

School Year:

2021-22



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 South High School | 20-65243-0110965 | 5/24/2021 | 06/22/2021 |

Purpose and Description

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

Schoolwide Program

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

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.

District Vision Statement

Madera Unified will set the standard for hard work, creativity, and resiliency with a fearless drive to continuously improve.

School Name

Madera South High School

School Mission Statement

Madera South High School's mission is to create a community of learners, inspired and challenged to obtain 21st Century Skills in an atmosphere of mutual respect and trust.

School Vision Statement

Madera South High School is a community of learners where students are empowered to reach their full potential and to achieve their aspirations.

Madera South works to have each student graduate college career ready. Students should be able to demonstrate the following attributes from the Madera Unified School District's Graduate Profile:

- 1)Think
- 2)Communicate
- 3)Collaborate
- 4)Produce
- 5)Adapt
- 6)Contribute

The purpose of the plan is to meet the goals that have been prioritized through the Local Control And Accountability Plan:

- 1) Equitable Access to Rigorous High-Level Programs
- 2) Safe and Healthy Environment for Learning and Work
- 3) Improve Parent Involvement programs making them an essential component of our educational program
- 4) Increase and improve technology

Madera South High School has worked with stakeholder groups and identified the following schoolwide learner area of needs that will be addressed in this plan:

- 1) Support student achievement especially in the area of math
- 2) Support freshman students to reduce academic failures and student attrition to other programs
- 3) Support English Learners to ensure equity of access and academic success.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

There were several different surveys that Madera South High School conducted over the course of the 20-21 school year. One of the surveys that was used the district's panorama survey. The majority of students report that they have positive relationships with adults on campus. In addition to this our school also conducts Empathy Interviews with a random segment of our student population. Students were asked about their experiences in distance learning. While the majority of students expressed that distance learning was a challenge, they felt like they were getting the support they needed to be successful. Surveys were also conducted as part of Madera South's ongoing WASC cycle and in conjunction with the implementation of PBIS. The survey results have indicated that Madera South needs to still work on students feeling engaged with learning content and with seeing the relevance of what they are learning.

Classroom Observations

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

Our site administrative team made an effort to pop into class sessions on a regular basis. Besides pop-in visits, administrators conducted full-cycle evaluations for probationary teachers. There were mixed results in what was observed in classrooms. Teachers felt extra pressure in distance learning. Instructional feedback to increase student talk time in distance learning did not have a major impact. Madera South High School teachers did an excellent job of increasing their ability to use technology to support learning.

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)

The use of NWEA and SRI data is embedded into Madera South High School's accountability and continuous improvement processes. Students are identified for needing additional levels of support using data from these assessments. For example, NWEA data allows Madera South High School to identify students that need reading support through the school's reading lab program. The NWEA data along with SBAC data was also essential to the school's work in building our Strategic Academic Plan (SAP) goals. In one of our SAP areas of improvement, Math, NWEA was used to monitor the schools' use of Khan academy and just-in-time intervention strategies.

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

Each week teachers met in course specific PLCs. As a part of the regular agenda, PLCs examined common formative assessment data and reported it out. Teachers shared strategies that had a positive impact on assessment results and discussed re-teaching strategies.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The human resources department at Madera Unified School District is committed to ensuring staff meets ESEA requirements. Anyone not meeting highly qualified status is provided with a specific plan and timeline to do so.

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

Madera South High School works closely with the Madera Unified School District to provide teachers with the appropriate professional development to implement content standards using board-adopted texts. Content-specific teachers are brought together as a part of a curriculum design team to ensure standards are mapped out for the year and corresponding instructional materials are used to support learning. These design team meetings are followed up by bringing teachers together for roll-out or implementation support. This process is further supported by weekly PLCs that discuss the implementation and strategies of the designed courses.

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

Our focus of the 2020-2021 school year was supporting teaching staff in distance learning. Professional development was provided prior to the start of the school year and during the school year. In addition to this, Madera South School High School's math department was provided with training from consultants. In anticipation of the 2021-2022 school year, Madera South teachers and administrative teachers will be attending a PLC conference.

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

For the 2020-2021 school year, Madera South High School used teacher leaders to help provide support for teaching and learning. In a series of town hall meetings, teachers were provided PD in areas that they had identified as needing support.

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

Madera South High School had schedule time for regular course level PLCs through a common prep. Department level meetings were held on a monthly basis.

Teaching and Learning

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

English Language Arts, Math, Science, Social Science and English Language Development have all undergone an ongoing process of rigorous curriculum design in which pacing and for standards is aligned across the district.

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

k-8 question not applicable to high schools.

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

The master schedule is provides students with the opportunity to move courses based on need. For example, students that were in need of reading intervention were moved into the reading lab program prior to the spring semester. When students demonstrate a certain level of proficiency that can be moved out of courses. This happens in both reading lab and for ELD courses.

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

Madera South High School works with the Madera County Office of Education to certify that all standards based material is provided to students in a timely fashion.

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

Madera South High School's teachers work with district level design teams to ensure that board adopted texts are used in courses. Madera Unified School District has a clearly defined process for examining texts, ensuring alignment with standards, and getting board approval for core texts.

Opportunity and Equal Educational Access

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

All students at Madera South High School are provided with services to support their ability to meet state standards. In the area of reading, students are screened using multiple measures and provided support. In the area of math, all students were screened and provided with interventions based on both their current levels and identification of what support is needed to meet grade-level standards. Students are also provided with opportunities for extra support through lunchtime and after-school sessions with teachers.

Evidence-based educational practices to raise student achievement

Madera South High School works with the teaching staff to determine professional development needs. This process has allowed teachers to research and implement evidence-based instructional practices to raise student achievement. Some practices researched and implemented in the fall of 2019 were increased reading through silent reading programs, Khan academy for math intervention, the teaching of high leverage skills across subjects such as using claims, evidence, and reasoning. Students were taught to monitor their own learning goals by using the learning intention and success criteria as a guide. In addition to this, Teachers had professional development in formative assessment practices and inquiry-based lessons.

Parental Engagement

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

Madera Unified School District's Family and Support services

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)

Madera South High School works with various stakeholder groups to get input in planning, evaluation and implementation of plans for continuous improvement. School Site Council and English Language Advisory meetings were held regularly. During School Site Council meetings, a regular agenda item was to review the implementation of the school's School Plan for Student Achievement and the goals within the plan that are aligned with the identified Local Control and Accountability Plan goals.

Funding

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

Student Advocate support for incoming freshman that have below grade level scores in reading or math as well as social emotional factors that impact learning. Supplemental materials such as books, computer software, computer hardware, and other materials that scaffold grade level standards.

Fiscal support (EPC)

Title I Parent Ed and Professional Development

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

District & Site LCAP Community and Staff Meetings: 2/16/21, 3/2/21, 3/16/21

PAC meetings were held on 10/14/20, 11/4/20, 12/16/20, 2/24/21, 3/24/21, 4/14/21, 5/12/2021

LCAP surveys: (the district has dates)

Yearly Title 1 Meeting at Back to School Night: 9/20/2020

SSC meeting dates were: 8/31/20, 9/28/20, 11/3/20, 1/26/21, 3/2/21, 4/20/21, 5/18/21

ELAC dates were: 9/17/20, 12/3/20, 2/18/21, 3/18/21, 5/14/2021

School Site Leadership: monthly

WASC Focus On Learning Stakeholder Input 2/10/21, 3/10/21, 4/28/21

Stakeholders reviewed performance data, progress, and actions in order to determine the effectiveness and next steps. The site plan and budget were then modified accordingly.

Resource Inequities

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

Madera South High School is using professional learning communities to drive the improvement process.

Greatest Progress Made:

Our graduation rate increased to 97.4% from 95.1%. from the 2019 school year to the 2020 school year. Madera South High School has also seen a reduction in suspensions and increased parent involvement in the form of attendance to town hall meetings, PIQE classes, and other parent input opportunities

GREATEST NEEDS

- Improve Achievement in Academic Courses, Especially in Mathematics (GOAL 1) (WASC CRITICAL AREA 2) -
- 9th-grade students continue to have high course failure rates increasing the risk for alternative placement.
- EL student achievement and equity of access to all programs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-------------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.29% | 0.31% | 0.41% | 9 | 10 | 14 |
| African American | 2.09% | 1.8% | 1.76% | 66 | 59 | 60 |
| Asian | 0.79% | 0.89% | 0.82% | 25 | 29 | 28 |
| Filipino | 0.25% | 0.28% | 0.29% | 8 | 9 | 10 |
| Hispanic/Latino | 92.43% | 92.66% | 92.22% | 2917 | 3,030 | 3,140 |
| Pacific Islander | % | % | 0% | | | 0 |
| White | 3.90% | 3.73% | 3.82% | 123 | 122 | 130 |
| Multiple/No Response | 0.03% | 0.06% | 0.5% | 1 | 2 | 6 |
| | Total Enrollment | | | 3156 | 3,270 | 3,405 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Grade 9 | 938 | 1,030 | 987 |
| Grade 10 | 890 | 870 | 966 |
| Grade 11 | 722 | 749 | 752 |
| Grade 12 | 606 | 621 | 700 |
| Total Enrollment | 3,156 | 3,270 | 3,405 |

