

School Year:

2023-24



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Madera High School	20-65243--2035707	04/19/2023	12/12/2023

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Students With Disabilities

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 for Students with Disabilities

If we design and implement Common Formative Assessments for priority standards and skills that measure mastery towards the Common Summative Assessment then we will utilize these aligned assessments and results through the cycle of inquiry process to make informed instructional adjustments so that 80% of students will meet their BEST growth target on the NWEA in Reading and Math.

Identify, monitor, and support at-risk students to maximize attendance rates and graduation rates, and minimize suspension rates

- Positive Interventions
- Student Advocates
- Behavioral, Social Emotional & Academic Supports
- Parent Involvement

Contact Name: Robyn Cosgrove

Position: Principal

E-mail: robyncosgrove@maderausd.org

Address: 200 South L Street, Madera, CA 93637

Phone Number: 559-675-4444

Fax Number: 559-675-4351

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 with an emphasis on students with disabilities.

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 with an emphasis with disabilities.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

PAC meetings

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 suspension rates decreased by 1.6% from the previous year to an overall suspension rate of 5.7%.

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.

PERFORMANCE GAPS

- Decline in graduation rate from 97.2% (2019) to 93.5% (2022)
- Decline in academic results from 2019 to 2022

* English 45.3% to 43.9%

* Math 17.8% to 14.3%

* English Learners 44.7% to 39.8%

- Students with Disabilities

* English DFS -136

* Math DFS -196.5

GREATEST NEEDS

- More in-depth training and coaching focused on students with disabilities
- Continued, ongoing support for designated and integrated EL teachers
- Create individualized learning plans toward graduation or successful transition to adult school
- Improving our College and Career Indicator, including CTE Pathway completers and dual enrollment

INCREASED OR IMPROVED SERVICES

Youth Empowerment partnership with Madera Behavioral Health Department

Intervention Specialist to support at-risk students academically and with social-emotional issues

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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.57%	0.32%	7	11	6
African American	1.5%	1.19%	1.08%	31	23	20
Asian	2.4%	1.91%	2.21%	50	37	41
Filipino	0.3%	0.31%	0.16%	6	6	3
Hispanic/Latino	85.7%	87.11%	87.03%	1,761	1,689	1617
Pacific Islander	0.2%	0.05%	0.16%	3	1	3
White	8.1%	7.17%	7.8%	167	139	145
Multiple/No Response	1.1%	1.19%	0.86%	23	23	16
Total Enrollment				2,055	1,939	1858

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	584	504	545
Grade 10	518	551	447
Grade 11	487	447	449
Grade 12	466	437	417
Total Enrollment	2,055	1,939	1,858

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	325	338	301	15.8%	17.4%	16.2%
Fluent English Proficient (FEP)	727	666	622	35.4%	34.3%	33.5%
Reclassified Fluent English Proficient (RFEP)	12			3.7%		

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	432	421	419	0	396	391	0	396	390	0.0	94.1	93.3
All Grades	432	421	419	0	396	391	0	396	390	0.0	94.1	93.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2557.	2582.		12.88	17.44		31.06	36.15		27.02	23.85		29.04	22.56
All Grades	N/A	N/A	N/A		12.88	17.44		31.06	36.15		27.02	23.85		29.04	22.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		15.95	16.49		61.01	63.14		23.04	20.36
All Grades		15.95	16.49		61.01	63.14		23.04	20.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		17.60	24.09		53.32	55.18		29.08	20.73
All Grades		17.60	24.09		53.32	55.18		29.08	20.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		8.86	12.11		77.97	73.20		13.16	14.69
All Grades		8.86	12.11		77.97	73.20		13.16	14.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		16.46	20.62		66.33	65.98		17.22	13.40
All Grades		16.46	20.62		66.33	65.98		17.22	13.40

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	432	420	419	0	392	394	0	392	394	0.0	93.3	94.0
All Grades	432	420	419	0	392	394	0	392	394	0.0	93.3	94.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2503.	2526.		3.83	5.58		10.46	12.18		19.90	26.14		65.82	56.09
All Grades	N/A	N/A	N/A		3.83	5.58		10.46	12.18		19.90	26.14		65.82	56.09

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		3.32	7.11		33.67	35.79		63.01	57.11
All Grades		3.32	7.11		33.67	35.79		63.01	57.11

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		6.89	7.61		59.69	63.20		33.42	29.19
All Grades		6.89	7.61		59.69	63.20		33.42	29.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		6.12	7.11		57.65	62.69		36.22	30.20
All Grades		6.12	7.11		57.65	62.69		36.22	30.20

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1525.0	1512.4	1508.6	1514.6	1494.3	1490.9	1535.0	1530.0	1525.8	84	89	82
10	1517.6	1528.1	1512.3	1497.9	1515.6	1488.8	1536.7	1540.0	1535.2	90	79	77
11	1528.1	1503.9	1507.4	1511.6	1483.8	1488.5	1544.0	1523.6	1525.8	74	64	64
12	1524.4	1525.9	1514.0	1502.0	1518.0	1488.2	1546.4	1533.1	1539.5	54	69	57
All Grades										302	301	280

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.63	5.68	8.54	35.53	32.95	31.71	38.16	36.36	28.05	23.68	25.00	31.71	76	88	82
10	3.57	15.19	7.89	39.29	30.38	35.53	27.38	25.32	25.00	29.76	29.11	31.58	84	79	76
11	9.38	4.69	9.52	29.69	25.00	28.57	31.25	25.00	17.46	29.69	45.31	44.44	64	64	63
12	6.67	10.45	8.77	28.89	26.87	33.33	33.33	29.85	12.28	31.11	32.84	45.61	45	67	57
All Grades	5.20	9.06	8.63	34.20	29.19	32.37	32.34	29.53	21.58	28.25	32.21	37.41	269	298	278

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	17.11	12.50	17.07	36.84	38.64	36.59	28.95	27.27	15.85	17.11	21.59	30.49	76	88	82
10	16.67	21.52	14.47	39.29	36.71	38.16	14.29	16.46	14.47	29.76	25.32	32.89	84	79	76
11	23.44	17.19	20.63	34.38	26.56	25.40	17.19	15.63	14.29	25.00	40.63	39.68	64	64	63
12	17.78	20.90	24.56	31.11	34.33	24.56	24.44	16.42	5.26	26.67	28.36	45.61	45	67	57
All Grades	18.59	17.79	18.71	36.06	34.56	32.01	20.82	19.46	12.95	24.54	28.19	36.33	269	298	278

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.32	2.27	2.44	18.42	17.05	14.63	44.74	39.77	39.02	35.53	40.91	43.90	76	88	82
10	3.57	5.06	1.32	21.43	25.32	25.00	36.90	32.91	31.58	38.10	36.71	42.11	84	79	76
11	1.56	3.13	1.59	18.75	14.06	17.46	39.06	29.69	33.33	40.63	53.13	47.62	64	64	63
12	4.44	1.49	3.51	11.11	16.42	24.56	46.67	34.33	22.81	37.78	47.76	49.12	45	67	57
All Grades	2.60	3.02	2.16	18.22	18.46	20.14	41.26	34.56	32.37	37.92	43.96	45.32	269	298	278

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.05	4.55	7.41	72.97	68.18	60.49	22.97	27.27	32.10	74	88	81
10	2.41	6.33	10.67	61.45	64.56	56.00	36.14	29.11	33.33	83	79	75
11	0.00	3.13	6.35	62.50	45.31	47.62	37.50	51.56	46.03	64	64	63
12	2.22	5.97	5.26	57.78	50.75	47.37	40.00	43.28	47.37	45	67	57
All Grades	2.26	5.03	7.61	64.29	58.39	53.62	33.46	36.58	38.77	266	298	276

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	47.30	45.45	57.32	33.78	30.68	14.63	18.92	23.86	28.05	74	88	82
10	50.00	48.72	48.68	23.17	25.64	18.42	26.83	25.64	32.89	82	78	76
11	52.38	34.38	44.44	23.81	29.69	14.29	23.81	35.94	41.27	63	64	63
12	46.67	49.25	42.11	26.67	28.36	14.04	26.67	22.39	43.86	45	67	57
All Grades	49.24	44.78	48.92	26.89	28.62	15.47	23.86	26.60	35.61	264	297	278

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.00	3.45	6.17	45.33	35.63	40.74	46.67	60.92	53.09	75	87	81
10	7.14	7.59	11.84	42.86	45.57	48.68	50.00	46.84	39.47	84	79	76
11	4.69	3.13	4.76	50.00	31.25	36.51	45.31	65.63	58.73	64	64	63
12	6.67	2.99	7.02	40.00	35.82	38.60	53.33	61.19	54.39	45	67	57
All Grades	6.72	4.38	7.58	44.78	37.37	41.52	48.51	58.25	50.90	268	297	277

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	2.27	0.00	81.33	69.32	68.29	18.67	28.41	31.71	75	88	82
10	4.00	1.27	2.70	72.00	73.42	62.16	24.00	25.32	35.14	75	79	74
11	9.52	9.38	16.13	58.73	46.88	43.55	31.75	43.75	40.32	63	64	62
12	4.65	13.43	10.71	67.44	53.73	44.64	27.91	32.84	44.64	43	67	56
All Grades	4.30	6.04	6.57	70.70	62.08	56.20	25.00	31.88	37.23	256	298	274

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,939	83.9	17.4	0.4
Total Number of Students enrolled in Madera High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	338	17.4
Foster Youth	7	0.4
Homeless	46	2.4
Socioeconomically Disadvantaged	1,626	83.9
Students with Disabilities	151	7.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	1.2
American Indian	11	0.6
Asian	37	1.9
Filipino	6	0.3
Hispanic	1,689	87.1
Two or More Races	23	1.2
Pacific Islander	1	0.1
White	139	7.2

Conclusions based on this data:

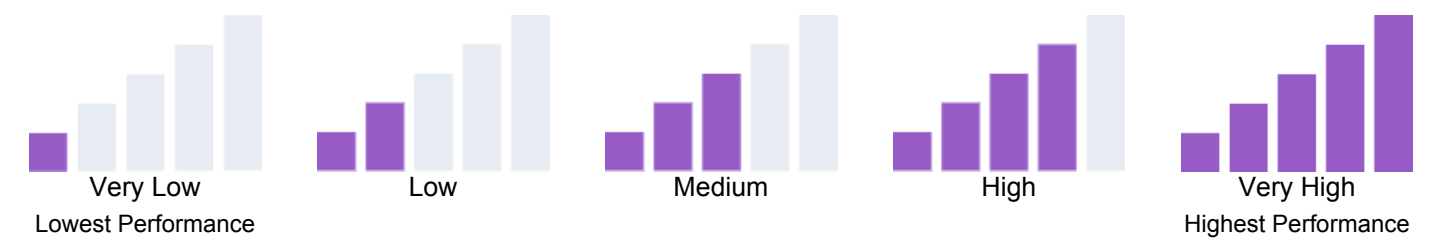
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School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

