,

and students to determine the effectiveness of current programs and actions. This analysis helped to guide our next action steps for next year's site plan and priorities for budget expenditures.

Resource Inequities

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

GREATEST PROGRESS
As seen on the California School Dashboard, Madera High School's overall graduation rate increased by 1.3% from the previous year to 97.2% overall from 2018 to 2019. Due to the Pandemic we do not have current data.

Our Student Advocates have been working effectively with our at-risk students. Based on internal data there has been a dramatic drop in discipline and attendance and GPAs have improved for this group of students.
Additionally, our implementation of PBIS has improved the school climate with a unified focus. Our discipline referrals and suspensions have declined dramatically this year.

GREATEST NEEDS
- More in-depth training and coaching with the leveled reading program
- Create individualized learning plans toward graduation or successful transition to adult school
- Continued, ongoing support for sheltered instruction teachers
- Improving our College and Career Indicator, including CTE Pathway completers and dual enrollment.

PERFORMANCE GAPS
- Working closely with the district ELD coordinator and DAC to create and implement strategic education plans for students who enter the district as newcomers and create strategic transition plans to adult education for those students who will not have time to graduate
- Ongoing training and implementation of a leveled reading program to increase language acquisition and reading ability
- Ongoing training, coaching, and implementation of strategies for ELs in English, social science, selected science and math classes as well as elective and CTE classes to increase literacy proficiency and skill level through writing and reading
- Our Dean will continue to train/coach ELD teachers, Sheltered-Instruction Core teachers, and all teachers in strategies and protocols to support the language acquisition of ELs

INCREASED OR IMPROVED SERVICES
Youth Empowerment partnership with Madera Behavioral Health Department
Procedures for safety, including outside threats as well as identifying students that have mental health issues.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.48%	0.3%	%	10	7	
African American	1.43%	1.5%	%	30	31	
Asian	2.05%	2.4%	%	43	50	
Filipino	0.33%	0.3%	%	7	6	
Hispanic/Latino	85.39%	85.7%	%	1,788	1,761	
Pacific Islander	0.14%	0.2%	%	3	3	
White	8.93%	8.1%	%	187	167	
Multiple/No Response	0.29%	1.1%	%	20	23	
			Total Enrollment	2,094	2,055	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	588	584	
Grade 10	549	518	
Grade 11	501	487	
Grade 12	456	466	
Total Enrollment	2,094	2,055	

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	264	334	325	12.7%	16.0%	15.8%
Fluent English Proficient (FEP)	820	771	727	39.3%	36.8%	35.4%
Reclassified Fluent English Proficient (RFEP)	10	26	16	4.9%	9.8%	4.8%

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	473	435	432	459	422	0	459	422	0	97	97	0.0
All Grades	473	435	432	459	422	0	459	422	0	97	97	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2562.	2570.		13.94	12.80		33.55	32.46		23.97	33.41		28.54	21.33	
All Grades	N/A	N/A	N/A	13.94	12.80		33.55	32.46		23.97	33.41		28.54	21.33	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	23.31	21.09		47.49	49.05		29.19	29.86	
All Grades	23.31	21.09		47.49	49.05		29.19	29.86	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	20.26	19.91		47.71	58.29		32.03	21.80	
All Grades	20.26	19.91		47.71	58.29		32.03	21.80	

2019-20 Data:
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Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	15.03	16.11		62.09	68.48		22.88	15.40	
All Grades	15.03	16.11		62.09	68.48		22.88	15.40	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	25.49	20.62		48.58	58.77		25.93	20.62	
All Grades	25.49	20.62		48.58	58.77		25.93	20.62	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	474	434	432	462	427	0	462	427	0	97.5	98.4	0.0
All Grades	474	434	432	462	427	0	462	427	0	97.5	98.4	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	2539.	2529.		4.98	3.28		16.23	14.52		28.79	26.00		50.00	56.21	
All Grades	N/A	N/A	N/A	4.98	3.28		16.23	14.52		28.79	26.00		50.00	56.21	

2019-20 Data:
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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	10.17	9.84		28.79	25.76		61.04	64.40	
All Grades	10.17	9.84		28.79	25.76		61.04	64.40	

2019-20 Data:
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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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	8.44	6.79		46.75	46.37		44.81	46.84	
All Grades	8.44	6.79		46.75	46.37		44.81	46.84	

2019-20 Data:
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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	8.01	6.32		58.23	55.74		33.77	37.94	
All Grades	8.01	6.32		58.23	55.74		33.77	37.94	

2019-20 Data:
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School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1511.0	1512.0	1525.0	1510.5	1503.4	1514.6	1511.0	1520.1	1535.0	78	101	84
10	1505.2	1522.4	1517.6	1486.8	1512.2	1497.9	1523.0	1532.0	1536.7	57	83	90
11	1497.4	1511.6	1528.1	1473.6	1498.5	1511.6	1520.6	1524.2	1544.0	36	50	74
12	1539.4	1518.8	1524.4	1520.7	1509.8	1502.0	1557.4	1527.4	1546.4	28	26	54
All Grades										199	260	302

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	16.67	6.93	2.63	28.21	27.72	35.53	28.21	25.74	38.16	26.92	39.60	23.68	78	101	76
10	22.81	10.84	3.57	*	27.71	39.29	21.05	24.10	27.38	42.11	37.35	29.76	57	83	84
11	*	4.00	9.38	*	22.00	29.69	*	28.00	31.25	47.22	46.00	29.69	36	50	64
12	*	11.54	6.67	64.29	11.54	28.89	*	50.00	33.33	*	26.92	31.11	28	26	45
All Grades	16.58	8.08	5.20	26.63	25.00	34.20	24.12	28.08	32.34	32.66	38.85	28.25	199	260	269

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	29.49	21.78	17.11	32.05	28.71	36.84	15.38	18.81	28.95	23.08	30.69	17.11	78	101	76
10	29.82	25.30	16.67	*	24.10	39.29	21.05	14.46	14.29	38.60	36.14	29.76	57	83	84
11	*	14.00	23.44	30.56	24.00	34.38	*	18.00	17.19	38.89	44.00	25.00	36	50	64
12	*	19.23	17.78	53.57	23.08	31.11	*	38.46	24.44	*	19.23	26.67	28	26	45
All Grades	28.14	21.15	18.59	28.64	25.77	36.06	15.08	19.23	20.82	28.14	33.85	24.54	199	260	269

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.99	1.32	16.67	13.86	18.42	29.49	31.68	44.74	48.72	53.47	35.53	78	101	76
10	*	2.41	3.57	*	18.07	21.43	22.81	34.94	36.90	49.12	44.58	38.10	57	83	84
11		4.00	1.56	*	10.00	18.75	*	28.00	39.06	63.89	58.00	40.63	36	50	64
12	*	0.00	4.44	*	7.69	11.11	46.43	50.00	46.67	*	42.31	37.78	28	26	45
All Grades	6.53	1.92	2.60	19.10	13.85	18.22	26.63	33.85	41.26	47.74	50.38	37.92	199	260	269

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	33.33	1.98	4.05	46.15	57.43	72.97	20.51	40.59	22.97	78	101	74
10	26.32	10.84	2.41	42.11	49.40	61.45	31.58	39.76	36.14	57	83	83
11	*	4.00	0.00	30.56	42.00	62.50	47.22	54.00	37.50	36	50	64
12	*	7.69	2.22	60.71	38.46	57.78	*	53.85	40.00	28	26	45
All Grades	28.14	5.77	2.26	44.22	50.00	64.29	27.64	44.23	33.46	199	260	266