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | 384 | 441 | 468 | 12.2% | 13.5% | 13.7% |
| Fluent English Proficient (FEP) | 1937 | 1,949 | 1,971 | 61.4% | 59.6% | 57.9% |
| Reclassified Fluent English Proficient (RFEP) | 22 | 21 | 58 | 5.9% | 5.5% | 13.2% |

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 603 | 642 | 703 | 594 | 627 | 688 | 594 | 622 | 687 | 98.5 | 97.7 | 97.9 |
| All Grades | 603 | 642 | 703 | 594 | 627 | 688 | 594 | 622 | 687 | 98.5 | 97.7 | 97.9 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 2553. | 2555. | 2576. | 12.63 | 9.32 | 14.99 | 27.78 | 34.89 | 34.79 | 30.13 | 28.62 | 29.69 | 29.46 | 27.17 | 20.52 |
| All Grades | N/A | N/A | N/A | 12.63 | 9.32 | 14.99 | 27.78 | 34.89 | 34.79 | 30.13 | 28.62 | 29.69 | 29.46 | 27.17 | 20.52 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 20.71 | 16.13 | 23.83 | 47.98 | 54.68 | 49.56 | 31.31 | 29.19 | 26.61 |
| All Grades | 20.71 | 16.13 | 23.83 | 47.98 | 54.68 | 49.56 | 31.31 | 29.19 | 26.61 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 14.31 | 12.60 | 21.18 | 50.17 | 53.03 | 55.59 | 35.52 | 34.37 | 23.24 |
| All Grades | 14.31 | 12.60 | 21.18 | 50.17 | 53.03 | 55.59 | 35.52 | 34.37 | 23.24 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 14.14 | 12.08 | 15.77 | 60.77 | 66.02 | 70.22 | 25.08 | 21.90 | 14.01 |
| All Grades | 14.14 | 12.08 | 15.77 | 60.77 | 66.02 | 70.22 | 25.08 | 21.90 | 14.01 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 20.54 | 25.32 | 23.13 | 54.55 | 51.79 | 57.10 | 24.92 | 22.89 | 19.77 |
| All Grades | 20.54 | 25.32 | 23.13 | 54.55 | 51.79 | 57.10 | 24.92 | 22.89 | 19.77 |

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 603 | 643 | 703 | 592 | 628 | 668 | 592 | 628 | 667 | 98.2 | 97.7 | 95 |
| All Grades | 603 | 643 | 703 | 592 | 628 | 668 | 592 | 628 | 667 | 98.2 | 97.7 | 95 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 2516. | 2508. | 2509. | 2.03 | 1.43 | 1.80 | 11.82 | 9.55 | 10.19 | 26.52 | 25.80 | 23.09 | 59.63 | 63.22 | 64.92 |
| All Grades | N/A | N/A | N/A | 2.03 | 1.43 | 1.80 | 11.82 | 9.55 | 10.19 | 26.52 | 25.80 | 23.09 | 59.63 | 63.22 | 64.92 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 7.09 | 4.15 | 4.99 | 23.31 | 25.24 | 20.27 | 69.59 | 70.61 | 74.74 |
| All Grades | 7.09 | 4.15 | 4.99 | 23.31 | 25.24 | 20.27 | 69.59 | 70.61 | 74.74 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 5.07 | 3.35 | 4.71 | 43.24 | 39.78 | 43.92 | 51.69 | 56.87 | 51.37 |
| All Grades | 5.07 | 3.35 | 4.71 | 43.24 | 39.78 | 43.92 | 51.69 | 56.87 | 51.37 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 4.90 | 3.18 | 3.77 | 57.77 | 54.30 | 52.71 | 37.33 | 42.52 | 43.52 |
| All Grades | 4.90 | 3.18 | 3.77 | 57.77 | 54.30 | 52.71 | 37.33 | 42.52 | 43.52 |

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade 9 | 1520.6 | 1543.1 | 1506.6 | 1547.9 | 1534.2 | 1537.9 | 101 | 164 |
| Grade 10 | 1539.0 | 1556.2 | 1528.6 | 1555.9 | 1549.0 | 1556.0 | 89 | 83 |
| Grade 11 | 1530.6 | 1549.9 | 1521.6 | 1541.9 | 1539.0 | 1557.5 | 81 | 62 |
| Grade 12 | 1539.5 | 1552.7 | 1532.3 | 1547.4 | 1546.1 | 1557.5 | 47 | 61 |
| All Grades | | | | | | | 318 | 370 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | * | 11.59 | 39.60 | 35.37 | 28.71 | 39.63 | 23.76 | 13.41 | 101 | 164 |
| 10 | 19.10 | 21.69 | 33.71 | 36.14 | 31.46 | 27.71 | 15.73 | 14.46 | 89 | 83 |
| 11 | * | 8.06 | 37.04 | 40.32 | 30.86 | 40.32 | 19.75 | 11.29 | 81 | 62 |
| 12 | * | 6.56 | 36.17 | 44.26 | 25.53 | 32.79 | 23.40 | 16.39 | 47 | 61 |
| All Grades | 13.21 | 12.43 | 36.79 | 37.84 | 29.56 | 35.95 | 20.44 | 13.78 | 318 | 370 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | 24.75 | 27.44 | 37.62 | 42.07 | 25.74 | 21.95 | 11.88 | 8.54 | 101 | 164 |
| 10 | 35.96 | 32.53 | 30.34 | 40.96 | 29.21 | 14.46 | * | 12.05 | 89 | 83 |
| 11 | 37.04 | 19.35 | 40.74 | 45.16 | * | 29.03 | * | 6.45 | 81 | 62 |
| 12 | 36.17 | 27.87 | 38.30 | 37.70 | * | 24.59 | * | 9.84 | 47 | 61 |
| All Grades | 32.70 | 27.30 | 36.48 | 41.62 | 20.13 | 21.89 | 10.69 | 9.19 | 318 | 370 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | * | 1.83 | 25.74 | 11.59 | 28.71 | 53.05 | 43.56 | 33.54 | 101 | 164 |
| 10 | * | 3.61 | 22.47 | 33.73 | 32.58 | 32.53 | 34.83 | 30.12 | 89 | 83 |
| 11 | * | 3.23 | 16.05 | 12.90 | 41.98 | 53.23 | 38.27 | 30.65 | 81 | 62 |
| 12 | * | 3.28 | * | 19.67 | 51.06 | 44.26 | 31.91 | 32.79 | 47 | 61 |
| All Grades | 5.03 | 2.70 | 20.44 | 18.11 | 36.48 | 47.03 | 38.05 | 32.16 | 318 | 370 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| 9 | 24.75 | 5.49 | 46.53 | 76.83 | 28.71 | 17.68 | 101 | 164 | |
| 10 | 32.58 | 6.02 | 52.81 | 74.70 | 14.61 | 19.28 | 89 | 83 | |
| 11 | 24.69 | 0.00 | 54.32 | 64.52 | 20.99 | 35.48 | 81 | 62 | |
| 12 | * | 0.00 | 68.09 | 62.30 | * | 37.70 | 47 | 61 | |
| All Grades | 26.10 | 3.78 | 53.46 | 71.89 | 20.44 | 24.32 | 318 | 370 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| 9 | 43.56 | 67.07 | 44.55 | 25.61 | 11.88 | 7.32 | 101 | 164 | |
| 10 | 53.93 | 69.88 | 41.57 | 19.28 | * | 10.84 | 89 | 83 | |
| 11 | 62.96 | 74.19 | 25.93 | 24.19 | * | 1.61 | 81 | 62 | |
| 12 | 61.70 | 78.69 | 25.53 | 14.75 | * | 6.56 | 47 | 61 | |
| All Grades | 54.09 | 70.81 | 36.16 | 22.16 | 9.75 | 7.03 | 318 | 370 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| 9 | * | 1.83 | 37.62 | 54.88 | 58.42 | 43.29 | 101 | 164 | |
| 10 | * | 10.84 | 42.70 | 56.63 | 47.19 | 32.53 | 89 | 83 | |
| 11 | * | 3.23 | 29.63 | 54.84 | 66.67 | 41.94 | 81 | 62 | |
| 12 | * | 4.92 | 38.30 | 45.90 | 57.45 | 49.18 | 47 | 61 | |
| All Grades | 5.66 | 4.59 | 37.11 | 53.78 | 57.23 | 41.62 | 318 | 370 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | * | 5.49 | 75.25 | 74.39 | 16.83 | 20.12 | 101 | 164 |
| 10 | 15.73 | 8.43 | 70.79 | 74.70 | 13.48 | 16.87 | 89 | 83 |
| 11 | 14.81 | 8.06 | 74.07 | 87.10 | * | 4.84 | 81 | 62 |
| 12 | * | 8.20 | 65.96 | 80.33 | * | 11.48 | 47 | 61 |
| All Grades | 13.84 | 7.03 | 72.33 | 77.57 | 13.84 | 15.41 | 318 | 370 |

School and Student Performance Data

Student Population

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

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 3270 | 93.4 | 13.5 | 0.5 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 441 | 13.5 |
| Foster Youth | 15 | 0.5 |
| Homeless | 83 | 2.5 |
| Socioeconomically Disadvantaged | 3053 | 93.4 |
| Students with Disabilities | 290 | 8.9 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 59 | 1.8 |
| American Indian | 10 | 0.3 |
| Asian | 29 | 0.9 |
| Filipino | 9 | 0.3 |
| Hispanic | 3030 | 92.7 |
| Two or More Races | 9 | 0.3 |
| White | 122 | 3.7 |

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p> | <p data-bbox="706 426 915 457">Graduation Rate</p>  <p data-bbox="781 506 839 533">Blue</p> | <p data-bbox="1182 426 1391 457">Suspension Rate</p>  <p data-bbox="1247 506 1325 533">Yellow</p> |
| <p data-bbox="251 623 415 655">Mathematics</p>  <p data-bbox="305 703 360 730">Red</p> | | |
| <p data-bbox="240 821 427 852">College/Career</p>  <p data-bbox="293 900 371 928">Yellow</p> | | |

Conclusions based on this data:

- 1.