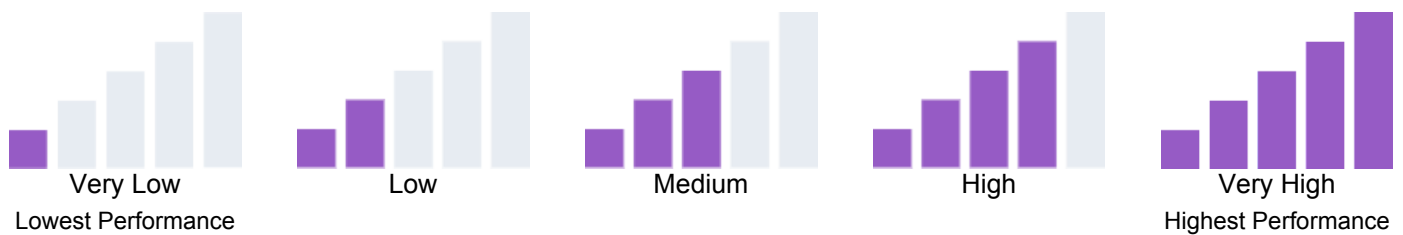
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School and Student Performance Data

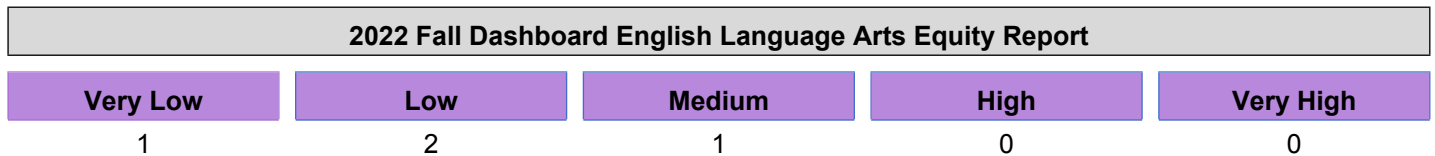
Academic Performance English Language Arts

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

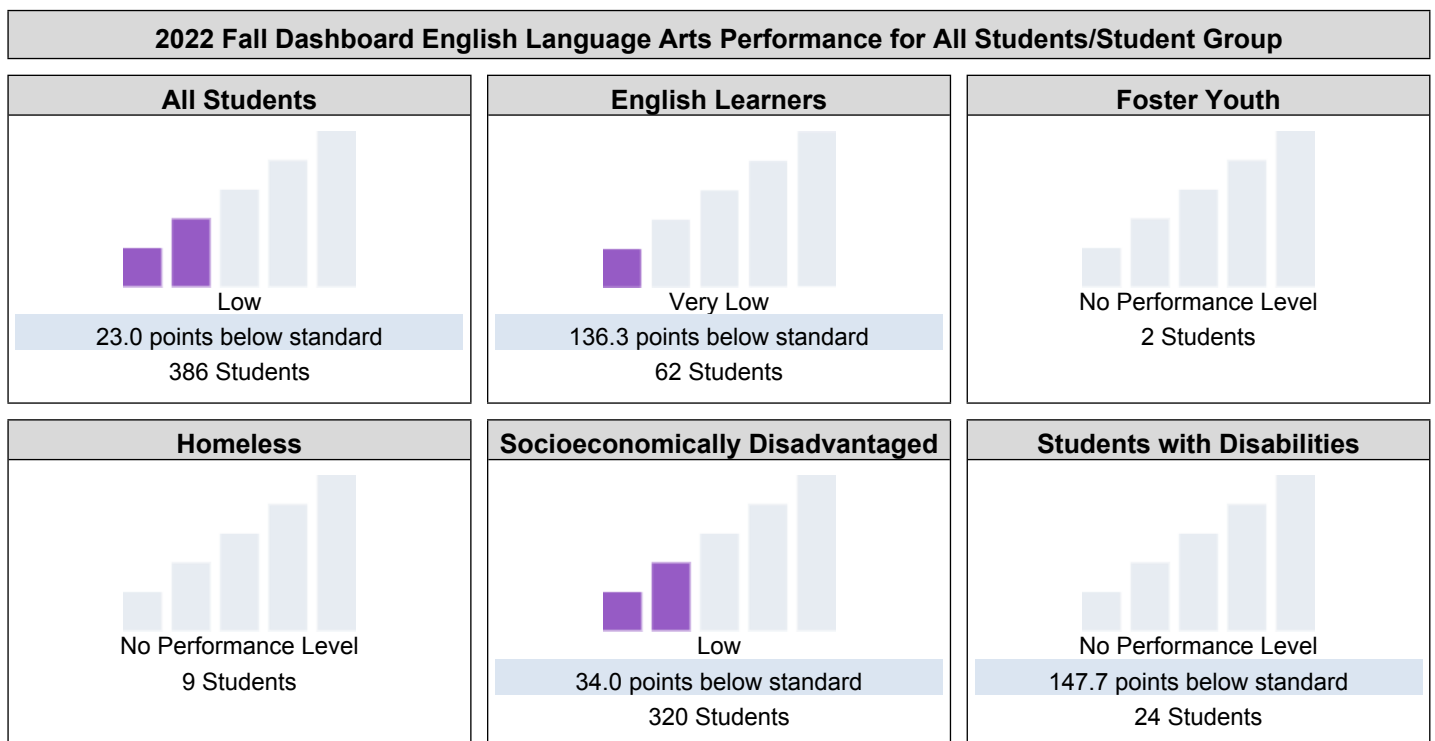
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



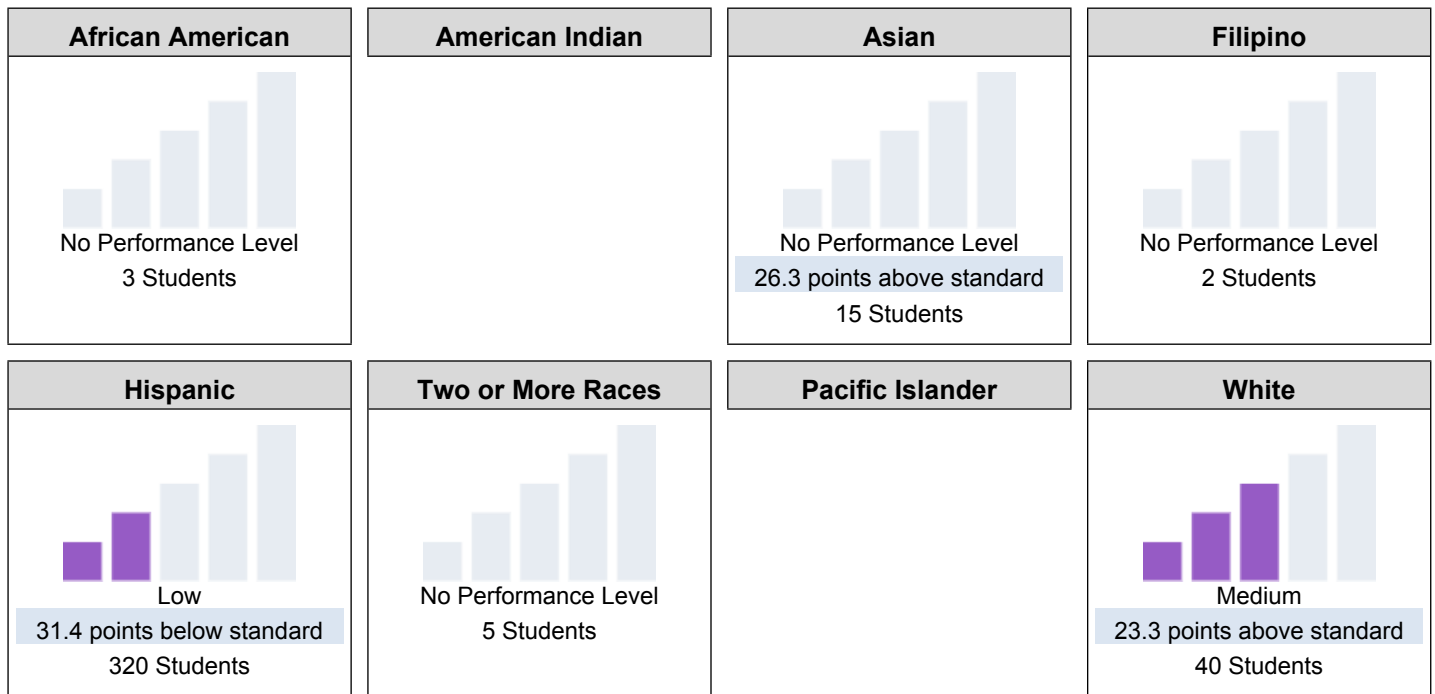
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
149.9 points below standard	73.3 points below standard	11.0 points below standard
51 Students	11 Students	190 Students

Conclusions based on this data:

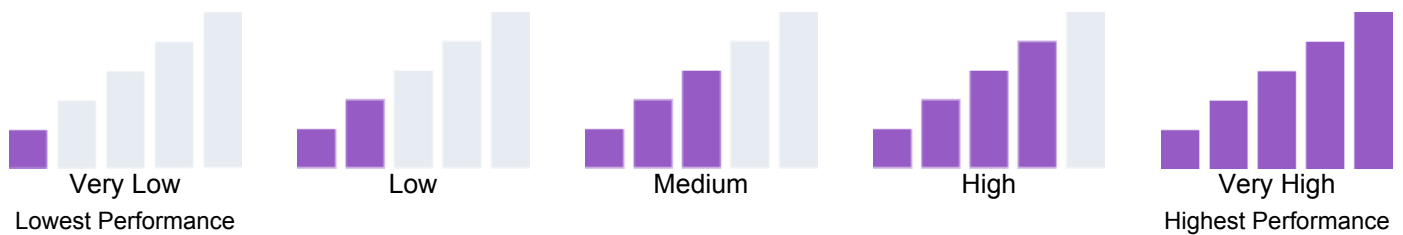
1.