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	42.31	54.46	47.30	37.18	17.82	33.78	20.51	27.72	18.92	78	101	74
10	29.82	51.81	50.00	35.09	19.28	23.17	35.09	28.92	26.83	57	83	82
11	41.67	36.00	52.38	*	28.00	23.81	33.33	36.00	23.81	36	50	63
12	53.57	61.54	46.67	39.29	23.08	26.67	*	15.38	26.67	28	26	45
All Grades	40.20	50.77	49.24	34.67	20.77	26.89	25.13	28.46	23.86	199	260	264

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Reading Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade
Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number
of Students | | |
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.99	8.00	30.77	42.57	45.33	57.69	56.44	46.67	78	101	75
10	19.30	9.64	7.14	21.05	40.96	42.86	59.65	49.40	50.00	57	83	84
11	*	8.00	4.69	*	36.00	50.00	69.44	56.00	45.31	36	50	64
12	*	3.85	6.67	57.14	57.69	40.00	39.29	38.46	53.33	28	26	45
All Grades	11.56	5.38	6.72	30.65	42.31	44.78	57.79	52.31	48.51	199	260	268

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Writing Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade
Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number
of Students | | |
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	3.96	0.00	70.51	53.47	81.33	25.64	42.57	18.67	78	101	75
10	*	2.41	4.00	63.16	65.06	72.00	31.58	32.53	24.00	57	83	75
11	*	6.00	9.52	69.44	40.00	58.73	*	54.00	31.75	36	50	63
12	*	0.00	4.65	71.43	73.08	67.44	*	26.92	27.91	28	26	43
All Grades	6.53	3.46	4.30	68.34	56.54	70.70	25.13	40.00	25.00	199	260	256

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

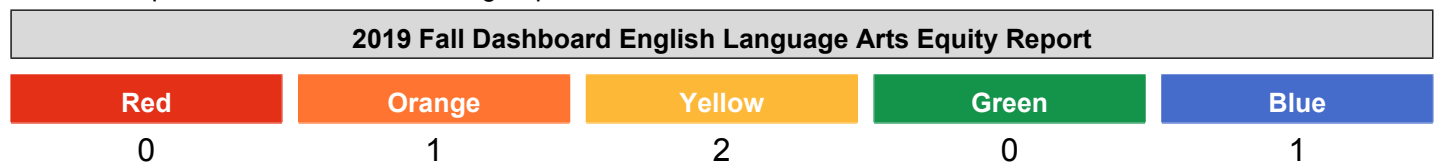# School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2055	**83.3**	**15.8**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	325	15.8
Foster Youth	8	0.4
Homeless	43	2.1
Socioeconomically Disadvantaged	1711	83.3
Students with Disabilities	175	8.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	31	1.5
American Indian or Alaska Native	7	0.3
Asian	50	2.4
Filipino	6	0.3
Hispanic	1761	85.7
Two or More Races	23	1.1
Native Hawaiian or Pacific Islander	3	0.1
White	167	8.1

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**

English Language Arts	**Graduation Rate**	**Suspension Rate**
Yellow	Blue	Orange

Mathematics
Orange

College/Career
Orange

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
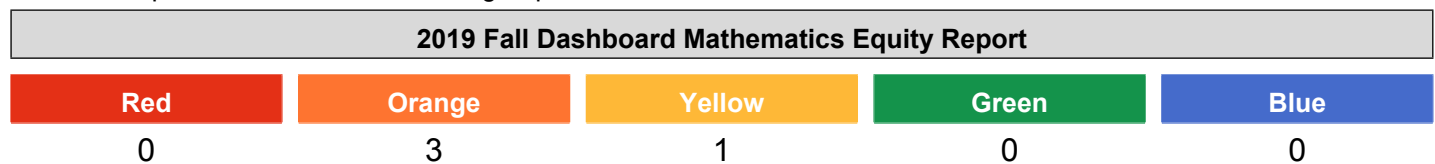## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
12 points below standard	100.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.1 points	Increased Significantly ++20.4 points	1
427	71	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	23.6 points below standard	66.5 points below standard
9	Increased ++8.9 points	Increased Significantly ++88.8 points
	320	36

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5	4	7	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
19.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	37.3 points above standard
Increased ++4.9 points			Increased Significantly ++35.5 points
356	5	1	48

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
132.3 points below standard	54.9 points below standard	4.1 points above standard
Increased Significantly ++20.9 points	Increased Significantly ++17.6 points	Increased ++13.2 points
42	29	202

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
94.3 points below standard	158.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.1 points	Increased Significantly ++20.9 points	1
426	71	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	99.5 points below standard	119.9 points below standard
9	Maintained ++0.8 points	Increased Significantly ++112 points
	319	36

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5	4	7	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
102.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	41.4 points below standard
Declined -5.6 points			Declined Significantly -17.3 points
355	5	1	48

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
166.8 points below standard	147.4 points below standard	84.1 points below standard
Increased Significantly ++37.6 points	Declined -4.5 points	Declined -6.4 points
42	29	202

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
44.7 making progress towards English language proficiency
Number of EL Students: 219
Performance Level: Low
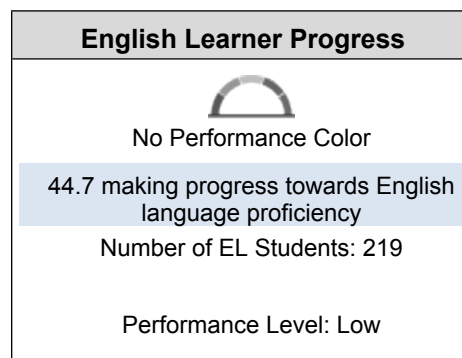
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
12.3	42.9	1.3	43.3

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	443	100
African American	7	1.6
American Indian or Alaska Native		
Asian	12	2.7
Filipino		
Hispanic	381	86
Native Hawaiian or Pacific Islander	2	0.5
White	36	8.1
Two or More Races	3	0.7
English Learners	80	18.1
Socioeconomically Disadvantaged	376	84.9
Students with Disabilities	48	10.8
Foster Youth	2	0.5
Homeless	31	7

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	24	5.4
African American		
American Indian or Alaska Native		
Asian	2	16.7
Filipino		
Hispanic	17	4.5
Native Hawaiian or Pacific Islander		
White	5	13.9
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	16	4.3
Students with Disabilities	0	0
Foster Youth		
Homeless	1	3.2

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	153	34.5
African American		
American Indian or Alaska Native		
Asian	2	16.7
Filipino		
Hispanic	134	35.2
Native Hawaiian or Pacific Islander		
White	11	30.6
Two or More Races		
English Learners	5	6.3
Socioeconomically Disadvantaged	134	35.6
Students with Disabilities	5	10.4
Foster Youth		
Homeless	7	22.6

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	202	45.6
African American		
American Indian or Alaska Native		
Asian	7	58.3
Filipino		
Hispanic	158	41.5
Native Hawaiian or Pacific Islander		
White	29	80.6
Two or More Races		
English Learners	8	10
Socioeconomically Disadvantaged	157	41.8
Students with Disabilities	8	16.7
Foster Youth		
Homeless	9	29

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	91	20.5
African American		
American Indian or Alaska Native		
Asian	1	8.3
Filipino		
Hispanic	77	20.2
Native Hawaiian or Pacific Islander		
White	10	27.8
Two or More Races		
English Learners	2	2.5
Socioeconomically Disadvantaged	76	20.2
Students with Disabilities	3	6.3
Foster Youth		
Homeless	2	6.5