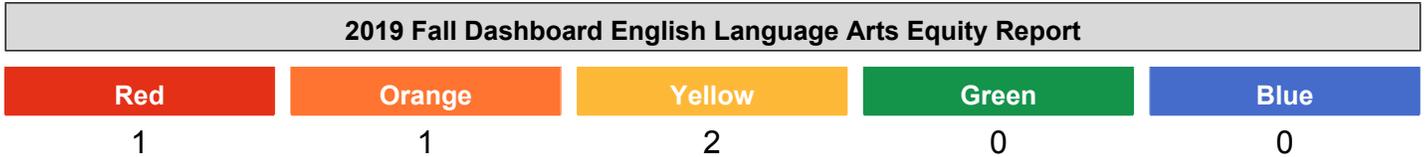
School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p>  Yellow 6.5 points below standard Increased Significantly ++20.4 points 673 | <p>English Learners</p>  Red 102.2 points below standard Declined -5.2 points 120 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| <p>Homeless</p>  No Performance Color 33.8 points below standard Declined Significantly -15.6 points 18 | <p>Socioeconomically Disadvantaged</p>  Yellow 9.6 points below standard Increased Significantly ++10.1 points 614 | <p>Students with Disabilities</p>  Orange 116.2 points below standard Increased ++6.8 points 66 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
|  No Performance Color 1.2 points below standard Increased Significantly ++67.2 points 13 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 8.7 points below standard Increased Significantly ++18.2 points 628 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 0 Students |  No Performance Color 24.7 points above standard Increased Significantly ++20.7 points 25 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| 134.6 points below standard Declined -4.1 points 59 | 70.7 points below standard Declined Significantly -18.3 points 61 | 0.3 points above standard Increased Significantly ++21.2 points 159 |

Conclusions based on this data:

1.

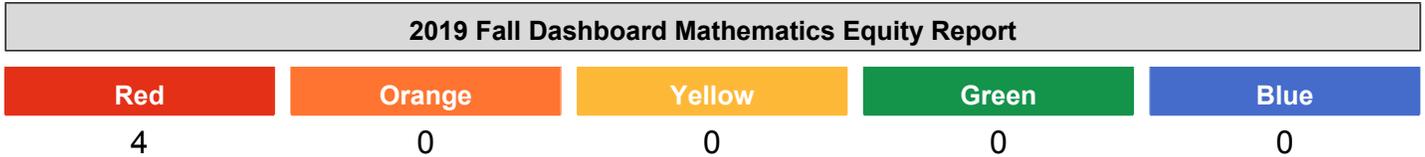
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  Red 118.9 points below standard Maintained -2.2 points 656 | <p>English Learners</p>  Red 189 points below standard Declined Significantly -15.8 points 115 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| <p>Homeless</p>  No Performance Color 119.3 points below standard Declined -7.8 points 19 | <p>Socioeconomically Disadvantaged</p>  Red 120.5 points below standard Maintained -2.7 points 597 | <p>Students with Disabilities</p>  Red 206.7 points below standard Maintained -2.7 points 66 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|--|--|
|  No Performance Color 150.4 points below standard Increased ++8 points 11 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Red 120.6 points below standard Declined -4.8 points 613 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | No Performance Color |  No Performance Color 73.8 points below standard Increased Significantly ++35 points 25 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|--|
| 212.7 points below standard Declined -7 points 58 | 165.2 points below standard Declined Significantly -34.8 points 57 | 111.2 points below standard Increased ++4.8 points 154 |

Conclusions based on this data:

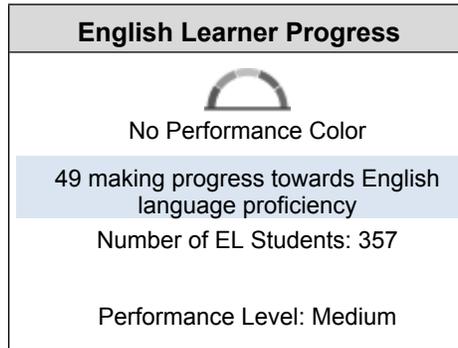
- 1.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 17.0 | 33.8 | 0.2 | 48.7 |

Conclusions based on this data:

- 1.

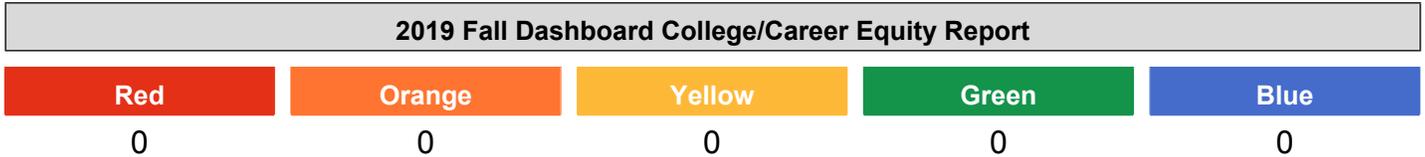
School and Student Performance Data

Academic Performance College/Career

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



This section provides number of student groups in each color.



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

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p> <p>Yellow</p> <p>43.4</p> <p>Maintained +1</p> <p>608</p> | <p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p> | <p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p> |

2019 Fall Dashboard College/Career by Race/Ethnicity

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

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

2019 Fall Dashboard College/Career 3-Year Performance

| Class of 2017 | Class of 2018 | Class of 2019 |
|----------------------------------|----------------------------------|----------------------------------|
| 42.4 Prepared | 42.4 Prepared | 43.4 Prepared |
| 25.2 Approaching Prepared | 25.2 Approaching Prepared | 20.9 Approaching Prepared |
| 32.5 Not Prepared | 32.5 Not Prepared | 35.7 Not Prepared |

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

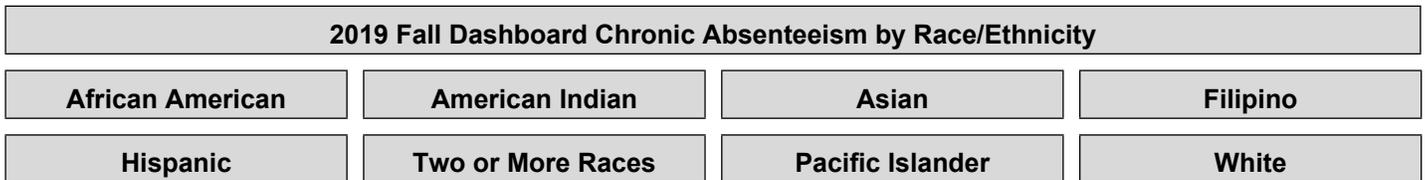
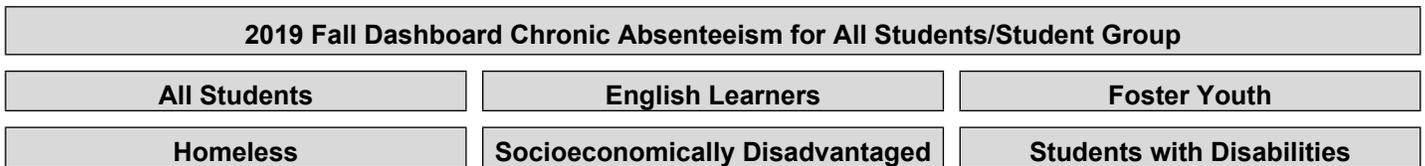
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

| All Students | English Learners | Foster Youth |
|----------------|---------------------------------|--|
| <p>Blue</p> | <p>Green</p> | <p>No Performance Color</p> |
| 95.1 | 88.7 | Less than 11 Students - Data Not Displayed for Privacy |
| Increased +1.7 | Increased +1.8 | 8 |
| 610 | 97 | |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| <p>Green</p> | <p>Blue</p> | <p>Yellow</p> |
| 91 | 95 | 78.5 |
| Increased +1.7 | Increased +2 | Increased +11.3 |
| 67 | 594 | 65 |

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|---|---|
|  No Performance Color 100 Increased +5.9 12 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Blue 95.2 Increased +1 560 |  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 95.8 Increased +12.5 24 |

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

2019 Fall Dashboard Graduation Rate by Year

| 2018 | 2019 |
|------|------|
| 93.4 | 95.1 |

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.

| 2019 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 2 | 2 | 3 | 0 | 0 |

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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p> <p>Yellow</p> <p>8.2</p> <p>Declined -1.7</p> <p>3437</p> | <p>English Learners</p> <p>Orange</p> <p>12.4</p> <p>Declined -1.8</p> <p>477</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>31.8</p> <p>Increased +3.2</p> <p>22</p> |
| <p>Homeless</p> <p>Red</p> <p>16.1</p> <p>Increased +5.6</p> <p>124</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>8.4</p> <p>Declined -1.8</p> <p>3211</p> | <p>Students with Disabilities</p> <p>Yellow</p> <p>12.5</p> <p>Declined Significantly -4.9</p> <p>311</p> |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|--|
|  Orange 23.1 Declined -4 65 |  No Performance Color Less than 11 Students - Data 10 |  No Performance Color 0 Declined -10.7 31 |  No Performance Color Less than 11 Students - Data 9 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 7.8 Declined -1.9 3176 |  No Performance Color 14.3 14 | |  Red 11.4 Increased +5.2 132 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 9.9 | 8.2 |

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

Statement of Goal: Equitable Access to Rigorous High-Level Programs

State Priorities: X1 X2 3 X4 X5 X6 X7 X8

Local Priorities: Math Assessments, ELA Assessment, Reading Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards

Identified Need: 1. Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

Goal 1

3-Year District Specific Goal: Madera Unified will obtain an ELA academic score of [medium-high] performance for all students as measured by the California Dashboard.

