



Madera Unified School District

Where the futures of children are determined by their aspirations, not bound by their circumstances

Single Plan for Student Achievement (SPSA) 2018-2019

District Mission Statement

We are deeply committed to: 1) the highest student achievement, 2) orderly learning environment, and 3) financially sound and effective organization.

District Vision Statement

Where the futures of children are driven by their aspirations, not bound by their circumstances.

School Name

MADERA HIGH SCHOOL

School Mission Statement

Coyote Pride fosters a climate of respect, celebrates diversity, and builds strong supportive relationships. Coyote Pride creates an equitable learning environment that challenges our community of learners to reach their greatest academic, professional, & civic potential. Coyote Pride demonstrates integrity, character, perseverance, and a commitment to excellence.

School Vision Statement

We will be a community that empowers learners with educational & career readiness that cultivates creativity, autonomy, innovation, and character. We will be an educational community that embraces differences among all stakeholders while ensuring an equitable, accessible, and supportive environment. We will be 21st century leaders that are global citizens and critical thinkers.

For additional information on school programs and how you may become involved, please contact the following person:

Contact Name:	Robyn Cosgrove	Position:	Principal	E-mail:	robyncosgrove@maderausd.org
Address:	200 South L Street, Madera, CA 93637	Phone Number:	559-675-4444	Fax Number:	559-675-4351

CDS Code:	20-65243--2035707
------------------	-------------------

2017-20 Plan Summary

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

- Subject-level PLC Teams will create a focus on and a commitment for ALL students to learn at high levels by using best instructional practices and data to inform day-to-day instruction to increase student achievement.
- Continued training and coaching of strategic instructional practices of Balanced Math, AAAs for ELs and Kagan structures to increase math engagement, critical thinking and problem solving, and to increase literacy proficiency and skill level through writing and close reading across all curricular areas.
- Create and sustain a positive school culture through the implementation of RtI through the PBIS model to enhance the learning environment and increase student performance.
- Provide PD and support for analysis of student work and assessment data (COI) in order to better inform instructional decisions, provide timely intervention and to design enriching learning experiences for all students.

SPSA HIGHLIGHT

Identify and briefly summarize the key features of this year's SPSA.

Key elements of the SPSA:

- Provide academic, social, emotional and behavioral support for student success
- Foster a collaborative culture that functions at a high level of efficacy
- Provide training, coaching, and immediate feedback to equip teachers with the tools that makes content accessible to all students
- Students will acquire and demonstrate 21st century skills for college AND career readiness
- Promote critical thinking and problem solving
- Promote and increase parent involvement
- Equip and empower students with character to make healthy life choices

NEEDS ASSESSMENT - REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

As seen on the California School Dashboard, Madera High School's graduation rate for English Learners increased 4.3% for a total of 93.6%. The graduation rate for socioeconomically disadvantaged also increased 2.2% for a total of 97% and students with disabilities improved 4.8% totaling 90.4%. The overall graduation rate for Madera increased from 96.7% to 97.5% from the previous year.

Our Student Advocates have been working effectively with our at-risk students. Based on internal data there has been a dramatic drop in discipline and attendance and GPAs have improved for this group of students.

Additionally, our implementation of PBIS has improved school climate with a unified focus. Our discipline referrals and suspensions have declined dramatically this year.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The transition of the Newcomer Academy to Madera High School was rocky and remains a need. This also includes EL population, specifically our LTELS.

- More in-depth training and coaching with the leveled reading program of Fountas and Pinnell and accountability to use it with fidelity.
- Create individualized learning plans toward graduation or successful transition to adult school
- Continued, on-going support for sheltered instruction teachers

Improving our College and Career Indicator, including CTE Pathway completers and dual enrollment.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

Madera High School continues to have gaps in learning with the English Learner population and students with disabilities.