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	99	22.3
African American		
American Indian or Alaska Native		
Asian	6	50
Filipino		
Hispanic	73	19.2
Native Hawaiian or Pacific Islander		
White	15	41.7
Two or More Races		
English Learners	2	2.5
Socioeconomically Disadvantaged	75	19.9
Students with Disabilities	0	0
Foster Youth		
Homeless	4	12.9

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	80	18.1
African American		
American Indian or Alaska Native		
Asian	5	41.7
Filipino		
Hispanic	56	14.7
Native Hawaiian or Pacific Islander		
White	14	38.9
Two or More Races		
English Learners	2	2.5
Socioeconomically Disadvantaged	59	15.7
Students with Disabilities	0	0
Foster Youth		
Homeless	2	6.5

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	53	12
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	52	13.6
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	5	6.3
Socioeconomically Disadvantaged	52	13.8
Students with Disabilities	2	4.2
Foster Youth		
Homeless	1	3.2

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

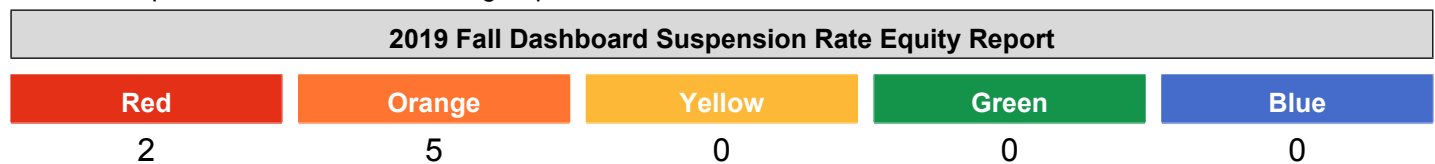## Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	443	403	2	91
English Learners	80	55	2	68.8
Foster Youth	2		0	
Homeless	31	27	0	87.1
Socioeconomically Disadvantaged	376	337	2	89.6
Students with Disabilities	48	28	0	58.3
African American	7		0	
American Indian or Alaska Native				
Asian	12	10	0	83.3
Filipino				
Hispanic	381	345	2	90.6
Native Hawaiian or Pacific Islander	2		0	
White	36	34	0	94.4
Two or More Races	3		0	

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	5	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
7.3	10	25
Increased +2.5	Increased Significantly +6.7	Increased +13.9
2209	309	12
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Orange	Orange
10.5	8	9.7
Increased +1.3	Increased +2.7	Increased +2.7
76	1758	207

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Orange	No Performance Color
12.1	Less than 11 Students - Data 8	2.6	Less than 11 Students - Data 8
Increased +1.8		Increased +2.6	
33		39	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Orange
7.6	9.1	Less than 11 Students - Data 6	4.9
Increased +2.6	Increased +0.4		Increased +1.8
1887	22		206

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.9	7.3

Conclusions based on this data:

1.

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

State Priorities: 1, 2, 4, 5 ,7, 8
Local Priorities: Specify Local ELA, Math assessment, K-3 early reading literacy and reading, D's or F's on report card grade

Goal 1

Strong Core Academic Programs – Build and sustain a standards-aligned instructional system that promotes a culture of high standards for all students, with the expectation that all students complete academic programs of study that equip them for success at the next level in school, college, and career. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

Build and sustain a standards-aligned instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely support, and leadership development for teachers, leaders, and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of Students that Met or Exceeded ELA Standard Grade 11: 44%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 11: 47% DFS in English on the CAASPP Grade 11: 15 point increase
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 23.59% Winter 2022: 25.79% Spring 2022: 22.4 % Fall to Spring % Met Best Growth Target 34.7%	NWEA Reading BEST Growth Target Fall 2021/2022: 24.37% Fall 2022/2023: 42.91% Fall 2023/2024: 61.46% Fall 2024/2025: 80%
CAASPP SBAC MATH	Percent of Students that Met or Exceeded Math Standard Grade 11: 14%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 11: 17% DFS in Math on the CAASPP

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Grade 11: 15 point increase
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 17.61% Winter 2022: 16.34% Spring 2022: 19.9% Fall to Spring % Met Best Growth Target 44.99%	NWEA Math BEST Growth Target Fall 2021/2022: 26.14% Fall 2022/2023: 44.09% Fall 2023/2024: 62.05% Fall 2024/2025: 80%
English Learner progress (ELPAC)	Percent of students that scored a Level 4: 9.12%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 12%
Reclassification Rate	2021-2022 Reclassified Students: 31	2022-2023 Reclassified Students: 30
College & Career Readiness	Percent of students considered "Prepared" on the College/Career Indicator: 2019 school year: 43.9% 2020 school year: 41% The College/Career Indicator was suspended for the 2021 school year.	Percent of students considered "Prepared" on the College/Career Indicator: 2023 school year: 45%

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)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:
Classified Salaries - Student Advocate (2200)
- To empower students to create a healthy academic, behavioral, and social performance.
- Monitor the progress of identified "at-risk" students
- Review progress and missing assignments with students on a weekly or bi-weekly basis.
- Provide students with a packet of missing assignments, current grades/GPA, and attendance.

- Organize and schedule meetings with parents and students and relevant MHS staff
- Establish progress and work with teachers to ensure implementation
- Provide academic and behavioral support
- Shadow students in class
- Conduct home visits
- Small group and individual interventions
- Provide interventions for behavior discipline

Who:
- Administration
- Counselors
- Student Advocates

Tasks & Due Dates:
- Identify "at-risk" students
- Monitor the progress of identified students
- Encourage educational support and parental involvement
- Coordinate variety of intervention services
- Participate in COST meetings
- Establish daily log of progress & work with teachers to ensure implementation
- Provide ongoing daily tutoring
- Collect and report data

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)
81935	Student Advocate 2200 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:
Certificated Salaries - Teachers (1100)
- To offer ELD IV sections
- To offer AVID sections

Who:
- Administration

- Teachers
- Students

Tasks & Due Dates:
- Support students in integrated courses for language development.

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

Amount(s)	Source(s)
73424	Support Teacher 1100 (Title I)
1223	Other classified 2990 (Title I)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:
Provide Teacher Release, Extra Time, Travel & Conference (Cert. Extra Time 1190, Cert. Subs 1125, Travel & Conference 5200):
- Observe high impact CCCS lessons.
- Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students.
- Provide after school tutoring or other interventions for students.
- Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
- Provide professional development to assist teachers in the transition to common core in English, Social Science, Math, and Science to develop both rigorous and relevant performance tasks, unit plans, and lesson plans with the end in mind.
- Highly effective, immediately usable professional development across content areas to build literacy and content (including AP training and Balanced Math).

Who:
- Teachers
- Steering Committee

- Academic Team
- Administration

Tasks & Due Dates::
- Review and analyze Math/Science data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
- Development and analysis of norms, department vision/mission, and collective commitments
- Revise or create units of study
- Establish COI protocol process and tool for data analysis within each department. Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention and to design enriching learning experiences for all students
- Continue Balanced Math professional learning to build problem-solving & critical thinking as well as mathematical literacy
- Provide strategies for ELs & AVID instructional strategies that focus on the 5 Domains of Language w/ELA, Soc Sci, Math & Electives
- Continue PD of EL Principles for all teachers
- Continue PD to foster effective professional learning communities
- Invest in site-based certified Kagan trainers

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)
638	Certificated Subs 1125 (Title I)
3063	Certificated Extra Time 1190 (Title I)
16000	Travel & Conference 5200 (Title I)
0	Cert. Pupil Support 1200 (Title I)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity
Planned:
Supplemental Materials (Instructional Supplies 4310 & Duplicating/Printshop 5715)

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- Utilize the district's print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- Purchase materials and supplies to support the implementation of advanced thinking skills.
- Purchase materials and supplies to support character education and PBIS.