Madera Unified will obtain a mathematics academic score of [medium-high] performance for all students as measured by the California Dashboard.

Madera Unified will obtain an English Learner progress score of medium performance for all EL and recent RFEP students as measured by the California Dashboard.

3-Year School Specific Goal:

ELA: MSHS will obtain an ELA academic score of medium-high performance for all students as measured by the California Dashboard.

Math: MSHS will obtain an mathematics academic score of medium, performance for all students as measured by the California Dashboard.

ELD: Madera South High School will obtain an English Learner progress score of low-medium performance for all EL and recent RFEP students as measured by the California Dashboard.

Due to the COVID-19 pandemic and associated school shutdowns, SBAC testing will be not administered during the Spring 2021 school year. Madera South High School will be using the local NWEA testing program to monitor student progress while many students remain in distance learning. The Fall Math NWEA testing administration to Winter testing administration showed an average growth of 3 RIT points. The Fall Reading NWEA testing administration to Winter testing administration showed an average of no growth of RIT. Our goals is for all students to show growth from the Winter administration of the NWEA to the Spring administration. In order to close the achievement gaps students will need to meet their best growth goals that are identified in the districts MetoBe individualized student reports.

Identified Need

Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration,

differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.
WASC CRITICAL AREA 1 - Identify and support at-risk students in order to minimize the attrition rate of students between freshmen and sophomore years by providing consistency in best practices and appropriate supports.
WASC CRITICAL AREA 2 - Improve Achievement in Academic Courses, Especially in Mathematics

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| CAASPP ELA Distance from Level 3 (DF3) | 2016-17 DF3: -29.95 (Color: Yellow) 2017-18 DF3: -27.29 (Color: Yellow) 2018-19 DF3: -6.5 (Color: Yellow) 2019-2020 Not Tested 2020-2021 Not Tested | Color: (Green): DF3:-20 2021-2022 |
| Local Interim Assessment ELA - (NWEA/MAP Reading Growth 6+) | Mean RIT Scores (Fall of 2020 to Winter 2021): 9th = 220.0 to 219.5 (growth of 0) 10th =220.7 to 221.2 (growth of 1) 11th = 226.9 to 229.2 (growth of -1) | For Spring, all 9th grade students should score at or above 221.40 For Spring, all 10th grade students should score at or above 223.51 For Spring, all 11th grade students should score at or above 224.71 |
| CAASPP MATH Distance from Level 3 (DF3) | 2016-17 DF3: -111.89 (Color: Red) 2017-18 DF3: -119.92 (Color: Red) 2018-19 DF3 ; 118.9 (Color Red) 2019-2020 Not Tested 2020-2021 Not Tested | Color: (Orange): DF3:-100 2021-2022 |
| Local Interim Assessment Math - (NWEA/MAP Math Growth 6+) | Mean RIT Scores (Fall of 2020 to Winter 2021): 9th = 222.4 to 226.6 (growth of 4) 10th = 225.1 to 227.9 (growth of 3) | For Spring, all 9th grade students should score at or above 230.03 For Spring, all 10th grade students should score at or above 232.42 |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------------------|--|--|
| | 11th = 226.9 to 229.2 (growth of 2) | For Spring, all 11th grade students should score at or above 234.25 |
| English Learner Progress (ELPAC) | Color 2019: Status: Red 49% making progress towards English language proficiency | Color: (Projected 2022): Status: Orange 60% making progress towards English language proficiency |
| College And Career Indicators | In the 2019 school year, 43.4% were considered "Prepared" on the College/Career Indicator. | no data availability |
| Reclassification Rate | 2019-2020 =22 students 2020-2021 = 18 students | 2021-2022 = 20 students |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Supplemental Materials (Instructional Supplies 4310 & Duplicating/Print shop 5715)

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

Who:

- Administration
- Teachers
- Student Advocates

Tasks & Due Dates:

- Based on need
- Classroom resources
- Classroom supplies
- Supplemental materials
- Printing materials

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|------------|---|
| 4464.13 | Comp. Hardware under \$500 4385 (Title I) |
| 0.00 | Book and reference materials |
| 0.00 | Duplicating / Printshop |
| 108,000.00 | Instructional Supplies |
| 2,000.00 | Comp. Hardware \$500-\$5,000 4485 (Title I) |
| | Instructional Supplies 4310 (Carryover) |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Field Trips and entrance/conference fees (5808):

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

Who:

- Administration
- Staff
- Students

Tasks & Due Dates:

- Based on need
- College visits
- Classroom enrichment trips
- Leadership conferences

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000.00

Source(s)

Entry Fees

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Provide Extra Time, Subs, Travel & Conference, training and professional development (Cert. Extra Time 1190, Cert. Subs 1125, Travel and Conference 5200):

- Observe high impact lessons.
- Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students.
- Provide after school tutoring and support for students such as a writing lab, SAT prep., credit recovery.
- Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
- Credit recovery laboratory for students

Who:

- Teachers
- Staff
- Administration

Tasks & Due Dates::

- Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
- Development and analysis of norms, department vision/mission, and collective commitments
- Revise or create units of study
- Establish COI protocol process and tool for data analysis within each department. Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention and to design enriching learning experiences for all students

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|------------------------------------|
| 6000.00 | Certificated Subs |
| 0.00 | Classified Extra Time |
| 2000.00 | Rental/Leases/Non-Cap 5600 (CSI) |
| 0.00 | Outside Contracted Services |
| 24100.00 | Certificated Extra Time |
| 20000.00 | 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)

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

Strategy/Activity

Planned:

Certificated Salaries - (1100)

- Reading Intervention Laboratory- Provide one FTE position for a teacher for intensive reading support. The reading lab course is focused on building students' mastery of reading, spelling, comprehension, and language expression through a combination of lessons that strengthen phonetic awareness, spelling, comprehension, and phonological processing.
- Link Crew - .2 FTE Teacher Salary for Link Crew leadership course for upperclassmen to develop 9th grade connectivity to high school through freshmen orientation

- AVID - up to FTE Teacher Salary for the Advancement Via Individual Determination (AVID) elective course to improve academic achievement and college/career readiness

Who:

- Administration
- Teachers
- Academic Team

Tasks & Due Dates:

- Identify students reading below grade level and roster course
- Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions

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)

00.00

Other Certificated Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

- To provide essential leadership for the school ELD program.
- To guide teachers in using strategies that support language development.
- To work collaboratively with teachers and administrators.
- To share knowledge of research on effective language acquisition practices.

Who:

- Administration
- Teachers
- Academic Team

Tasks & Due Dates:

- Provide professional learning
- Cognitive Coaching including lesson cycles and observations

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)

C & I TSA

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Planned:

Certificated Salaries -

- To provide essential leadership for the school literacy program.
- To guide teachers in using strategies that support literacy development.
- To work collaboratively with teachers and administrators.
- To share knowledge of research on effective literacy practices.

Who:

- Administration
- Teachers
- Academic Team

Tasks & Due Dates:

- Provide professional learning
- Cognitive Coaching including lesson cycles and observations
- Explicit instruction in phonemic awareness
- Explicit instruction in phonics
- Direct and integrated instruction in text reading and comprehension
- Assessment-based selection and monitoring of struggling readers
- Accelerated not decelerated instruction
- Intensive instruction in every session
- Extensive amounts of daily practice

Strategy/Activity

Planned:

Sub Agreements for Services (5100) and Outside Contracted Services (5800)

Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students:

To support language development & math concepts.

To improve student attendance.

To build motivation and confidence in student who may struggle in academic areas.

To support learning through a variety of modalities.

To provide authentic experiences to promote writing.

Provide guest speakers.

Who:

Administration

Staff (teaching, counselors and other staff)

Tasks & Due Dates:
Guest speakers
Outside agencies for training and materials

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|------------------------------|
| 20,300.00 | Outside Contracted Services |
| 0.00 | Book and reference materials |

Annual Review

SPSA Year Reviewed: 2020-21

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.

Action/Strategy 1:

- Purchase supplemental Materials (Instructional Supplies 4310 & Duplicating/Print shop 5715)

What were the activities implemented?

Instructional supplies were purchased to support the reopening of schools. Many of the supplies purchased were purchased with COVID funding. Title 1 funding was used to support extra technology for students to support learning in person and in distance.

What was not implemented that was in the 2020-21 site plan?

We did not purchase hard copies of instructional support materials due to being in distance learning for the majority of the year.

What was the overall effectiveness?