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

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

INCREASED OR IMPROVED SERVICES

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

ANNUAL EVALUATION

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

Goal 1	<p>Statement of Goal: Increase academic achievement in English Language Arts (ELA) instructional program.(1, 2, 4, 7, and 8)</p> <p>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.</p> <p>3-Year School Specific Goal: Madera High School will obtain an ELA academic score of medium-high performance for all students as measured by the California Dashboard.</p>
---------------	---

<u>State Priorities</u>	✓ 1	✓ 2	☐ 3	✓ 4	✓ 5	☐ 6	✓ 7	✓ 8
<u>Local Priorities</u>	<ul style="list-style-type: none"> • ELA Assessment, K-3 Early Reading Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards 							
<u>Identified Need</u>	<ul style="list-style-type: none"> • Build and sustain a standards-aligned ELA 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. 							

Annual Measurable Outcomes

EXPECTED	ACTUAL (Projected)
<p>School Goal for English Language Arts:</p> <p>MHS will increase the overall percentage of students at met/exceeds standard from 53% to 60% by June 2018 as measured by the CAASPP-ELA.</p>	<p>School Goal for English Language Arts:</p> <p>MHS increased the overall percentage of students at met/exceeds standard from 53% to ?% by June 2018 as measured by the CAASPP-ELA.</p>

<p>MHS will increase the overall percentage of students at met/exceeds standard from 36.4% to 42% by June 2018 as measured on the Local Interim Assessment for ELA (NWEA).</p> <p>Distance from Level 3 (DF3) Color (Projected): Yellow to Yellow DF3: From 0.8 to 14</p>	<p>MHS increased the overall percentage of students at met/exceeds standard from 36.4% to ?% by June 2018 as measured on the Local Interim Assessment for ELA (NWEA).</p> <p>Distance from Level 3 (DF3) Color (Projected): Yellow to ? DF3: From 0.8 to ?</p> <p><i>Data/results results pending will be available Summer 2018.</i></p>
--	--

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed.*

Action 1		
Actions/Services	<p>PLANNED</p> <p>Rtl - Student Advocates (2 - classified positions)</p> <ul style="list-style-type: none"> Advocates will provide individual mentoring for students identified as “as-risk” OR performing below grade level for 9th grade (8th grade non-promoters) 	<p>ACTUAL</p> <p>Rtl – Student Advocates – Classified (2):</p> <ul style="list-style-type: none"> Provided individual mentoring for students identified as at risk or performing below grade level for 9th grade Monitored the progress of identified “at-risk” students by using data reports found in Aeries Encouraged educational support & involvement of parents Coordinated variety of intervention services for students Participated on COST, 504, IEP, and SST meetings with support staff, Admin, counselors and students Provide ongoing tutoring daily(lunch and afterschool) Advocates addressed the needs 9th and select 10th grade students Communicate & work with MHS staff as well as support staff on a daily basis Provide a Summer Enrichment Program for our incoming 9th grade non-promoters Daily documentation for at-risk caseload Provide parent communication by home visits, phone calls, conferences, and emails Implemented a community mentoring program that provides our at-risk with an additional support Provided empowering field trips for our at-risk students

		<ul style="list-style-type: none"> • Check- in with students and shadow in classes • Facilitated Restorative Justice groups • Referrals made to community agencies and district office • Encourage school activity participation
Expenditures	BUDGETED Title I Site funds \$168,490	ESTIMATED ACTUAL Title I Site funds \$161,517

Action 2

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Professional development/Travel and Conference to develop English Language Arts/Literacy Common Core Connections - implementation of literacy standards for History/Social Science, Science, and Technical Subjects (including AP Training). 	<p>ACTUAL</p> <ul style="list-style-type: none"> • Continue PD of EL Principles for all teachers • Continue PD to foster effective professional learning communities • AP Training • Social Science - C3 PD • Science Training • Cue Conference • TESOL
Expenditures	<p>BUDGETED</p> <p>Sub Agreement for Services: \$41,973</p> <p>Travel and Conference: \$35,805</p>	<p>ESTIMATED ACTUAL</p> <p>Sub Agreement for Services: \$0</p> <p>Travel and Conference: \$37,206</p>