School and Student Performance Data

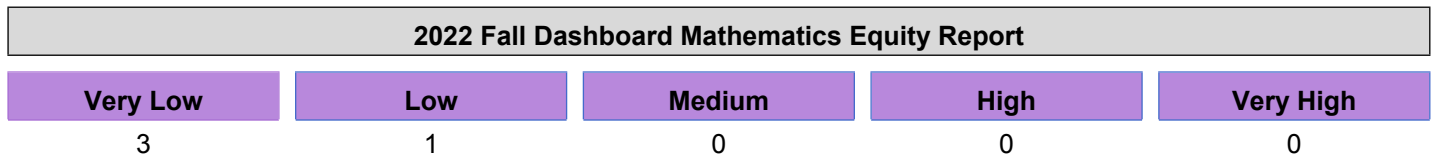
Academic Performance Mathematics

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

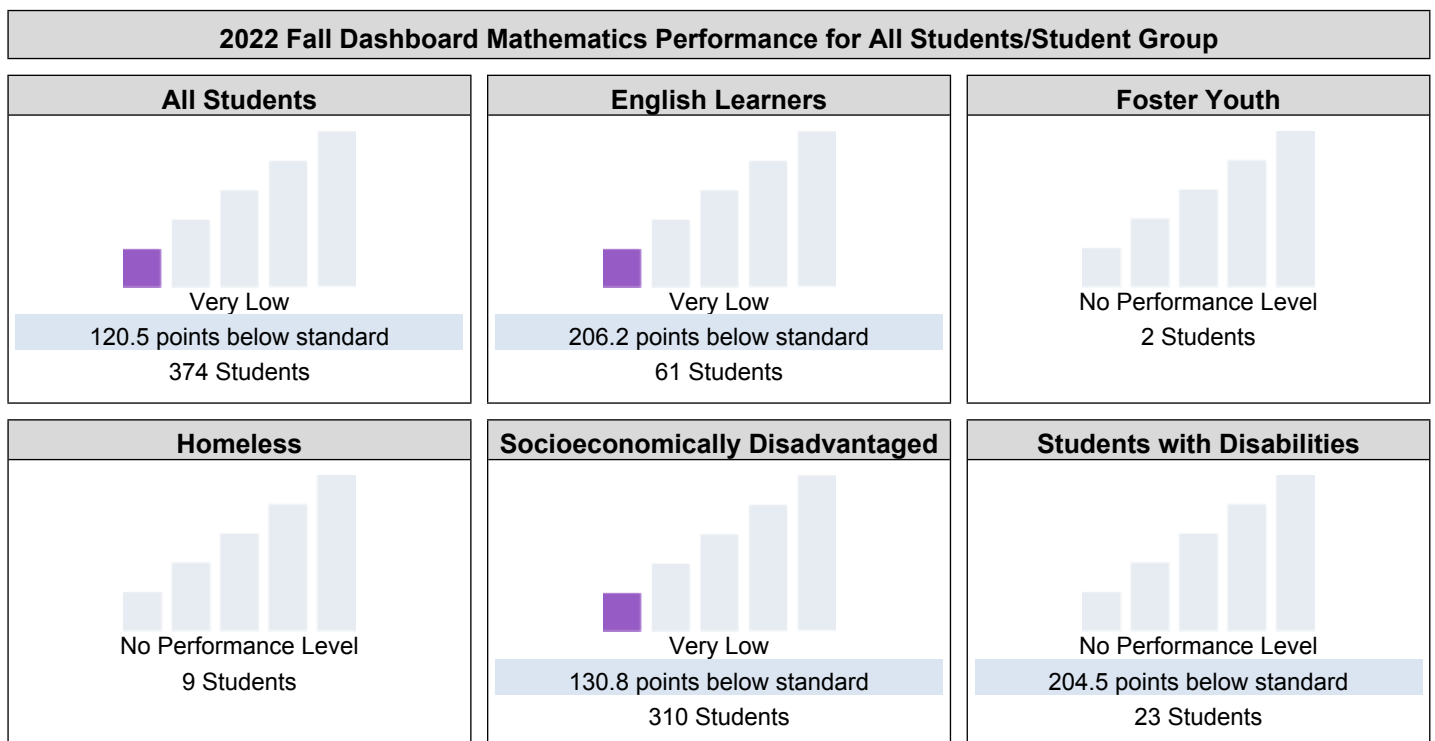
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



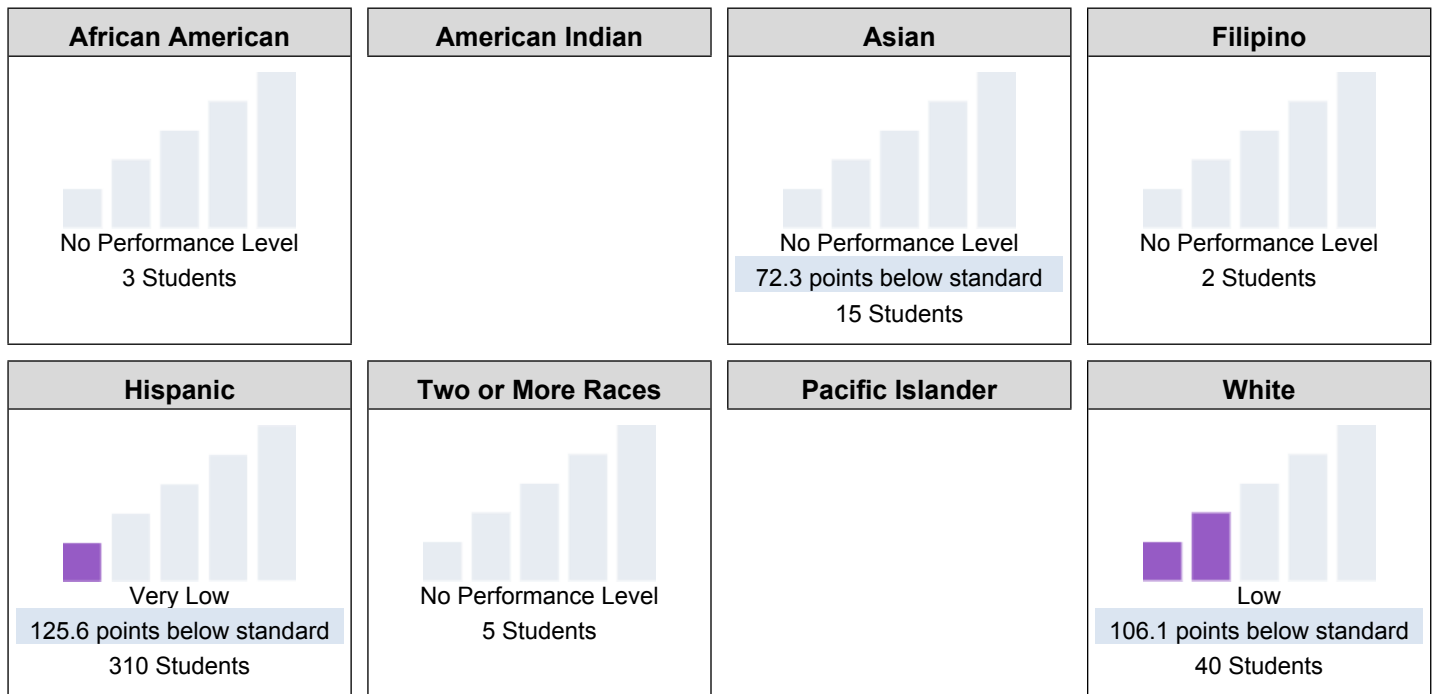
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
214.4 points below standard 51 Students	171.5 points below standard 11 Students	121.6 points below standard 187 Students

Conclusions based on this data:

1.

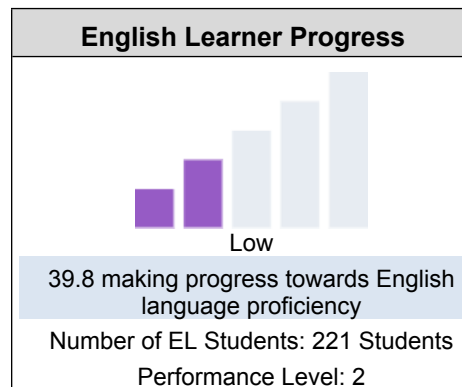
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.9%	40.3%	0.5%	39.4%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

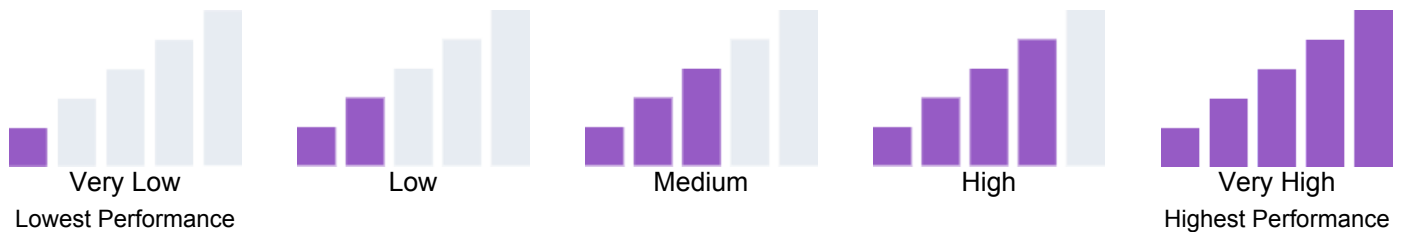
Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

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



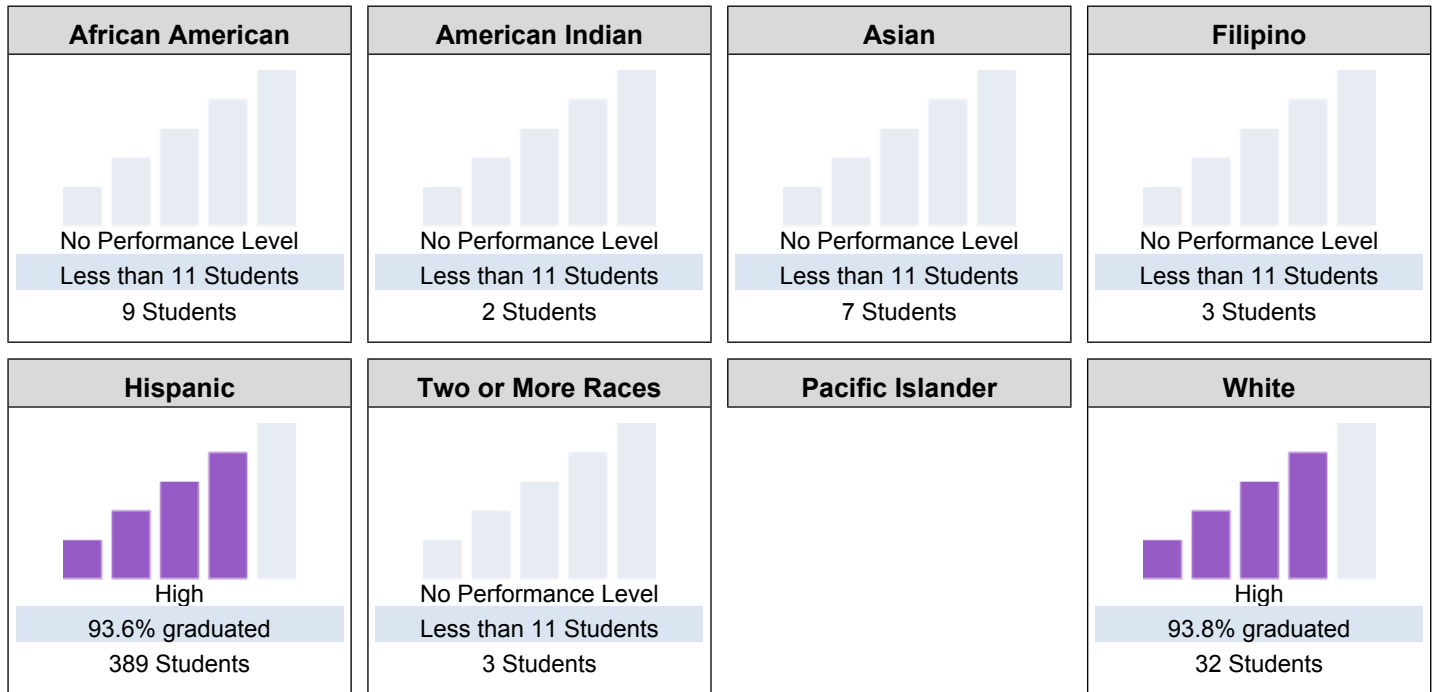
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	2	1	3	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students <p>High</p> <p>93.5% graduated</p> <p>449 Students</p>	English Learners <p>Low</p> <p>77.3% graduated</p> <p>97 Students</p>	Foster Youth <p>No Performance Level</p> <p>Less than 11 Students</p> <p>6 Students</p>
Homeless <p>Medium</p> <p>84.6% graduated</p> <p>39 Students</p>	Socioeconomically Disadvantaged <p>High</p> <p>92.2% graduated</p> <p>371 Students</p>	Students with Disabilities <p>Low</p> <p>77.6% graduated</p> <p>49 Students</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