Who:
- Administration
- Teachers
- Student Advocates

Tasks & Due Dates:
- Based on need
- Classroom resources
- Classroom supplies
- Supplemental materials
- Printing materials

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)
78455	Instructional Supplies 4310 (Title I)
15000	Duplicating/Print shop 5715 (Title I)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:
Field Trips and entrance/conference fees (5808):
- Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

Who:
- Administration
- Teachers
- Student Advocates

Tasks & Due Dates:
- Based on need
- College visits
- Classroom enrichment trips
- Leadership conferences

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	Entry Fees 5808 (Title I)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:
Sub Agreements for Services (5100) and Outside Contracted Services (5800)
Contract with an outside resource to enhance the education of our students. For example, art or science lessons.
- To support language development & math concepts.
- To improve student attendance.
- To build motivation and confidence in student who may struggle in academic areas.
- To support learning through a variety of modalities.
- To provide authentic experiences to promote writing.
- Provide guest speakers.
- Implement Balanced Math Program.

Who:
- Administration

Tasks & Due Dates:
- Guest speakers
- Balanced Math Program

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)
30000	Outside Contracted Services 5800 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Strategy/Activity #1: Student Advocate (2200)

What were the activities implemented?
They empowered students to create healthy academic, behavior, and social choices. They monitored the progress of identified "at-risk" students both academically and social-emotionally. Also, they reviewed progress and missing assignments with students on a weekly or bi-weekly basis. They provided students with a packet of missing assignments, current grades/GPA, and attendance.

What was not implemented that was in the 2021-22 site plan?
Student Advocates were utilized.

What was the overall effectiveness?
Student Advocates supported 9th grade "at-risk" students and students that needed support in the Coyote Den.

Strategy/Activity #2: Paraprofessional (1100)

What were the activities implemented?
They provided support for Newcomer students and support students in integrated courses for language development.

What was not implemented that was in the 2021-22 site plan?
Paraprofessional was utilized.

What was the overall effectiveness?
The paraprofessional supported Newcomer students.

Strategy/Activity #3: Provide Teacher Release, Extra Time, Travel & Conference (Cert. Extra Time 1190, Cert. Subs 1125, Travel & Conference 5200):

What were the activities implemented?
- Observed high-impact lessons.
- Adjusted pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- Planned, facilitated, and attended scheduled meetings for struggling, at-risk, or Special Education students to discuss academic progress and identify next steps.
- Allowed for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Allowed time for testing, scheduling, and compiling information about students.
- Provided after-school tutoring or other interventions for students.
- Provided teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
- Provided professional development to assist teachers in the transition to common core in English, Social Science, Math, and Science to develop both rigorous and relevant performance tasks, unit plans, and lesson plans with the end in mind.
- Utilized highly effective, immediately usable professional development across content areas to build literacy and content (including AP training and Balanced Math).

What was not implemented that was in the 2021-22 site plan?
Professional development opportunities were limited and the district funded extra planning and specific training.

What was the overall effectiveness?
Training varied by the provider. The opportunity for additional planning time was beneficial.

Strategy/Activity #4: Supplemental Materials (Instructional Supplies 4310, Duplicating/Printshop 5715)

What were the activities implemented?
MHS purchased books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. We utilized the district's print shop service to provide materials for student use as well as for parent education. When needed, we purchased materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. With our Title I funds we purchased materials and supplies to support the implementation of advanced thinking skills. We also purchased materials and supplies to support character education and PBIS.

What was not implemented that was in the 2021-22 site plan?
Most of the instructional supplies were purchased from special district funding sources (COVID funds).

What was the overall effectiveness?
These supplies supported student needs and enhanced student engagement.

Strategy/Activity #5: Field Trips and entrance/conference fees (5808):

What were the activities implemented?
These funds provided staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

What was not implemented that was in the 2021-22 site plan?
Field trip opportunities were limited.

What was the overall effectiveness?
The few field trips that were attended benefit our students.

Strategy/Activity #6: Sub Agreements for Services (5100) and Outside Contracted Services (5800)

What were the activities implemented?
We were able to have a few guest speakers visit our school as well as purchase items to increase student achievement.

What was not implemented that was in the 2021-22 site plan?
Large gatherings were limited which impacted the opportunities for assemblies.

What was the overall effectiveness?
Not utilized fully.

MHS will maintain funding in the above areas in order to build on and improve the instructional program to increase student achievement. The C&I Team will intensify their support of language and literacy development by providing training and support for teachers with the implementation of the new EL Framework and Roadmap. All teachers will receive additional supports through PLs from district coaches and outside trainers which have been followed up by and supported with coaching cycles. There will be increased support through Department/PLC meetings, one-on-one coaching conversations, and planning days. We started to develop and implement common literacy skills school-wide. We will continue to utilize the Student Advocates to target at-risk 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.

Strategy/Activity #1: Student Advocate (2200)
The allocation was expended.

Strategy/Activity #2: Paraprofessional (1100)
The allocation was expended.

Strategy/Activity #3: Provide Teacher Release, Extra Time, Travel & Conference (Cert. Extra Time 1190, Cert. Subs 1125, Travel & Conference 5200):
Allocation: $30,000   Estimated Actuals: $14,784
Conferences were limited due to school closure.

Strategy/Activity #4: Supplemental Materials (Instructional Supplies 4310, Duplicating/Printshop 5715)

Allocation: $144,440   Estimated Actuals: $22,250
We were provided special funding to purchase materials and other items.

Strategy/Activity #5: Field Trips and entrance/conference fees (5808):
Allocation: $10,000   Estimated Actuals: $1,152
Field trips and student conferences were limited and more free entrances were provided.

Strategy/Activity #6: Sub Agreements for Services (5100) and Outside Contracted Services (5800)
Allocation: $20,000   Estimated Actuals: $4,227
Outside contracted services were limited and discounted.

The funding for Goal #1 for 2021-2022 had slight adjustments due to expenditures but the activities were utilized.

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.

Strategy/Activity #1: Student Advocate (2200)
Keep. We will continue to utilize the Student Advocates to target at-risk students.

Strategy/Activity #2: Paraprofessional (1100)
Keep. MHS added funding for a paraprofessional to support our students that are new to the country. MHS will maintain funding in other areas in order to build on and improve the instructional program to increase student achievement.

Strategy/Activity #3: Provide Teacher Release, Extra Time, Travel & Conference (Cert. Extra Time 1190, Cert. Subs 1125, Cert. Pupil Support Extra 1990, Travel & Conference 5200):
Keep. Our site will support language and literacy development by providing training and support for teachers with the implementation of the EL Roadmap. All teachers will receive additional support through PLs from district coaches and outside trainers which have been followed up by and supported with coaching cycles. There will be increased support through Department/PLC meetings and planning days. We will continue to develop and implement literacy and numeracy skills school-wide. We will attend virtual conferences to support online learning.

Strategy/Activity #4: Supplemental Materials (Instructional Supplies 4310 & Duplicating/Printshop 5715)
Keep. We will use funds to purchase additional materials needed to support and increase student achievement.

Strategy/Activity #5: Field Trips and entrance/conference fees (5808):
Keep. We would like to provide opportunities for our students to experience or participate in events or activities.