This strategy was limited by Madera South High School continuing to operate in distance learning through April 12th. .

Action/Strategy 2:

- Plan for field trips that include parent educational opportunities and real-world experiences that are tied to core standards.

What were the activities implemented?

This was not implemented due to COVID restrictions.

What was not implemented that was in the 2020-21 site plan?

Field trips were not implemented and parent educational opportunities were limited to virtual meetings.

What was the overall effectiveness?

This strategy was severely impacted by school closure and COVID restrictions.

Action/Strategy 3:

- Provide Extra Time, Subs, Travel & Conference, training, and professional development (Cert. Extra Time 1190, Cert. Subs 1125, Travel and Conference 5200):

What were the activities implemented?

Teachers were provided time to plan together to improve instruction. This was done through use of subs when available but also done by having teachers attend meetings, trainings, and planning sessions outside of the duty day.

What was not implemented that was in the 2020-21 site plan?

Teachers were able to attend virtual conferences but not in person conferences.

What was the overall effectiveness?

We had teachers involved in implementing many parts of SPSA . For example, our math teachers planned together to implement a strategy to use portfolios to help students track the progress of their learning. This planning was done during the winter break. Our Freshman Success team met regularly to create a plan to implement strategies to support 9th graders by teaching study habits and time management. Our English Learner Support team worked together to come up with recommendations for school wide implementation of strategies to support EL learners. This plans have not had the full benefit of implementation to be able to determine overall effectiveness. Our school will continue to implement and monitor these areas for 2021-2022 school year.

Action/Strategy 4:

Certificated Salaries - (1100)

- Reading Intervention Laboratory- Provide one FTE position for a teacher for intensive reading support. The reading lab course is focused on building students' mastery of reading, spelling, comprehension, and language expression through a combination of lessons that strengthen phonemic awareness, spelling, comprehension, and phonological processing.

What were the activities implemented?

Madera South High School provided reading support for students identified as needing intensive support by NWEA data. A reading teaching teaching this course to students with the goal of building fluency and improving lexile scores.

What was not implemented that was in the 2020-21 site plan?

It was implemented, however it is noted that this course was largely taught in distance learning.

What was the overall effectiveness?

Due to the fact that students were in distance learning the overall effectiveness of this action cannot fully be determined. The teacher of this course builds strong relationships with students and

their families and therefore students in her reading sections were provided with additional encouragement, instructional supports, and family contacts.

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

Action/ Strategy 1 :

- Purchase supplemental Materials (Instructional Supplies 4310 & Duplicating/Print shop 5715)

Allocation : \$152,071.00 Actuals \$937.20

Why or why not is there a difference?:

There is a difference \$151,133.80 from allocated funds compared to what was spent in the area of instructional supplies. This difference was due to the large amount of supplies that were purchased through COVID funding. There were no funds allocating for printing.

Action/ Strategy 2 :

- Plan for field trips that include parent educational opportunities and real-world experiences that are tied to core standards.

Allocation : \$24300.00 Actuals \$0

Why or why not is there a difference?:

There were no funds spent in this area. We were unable to use funds for parent educational opportunities due to COVID restrictions.

Action/ Strategy 3 :

- Provide Extra Time, Subs, Travel & Conference, training, and professional development (Cert. Extra Time 1190, Cert. Subs 1125, Travel and Conference 5200):

Cert. Extra Time 1190 Allocation : \$ 24455.00 Actuals \$5790.50

Cert. Subs 1125 Allocation : \$ 6521.00 Actuals \$258.80

Travel and Conference 5200 Allocation : \$30,000.00 Actuals \$15531.00

Why or why not is there a difference?:

There was limited number of professional development opportunities due to COVID restrictions. Subs was another challenge during the pandemic. We had a limited number of subs that were trained in being able to offered virtual settings. We were unable to use subs to have planning sessions .

Action/ Strategy 4-6 :

Certificated Salaries - (1100) -Reading Intervention Laboratory & -Certificated Salaries

Allocation : \$55469.00 Actuals \$42188.62

Why or why not is there a difference?:

This amount shall be expended after payroll for May and June.

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.

Action/Strategy 1:

- Purchase supplemental Materials (Instructional Supplies 4310 & Duplicating/Print shop 5715)

*Changes: Keep, Delete, or Modify?

Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Our school will need to implementing this strategy when students are back in full person sessions.

Action/Strategy 2:

- Plan for field trips that include parent educational opportunities and real-world experiences that are tied to core standards.

*Changes: Keep, Delete, or Modify?

Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Our school will need to implementing this strategy when students are back in full person sessions.

Action/Strategy 3:

- Provide Extra Time, Subs, Travel & Conference, training, and professional development (Cert. Extra Time 1190, Cert. Subs 1125, Travel and Conference 5200):

*Changes: Keep, Delete, or Modify?

Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Our school will need to implementing this strategy when students are back in full person sessions.

Action/Strategy 4:

Certificated Salaries - (1100)

*Changes: Keep, Delete, or Modify?

Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

This strategy is providing support to students that are in need in the area of reading. This is having a positive impact on student's ability to access core instruction.

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 3 4 X5 X6 7 8

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

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

Goal 2

Statement of Goal: Safe and Healthy Environment for Learning and Work

3-Year District Specific Goal: Madera Unified will obtain a Suspension score of [medium-low] performance for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score each year.

3-Year School Specific Goal: MSHS will obtain an Suspension score of medium-low for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score each year.

Identified Need

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

WASC CRITICAL AREA 1 - Identify and support at-risk students in order to minimize the attrition rate of students between freshmen and sophomore years (ACADEMIC FOCUS IN GOAL 1)

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| Suspension (with attention to grade level and sub-groups) | 2017 - 11.5% of students were suspended one or more times (CA Dashboard) 2018 - 9.9% of students were suspended one or more times (CA Dashboard) <ul style="list-style-type: none"> 9th Grade 14.21% 2019 - 8.2% of students were suspended one or more times (CA Dashboard) | 2019 Overall: 9% of students were suspended one or more times 9th Grade: 12% of students were suspended one or more times |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| 9th grade credit completion rate (with attention to grade level and sub-groups) | 2019-2020 61% of 9th grade students finished year with 60 or more credits (with school closure) 2020-2021 _____ % of 9th graders finished the year with at least 60 credits. | 80% of freshman will end the first year of high school with 60 at least 60 credits. |
| Graduation Rate | 2019 MSHS graduation rate was 95.1% 2020 MSHS graduation rate was 97.4% | 98% graduation rate |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

2 Student Advocates (1100) To empower students to create a healthy academic, behavior and social performance. .

- Monitor the progress of identified "at-risk" students
- Review progress and missing assignments with students on a weekly or bi weekly basis.
- Provide students with a packet of missing assignments, current grades/GPA and attendance.
- Organize and schedule meetings with parents and students and relevant MSHS staff
- Establish progress and work with teachers to ensure implementation
- Provide academic and behavioral support
- Shadow students in class
- Conduct home visits
- Small group and individual interventions

Who:

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

Tasks & Due Dates:

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

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)

245096.87

Student Advocate

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Professional Development, Travel and Conference

(5200), Including Outside Contracted Services (5800):

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

- PBIS
- Link Crew
- Restorative Justice
- Safe School Ambassador
- Youth Empowerment
- Leadership and Character Development
- Attendance

Who:

- Administration
- Teachers

- Student Advocates
- Family Liaison
- Support Staff
- Counselors

Tasks & Due Dates:

- PBIS
- Link Crew
- Restorative Justice
- Safe School Ambassador
- Youth Empowerment
- Leadership and Character Development
- Attendance

Cost: See Goal 1 Action 2

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------------------------|
| 6000.00 | Travel and Conference |
| 00.00 | Outside Contracted Services |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Provide Staff Release and Extra Time

(Cert. Extra Time 1190 & Cert. Subs 1125):

- Provide teachers with substitutes to attend staff development and planning sessions during their duty day as well as compensate teachers for after school and training held during non-duty days.
- Compensate classified personnel for after school and training held during non-duty days.

Who:

- Teachers
- Student Advocates
- Family Liaison

- Support Staff
- Counselors

Tasks & Due Dates:

- PBIS
- Link Crew
- Restorative Justice
- Safe School Ambassador
- Youth Empowerment
- Leadership and Character Development
- Attendance

Cost: See Goal 1 Action 3

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-------------------------|
| 0.00 | Certificated Extra Time |
| 0.00 | Certificated Subs |
| 300.00 | Classified Extra Time |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Supplemental Materials and Supplies

(Instructional Supplies 4310, Printing 5715):

Purchase materials and supplies to help support student engagement and behavior supports. Including but not limited to these areas:

- PBIS
- Link Crew
- Restorative Justice
- Safe School Ambassador
- Youth Empowerment
- Leadership and Character Development
- Attendance

- Community Mentors

Who:

- Administration
- Teachers
- Student Advocates
- Counselors

Tasks & Due Dates:

- Based on need
- Materials and supplies:

* PBIS

* Link Crew

* Restorative Justice

* Safe School Ambassador

* Youth Empowerment

* Leadership and Character Development

* Attendance

* Community Mentors

Cost: See Goal 1 Action 4

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7000.00

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

Book and reference materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Field Trips and entrance/conference fees
(5200, 5716, 5800, 5808, 5865):

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

Who:

- Administration
- Teachers
- Student Advocates
- Counselors

Tasks & Due Dates:

- Based on need
- College visits
- Classroom enrichment trips
- Leadership conferences

Not funded

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Sub Agreements for Services (5100) and Outside Contracted Services (5800)

Contract with an outside resource to enhance the education of our students.