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



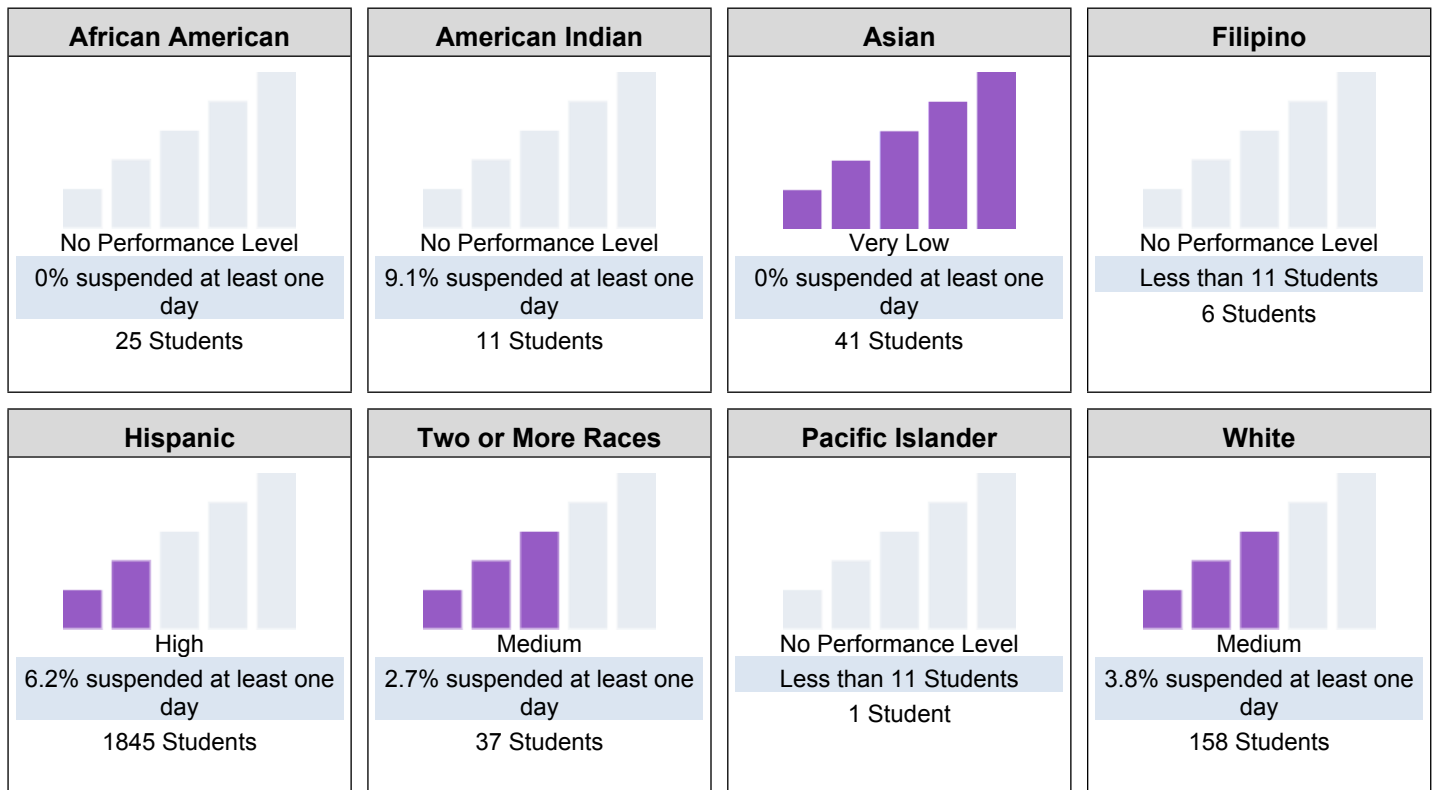
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
1	2	4	0	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Medium 5.7% suspended at least one day 2124 Students	English Learners High 6.7% suspended at least one day 418 Students	Foster Youth No Performance Level 7.7% suspended at least one day 13 Students
Homeless Medium 3% suspended at least one day 66 Students	Socioeconomically Disadvantaged Medium 6% suspended at least one day 1788 Students	Students with Disabilities Very High 11% suspended at least one day 164 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



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
Provide early supports for children and their families before beginning school

Goal 1

We believe in every child receiving quality early learning experiences to prepare them for success in school and life which includes supporting children and their family from preconception to four years old. Our vision relies on a partnership with actively engaged families and a supportive community. We believe that parents or guardians are a child's first teacher and this is why we support parents and guardians with training in technology and in educational and social-emotional resources. All families will have access to holistic services and care to be healthy and ready to learn. All families will also be provided with nutrition and connections with our community partners for resources.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Countries in which young children who come to school healthy, eager to learn and ready to profit from the instruction tend to be countries in which those children do well in school."

Annual Measurable Outcomes

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

Strategy/Activity 1

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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

Demonstrate equity before equality, providing resources based on student needs

Goal 2

We believe in equity before equality which is why we expect that all students, including those who come with greater challenges, receive the highest quality learning experience and are expected to achieve at high levels. We provide additional, targeted, high-quality resources for students with the greatest needs because equity means giving everyone what they need to be successful. Students receive all necessary support and resources for academic, behavior, and social-emotional mastery. We expect that resources are used to create inviting schools for students and parents. We believe all students feel valued, loved, and supported and feel welcomed in our schools by all staff. All staffing assignments are made equitably, based upon student needs. We have a district culture where all staff are passionate and want to inspire all students particularly the students with the greatest needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing countries have made explicit decisions to create systems in which all students are educated to standards formerly reserved only for their elites Policymakers in these countries know that if less-advantaged students are going to achieve at league-leading levels they will have to have access to more resources than students who come to school with greater advantages."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of students who met or exceeded ELA standard - Grade 11 2022-2023: 53% 2021-2022: 44%	Percent of students who will meet or exceed ELA standard - Grade 11 2023-2024: 56% DFS in English on the CAASPP - Grade 11: 15-point increase
CAASPP SBAC Math	Percent of students who met or exceeded Math standard Grade 11 2023-2023: 18% 2021-2022: 14%	Percent of students who will meet or exceed math standard - Grade 11 2023-2024: 21% DFS in Math on the CAASPP Grade 11: 15-point increase
Local Interim Assessment Reading (NWEA)	Percentage of students who met their BEST Growth Goal in Reading 2022-2023 Fall to Spring: 34.9% 2021-2022 Fall to Spring: 34.7%	Percentage of students who will meet their BEST Growth Goal in Reading 2023-2024 Fall to Spring: 50% 2024-2025 Fall to Spring: 80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment Math (NWEA)	Percentage of students who met their BEST Growth Goal in Math 2022-2023 Fall to Spring: 42.99% 2021-2022 Fall to Spring: 44.99%	Percentage of students who will meet their NWEA Math BEST Growth Goal 2023-2024 Fall to Spring: 58% 2024-2025 Fall to Spring: 80%
English Learner Progress (ELPAC)	Percent of students that scored a Level 4 on the ELPAC 2022-2023: 12.2% 2021-2022: 9.12%	Percent of students that score a Level 4 on the ELPAC: 2023-2024: 15%
Reclassification Rate	Reclassified Students 2022-2023: 48 2021-2022: 31	Reclassified Students: 2023-2024: 55
College & Career Readiness	Percent of students considered "Prepared" on the College/Career Indicator: 2022-2023: pending 2021-2022: not reported 2020-2021: not reported 2019-2020: 41% 2018-2019: 43.9%	Percent of students considered "Prepared" on the College/Career Indicator: 2023-2024: 50%
Title 1 Parent Meeting	Attendance 2022-2023: 125 2021-2022: 250	Attendance 2023-2024: 250
SSC	Attendance 2022-2023: 12 2021-2022: 10	Attendance 2023-2024: 12
ELAC	Attendance 2022-2023: 10 2021-2022: 9	Attendance 2023-2024: 12
Suspension	Suspension Rate 2022-2023: 8.3% 2021-2022: 5.7% 2018-2019: 7.3% 2017-2018: 4.9%	Projected for 2023-2024: decrease by 3%
Graduation Rate	Graduation Rate 2022-2023: pending 2021-2022: 93.5% 2018-2019: 97.2% 2017-2018: 95.9%	Projected for 2023-2024: increase by 1.5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Expulsion	Expulsion Rate 2022-2023: pending 2021-2022: 0.38%	Projected for 2023-2024: decrease by .1%
Chronic Absenteeism Rates	Chronic Absenteeism Rates 2022-2023: 20.4% 2021-2022: 38.5%	Projected for 2023-2024: decrease by 5%
9th-12th Grade Favorable Responses	2022-2023 School Safety 52%, School Belonging 39%, School Climate 39%, School Engagement 23%	Projected for 2023-2024 School Safety 55%, School Belonging 42%, School Climate 42%, School Engagement 26%

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)

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Strategy/Activity: Salaries for a Multi-Tiered System of Supports (MTSS)

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

*Provide academic and behavioral support

*Encourage educational support and parental involvement

*Small group and individual interventions

Intervention Specialist - Counselor (1100)

*Individual/ Group Social-Emotional Counseling, Check & Connect, Lunch Tutoring

*Participates and reports at COST meetings (Tier 2 meetings)

*Collaborate with student stakeholders (counselors, psychologists, clinicians, student advocates, and administration)

*Participate in school-wide training, decision-making, and related activities. (PBIS, Leadership, Multicultural Team)

*Disaggregate and present data to evaluate the effectiveness of Tier 2 interventions to meet student needs and goals

Certificated Salaries - Teachers (1100)

*To offer ELD III class to support meeting the needs of English Learners

*To offer Student Voice United (YLI) and Link Crew class to provide leadership opportunities to students

Classified Salaries - EL Paraprofessional (2100)

- *Support students in Newcomer courses and integrated courses for language development
- *Reports back to administration about student success and achievement
- *Run lunchtime tutoring program
- *Provides input in ELD PLC and support to ELD teachers
- *Provides content teacher with information about student levels and abilities
- *Translates for students/teachers

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)
83505	Student Advocate 2200 (Title I)
104134	Intervention Specialist 1100 (Title I)
0	Support Teacher 1100 (Title I)
36565	Paraprofessional 2100 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Strategy/Activity: Release time or extra time to staff and time to support our parents (Cert. Subs 1125, Cert. Extra Time 1190, Classified Extra Time Object Code 2000, Parent 2960)

- *Provide teachers with additional planning time
- *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
- *Provide Parent Portal Training
- *Provide childcare for parents attending meetings
- *Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
- *Revise or create units of study
- *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
- Grade-Level Nights
- AP/DE 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)
0	Certificated Subs 1125 (Title I)
0	Certificated Extra Time 1190 (Title I)
0	Other classified 2990 (Title I)
6000	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)

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Strategy/Activity: Professional Development, Travel, and Conference to Staff (5200)

Provide or attend highly effective, immediately usable professional development to build content, support leadership development, implement behavior systems, and support student engagement.