Strategy/Activity #6: Sub Agreements for Services (5100) and Outside Contracted Services (5800)
Keep. We will utilize outside contracted services more as restrictions have been revised.

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

State Priorities 1, 5, & 6

Local Priorities Student attendance, student expulsion & suspension, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate

Goal 2

Safe, Caring, and Respectful Environment-Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health, and recreational agencies, and community-based organizations. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, and public safety, health, and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	*2019 - 7.3% orange *2018 - 4.9% green *2017 - 9.5% yellow	3% decrease
Graduation Rate	*2019 - 97.2% blue *2018 - 95.9% blue *2017 - 97.5% blue	1.5% decrease

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)

- School-wide
- Students with Disabilities
- English Learners

- Foster Youth
- Low Income

Strategy/Activity

Planned:
Classified Salaries - Student Advocate (1100)
To empower students to create a healthy academic, behavior and social performance. .
- Monitor the progress of identified "at-risk" students
- Review progress and missing assignments with students on a weekly or bi weekly basis.
- Provide students with a packet of missing assignments, current grades/GPA and attendance.
- Organize and schedule meetings with parents and students and relevant MSHS staff
- Establish progress and work with teachers to ensure implementation
- Provide academic and behavioral support
- Shadow students in class
- Conduct home visits
- Small group and individual interventions

Who:
- Principal
- Vice principal in charge of Culture & Positive Behavior
- 9th grade vice principals
- Student advocates

Tasks & Due Dates:
- Identify "at-risk" students
- Monitor the progress of identified students
- Encourage educational support and parental involvement
- Coordinate variety of intervention services
- Participate in COST meetings
- Establish daily log of progress & work with teachers to ensure implementation
- Provide ongoing daily tutoring
- Collect and report data

Cost: See Goal 1 Action 1

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)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

- School-wide

- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:
Professional Development (Travel & Conference 5200, Outside Contracted Services 5800):
Highly effective, immediately usable professional development to build content, support leadership development, implement behavior systems, and support student engagement. Including but not limited to:
- PBIS
- Link Crew
- Restorative Justice
- Safe School Ambassador
- Youth Empowerment
- Leadership and Character Development
- Attendance

Who:
- Administration
- Teachers
- Student Advocates
- Family Liaison
- Support Staff
- Counselors

Tasks & Due Dates:
- PBIS
- Link Crew
- Restorative Justice
- Safe School Ambassador
- Youth Empowerment
- Leadership and Character Development
- Attendance

Cost: See Goal 1 Action 3

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	Travel & Conference 5200 (Title I)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:
Provide Teacher Release and Extra Time, Classified Extra Time (Cert. Extra Time 1190 & Cert. Subs 1125, Classified Extra Time):
- Provide teachers with substitutes to attend staff development and planning sessions during their duty day as well as compensate teachers for after school and training held during non-duty days.
- Compensate classified personnel for after school and training held during non-duty days.

Who:
- Teachers
- Student Advocates
- Family Liaison
- Support Staff
- Counselors

Tasks & Due Dates:
- PBIS
- Link Crew
- Restorative Justice
- Safe School Ambassador
- Youth Empowerment
- Leadership and Character Development
- Attendance

Cost: See Goal 1 Action 3

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)
627	Other classified 2990 (Title I)
	Paraprofessional Extra Time 2190 (Carryover)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

- School-wide

- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:
Supplemental Materials (Instructional Supplies 4310, Printing 5715):
Purchase materials and supplies to help support student engagement and behavior supports.
Including but not limited to these areas:
- PBIS
- Link Crew
- Restorative Justice
- Safe School Ambassador
- Youth Empowerment
- Leadership and Character Development
- Attendance
- Community Mentors

Who:
- Administration
- Teachers
- Student Advocates
- Counselors

Tasks & Due Dates:
- Based on need
- Materials and supplies:
- PBIS
- Link Crew
- Restorative Justice
- Safe School Ambassador
- Youth Empowerment
- Leadership and Character Development
- Attendance
- Community Mentors

Cost: See Goal 1 Action 4

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)

Strategy/Activity 5
Students to be Served by this Strategy/Activity

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

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:
Field Trips and entrance/conference fees (5808):
Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

Who:
- Administration
- Teachers
- Student Advocates
- Counselors

Tasks & Due Dates:
- Based on need
- College visits
- Classroom enrichment trips
- Leadership conferences

Cost: See Goal 1 Action 5

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)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:
Outside Contracted Services (5800)
Contract with an outside resource to enhance the education of our students.
- To improve student attendance.
- To build motivation and confidence in student who may struggle in academic areas.
- To support learning through a variety of modalities.
- To provide authentic experiences to promote writing.
- Provide guest speakers.

Who:
- Administration

Tasks & Due Dates:
- Guest speakers
- Balanced Math Program

Cost: See Goal 1 Action 6

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)

Annual Review

SPSA Year Reviewed: 2021-22

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.

SEE GOAL 1

Tier 1 school-wide continued to be refined.
Tier 2 and 3 interventions were monitored throughout the school year.
Funding for PBIS continued.

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

SEE GOAL 1

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.

SEE GOAL 1

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

State Priorities: 3, 4, 5, 6, 7

Local Priorities: None

Goal 3

Proactive Outreach and Communication to Parents and Community Partners - Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policymakers. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policymakers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Meeting	200 2019-2020 250 2021-2022	100 2022-2023
Back-to-school Attendance	200 2019-2020 250 2021-2022	350 2022-2023
SSC Average Attendance	14 2019-2020 10 2021-2022	12 2022-2023
ELAC Average Attendance	25 2019-2020 9 2021-2022	10 2022-2023

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)

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:
Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:
- Duplicate printed materials to promote parent involvement.
- Purchase materials to support parent involvement.
- Utilize the district's print shop service to provide materials for parent communication.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Parent Involvement & Parent Workshops:
- Provide training for parents to become better informed and involved in their student's education
- Purchase materials, supplies and technology that support and increase parent participation/involvement.
- Parent/student meetings to provide strategies to support their child's education at home or discuss individual student progress.
- Phone calls and notes home to inform parents of the meetings.
- Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
- Promote participation in PTA
- Provide Parent Portal Training
- Coordinate PIQE program for 8 two hour sessions that teach parents how to better support and advocate for their children in school and how to get more involved with school events.
- Provide refreshments for attendees.
- Provide childcare for parents attending meetings

Who:
- Parent Liaison
- Counselors
- Administration
- Translator
- Student Advocate

Tasks & Due Dates:

- Two to three Weekly Connect Ed calls to inform parents of weekly events.
- Monthly updates at parent meetings; PTA, SSC and ELAC
- Updated information on the school website
- Individual phone calls home reminding parents to support their child
- Promote participation in PTA
- Provide Interpreting devices to provide simultaneous interpretation for Spanish speaking parents during parent information nights and other meetings.
- Assist MHS parents in creating and activating a Parent Portal Account to monitor students attendance and grades from home.

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)
2402	Supplies 4300 (Parent Ed)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:
Provide time or extra time to staff (Classified Extra Time 2960):
- Compensate teachers for after-school time.
- Compensate classified personnel for after-school and training held during non-duty days.
- Provide parent translation – oral and written.
- Provide preparation time for parent support.
- Provide parent education nights.