- To improve student attendance.
- To build motivation and confidence in student who may struggle in academic areas.
- To support learning through a variety of modalities.
- To provide authentic experiences to promote writing.
- Provide guest speakers.

Who:

- Administration

Tasks & Due Dates:

- Guest speakers
- Outside agencies

Not funded

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: 2020-21

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

What were the activities implemented?

Student advocates were assigned case loads prior to the beginning of the school year. Advocates made parent and student contact and maintained this over the course of the school year. Student advocates provided in person support for their caseload even when schools were not opened to a hybrid model. Student advocates also provided students with social emotional supports by using their training in restorative circles.

What was not implemented that was in the 2020-21 site plan?

What was the overall effectiveness?

This strategy has been effective to providing support to the students that are at most risk for academic failure. The advocates ensure that families are connected to the school. They conduct home visits and ensure students have what they need for learning. They hold tutoring sessions and provide students with support to improve grades.

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

*Budgeted: \$ 101,052. Estimated Actuals: \$ 102,728.56

*Difference: \$ -1492.57

Why or why not is there a difference?:

The difference is due to budgeted amount not being correct in terms of all payroll expenses.

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

*Changes: Keep, Delete, or Modify?

Modify. Madera South High School would like to add an additional advocate to support students who are at risk.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Many more at students are at risk due to distance learning.

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 X3 4 5 6 7 8

Local Priorities none

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

Goal 3

Statement of Goal: Improve parent involvement programs making it an essential component of our educational program.(3)

3-Year District Specific Goal: Madera Unified will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools.

3-Year School Specific Goal: Madera South High School will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools.

Identified Need

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------------|-------------------------|------------------|
| Title I Meeting | 250 2019-2020 | 350 2021-2022 |
| Back-to-school Attendance | 250 2019-2020 | 350 2021-2022 |
| SSC | 15 2019-2020 | 12 2021-2022 |
| ELAC | 15 2019-2020 | 10 2021-2022 |
| Active Parent Portal Users | 500 2019-2020 | 620 2021-2022 |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Purchase supplemental instructional supplies, books and reference materials, and

Duplication/Printshop:

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

Parent Involvement & Parent Workshops:

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

Who:

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

Tasks & Due Dates:

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|------------------------------------|
| 1000.00 | Book and reference materials |
| | Computer Hardware |
| 0.00 | Duplicating / Print shop Parent ED |
| 1000.00 | Parent Supplies |
| 0.00 | Supplies Parent ED |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Provide time or extra time to staff

(Cert. Extra Time 1190) & (Classified Extra Time Object Code 2000):

- Compensate teachers for after school time.
- Compensate classified personnel for after school and training held during non-duty days.
- Provide parent translation – oral and written.
- Provide preparation time for parent support.
- Provide parent education nights.

Who:

- Teachers

- Student Advocates
- Family Liaison
- Support Staff
- Counselors

Tasks & Due Dates:

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1726.00

Other Cert. Salaries 1900 (Parent Ed)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Field Trips and entrance/conference fees

(5716, 5800, 5808, 5865):

Parents with opportunities to attend events or campuses to increase understanding and

experiences of the educational system.

Who:

- Administration
- Teachers
- Student Advocates
- Counselors

Tasks & Due Dates:

- Based on need
- Workshops
- Events
- College visits

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)

20000.00

Field Trips 5716 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2020-21

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

Purchase supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:

What were the activities implemented?

This was not implemented.

What was not implemented that was in the 2020-21 site plan?

During the 2020-2021 school year, parents met in virtual meetings and not in person. Books, supplies and duplication was not needed.

What was the overall effectiveness?

Not implemented due to the pandemic.

Strategy/Activity 2

(Cert. Extra Time 1190) & (Classified Extra Time Object Code 2000):

What were the activities implemented?

Classified extra time was used to support certain activities such as virtual town halls and out reach for parenting classes (PIQE).

What was not implemented that was in the 2020-21 site plan?

This activity was implemented.

What was the overall effectiveness?

This was effective to providing support to our parents and trying to maintain the school to home connection.

Strategy/Activity 3

Field Trips and entrance/conference fees

(5716, 5800, 5808, 5865):

What were the activities implemented?

This was not implemented due to COVID restrictions .

What was the overall effectiveness?

This was not implemented due to COVID restrictions .

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

Purchase supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:

*Budgeted: \$ 1000.00 Estimated Actuals: \$ 0

*Difference: \$ -1000.

Why or why not is there a difference?:

There were not as many on campus activities due to COVID restrictions

Strategy/Activity 2

(Cert. Extra Time 1190) & (Classified Extra Time Object Code 2000):

*Budgeted: \$ 1726.00 Estimated Actuals: \$ 0

*Difference: \$ -1726.00

Why or why not is there a difference?:

There were not as many on campus activities due to COVID restrictions

Strategy/Activity 3

Field Trips and entrance/conference fees
(5716, 5800, 5808, 5865):

*Budgeted: \$ 24300.0 Estimated Actuals: \$ 0

*Difference: \$ -24300.00

Why or why not is there a difference?:
We were unable to take field trips due to COVID restrictions.

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

Strategy/Activity 1

Purchase supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:

*Changes: Keep, Delete, or Modify?

Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We will see the full benefit of this strategy when schools are open.

Strategy/Activity 2

(Cert. Extra Time 1190) & (Classified Extra Time Object Code 2000):

*Changes: Keep, Delete, or Modify?

Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We will see the full benefit of this strategy when schools are open.

Strategy/Activity 3

*Changes: Keep, Delete, or Modify?

Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

This strategy is important to our parent community. We hope to be able to resume this activity in the fall.

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 X1 2 3 4 5 6 7 8

Local Priorities None

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| Google API (per device usage data) | 54.6% of Chromebook devices met 75% of 2-hour daily threshold. 2019-202 | 60% of Chromebook devices met 75% of 2-hour daily threshold. 2021-2022 |
| Google API (average daily usage of devices) | 1.8 hours per day 1.0 hours per day (Projected) 2019-2020 | 1.75 hours per day (Projected) 2021-2022 |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Purchase technology, supplemental materials, and resources:

Comp. Hardware under \$500 (4385)

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

Comp. Hardware/Software Maintenance & License (5885)

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

Who:

- Administration
- Site and District IT

Tasks & Due Dates:

- Purchase software
- Purchase hardware
- Purchase/Replace Technology utilized for the classroom
- Utilize up-to-date technology programs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

0

0

Source(s)

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

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

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

Annual Review

SPSA Year Reviewed: 2020-21

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

Comp. Hardware under \$500 (4385)

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

Comp. Hardware/Software Maintenance & License (5885)

What were the activities implemented?

What was not implemented that was in the 2020-21 site plan?

What was the overall effectiveness?

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

Comp. Hardware under \$500 (4385)

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

Comp. Hardware/Software Maintenance & License (5885)

*Budgeted: \$ 0 Estimated Actuals: \$ 0

*Difference: \$ 0

Why or why not is there a difference?:

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

Comp. Hardware under \$500 (4385)

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

Comp. Hardware/Software Maintenance & License (5885)

*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

Budget Summary

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

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$473,987 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$473,987.00 |

Other Federal, State, and Local Funds

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

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

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

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

| State or Local Programs | Allocation (\$) |
|--|-----------------|
| Book and reference materials | \$1,000.00 |
| Certificated Extra Time | \$24,100.00 |
| Certificated Subs | \$6,000.00 |
| Classified Extra Time | \$300.00 |
| Comp. Hardware \$500-\$5,000 4485 (Title I) | \$2,000.00 |
| Comp. Hardware under \$500 4385 (Title I) | \$4,464.13 |
| Comp. Hardware/Software Maintenance & License 5885 (Title I) | \$7,000.00 |
| Duplicating / Print shop Parent ED | \$0.00 |
| Duplicating / Printshop | \$0.00 |
| Entry Fees | \$5,000.00 |
| Field Trips 5716 (Parent Ed) | \$20,000.00 |
| Field Trips 5716 (Parent Ed) | \$20,000.00 |
| Instructional Supplies | \$108,000.00 |

| | |
|---------------------------------------|--------------|
| Other Cert. Salaries 1900 (Parent Ed) | \$1,726.00 |
| Other Certificated Salaries | \$0.00 |
| Outside Contracted Services | \$20,300.00 |
| Parent Supplies | \$1,000.00 |
| Rental/Leases/Non-Cap 5600 (CSI) | \$2,000.00 |
| Student Advocate | \$245,096.87 |
| Supplies Parent ED | \$0.00 |
| Travel & Conference 5200 (Title I) | \$20,000.00 |
| Travel and Conference | \$6,000.00 |

Subtotal of state or local funds included for this school: \$473,987.00

Total of federal, state, and/or local funds for this school: \$473,987.00

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
- 2 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

| Name of Members | Role |
|---|----------------------------|
| Aimee Anderson | Principal |
| Jeff Moosios | Classroom Teacher |
| John Rozance | Classroom Teacher |
| Anayeli Montoya | Classroom Teacher |
| Ceclia Reyes-Murrillo | Classroom Teacher |
| Rebecca Bray | Other School Staff |
| Esmeralda Marquez | Other School Staff |
| Yesenia Eufracio | Parent or Community Member |
| Diana Flores | Parent or Community Member |
| Andrea Sandoval | Parent or Community Member |
| Miguel Ortiz-Garcia | Secondary Student |
| Kiara Zurita | Secondary Student |
| Abril Chavez | Secondary Student |
| Ron Montoya (Student Moved out of district) | Parent or Community Member |
| | Parent or Community Member |
| | Classroom Teacher |
| | Other School Staff |

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 5/13/19.