Including but not limited to:

- *AP Training
- *Professional Development
- *PBIS
- *Link Crew
- *Restorative Justice
- *Safe School Ambassador
- *Youth Empowerment
- *Leadership and Character Development
- *Attendance
- *College and Career Readiness

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)

4500

Travel & Conference 5200 (Title I)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Strategy/Activity: Purchase supplemental supplies, books, and reference materials, and Duplication/Print Shop

- *Purchase supplemental instructional supplies, books, and reference materials
- *Purchase materials and supplies to support character education and PBIS
- *Duplicate printed materials for student learning
- *Purchase materials, supplies, and technology that support and increase parent participation/involvement
- *Duplicate printed materials to promote parent involvement or for parent communication
- *Provide refreshments for attendees

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)

13,536

Instructional Supplies 4310 (Title I)

5000

Duplicating/Print shop 5715 (Title I)

1,070

Supplies 4300 (Parent Ed)

0

Field Trips 5716 (Parent Ed)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Strategy/Activity: Purchase Hardware/Software, Maintenance & License

- *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 technology

- *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.
- *Provide for repairs as needed to keep equipment in working order
- *Purchase hardware and software programs to facilitate and support technology use and learning

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Strategy/Activity: Outside Contracted Services

- *Contract with outside resources to enhance the education of our students.
- *To improve student attendance
- *To build motivation and confidence in students who may struggle in academic areas
- *To support learning through a variety of modalities
- *To provide authentic experiences to promote writing
- *To provide instructional training
- *Provide guest speakers

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	Outside Contracted Services 5800 (Parent Ed)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Strategy/Activity: Field Trips and Entrance Fees

*Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences

*Provide parents and students with opportunities to attend events or campuses to increase understanding and experiences of the educational system

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)
0	Entry Fees 5808 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Strategy/Activity #1: Student Advocate (2200), ELD Teacher (1100) and Paraprofessional (2100)

What were the activities implemented?

They empowered students to create healthy academic, behavioral, 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.

No funding was allocated for ELD Teachers but an EL Paraprofessional supported our Newcomer students in designated and integrated classes.

What was not implemented that was in the 2022-23 site plan?

Student Advocates were utilized.

ELD Teachers were funded with general funds. EL Paraprofessional was utilized.

What was the overall effectiveness?

Student Advocates supported 9th-grade "at-risk" students and students who needed support in the Coyote Den.

The EL Para was effective in supporting students with learning content through their home language.

Strategy/Activity #2: Provide Teacher Release, Extra Time, Classified Extra Time (Cert. Extra Time 1190, Cert. Subs 112):

What were the activities implemented?

- *Observed high-impact lessons.

- *Adjusted pacing guides, common planning, disaggregated data, assigned and developed intervention plans, and created 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.

- *Support was provided all year for virtual and in-person meetings and events.

What was not implemented that was in the 2022-23 site plan?

Planning time was provided for those who requested it.

What was the overall effectiveness?

Training varied by the provider. The opportunity for additional planning time was beneficial.

Very effective in supporting parents and the community.

Strategy/Activity #3: Travel and Conference (5200):

What were the activities implemented?

- *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 2022-23 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, Parent Supplies (Instructional Supplies 4310, Duplicating/Printshop 5715)

What were the activities implemented?

MHS purchased books, online subscriptions, and/or monthly student magazine subscriptions to increase students' 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. We provided more in-person events and provided some resources. 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 meetings with the principal.

What was not implemented that was in the 2022-23 site plan?

We were not able to utilize funds for instructional supplies for all courses. We had limitations with only availability for core areas.

Timelines were not always met for approval.

What was the overall effectiveness?

These supplies supported student needs and enhanced student engagement when applicable.

These funds are helpful in supporting the interactions with our families.

Strategy/Activity #5: Technology and Software

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 2022-23 site plan?

District-funded most computer software and hardware.

What was the overall effectiveness?

The software was very beneficial to our teachers.

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 2022-23 site plan?

We need to plan ahead to schedule assemblies and establish contracts with speakers.

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 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, 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.

Strategy/Activity #7: 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 2022-23 site plan?

Field trip opportunities were limited since some events were overnight trips.

What was the overall effectiveness?

The few field trips that were attended benefit our 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 #21 ELD Teacher (1100) and EL Paraprofessional (2100)

ELD Teachers were funded from general funds. EL Paraprofessional allocation was expended.

Strategy/Activity #2: Provide Teacher Release, Extra Time (Cert. Extra Time 1190, Cert. Subs 1125):

Allocation: \$19,836 Estimated Actuals: \$14,808

Some funding was denied due to submission deadlines not being met.

Strategy/Activity #2: Classified Extra Time

The allocation was expended.

Strategy/Activity #3: Travel & Conference (5200):

The allocation was expended.

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

Allocation: \$149,823 Estimated Actuals: \$36,833

Various items were denied as not meeting core instructional supply guidelines.

Strategy/Activity #4: Parent Supplies

Allocation: \$1,952 Actuals: \$150

We did not utilize our funds.

Strategy/Activity #5: Technology and Software

Allocation: \$41,065 Estimated Actuals: \$29,140

Special funding and district funding were used to purchase most items that were needed.

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

Allocation: \$29,768 Estimated Actuals: \$11,900

Outside contracted services needed for events were not planned in a timely manner.

Strategy/Activity #7: Field Trips and entrance/conference fees (5808):

Allocation: \$4,649 Estimated Actuals: \$4,649

The allocation was expended.

The funding for these strategies for 2022-2023 had slight adjustments due to expenditures but most of 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 #1: ELD Teachers (1100) and EL Paraprofessional

Keep. Though we were able to use general funds to fund our teachers, we plan to need additional sections next year. We will continue to utilize our EL Para to support our Newcomer students.

Strategy/Activity #2: Provide Teacher Release, Extra Time (Cert. Extra Time 1190, Cert. Subs 1125, Cert. Pupil Support Extra 1990):

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.

Strategy/Activity #2: Classified Extra Time

Keep. Staff support is needed for parent meetings.

Strategy/Activity #3: Travel & Conference (5200):

Keep. We will attend conferences and trainings to support student 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 #4: Parent Supplies

Keep. We will support parent involvement and purchase necessary supplies.

Strategy/Activity #5: Technology and Software

Purchase technology, supplemental materials, and resources:

Keep. We will continue to purchase the necessary equipment and software to improve online learning and student achievement.

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.

Strategy/Activity #7: 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.

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

Provide a high-quality education with aligned curriculum & teaching

Goal 3

We believe all students entering and exiting any Madera Unified school will leave with the same quality education regardless of origin, neighborhood, the school they attend, or the teacher they have because the expectation is that all students learn at high levels. To ensure this, we provide instructional systems based upon internationally benchmarked student performance standards, ensure they exemplify the elements of the Madera Unified Graduate Profile, and a curriculum framework that is coherent, rigorous, culturally relevant, and scaffolded K-12. Careful planning happens through collaboration between teachers and administration, Professional Learning Communities (PLC) that determine research-based instruction and assessment practices.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing systems typically have well-developed, highly coherent and very demanding instructional systems for all students that incorporate student performance standards, curriculum and assessments, as well as the use of instructional methods appropriate to the goals and standards of instruction."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of students who met or exceeded ELA standard - Grade 11 2022-2023: 53% 2021-2022: 44%	Percent of students who will meet or exceed ELA standard - Grade 11 2023-2024: 56% DFS in English on the CAASPP - Grade 11: 15-point increase
CAASPP SBAC Math	Percent of students who met or exceeded Math standard Grade 11 2023-2023: 18% 2021-2022: 14%	Percent of students who will meet or exceed math standard - Grade 11 2023-2024: 21% DFS in Math on the CAASPP Grade 11: 15-point increase
Local Interim Assessment Reading (NWEA)	Percentage of students who met their BEST Growth Goal in Reading 2022-2023 Fall to Spring: 34.9% 2021-2022 Fall to Spring: 34.7%	Percentage of students who will meet their BEST Growth Goal in Reading 2023-2024 Fall to Spring: 50% 2024-2025 Fall to Spring: 80%
Local Interim Assessment Math (NWEA)	Percentage of students who met their BEST Growth Goal in Math 2022-2023 Fall to Spring:	Percentage of students who will meet their NWEA Math BEST Growth Goal 2023-2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	42.99% 2021-2022 Fall to Spring: 44.99%	Fall to Spring: 58% 2024-2025 Fall to Spring: 80%
College & Career Readiness	Percent of students considered "Prepared" on the College/Career Indicator: 2022-2023: pending 2021-2022: not reported 2020-2021: not reported 2019-2020: 41% 2018-2019: 43.9%	Percent of students considered "Prepared" on the College/Career Indicator: 2023-2024: 50%
CTE Pathway Completion Data Source: DataQuest	25.19% of graduates completed a CTE Pathway in 2019/2020	30% 2023-2024
A-G Completion Data Source: DataQuest	35.86% of graduates in 2019/2020	45% 2023-2024
College/Career Indicator (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 38.1% EL: 15.8% FY: 16.7% HY: 30% SWD: 4.8% prepared in 2019/2020	ALL: 60% EL: 45% FY: 45% HY: 50% SWD: 35% prepared 2023-2024

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Strategy/Activity: Salaries for a Multi-Tiered System of Supports (MTSS)