Who:
- Teachers
- Student Advocates
- Family Liaison
- Support Staff
- Counselors

Tasks & Due Dates:
- Parent Workshops
- PIQE
- PTA Meetings

- ELAC Meetings
- DELAC Meetings
- SSC Meetings
- Back to School Night
- 8th Grade Parent Night
- 4.0 Awards Night
- Scholarship Night
- Student Recognition Night
- CSF Night
- Graduation
- FASFA Nights
- Senior Night
- AP Night
- Registration Night
- Any other relevant events

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)
5053	Other classified 2990 (Parent Ed)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:
Field Trips and entrance/conference fees
(5716, 5808, 5865):
Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system.

Who:
- Administration
- Teachers
- Student Advocates
- Counselors

Tasks & Due Dates:

- Based on need
- Workshops
- Events
- College visits

Cost: See Goal 3 Action 1

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)

Annual Review

SPSA Year Reviewed: 2021-22

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.

We held various events: Back to School Night, FASFA Night, College Workshops, 4.0 Night, Scholarship Night, CSF Night, Seal of Biliteracy Celebrations, PIQE, SSC meetings, ELAC meetings, as well as hosting meeting with the principal.

Strategy/Activity #1: Parent Supplies

What were the activities implemented?
As we transitioned to in-person meetings and events, we were able to purchase supplies as needed.

What was not implemented that was in the 2021-22 site plan?
The need for parent resources was limited.

What was the overall effectiveness?
These funds are helpful in supporting the interactions with our families.

Strategy/Activity #2: Classified Extra Time

What were the activities implemented?
Support was provided all year for virtual and in-person meetings and events.

What was not implemented that was in the 2021-22 site plan?
Fully implemented.

What was the overall effectiveness?
Very effective in supporting parents and the community.

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

Strategy/Activity #1: Parent Supplies
Allocation: $2837   Actuals: $724
We did not utilize our funds.

Strategy/Activity #2: Classified Extra Time
The allocation was expended.

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

The outcome was positive for the parents that attended the events but overall it is negative due to lack of involvement.
We are collaborating with the Director of Community and Parent Involvement.

Strategy/Activity #1: Parent Supplies
Keep. We will support parent involvement and purchase necessary supplies.

Strategy/Activity #2: Classified Extra Time
Keep. Staff support is needed for parent meetings.

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

State Priorities   1

Local Priorities   None

Goal 4

Statement of Goal:
Increase and improve technology.
District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.
School Specific Goal: School site will exceed an average daily student device usage of 1-hour a day for each school year.

Identified Need

Ensure students are provided with basic 21st-century tools such as computers and access to the internet that will help student learning outcomes to improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator: Google API (device usage data)	52.0% of Chromebook devices met 75% of 2-hour daily threshold. 2019-2020	80% of Chromebook devices met 75% of 2-hour daily threshold. 2021-2022
Google API (average daily usage of devices)	1.8 hours per day 1.0 hours per day (Projected) 2019-2020	2.25 hours per day (Projected) 2021-2022

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)

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:
Purchase technology, supplemental materials, and resources:
- Purchase technology to support technology goal.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
- Provide for repairs as needed to keep equipment in working order.
- Purchase hardware and software programs to facilitate and support technology use and learning.

Who:
- Administration
- Site and District IT

Tasks & Due Dates:
- Purchase software
- Purchase hardware
- Purchase/Replace Technology utilized for the classroom
- Utilize up-to-date technology programs

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	Comp. Hardware under $500 4385 (Title I)
10000	Comp. Hardware $500-$5,000 4485 (Title I)
20000	Comp. Hardware/Software Maintenance & License 5885 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Strategy/Activity 1

What were the activities implemented?
We purchased software for online instruction as well as some computer hardware.

What was not implemented that was in the 2021-22 site plan?
District funded most computer software and hardware.

What was the overall effectiveness?
The software was very beneficial to our teachers.

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

Strategy/Activity 1

Allocation: $70,000   Estimated Actuals: $15,606
Special funding and district funding was used to purchase most items that were needed.

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.

Strategy/Activity 1
Purchase technology, supplemental materials, and resources:
Keep. We will continue to purchase necessary equipment and software to improve online learning and student achievement.

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	$353820
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$353,820.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Cert. Pupil Support 1200 (Title I)	$0.00
Certificated Extra Time 1190 (Title I)	$3,063.00
Certificated Subs 1125 (Title I)	$638.00
Comp. Hardware $500-$5,000 4485 (Title I)	$10,000.00
Comp. Hardware under $500 4385 (Title I)	$10,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$20,000.00
Duplicating/Print shop 5715 (Title I)	$15,000.00
Entry Fees 5808 (Title I)	$5,000.00
Instructional Supplies 4310 (Title I)	$78,455.00
Other classified 2990 (Parent Ed)	$5,053.00
Other classified 2990 (Title I)	$1,850.00
Other classified 2990 (Title I)	$1,850.00
Outside Contracted Services 5800 (Title I)	$30,000.00

Student Advocate 2200 (Title I)	$81,935.00
Supplies 4300 (Parent Ed)	$2,402.00
Support Teacher 1100 (Title I)	$73,424.00
Travel & Conference 5200 (Title I)	$17,000.00

Subtotal of state or local funds included for this school: $353,820.00

Total of federal, state, and/or local funds for this school: $353,820.00

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

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Robyn Cosgrove	Principal
Arelis Garcia	Parent or Community Member
Marisol Verduzco	Parent or Community Member
Maria Rodriguez	Parent or Community Member
Christina Rebel	Secondary Student
Jossen Garcia	Secondary Student
Jessica Hernandez	Secondary Student
Jander Duque	Other School Staff
Sean Kelly	Classroom Teacher
Yeceniha Martinez	Classroom Teacher
Angela Villanueva	Classroom Teacher
Rosario Mujica Gomez	Classroom Teacher

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
[signature]	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 04-19-2021 (budget).

Attested:

Signature	
[signature]	Principal, Robyn Cosgrove on 9-21-2022
[signature]	SSC Chairperson, Sean Kelly on 9-21-2022

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.

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

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

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

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

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

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

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

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

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

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

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

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

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

Requirements for Development of the Plan
I.   The development of the SPSA shall include both of the following actions:

A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1.   The comprehensive needs assessment of the entire school shall:

a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan
II.   The SPSA shall include the following:

A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Madera High School

Funding Source: Cert. Pupil Support 1200 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: Provide Teacher Release, Extra Time, Travel & Conference (Cert. Extra Time 1190, Cert. Subs 1125, Travel & Conference 5200): -Observe high impact CCCS lessons. -Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. -Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. -Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. -Time for testing, scheduling, and compiling information about students. -Provide after school tutoring or other interventions for students. -Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. -Provide professional development to assist teachers in the transition to common core in English, Social Science, Math, and Science to develop both rigorous and relevant performance tasks, unit plans, and lesson plans with the end in mind. -Highly effective, immediately usable professional development across content areas to build literacy and content (including AP training and Balanced Math). Who: -Teachers -Steering Committee -Academic Team -Administration Tasks & Due Dates::

-Review and analyze Math/Science data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
-Development and analysis of norms, department vision/mission, and collective commitments
-Revise or create units of study
-Establish COI protocol process and tool for data analysis within each department. Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention and to design enriching learning experiences for all students
-Continue Balanced Math professional learning to build problem
-solving & critical thinking as well as mathematical literacy
-Provide strategies for ELs & AVID instructional strategies that focus on the 5 Domains of Language w/ELA, Soc Sci, Math & Electives
-Continue PD of EL Principles for all teachers
-Continue PD to foster effective professional learning communities
-Invest in site-based certified Kagan trainers

Cert. Pupil Support 1200 (Title I) Total Expenditures:	$0.00
Cert. Pupil Support 1200 (Title I) Allocation Balance:	$0.00

Funding Source: Certificated Extra Time 1190 (Title I) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$3,063.00		Planned: Provide Teacher Release, Extra Time, Travel & Conference (Cert. Extra Time 1190, Cert. Subs 1125, Travel & Conference 5200): -Observe high impact CCCS lessons. -Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. -Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. -Allow for one-on-one teacher testing for students who are at-

risk and/or on grade level.
-Time for testing, scheduling, and compiling information about students.
-Provide after school tutoring or other interventions for students.
-Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
-Provide professional development to assist teachers in the transition to common core in English, Social Science, Math, and Science to develop both rigorous and relevant performance tasks, unit plans, and lesson plans with the end in mind.
-Highly effective, immediately usable professional development across content areas to build literacy and content (including AP training and Balanced Math).