Attested:



Principal, Aimee Anderson on 5/13/19

SSC Chairperson, Diana Flores on 5/13/19

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Madera South High School

Funding Source: Book and reference materials

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|------------|------|---|
| | | \$0.00 | | <p>Planned:</p> <p>Supplemental Materials (Instructional Supplies 4310 & Duplicating/Print shop 5715)</p> <ul style="list-style-type: none"> -Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. -Utilize the district's print shop service to provide materials for student use as well as for parent education. -Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. -Purchase materials and supplies to support the implementation of advanced thinking skills. - Purchase materials for most at-risk students to ensure that they are able to fully benefit from core content instruction. -Purchase materials and supplies to support character education and PBIS. <p>Who:</p> <ul style="list-style-type: none"> -Administration -Teachers -Student Advocates <p>Tasks & Due Dates:</p> <ul style="list-style-type: none"> -Based on need -Classroom resources -Classroom supplies -Supplemental materials -Printing materials |
| | | \$1,000.00 | | <p>Planned:</p> <p>Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:</p> |

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

Who:

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

Tasks & Due Dates:

- Connect Ed calls to inform parents of weekly events.
- Monthly updates at parent meetings; SSC and ELAC
- Updated information on the school website
- Individual phone calls home reminding parents to support their child
- Provide Interpreting devices to provide simultaneous

\$0.00

interpretation for Spanish speaking parents during parent information nights and other meetings.
 -Assist parents in creating and activating a Parent Portal Account to monitor students attendance and grades from home.
 Planned:
 Sub Agreements for Services (5100) and Outside Contracted Services (5800)
 Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students:
 To support language development & math concepts.
 To improve student attendance.
 To build motivation and confidence in student who may struggle in academic areas.
 To support learning through a variety of modalities.
 To provide authentic experiences to promote writing.
 Provide guest speakers.

 Who:
 Administration
 Staff (teaching, counselors and other staff)

 Tasks & Due Dates:
 Guest speakers
 Outside agencies for training and materials

Book and reference materials Total Expenditures: \$1,000.00

Book and reference materials Allocation Balance: \$0.00

Funding Source: Certificated Extra Time \$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

\$24,100.00

Planned:

- Provide Extra Time, Subs, Travel & Conference, training and professional development (Cert. Extra Time 1190, Cert. Subs 1125, Travel and Conference 5200):
- Observe high impact lessons.
- Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students.
- Provide after school tutoring and support for students such as a writing lab, SAT prep., credit recovery.
- Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
- Credit recovery laboratory for students

Who:

- Teachers
- Staff
- Administration

Tasks & Due Dates::

- Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
- Development and analysis of norms, department vision/mission, and collective commitments
- Revise or create units of study
- Establish COI protocol process and tool for data analysis within each department. Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention and to design enriching learning experiences for all students

Madera South High School

\$0.00

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

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

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

Cost: See Goal 1 Action 3

Certificated Extra Time Total Expenditures: \$24,100.00

Certificated Extra Time Allocation Balance: \$0.00

Funding Source: Certificated Subs \$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

\$0.00

Planned:

Provide Staff Release and Extra Time

(Cert. Extra Time 1190 & Cert. Subs 1125):

- Provide teachers with substitutes to attend staff development and planning sessions during their duty day as well as compensate teachers for after school and training held during non-duty days.
- Compensate classified personnel for after school and training held during non-duty days.

Who:

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

Tasks & Due Dates:

- PBIS
- Link Crew
- Restorative Justice
- Safe School Ambassador
- Youth Empowerment
- Leadership and Character Development
- Attendance

Cost: See Goal 1 Action 3

\$6,000.00

Planned:

- Provide Extra Time, Subs, Travel & Conference, training and professional development (Cert. Extra Time 1190, Cert. Subs 1125, Travel and Conference 5200):
- Observe high impact lessons.
- Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students.
- Provide after school tutoring and support for students such as a writing lab, SAT prep., credit recovery.
- Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
- Credit recovery laboratory for students

Who:

- Teachers
- Staff
- Administration

Tasks & Due Dates::

- Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
- Development and analysis of norms, department vision/mission, and collective commitments
- Revise or create units of study
- Establish COI protocol process and tool for data analysis within each department. Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention and to design enriching learning experiences for all students

Madera South High School

Certificated Subs Total Expenditures: \$6,000.00

Certificated Subs Allocation Balance: \$0.00

Funding Source: Classified Extra Time

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

\$0.00

Planned:

- Provide Extra Time, Subs, Travel & Conference, training and professional development (Cert. Extra Time 1190, Cert. Subs 1125, Travel and Conference 5200):
- Observe high impact lessons.
- Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students.
- Provide after school tutoring and support for students such as a writing lab, SAT prep., credit recovery.
- Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
- Credit recovery laboratory for students

Who:

- Teachers
- Staff
- Administration

Tasks & Due Dates::

- Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
- Development and analysis of norms, department vision/mission, and collective commitments
- Revise or create units of study
- Establish COI protocol process and tool for data analysis within each department. Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention and to design enriching learning experiences for all students

Madera South High School

\$300.00

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

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

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

Cost: See Goal 1 Action 3

Classified Extra Time Total Expenditures: \$300.00

Classified Extra Time Allocation Balance: \$0.00

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

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

\$2,000.00

Planned:

Supplemental Materials (Instructional Supplies 4310 & Duplicating/Print shop 5715)

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

Who:

- Administration
- Teachers
- Student Advocates

Tasks & Due Dates:

- Based on need
- Classroom resources
- Classroom supplies
- Supplemental materials
- Printing materials

\$0.00

Planned:
Purchase technology, supplemental materials, and resources:

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

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

Who:
-Administration
-Site and District IT

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

Comp. Hardware \$500-\$5,000 4485 (Title I) Total Expenditures: \$2,000.00

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

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

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

\$0.00

Planned:

Purchase technology, supplemental materials, and resources:

Comp. Hardware under \$500 (4385)

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

Comp. Hardware/Software Maintenance & License (5885)

-Purchase technology to support technology goal.

-Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.

-Provide for repairs as needed to keep equipment in working order.

-Purchase hardware and software programs to facilitate and support technology use and learning.

Who:

-Administration

-Site and District IT

Tasks & Due Dates:

-Purchase software

-Purchase hardware

-Purchase/Replace Technology utilized for the classroom

-Utilize up-to-date technology programs

\$4,464.13

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

Who:
 -Administration
 -Teachers
 -Student Advocates

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

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$4,464.13

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

Madera South High School

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

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|------------|------|---|
| | | \$7,000.00 | | <p>Planned: Supplemental Materials and Supplies (Instructional Supplies 4310, Printing 5715): Purchase materials and supplies to help support student engagement and behavior supports. Including but not limited to these areas: -PBIS -Link Crew -Restorative Justice -Safe School Ambassador -Youth Empowerment -Leadership and Character Development -Attendance -Community Mentors</p> <p>Who: -Administration -Teachers -Student Advocates -Counselors</p> <p>Tasks & Due Dates: -Based on need -Materials and supplies: *PBIS *Link Crew *Restorative Justice *Safe School Ambassador *Youth Empowerment *Leadership and Character Development *Attendance *Community Mentors</p> <p>Cost: See Goal 1 Action 4</p> |

\$0.00

Planned:
Purchase technology, supplemental materials, and resources:

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

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

Who:
-Administration
-Site and District IT

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

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$7,000.00

Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance: \$0.00

Funding Source: Duplicating / Print shop Parent ED \$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|---|
| | | \$0.00 | | Planned: Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: -Duplicate printed materials to promote parent involvement. -Purchase materials to support parent involvement. -Utilize the district's print shop service to provide materials for |

parent communication.

-Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Parent Involvement & Parent Workshops:

-Provide training for parents to become better informed and involved in their student's education

-Purchase materials, supplies and technology that support and increase parent participation/involvement.

-Parent/student meetings to provide strategies to support their child's education at home or discuss individual student progress.

-Phone calls and notes home to inform parents of the meetings.

-Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.

-Promote participation

-Provide Parent Portal Training

-Coordinate PIQE program for 8 two hour sessions that teach parents how to better support and advocate for their children in school and how to get more involved with school events.

-Provide refreshments for attendees.

-Provide childcare for parents attending meetings.

Who:

-Parent Liaison

-Counselors

-Administration

-Translator

-Student Advocate

Tasks & Due Dates:

- Connect Ed calls to inform parents of weekly events.

- Monthly updates at parent meetings; SSC and ELAC

-Updated information on the school website

-Individual phone calls home reminding parents to support their child

-Provide Interpreting devices to provide simultaneous interpretation for Spanish speaking parents during parent information nights and other meetings.

-Assist parents in creating and activating a Parent Portal

Madera South High School

Account to monitor students attendance and grades from home.