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

*Provide academic and behavioral support

*Encourage educational support and parental involvement

*Small group and individual interventions

Intervention Specialist - Counselor (1100)

*Individual/ Group Social-Emotional Counseling, Check & Connect, Lunch Tutoring

*Participates and reports at COST meetings (Tier 2 meetings)

*Collaborate with student stakeholders (counselors, psychologists, clinicians, student advocates, and administration)

*Participate in school-wide training, decision-making, and related activities. (PBIS, Leadership, Multicultural Team)

*Disaggregate and present data to evaluate the effectiveness of Tier 2 interventions to meet student needs and goals

Certificated Salaries - Teachers (1100)

*To offer ELD III class to support meeting the needs of English Learners

*To offer Student Voice United (YLI) and Link Crew class to provide leadership opportunities to students

Classified Salaries - EL Paraprofessional (2100)

*Support students in Newcomer courses and integrated courses for language development

*Reports back to administration about student success and achievement

*Run lunchtime tutoring program

*Provides input in ELD PLC and support to ELD teachers

*Provides content teacher with information about student levels and abilities

*Translates for students/teachers

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)
0	Student Advocate 2200 (Title I)
0	Intervention Specialist 1100 (Title I)
15000	Support Teacher 1100 (Title I)
0	Paraprofessional 2100 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Strategy/Activity: Release time or extra time to staff and time to support our parents (Cert. Subs 1125, Cert. Extra Time 1190, Classified Extra Time Object Code 2000, Parent 2960)

*Provide teachers with additional planning time

*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

*Provide Parent Portal Training

*Provide childcare for parents attending meetings

*Review and analyze data from site/district formative and summative assessments to identify

student needs to inform instruction and provide timely interventions

*Revise or create units of study

*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
- Grade-Level Nights
- AP/DE 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)
500	Certificated Subs 1125 (Title I)
4000	Certificated Extra Time 1190 (Title I)
0	Other classified 2990 (Title I)
0	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)

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Strategy/Activity: Professional Development, Travel, and Conference to Staff (5200)

Provide or attend highly effective, immediately usable professional development to build content, support leadership development, implement behavior systems, and support student engagement. Including but not limited to:

*AP Training

*Professional Development

*PBIS

*Link Crew

- *Restorative Justice
- *Safe School Ambassador
- *Youth Empowerment
- *Leadership and Character Development
- *Attendance
- *College and Career Readiness

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)
8500	Travel & Conference 5200 (Title I)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Strategy/Activity: Purchase supplemental supplies, books, and reference materials, and Duplication/Print Shop

- *Purchase supplemental instructional supplies, books, and reference materials
- *Purchase materials and supplies to support character education and PBIS
- *Duplicate printed materials for student learning
- *Purchase materials, supplies, and technology that support and increase parent participation/involvement
- *Duplicate printed materials to promote parent involvement or for parent communication
- *Provide refreshments for attendees

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)
20000	Instructional Supplies 4310 (Title I)
5000	Duplicating/Print shop 5715 (Title I)
0	Instructional Supplies 4310 (Parent Ed)
0	Duplicating/Print shop 5715 (Parent Ed)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Strategy/Activity: Purchase Hardware/Software, Maintenance & License

*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 technology

*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.

*Provide for repairs as needed to keep equipment in working order

*Purchase hardware and software programs to facilitate and support technology use and learning

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)

0

Comp. Hardware under \$500 4385 (Title I)

0

Comp. Hardware \$500-\$5,000 4485 (Title I)

20000

Comp. Hardware/Software Maintenance & License 5885 (Title I)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Strategy/Activity: Outside Contracted Services

*Contract with outside resources to enhance the education of our students.

*To improve student attendance

*To build motivation and confidence in students who may struggle in academic areas

*To support learning through a variety of modalities

*To provide authentic experiences to promote writing

*To provide instructional training

*Provide guest speakers

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: 2022-23

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

ANALYSIS

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

Strategy/Activity #1: Student Advocate (2200), ELD Teacher (1100) and Paraprofessional (2100)

What were the activities implemented?

They empowered students to create healthy academic, behavioral, 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.

No funding was allocated for ELD Teachers but an EL Paraprofessional supported our Newcomer students in designated and integrated classes.

What was not implemented that was in the 2022-23 site plan?

Student Advocates were utilized.

ELD Teachers were funded with general funds. EL Paraprofessional was utilized.

What was the overall effectiveness?

Student Advocates supported 9th-grade "at-risk" students and students who needed support in the Coyote Den.

The EL Para was effective in supporting students with learning content through their home language.

Strategy/Activity #2: Provide Teacher Release, Extra Time, Classified Extra Time (Cert. Extra Time 1190, Cert. Subs 112):

What were the activities implemented?

*Observed high-impact lessons.

*Adjusted pacing guides, common planning, disaggregated data, assigned and developed intervention plans, and created 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.

*Support was provided all year for virtual and in-person meetings and events.

What was not implemented that was in the 2022-23 site plan?

Planning time was provided for those who requested it.

What was the overall effectiveness?

Training varied by the provider. The opportunity for additional planning time was beneficial. Very effective in supporting parents and the community.

Strategy/Activity #3: Travel and Conference (5200):

What were the activities implemented?

*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 2022-23 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, Parent Supplies (Instructional Supplies 4310, Duplicating/Printshop 5715)

What were the activities implemented?

MHS purchased books, online subscriptions, and/or monthly student magazine subscriptions to increase students' 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. We provided more in-person events and provided some resources. 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 meetings with the principal.

What was not implemented that was in the 2022-23 site plan?

We were not able to utilize funds for instructional supplies for all courses. We had limitations with only availability for core areas.

Timelines were not always met for approval.

What was the overall effectiveness?

These supplies supported student needs and enhanced student engagement when applicable. These funds are helpful in supporting the interactions with our families.

Strategy/Activity #5: Technology and Software

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 2022-23 site plan?

District-funded most computer software and hardware.

What was the overall effectiveness?

The software was very beneficial to our teachers.

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 2022-23 site plan?

We need to plan ahead to schedule assemblies and establish contracts with speakers.

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 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, 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 #21 ELD Teacher (1100) and EL Paraprofessional (2100)

ELD Teachers were funded from general funds. EL Paraprofessional allocation was expended.

Strategy/Activity #2: Provide Teacher Release, Extra Time (Cert. Extra Time 1190, Cert. Subs 1125:

Allocation: \$19,836 Estimated Actuals: \$14,808

Some funding was denied due to submission deadlines not being met.

Strategy/Activity #2: Classified Extra Time

The allocation was expended.

Strategy/Activity #3: Travel & Conference (5200):
The allocation was expended.

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

Allocation: \$149,823 Estimated Actuals: \$36,833

Various items were denied as not meeting core instructional supply guidelines.

Strategy/Activity #4: Parent Supplies

Allocation: \$1,952 Actuals: \$150

We did not utilize our funds.

Strategy/Activity #5: Technology and Software

Allocation: \$41,065 Estimated Actuals: \$29,140

Special funding and district funding were used to purchase most items that were needed.

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

Allocation: \$29,768 Estimated Actuals: \$11,900

Outside contracted services needed for events were not planned in a timely manner.

The funding for these strategies for 2022-2023 had slight adjustments due to expenditures but most of 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 #1: ELD Teachers (1100) and EL Paraprofessional

Keep. Though we were able to use general funds to fund our teachers, we plan to need additional sections next year. We will continue to utilize our EL Para to support our Newcomer students.

Strategy/Activity #2: Provide Teacher Release, Extra Time (Cert. Extra Time 1190, Cert. Subs 1125, Cert. Pupil Support Extra 1990):

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.

Strategy/Activity #2: Classified Extra Time

Keep. Staff support is needed for parent meetings.

Strategy/Activity #3: Travel & Conference (5200):

Keep. We will attend conferences and trainings to support student 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 #4: Parent Supplies

Keep. We will support parent involvement and purchase necessary supplies.

Strategy/Activity #5: Technology and Software

Purchase technology, supplemental materials, and resources:

Keep. We will continue to purchase the necessary equipment and software to improve online learning and student achievement.

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, 2, 4, 5 ,7, 8
Recruit and retain highly qualified staff

Goal 4

We believe that all staff receive the support that they need to do their job and that teachers experience high-quality coaching and mentoring, understand and implement research-based and culturally responsive instructional practices so that all students can learn, and that they truly believe students of every ethnicity, socioeconomic status, gender, and ability can learn at high levels. New teachers to our district receive effective mentoring, guidance, and support through a comprehensive Teacher Support and Mentor Program with developmentally appropriate conditions, resources and supports that allow for equitable teaching and learning tailored to meeting their varying needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "The top-performing countries believe it will be impossible to deliver to all their students the kind and quality of education formerly reserved for their elites unless they are able to put a very highly qualified teacher in front of all their students."

Annual Measurable Outcomes

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

Strategy/Activity 1

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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
Incentives & supports for employees to continuously improve performance

Goal 5

We believe our entire organization is a place in which both teachers and support staff are treated as professionals, with incentives and support to continuously improve their professional practices and the performance of all students. A career ladder system with levels of support to develop skills, and incentivize a commitment to continuous growth for all within the organization including, students, teachers, administrators, and support staff.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Career ladders are created that develop the skills of the current teacher workforce and establish a culture and organization that provides strong incentives for teachers to get better and better at the work and supports continuous improvement of the school as a whole."

Annual Measurable Outcomes

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

Strategy/Activity 1

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$337,310
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$337,310.00

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 (\$)
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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 (\$)
Certificated Extra Time 1190 (Title I)	\$4,000.00
Certificated Subs 1125 (Title I)	\$500.00
Comp. Hardware \$500-\$5,000 4485 (Title I)	\$0.00
Comp. Hardware under \$500 4385 (Title I)	\$0.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$20,000.00
Duplicating/Print shop 5715 (Parent Ed)	\$0.00
Duplicating/Print shop 5715 (Title I)	\$10,000.00
Entry Fees 5808 (Parent Ed)	\$0.00
Entry Fees 5808 (Title I)	\$5,000.00
Field Trips 5716 (Parent Ed)	\$0.00
Instructional Supplies 4310 (Parent Ed)	\$0.00
Instructional Supplies 4310 (Title I)	\$33,536.00
Intervention Specialist 1100 (Title I)	\$104,134.00

Other classified 2990 (Parent Ed)	\$6,000.00
Other classified 2990 (Title I)	\$0.00
Outside Contracted Services 5800 (Parent Ed)	\$5,000.00
Outside Contracted Services 5800 (Title I)	\$0.00
Paraprofessional 2100 (Title I)	\$36,565.00
Student Advocate 2200 (Title I)	\$83,505.00
Supplies 4300 (Parent Ed)	\$1,070.00
Travel & Conference 5200 (Title I)	\$13,000.00
Support Teacher 1100 (Title I)	\$15,000.00
Travel & Conference 5200 (Title I)	\$13,000.00

Subtotal of state or local funds included for this school: \$337,310.00

Total of federal, state, and/or local funds for this school: \$337,310.00

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



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:



Principal, Robyn Cosgrove on 9-21-2022



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.