Who:
-Teachers
-Steering Committee
-Academic Team
-Administration

Tasks & Due Dates::
-Review and analyze Math/Science data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
-Development and analysis of norms, department vision/mission, and collective commitments
-Revise or create units of study
-Establish COI protocol process and tool for data analysis within each department. Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention and to design enriching learning experiences for all students
-Continue Balanced Math professional learning to build problem
-solving & critical thinking as well as mathematical literacy
-Provide strategies for ELs & AVID instructional strategies that focus on the 5 Domains of Language w/ELA, Soc Sci, Math & Electives
-Continue PD of EL Principles for all teachers
-Continue PD to foster effective professional learning communities
-Invest in site-based certified Kagan trainers

Madera High School

Certificated Extra Time 1190 (Title I) Total Expenditures:	$3,063.00	
Certificated Extra Time 1190 (Title I) Allocation Balance:	$0.00	

Funding Source: Certificated Subs 1125 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$638.00		Planned: Provide Teacher Release, Extra Time, Travel & Conference (Cert. Extra Time 1190, Cert. Subs 1125, Travel & Conference 5200): -Observe high impact CCCS lessons. -Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. -Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. -Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. -Time for testing, scheduling, and compiling information about students. -Provide after school tutoring or other interventions for students. -Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. -Provide professional development to assist teachers in the transition to common core in English, Social Science, Math, and Science to develop both rigorous and relevant performance tasks, unit plans, and lesson plans with the end in mind. -Highly effective, immediately usable professional development across content areas to build literacy and content (including AP training and Balanced Math). Who: -Teachers -Steering Committee -Academic Team

-Administration

Tasks & Due Dates::
-Review and analyze Math/Science data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
-Development and analysis of norms, department vision/mission, and collective commitments
-Revise or create units of study
-Establish COI protocol process and tool for data analysis within each department. Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention and to design enriching learning experiences for all students
-Continue Balanced Math professional learning to build problem
-solving & critical thinking as well as mathematical literacy
-Provide strategies for ELs & AVID instructional strategies that focus on the 5 Domains of Language w/ELA, Soc Sci, Math & Electives
-Continue PD of EL Principles for all teachers
-Continue PD to foster effective professional learning communities
-Invest in site-based certified Kagan trainers

Certificated Subs 1125 (Title I) Total Expenditures:	$638.00
Certificated Subs 1125 (Title I) Allocation Balance:	$0.00

Funding Source: Comp. Hardware $500-$5,000 4485 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $10,000.00 | Planned:
Purchase technology, supplemental materials, and resources:
-Purchase technology to support technology goal.
-Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
-Provide for repairs as needed to keep equipment in working order.
-Purchase hardware and software programs to facilitate and support technology use and learning.

Who:
-Administration
-Site and District IT

Tasks & Due Dates:
-Purchase software
-Purchase hardware
-Purchase/Replace Technology utilized for the classroom
-Utilize up-to-date technology programs |

Comp. Hardware $500-$5,000 4485 (Title I) Total Expenditures: $10,000.00

Comp. Hardware $500-$5,000 4485 (Title I) Allocation Balance: $0.00

Funding Source: Comp. Hardware under $500 4385 (Title I) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

Madera High School

	$10,000.00		Planned: Purchase technology, supplemental materials, and resources: -Purchase technology to support technology goal. -Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. -Provide for repairs as needed to keep equipment in working order. -Purchase hardware and software programs to facilitate and support technology use and learning. Who: -Administration -Site and District IT Tasks & Due Dates: -Purchase software -Purchase hardware -Purchase/Replace Technology utilized for the classroom -Utilize up-to-date technology programs

Comp. Hardware under $500 4385 (Title I) Total Expenditures: $10,000.00

Comp. Hardware under $500 4385 (Title I) Allocation Balance: $0.00

Funding Source: Comp. Hardware/Software Maintenance & License 5885 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Madera High School

	$20,000.00	Planned: Purchase technology, supplemental materials, and resources: -Purchase technology to support technology goal. -Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. -Provide for repairs as needed to keep equipment in working order. -Purchase hardware and software programs to facilitate and support technology use and learning. Who: -Administration -Site and District IT Tasks & Due Dates: -Purchase software -Purchase hardware -Purchase/Replace Technology utilized for the classroom -Utilize up-to-date technology programs

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures:	$20,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance:	$0.00

Funding Source: Duplicating/Print shop 5715 (Title I) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $15,000.00 | | Planned:
Supplemental Materials (Instructional Supplies 4310 & Duplicating/Printshop 5715)
-Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
-Utilize the district's print shop service to provide materials for student use as well as for parent education.
-Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
-Purchase materials and supplies to support the implementation of advanced thinking skills.
-Purchase materials and supplies to support character education and PBIS.

Who:
-Administration
-Teachers
-Student Advocates

Tasks & Due Dates:
-Based on need
-Classroom resources
-Classroom supplies
-Supplemental materials
-Printing materials |

Duplicating/Print shop 5715 (Title I) Total Expenditures: $15,000.00

Duplicating/Print shop 5715 (Title I) Allocation Balance: $0.00

Funding Source: Entry Fees 5808 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Madera High School

		$5,000.00		Planned: Field Trips and entrance/conference fees (5808): - Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences. Who: -Administration -Teachers -Student Advocates Tasks & Due Dates: -Based on need -College visits -Classroom enrichment trips -Leadership conferences

Entry Fees 5808 (Title I) Total Expenditures: $5,000.00

Entry Fees 5808 (Title I) Allocation Balance: $0.00

Funding Source: Instructional Supplies 4310 (Title I) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $78,455.00 | Planned:
Supplemental Materials (Instructional Supplies 4310 & Duplicating/Printshop 5715)
-Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
-Utilize the district's print shop service to provide materials for student use as well as for parent education.
-Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
-Purchase materials and supplies to support the implementation of advanced thinking skills.
-Purchase materials and supplies to support character education and PBIS.