Duplicating / Print shop Parent ED Total Expenditures: \$0.00

Duplicating / Print shop Parent ED Allocation Balance: \$0.00

Funding Source: Duplicating / Printshop

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

\$0.00

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

Who:
 -Administration
 -Teachers
 -Student Advocates

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

Duplicating / Printshop Total Expenditures: \$0.00

Duplicating / Printshop Allocation Balance: \$0.00

Funding Source: Entry Fees

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

Madera South High School

\$5,000.00

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

Who:
 -Administration
 -Staff
 -Students

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

Entry Fees Total Expenditures: \$5,000.00

Entry Fees Allocation Balance: \$0.00

Funding Source: Field Trips 5716 (Parent Ed) \$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

Madera South High School

\$20,000.00

Planned:
 Field Trips and entrance/conference fees
 (5716, 5800, 5808, 5865):
 Parents with opportunities to attend events or campuses to
 increase understanding and experiences of the educational
 system.

Who:
 -Administration
 -Teachers
 -Student Advocates
 -Counselors

Tasks & Due Dates:
 -Based on need
 -Workshops
 -Events
 -College visits

Field Trips 5716 (Parent Ed) Total Expenditures: \$20,000.00

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

Funding Source: Instructional Supplies

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

Madera South High School

\$108,000.00

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

Who:
 -Administration
 -Teachers
 -Student Advocates

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

Instructional Supplies Total Expenditures: \$108,000.00

Instructional Supplies Allocation Balance: \$0.00

Funding Source: Other Cert. Salaries 1900 (Parent Ed) \$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

\$1,726.00

Planned:
 Provide time or extra time to staff
 (Cert. Extra Time 1190) & (Classified Extra Time Object Code
 2000):
 -Compensate teachers for after school time.
 -Compensate classified personnel for after school and training
 held during non-duty days.
 -Provide parent translation – oral and written.
 -Provide preparation time for parent support.
 -Provide parent education nights.

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

Tasks & Due Dates:
 -Parent Workshops
 -PIQE
 -PTA Meetings
 -ELAC Meetings
 -DELAC Meetings
 -SSC Meetings
 -Back to School Night
 -8th Grade Parent Night
 -4.0 Awards Night
 -Scholarship Night
 -Student Recognition Night
 -CSF Night
 -Graduation
 -FASFA Nights
 -Senior Night
 -AP Night
 -Registration Night
 -Any other relevant events

Other Cert. Salaries 1900 (Parent Ed) Total Expenditures: \$1,726.00

Other Cert. Salaries 1900 (Parent Ed) Allocation Balance: \$0.00

Madera South High School

Funding Source: Other Certificated Salaries

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|---|
| | | \$0.00 | | <p>Planned:</p> <p>Certificated Salaries - (1100)</p> <ul style="list-style-type: none"> - Reading Intervention Laboratory- Provide one FTE position for a teacher for intensive reading support. The reading lab course is focused on building students' mastery of reading, spelling, comprehension, and language expression through a combination of lessons that strengthen phonetic awareness, spelling, comprehension, and phonological processing. - Link Crew - .2 FTE Teacher Salary for Link Crew leadership course for upperclassmen to develop 9th grade connectivity to high school through freshmen orientation - AVID - up to FTE Teacher Salary for the Advancement Via Individual Determination (AVID) elective course to improve academic achievement and college/career readiness <p>Who:</p> <ul style="list-style-type: none"> -Administration -Teachers -Academic Team <p>Tasks & Due Dates:</p> <ul style="list-style-type: none"> - Identify students reading below grade level and roster course - Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions |

Other Certificated Salaries Total Expenditures: \$0.00

Other Certificated Salaries Allocation Balance: \$0.00

Funding Source: Outside Contracted Services

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

\$20,300.00

Planned:

Sub Agreements for Services (5100) and Outside Contracted Services (5800)

Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students:

To support language development & math concepts.

To improve student attendance.

To build motivation and confidence in student who may struggle in academic areas.

To support learning through a variety of modalities.

To provide authentic experiences to promote writing.

Provide guest speakers.

Who:

Administration

Staff (teaching, counselors and other staff)

Tasks & Due Dates:

Guest speakers

Outside agencies for training and materials

\$0.00

Planned:

- Provide Extra Time, Subs, Travel & Conference, training and professional development (Cert. Extra Time 1190, Cert. Subs 1125, Travel and Conference 5200):
- Observe high impact lessons.
- Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students.
- Provide after school tutoring and support for students such as a writing lab, SAT prep., credit recovery.
- Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
- Credit recovery laboratory for students

Who:

- Teachers
- Staff
- Administration

Tasks & Due Dates::

- Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
- Development and analysis of norms, department vision/mission, and collective commitments
- Revise or create units of study
- Establish COI protocol process and tool for data analysis within each department. Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention and to design enriching learning experiences for all students

\$0.00

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

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

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

Cost: See Goal 1 Action 2

Outside Contracted Services Total Expenditures: \$20,300.00

Outside Contracted Services Allocation Balance: \$0.00

Madera South High School

Funding Source: Parent Supplies

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|------------|------|--|
| | | \$1,000.00 | | <p>Planned: Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: -Duplicate printed materials to promote parent involvement. -Purchase materials to support parent involvement. -Utilize the district's print shop service to provide materials for parent communication. -Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. Parent Involvement & Parent Workshops: -Provide training for parents to become better informed and involved in their student's education -Purchase materials, supplies and technology that support and increase parent participation/involvement. -Parent/student meetings to provide strategies to support their child's education at home or discuss individual student progress. -Phone calls and notes home to inform parents of the meetings. -Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. -Promote participation -Provide Parent Portal Training -Coordinate PIQE program for 8 two hour sessions that teach parents how to better support and advocate for their children in school and how to get more involved with school events. -Provide refreshments for attendees. -Provide childcare for parents attending meetings.</p> <p>Who: -Parent Liaison -Counselors -Administration -Translator -Student Advocate</p> |

Tasks & Due Dates:

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

Parent Supplies Total Expenditures: \$1,000.00

Parent Supplies Allocation Balance: \$0.00

Funding Source: Rental/Leases/Non-Cap 5600 (CSI) \$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

\$2,000.00

Planned:

- Provide Extra Time, Subs, Travel & Conference, training and professional development (Cert. Extra Time 1190, Cert. Subs 1125, Travel and Conference 5200):
- Observe high impact lessons.
 - Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
 - Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
 - Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
 - Time for testing, scheduling, and compiling information about students.
 - Provide after school tutoring and support for students such as a writing lab, SAT prep., credit recovery.
 - Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
 - Credit recovery laboratory for students

Who:

- Teachers
- Staff
- Administration

Tasks & Due Dates::

- Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
- Development and analysis of norms, department vision/mission, and collective commitments
- Revise or create units of study
- Establish COI protocol process and tool for data analysis within each department. Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention and to design enriching learning experiences for all students

Madera South High School

Rental/Leases/Non-Cap 5600 (CSI) Total Expenditures: \$2,000.00

Rental/Leases/Non-Cap 5600 (CSI) Allocation Balance: \$0.00

Funding Source: Student Advocate

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

\$245,096.87

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

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

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

Student Advocate Total Expenditures: \$245,096.87

Student Advocate Allocation Balance: \$0.00

Madera South High School

Funding Source: Supplies Parent ED

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|---|
| | | \$0.00 | | <p>Planned:</p> <p>Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:</p> <ul style="list-style-type: none"> -Duplicate printed materials to promote parent involvement. -Purchase materials to support parent involvement. -Utilize the district's print shop service to provide materials for parent communication. -Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. <p>Parent Involvement & Parent Workshops:</p> <ul style="list-style-type: none"> -Provide training for parents to become better informed and involved in their student's education -Purchase materials, supplies and technology that support and increase parent participation/involvement. -Parent/student meetings to provide strategies to support their child's education at home or discuss individual student progress. -Phone calls and notes home to inform parents of the meetings. -Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. -Promote participation -Provide Parent Portal Training -Coordinate PIQE program for 8 two hour sessions that teach parents how to better support and advocate for their children in school and how to get more involved with school events. -Provide refreshments for attendees. -Provide childcare for parents attending meetings. <p>Who:</p> <ul style="list-style-type: none"> -Parent Liaison -Counselors -Administration -Translator -Student Advocate |

Madera South High School

Tasks & Due Dates:

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

Supplies Parent ED Total Expenditures: \$0.00

Supplies Parent ED Allocation Balance: \$0.00

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

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

\$20,000.00

Planned:

- Provide Extra Time, Subs, Travel & Conference, training and professional development (Cert. Extra Time 1190, Cert. Subs 1125, Travel and Conference 5200):
- Observe high impact lessons.
- Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students.
- Provide after school tutoring and support for students such as a writing lab, SAT prep., credit recovery.
- Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
- Credit recovery laboratory for students

Who:

- Teachers
- Staff
- Administration

Tasks & Due Dates::

- Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
- Development and analysis of norms, department vision/mission, and collective commitments
- Revise or create units of study
- Establish COI protocol process and tool for data analysis within each department. Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention and to design enriching learning experiences for all students

Madera South High School

Travel & Conference 5200 (Title I) Total Expenditures: \$20,000.00

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

Funding Source: Travel and Conference

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

Madera South High School

\$6,000.00

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

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

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

Cost: See Goal 1 Action 2

Travel and Conference Total Expenditures: \$6,000.00

Travel and Conference Allocation Balance: \$0.00

Madera South High School Total Expenditures: \$473,987.00