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Madera High School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Strategy/Activity: Release time or extra time to staff and time to support our parents (Cert. Subs 1125, Cert. Extra Time 1190, Classified Extra Time Object Code 2000, Parent 2960)

- *Provide teachers with additional planning time
- *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
- *Provide Parent Portal Training
- *Provide childcare for parents attending meetings

*Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions

*Revise or create units of study

*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

-Grade-Level Nights

-AP/DE Night

-Registration Night

-Any other relevant events

Madera High School

\$4,000.00

Strategy/Activity: Release time or extra time to staff and time to support our parents (Cert. Subs 1125, Cert. Extra Time 1190, Classified Extra Time Object Code 2000, Parent 2960)

- *Provide teachers with additional planning time
- *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
- *Provide Parent Portal Training
- *Provide childcare for parents attending meetings

- *Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions

- *Revise or create units of study

- *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

- Grade-Level Nights

- AP/DE Night

- Registration Night

- Any other relevant events

Certificated Extra Time 1190 (Title I) Total Expenditures: \$4,000.00

Certificated Extra Time 1190 (Title I) Allocation Balance: \$0.00

Madera High School

Funding Source: Certificated Subs 1125 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$500.00		<p>Strategy/Activity: Release time or extra time to staff and time to support our parents (Cert. Subs 1125, Cert. Extra Time 1190, Classified Extra Time Object Code 2000, Parent 2960)</p> <ul style="list-style-type: none"> *Provide teachers with additional planning time *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 *Provide Parent Portal Training *Provide childcare for parents attending meetings <ul style="list-style-type: none"> *Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions *Revise or create units of study *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 -Grade-Level Nights -AP/DE Night -Registration Night -Any other relevant events

Madera High School

\$0.00

Strategy/Activity: Release time or extra time to staff and time to support our parents (Cert. Subs 1125, Cert. Extra Time 1190, Classified Extra Time Object Code 2000, Parent 2960)

- *Provide teachers with additional planning time
- *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
- *Provide Parent Portal Training
- *Provide childcare for parents attending meetings

*Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions

*Revise or create units of study

*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

-Grade-Level Nights

-AP/DE Night

-Registration Night

-Any other relevant events

Certificated Subs 1125 (Title I) Total Expenditures: \$500.00

Certificated Subs 1125 (Title I) Allocation Balance: \$0.00

Madera High School

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

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Strategy/Activity: Purchase Hardware/Software, Maintenance & License *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 technology *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. *Provide for repairs as needed to keep equipment in working order *Purchase hardware and software programs to facilitate and support technology use and learning
		\$0.00		Strategy/Activity: Purchase Hardware/Software, Maintenance & License *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 technology *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. *Provide for repairs as needed to keep equipment in working order *Purchase hardware and software programs to facilitate and support technology use and learning

Madera High School

Comp. Hardware \$500-\$5,000 4485 (Title I) Total Expenditures: \$0.00

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
		\$0.00		Strategy/Activity: Purchase Hardware/Software, Maintenance & License *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 technology *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. *Provide for repairs as needed to keep equipment in working order *Purchase hardware and software programs to facilitate and support technology use and learning

Madera High School

\$0.00

Strategy/Activity: Purchase Hardware/Software, Maintenance & License

*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 technology

*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.

*Provide for repairs as needed to keep equipment in working order

*Purchase hardware and software programs to facilitate and support technology use and learning

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$0.00

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
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\$0.00

Strategy/Activity: Purchase Hardware/Software, Maintenance & License

*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 technology

*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.

*Provide for repairs as needed to keep equipment in working order

*Purchase hardware and software programs to facilitate and support technology use and learning

\$20,000.00

Strategy/Activity: Purchase Hardware/Software, Maintenance & License

*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 technology

*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.

*Provide for repairs as needed to keep equipment in working order

*Purchase hardware and software programs to facilitate and support technology use and learning

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

Madera High School

Funding Source: Duplicating/Print shop 5715 (Parent Ed) **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Strategy/Activity: Purchase supplemental supplies, books, and reference materials, and Duplication/Print Shop *Purchase supplemental instructional supplies, books, and reference materials *Purchase materials and supplies to support character education and PBIS *Duplicate printed materials for student learning *Purchase materials, supplies, and technology that support and increase parent participation/involvement *Duplicate printed materials to promote parent involvement or for parent communication *Provide refreshments for attendees

Duplicating/Print shop 5715 (Parent Ed) Total Expenditures: \$0.00

Duplicating/Print shop 5715 (Parent Ed) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$5,000.00		Strategy/Activity: Purchase supplemental supplies, books, and reference materials, and Duplication/Print Shop *Purchase supplemental instructional supplies, books, and reference materials *Purchase materials and supplies to support character education and PBIS *Duplicate printed materials for student learning *Purchase materials, supplies, and technology that support and increase parent participation/involvement *Duplicate printed materials to promote parent involvement or for parent communication *Provide refreshments for attendees

Madera High School

\$5,000.00

Strategy/Activity: Purchase supplemental supplies, books, and reference materials, and Duplication/Print Shop

*Purchase supplemental instructional supplies, books, and reference materials
*Purchase materials and supplies to support character education and PBIS
*Duplicate printed materials for student learning
*Purchase materials, supplies, and technology that support and increase parent participation/involvement
*Duplicate printed materials to promote parent involvement or for parent communication
*Provide refreshments for attendees

Duplicating/Print shop 5715 (Title I) Total Expenditures: \$10,000.00

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

Funding Source: Entry Fees 5808 (Parent Ed)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Strategy/Activity: Field Trips and Entrance Fees *Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences *Provide parents and students with opportunities to attend events or campuses to increase understanding and experiences of the educational system

Entry Fees 5808 (Parent Ed) Total Expenditures: \$0.00

Entry Fees 5808 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Entry Fees 5808 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Madera High School

\$5,000.00

Strategy/Activity: Field Trips and Entrance Fees

*Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences
*Provide parents and students with opportunities to attend events or campuses to increase understanding and experiences of the educational system

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

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

Funding Source: Field Trips 5716 (Parent Ed)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Strategy/Activity: Purchase supplemental supplies, books, and reference materials, and Duplication/Print Shop *Purchase supplemental instructional supplies, books, and reference materials *Purchase materials and supplies to support character education and PBIS *Duplicate printed materials for student learning *Purchase materials, supplies, and technology that support and increase parent participation/involvement *Duplicate printed materials to promote parent involvement or for parent communication *Provide refreshments for attendees

Field Trips 5716 (Parent Ed) Total Expenditures: \$0.00

Field Trips 5716 (Parent Ed) Allocation Balance: \$0.00

Madera High School

Funding Source: Instructional Supplies 4310 (Parent Ed) **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Strategy/Activity: Purchase supplemental supplies, books, and reference materials, and Duplication/Print Shop *Purchase supplemental instructional supplies, books, and reference materials *Purchase materials and supplies to support character education and PBIS *Duplicate printed materials for student learning *Purchase materials, supplies, and technology that support and increase parent participation/involvement *Duplicate printed materials to promote parent involvement or for parent communication *Provide refreshments for attendees

Instructional Supplies 4310 (Parent Ed) Total Expenditures: \$0.00

Instructional Supplies 4310 (Parent Ed) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$20,000.00		Strategy/Activity: Purchase supplemental supplies, books, and reference materials, and Duplication/Print Shop *Purchase supplemental instructional supplies, books, and reference materials *Purchase materials and supplies to support character education and PBIS *Duplicate printed materials for student learning *Purchase materials, supplies, and technology that support and increase parent participation/involvement *Duplicate printed materials to promote parent involvement or for parent communication *Provide refreshments for attendees

Madera High School

\$13,536.00

Strategy/Activity: Purchase supplemental supplies, books, and reference materials, and Duplication/Print Shop

*Purchase supplemental instructional supplies, books, and reference materials
*Purchase materials and supplies to support character education and PBIS
*Duplicate printed materials for student learning
*Purchase materials, supplies, and technology that support and increase parent participation/involvement
*Duplicate printed materials to promote parent involvement or for parent communication
*Provide refreshments for attendees

Instructional Supplies 4310 (Title I) Total Expenditures:

\$33,536.00

Instructional Supplies 4310 (Title I) Allocation Balance:

\$0.00

Funding Source: Intervention Specialist 1100 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$104,134.00

Strategy/Activity: Salaries for a Multi-Tiered System of Supports (MTSS)

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
- *Provide academic and behavioral support
- *Encourage educational support and parental involvement
- *Small group and individual interventions

Intervention Specialist - Counselor (1100)

- *Individual/ Group Social-Emotional Counseling, Check & Connect, Lunch Tutoring
- *Participates and reports at COST meetings (Tier 2 meetings)
- *Collaborate with student stakeholders (counselors, psychologists, clinicians, student advocates, and administration)
- *Participate in school-wide training, decision-making, and related activities. (PBIS, Leadership, Multicultural Team)
- *Disaggregate and present data to evaluate the effectiveness of Tier 2 interventions to meet student needs and goals

Certificated Salaries - Teachers (1100)

- *To offer ELD III class to support meeting the needs of English Learners
- *To offer Student Voice United (YLI) and Link Crew class to provide leadership opportunities to students

Classified Salaries - EL Paraprofessional (2100)

- *Support students in Newcomer courses and integrated courses for language development
- *Reports back to administration about student success and achievement
- *Run lunchtime tutoring program
- *Provides input in ELD PLC and support to ELD teachers
- *Provides content teacher with information about student levels and abilities
- *Translates for students/teachers

\$0.00

Strategy/Activity: Salaries for a Multi-Tiered System of Supports (MTSS)

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
- *Provide academic and behavioral support
- *Encourage educational support and parental involvement
- *Small group and individual interventions

Intervention Specialist - Counselor (1100)

- *Individual/ Group Social-Emotional Counseling, Check & Connect, Lunch Tutoring
- *Participates and reports at COST meetings (Tier 2 meetings)
- *Collaborate with student stakeholders (counselors, psychologists, clinicians, student advocates, and administration)
- *Participate in school-wide training, decision-making, and related activities. (PBIS, Leadership, Multicultural Team)
- *Disaggregate and present data to evaluate the effectiveness of Tier 2 interventions to meet student needs and goals

Certificated Salaries - Teachers (1100)

- *To offer ELD III class to support meeting the needs of English Learners
- *To offer Student Voice United (YLI) and Link Crew class to provide leadership opportunities to students

Classified Salaries - EL Paraprofessional (2100)

- *Support students in Newcomer courses and integrated courses for language development
- *Reports back to administration about student success and achievement
- *Run lunchtime tutoring program
- *Provides input in ELD PLC and support to ELD teachers
- *Provides content teacher with information about student levels and abilities
- *Translates for students/teachers