Who:
-Administration
-Teachers
-Student Advocates

Tasks & Due Dates:
-Based on need
-Classroom resources
-Classroom supplies
-Supplemental materials
-Printing materials |

Instructional Supplies 4310 (Title I) Total Expenditures: $78,455.00

Instructional Supplies 4310 (Title I) Allocation Balance: $0.00

Funding Source: Other classified 2990 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$5,053.00	Planned: Provide time or extra time to staff (Classified Extra Time 2960): -Compensate teachers for after-school time. -Compensate classified personnel for after-school and training held during non-duty days. -Provide parent translation – oral and written. -Provide preparation time for parent support. -Provide parent education nights. Who: -Teachers -Student Advocates -Family Liaison -Support Staff -Counselors Tasks & Due Dates: -Parent Workshops -PIQE -PTA Meetings -ELAC Meetings -DELAC Meetings -SSC Meetings -Back to School Night -8th Grade Parent Night -4.0 Awards Night -Scholarship Night -Student Recognition Night -CSF Night -Graduation -FASFA Nights -Senior Night -AP Night -Registration Night -Any other relevant events

Other classified 2990 (Parent Ed) Total Expenditures: $5,053.00

Other classified 2990 (Parent Ed) Allocation Balance: $0.00

Madera High School

Funding Source: Other classified 2990 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$627.00		Planned: Provide Teacher Release and Extra Time, Classified Extra Time (Cert. Extra Time 1190 & Cert. Subs 1125, Classified Extra Time): -Provide teachers with substitutes to attend staff development and planning sessions during their duty day as well as compensate teachers for after school and training held during non-duty days. -Compensate classified personnel for after school and training held during non-duty days. Who: -Teachers -Student Advocates -Family Liaison -Support Staff -Counselors Tasks & Due Dates: -PBIS -Link Crew -Restorative Justice -Safe School Ambassador -Youth Empowerment -Leadership and Character Development -Attendance Cost: See Goal 1 Action 3

| | $1,223.00 | Planned:
Certificated Salaries - Teachers (1100)
-        To offer ELD IV sections
-        To offer AVID sections

Who:
-Administration
-Teachers
-        Students

Tasks & Due Dates:
-Support students in integrated courses for language development. |

Other classified 2990 (Title I) Total Expenditures: $1,850.00

Other classified 2990 (Title I) Allocation Balance: $0.00

Funding Source: Outside Contracted Services 5800 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $30,000.00 | Planned:
Sub Agreements for Services (5100) and Outside Contracted Services (5800)
Contract with an outside resource to enhance the education of our students. For example, art or science lessons.
-To support language development & math concepts.
-To improve student attendance.
-To build motivation and confidence in student who may struggle in academic areas.
-To support learning through a variety of modalities.
-To provide authentic experiences to promote writing.
-Provide guest speakers.
-Implement Balanced Math Program.

Who:
-Administration

Tasks & Due Dates:
-Guest speakers
-Balanced Math Program |

Outside Contracted Services 5800 (Title I) Total Expenditures: $30,000.00

Outside Contracted Services 5800 (Title I) Allocation Balance: $0.00

Funding Source: Student Advocate 2200 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $81,935.00 | Planned:
Classified Salaries - Student Advocate (2200)
-      To empower students to create a healthy academic, behavioral, and social performance.
-Monitor the progress of identified "at-risk" students
-Review progress and missing assignments with students on a weekly or bi-weekly basis.
-Provide students with a packet of missing assignments, current grades/GPA, and attendance.
-Organize and schedule meetings with parents and students and relevant MHS staff
-Establish progress and work with teachers to ensure implementation
-Provide academic and behavioral support
-Shadow students in class
-Conduct home visits
-Small group and individual interventions
-      Provide interventions for behavior discipline

Who:
-Administration
-Counselors
-Student Advocates

Tasks & Due Dates:
-Identify "at-risk" students
-Monitor the progress of identified students
-Encourage educational support and parental involvement
-Coordinate variety of intervention services
-Participate in COST meetings
-Establish daily log of progress & work with teachers to ensure implementation
-Provide ongoing daily tutoring
-Collect and report data |

Student Advocate 2200 (Title I) Total Expenditures: $81,935.00

Student Advocate 2200 (Title I) Allocation Balance: $0.00

Madera High School

Funding Source: Supplies 4300 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,402.00		Planned: Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: -Duplicate printed materials to promote parent involvement. -Purchase materials to support parent involvement. -Utilize the district's print shop service to provide materials for parent communication. -Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. Parent Involvement & Parent Workshops: -Provide training for parents to become better informed and involved in their student's education -Purchase materials, supplies and technology that support and increase parent participation/involvement. -Parent/student meetings to provide strategies to support their child's education at home or discuss individual student progress. -Phone calls and notes home to inform parents of the meetings. -Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. -Promote participation in PTA -Provide Parent Portal Training -Coordinate PIQE program for 8 two hour sessions that teach parents how to better support and advocate for their children in school and how to get more involved with school events. -Provide refreshments for attendees. -Provide childcare for parents attending meetings Who: -Parent Liaison -Counselors -Administration -Translator -Student Advocate

Madera High School

Tasks & Due Dates:
-Two to three Weekly Connect Ed calls to inform parents of weekly events.
-        Monthly updates at parent meetings; PTA, SSC and ELAC
-Updated information on the school website
-Individual phone calls home reminding parents to support their child
-Promote participation in PTA
-Provide Interpreting devices to provide simultaneous interpretation for Spanish speaking parents during parent information nights and other meetings.
-Assist MHS parents in creating and activating a Parent Portal Account to monitor students attendance and grades from home.

Supplies 4300 (Parent Ed) Total Expenditures: $2,402.00

Supplies 4300 (Parent Ed) Allocation Balance: $0.00

Funding Source: Support Teacher 1100 (Title I) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$73,424.00		Planned: Certificated Salaries - Teachers (1100) - To offer ELD IV sections - To offer AVID sections Who: -Administration -Teachers - Students Tasks & Due Dates: -Support students in integrated courses for language development.

Madera High School

Support Teacher 1100 (Title I) Total Expenditures: $73,424.00

Support Teacher 1100 (Title I) Allocation Balance: $0.00

Funding Source: Travel & Conference 5200 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$16,000.00		Planned: Provide Teacher Release, Extra Time, Travel & Conference (Cert. Extra Time 1190, Cert. Subs 1125, Travel & Conference 5200): -Observe high impact CCCS lessons. -Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. -Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. -Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. -Time for testing, scheduling, and compiling information about students. -Provide after school tutoring or other interventions for students. -Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. -Provide professional development to assist teachers in the transition to common core in English, Social Science, Math, and Science to develop both rigorous and relevant performance tasks, unit plans, and lesson plans with the end in mind. -Highly effective, immediately usable professional development across content areas to build literacy and content (including AP training and Balanced Math). Who: -Teachers -Steering Committee -Academic Team

-Administration

Tasks & Due Dates::
-Review and analyze Math/Science data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
-Development and analysis of norms, department vision/mission, and collective commitments
-Revise or create units of study
-Establish COI protocol process and tool for data analysis within each department. Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention and to design enriching learning experiences for all students
-Continue Balanced Math professional learning to build problem
-solving & critical thinking as well as mathematical literacy
-Provide strategies for ELs & AVID instructional strategies that focus on the 5 Domains of Language w/ELA, Soc Sci, Math & Electives
-Continue PD of EL Principles for all teachers
-Continue PD to foster effective professional learning communities
-Invest in site-based certified Kagan trainers

	$1,000.00	Planned: Professional Development (Travel & Conference 5200, Outside Contracted Services 5800): Highly effective, immediately usable professional development to build content, support leadership development, implement behavior systems, and support student engagement. Including but not limited to: -PBIS -Link Crew -Restorative Justice -Safe School Ambassador -Youth Empowerment -Leadership and Character Development -Attendance Who: -Administration -Teachers -Student Advocates -Family Liaison -Support Staff -Counselors Tasks & Due Dates: -PBIS -Link Crew -Restorative Justice -Safe School Ambassador -Youth Empowerment -Leadership and Character Development -Attendance Cost: See Goal 1 Action 3

Travel & Conference 5200 (Title I) Total Expenditures:	$17,000.00
Travel & Conference 5200 (Title I) Allocation Balance:	$0.00
Madera High School Total Expenditures:	$353,820.00