Madera High School

Intervention Specialist 1100 (Title I) Total Expenditures: \$104,134.00

Intervention Specialist 1100 (Title I) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Strategy/Activity: Release time or extra time to staff and time to support our parents (Cert. Subs 1125, Cert. Extra Time 1190, Classified Extra Time Object Code 2000, Parent 2960)

- *Provide teachers with additional planning time
- *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
- *Provide Parent Portal Training
- *Provide childcare for parents attending meetings

*Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions

*Revise or create units of study

*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

-Grade-Level Nights

-AP/DE Night

-Registration Night

-Any other relevant events

Madera High School

\$6,000.00

Strategy/Activity: Release time or extra time to staff and time to support our parents (Cert. Subs 1125, Cert. Extra Time 1190, Classified Extra Time Object Code 2000, Parent 2960)

- *Provide teachers with additional planning time
- *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
- *Provide Parent Portal Training
- *Provide childcare for parents attending meetings

*Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions

*Revise or create units of study

*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

-Grade-Level Nights

-AP/DE Night

-Registration Night

-Any other relevant events

Other classified 2990 (Parent Ed) Total Expenditures: \$6,000.00

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
		\$0.00		<p>Strategy/Activity: Release time or extra time to staff and time to support our parents (Cert. Subs 1125, Cert. Extra Time 1190, Classified Extra Time Object Code 2000, Parent 2960)</p> <ul style="list-style-type: none"> *Provide teachers with additional planning time *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 *Provide Parent Portal Training *Provide childcare for parents attending meetings <ul style="list-style-type: none"> *Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions *Revise or create units of study *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 -Grade-Level Nights -AP/DE Night -Registration Night -Any other relevant events

Madera High School

\$0.00

Strategy/Activity: Release time or extra time to staff and time to support our parents (Cert. Subs 1125, Cert. Extra Time 1190, Classified Extra Time Object Code 2000, Parent 2960)

- *Provide teachers with additional planning time
- *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
- *Provide Parent Portal Training
- *Provide childcare for parents attending meetings

*Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions

*Revise or create units of study

*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

-Grade-Level Nights

-AP/DE Night

-Registration Night

-Any other relevant events

Other classified 2990 (Title I) Total Expenditures: \$0.00

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

Madera High School

**Funding Source: Outside Contracted Services 5800
(Parent Ed)**

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$5,000.00		Strategy/Activity: Outside Contracted Services *Contract with outside resources to enhance the education of our students. *To improve student attendance *To build motivation and confidence in students who may struggle in academic areas *To support learning through a variety of modalities *To provide authentic experiences to promote writing *To provide instructional training *Provide guest speakers

Outside Contracted Services 5800 (Parent Ed) Total Expenditures: \$5,000.00

Outside Contracted Services 5800 (Parent Ed) Allocation Balance: \$0.00

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

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Strategy/Activity: Outside Contracted Services *Contract with outside resources to enhance the education of our students. *To improve student attendance *To build motivation and confidence in students who may struggle in academic areas *To support learning through a variety of modalities *To provide authentic experiences to promote writing *To provide instructional training *Provide guest speakers

Madera High School

Outside Contracted Services 5800 (Title I) Total Expenditures: \$0.00

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

Funding Source: Paraprofessional 2100 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$36,565.00

Strategy/Activity: Salaries for a Multi-Tiered System of Supports (MTSS)

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
- *Provide academic and behavioral support
- *Encourage educational support and parental involvement
- *Small group and individual interventions

Intervention Specialist - Counselor (1100)

- *Individual/ Group Social-Emotional Counseling, Check & Connect, Lunch Tutoring
- *Participates and reports at COST meetings (Tier 2 meetings)
- *Collaborate with student stakeholders (counselors, psychologists, clinicians, student advocates, and administration)
- *Participate in school-wide training, decision-making, and related activities. (PBIS, Leadership, Multicultural Team)
- *Disaggregate and present data to evaluate the effectiveness of Tier 2 interventions to meet student needs and goals

Certificated Salaries - Teachers (1100)

- *To offer ELD III class to support meeting the needs of English Learners
- *To offer Student Voice United (YLI) and Link Crew class to provide leadership opportunities to students

Classified Salaries - EL Paraprofessional (2100)

- *Support students in Newcomer courses and integrated courses for language development
- *Reports back to administration about student success and achievement
- *Run lunchtime tutoring program
- *Provides input in ELD PLC and support to ELD teachers
- *Provides content teacher with information about student levels and abilities
- *Translates for students/teachers

\$0.00

Strategy/Activity: Salaries for a Multi-Tiered System of Supports (MTSS)

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
- *Provide academic and behavioral support
- *Encourage educational support and parental involvement
- *Small group and individual interventions

Intervention Specialist - Counselor (1100)

- *Individual/ Group Social-Emotional Counseling, Check & Connect, Lunch Tutoring
- *Participates and reports at COST meetings (Tier 2 meetings)
- *Collaborate with student stakeholders (counselors, psychologists, clinicians, student advocates, and administration)
- *Participate in school-wide training, decision-making, and related activities. (PBIS, Leadership, Multicultural Team)
- *Disaggregate and present data to evaluate the effectiveness of Tier 2 interventions to meet student needs and goals

Certificated Salaries - Teachers (1100)

- *To offer ELD III class to support meeting the needs of English Learners
- *To offer Student Voice United (YLI) and Link Crew class to provide leadership opportunities to students

Classified Salaries - EL Paraprofessional (2100)

- *Support students in Newcomer courses and integrated courses for language development
- *Reports back to administration about student success and achievement
- *Run lunchtime tutoring program
- *Provides input in ELD PLC and support to ELD teachers
- *Provides content teacher with information about student levels and abilities
- *Translates for students/teachers

Madera High School

Paraprofessional 2100 (Title I) Total Expenditures: \$36,565.00

Paraprofessional 2100 (Title I) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Strategy/Activity: Salaries for a Multi-Tiered System of Supports (MTSS)

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
- *Provide academic and behavioral support
- *Encourage educational support and parental involvement
- *Small group and individual interventions

Intervention Specialist - Counselor (1100)

- *Individual/ Group Social-Emotional Counseling, Check & Connect, Lunch Tutoring
- *Participates and reports at COST meetings (Tier 2 meetings)
- *Collaborate with student stakeholders (counselors, psychologists, clinicians, student advocates, and administration)
- *Participate in school-wide training, decision-making, and related activities. (PBIS, Leadership, Multicultural Team)
- *Disaggregate and present data to evaluate the effectiveness of Tier 2 interventions to meet student needs and goals

Certificated Salaries - Teachers (1100)

- *To offer ELD III class to support meeting the needs of English Learners
- *To offer Student Voice United (YLI) and Link Crew class to provide leadership opportunities to students

Classified Salaries - EL Paraprofessional (2100)

- *Support students in Newcomer courses and integrated courses for language development
- *Reports back to administration about student success and achievement
- *Run lunchtime tutoring program
- *Provides input in ELD PLC and support to ELD teachers
- *Provides content teacher with information about student levels and abilities
- *Translates for students/teachers

\$83,505.00

Strategy/Activity: Salaries for a Multi-Tiered System of Supports (MTSS)

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- *To empower students to create a healthy academic, behavioral, and social performance
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- *Provides input in ELD PLC and support to ELD teachers
- *Provides content teacher with information about student levels and abilities
- *Translates for students/teachers

Madera High School

Student Advocate 2200 (Title I) Total Expenditures: \$83,505.00

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

Funding Source: Supplies 4300 (Parent Ed)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,070.00		Strategy/Activity: Purchase supplemental supplies, books, and reference materials, and Duplication/Print Shop *Purchase supplemental instructional supplies, books, and reference materials *Purchase materials and supplies to support character education and PBIS *Duplicate printed materials for student learning *Purchase materials, supplies, and technology that support and increase parent participation/involvement *Duplicate printed materials to promote parent involvement or for parent communication *Provide refreshments for attendees

Supplies 4300 (Parent Ed) Total Expenditures: \$1,070.00

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
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\$0.00

Strategy/Activity: Salaries for a Multi-Tiered System of Supports (MTSS)

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- *Provide academic and behavioral support
- *Encourage educational support and parental involvement
- *Small group and individual interventions

Intervention Specialist - Counselor (1100)

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Certificated Salaries - Teachers (1100)

- *To offer ELD III class to support meeting the needs of English Learners
- *To offer Student Voice United (YLI) and Link Crew class to provide leadership opportunities to students

Classified Salaries - EL Paraprofessional (2100)

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- *Provides input in ELD PLC and support to ELD teachers
- *Provides content teacher with information about student levels and abilities
- *Translates for students/teachers

\$15,000.00

Strategy/Activity: Salaries for a Multi-Tiered System of Supports (MTSS)

Classified Salaries - Student Advocate (2200)

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- *Provide academic and behavioral support
- *Encourage educational support and parental involvement
- *Small group and individual interventions

Intervention Specialist - Counselor (1100)

- *Individual/ Group Social-Emotional Counseling, Check & Connect, Lunch Tutoring
- *Participates and reports at COST meetings (Tier 2 meetings)
- *Collaborate with student stakeholders (counselors, psychologists, clinicians, student advocates, and administration)
- *Participate in school-wide training, decision-making, and related activities. (PBIS, Leadership, Multicultural Team)
- *Disaggregate and present data to evaluate the effectiveness of Tier 2 interventions to meet student needs and goals

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- *To offer Student Voice United (YLI) and Link Crew class to provide leadership opportunities to students

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- *Reports back to administration about student success and achievement
- *Run lunchtime tutoring program
- *Provides input in ELD PLC and support to ELD teachers
- *Provides content teacher with information about student levels and abilities
- *Translates for students/teachers

Madera High School

Support Teacher 1100 (Title I) Total Expenditures: \$15,000.00

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
		\$8,500.00		<p>Strategy/Activity: Professional Development, Travel, and Conference to Staff (5200)</p> <p>Provide or attend highly effective, immediately usable professional development to build content, support leadership development, implement behavior systems, and support student engagement. Including but not limited to:</p> <ul style="list-style-type: none"> *AP Training *Professional Development *PBIS *Link Crew *Restorative Justice *Safe School Ambassador *Youth Empowerment *Leadership and Character Development *Attendance *College and Career Readiness

Madera High School

\$4,500.00

Strategy/Activity: Professional Development, Travel, and Conference to Staff (5200)

Provide or attend highly effective, immediately usable professional development to build content, support leadership development, implement behavior systems, and support student engagement. Including but not limited to:

*AP Training

*Professional Development

*PBIS

*Link Crew

*Restorative Justice

*Safe School Ambassador

*Youth Empowerment

*Leadership and Character Development

*Attendance

*College and Career Readiness

Travel & Conference 5200 (Title I) Total Expenditures: \$13,000.00

Travel & Conference 5200 (Title I) Allocation Balance: \$0.00

Madera High School Total Expenditures: \$337,310.00