Action 3

Actions/Services	<p>PLANNED</p> <p>Improve academic achievement through highly effective Professional Learning Communities (PLCs) and planning time.</p> <p>Certificated Subs</p> <p>Certificated Extra Time</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Development and analysis of norms, department vision/mission, and collective commitments • Create school wide and department SMART Goals for increased student achievement • Establish meeting structures; norms, agendas and minutes • Review and analyze ELA/Social Science data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions • Establish COI protocol process and tool for data analysis within
-------------------------	---	---

		<p>each department. Use student work samples and quantitative data</p> <ul style="list-style-type: none"> • Provide PD, support and coach for analysis of student work and assessment data (COI) in order to better inform instructional decisions, provide timely intervention and to design enriching learning experiences for all students • Review and revise units of study
Expenditures	<p>BUDGETED Cost Certificated Subs \$12,000 (1125) Certificated Extra Time \$19,500 (1190)</p>	<p>ESTIMATED ACTUAL Certificated Subs \$11,500 (1125) Certificated Extra Time \$8,546 (1190)</p>

Action 4

Actions/Services	<p>PLANNED Improve academic achievement in ELA by providing tutoring services after school hours.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Oversee the utilization of Teaching Fellows in partnership with the MUSD After School Program and facilitate tutoring for students in ELA. • Work with Teachers, Counselors, and Parents to identify students who will benefit from services. • Keep record of student attendance. • Facilitate ongoing communication between ASP program tutors and Teachers to increase effectiveness of services. • SAT prep provided.
Expenditures	<p>BUDGETED Cost: Funded by 21st century Grant</p>	<p>ESTIMATED ACTUAL Funded by 21st century Grant</p>

Action 5

Actions/Services	<p>PLANNED Improve academic achievement in ELA by providing credit recovery services after school hours.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Oversee the utilization of Edgenuity credit recovery program in partnership with the MUSD After School Program • Work with Teachers, Counselors, and Parents to identify students
-------------------------	---	--

		<p>who will benefit from services.</p> <ul style="list-style-type: none"> • Keep record of student attendance. • Facilitate ongoing communication between ASP program credit recovery monitors and Teachers to increase effectiveness of services.
Expenditures	<p>BUDGETED Cost: Funded by 21st century Grant</p>	<p>ESTIMATED ACTUAL Funded by 21st century Grant</p>

Analysis of Goal #1

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?															
<i>Frame this using the theory of action protocol (e.g. IF the schools does X, then teachers will be able to do Y, which will help [all] students improve by Z).</i>	<i>Provide quantitative or qualitative results for the Title I intervention as it relates to the student growth targets. Be succinct.</i>	<i>Provide evidence that this Title I action had a positive, negative, or neutral outcome.</i>	<i>Explain what changes will be made to the services funded by Title I and if funding will increase, decrease, stay the same, or be eliminated.</i>															
<p>Action 1: IF the school provides Student Advocates for our “at risk” students, THEN our “at risk” student’s progress will be able to be more closely monitored and reviewed on a weekly or bi weekly basis. Advocates would provide students with missing assignments, current grades/GPA and attendance. They would organize and schedule meetings between parents and students or relevant staff, establish progress and work with teachers to ensure implementation, provide academic and behavioral support, shadow students in class, conduct home visits and small group and individual interventions. Our “at risk” students, THEREFORE, will academically and socially be more successful and have a higher graduation rate.</p>	<p>CAASPP ELA</p> <table border="1"> <tr> <td></td> <td>15-16</td> <td>16-17</td> </tr> <tr> <td>Level 4</td> <td>13%</td> <td>16%</td> </tr> <tr> <td>Level 3</td> <td>33%</td> <td>35%</td> </tr> <tr> <td>Level 2</td> <td>34%</td> <td>27%</td> </tr> <tr> <td>Level 1</td> <td>20%</td> <td>22%</td> </tr> </table>		15-16	16-17	Level 4	13%	16%	Level 3	33%	35%	Level 2	34%	27%	Level 1	20%	22%	<p>17-18 Baseline Data:</p> <ul style="list-style-type: none"> • Student Success Indicators • NWEA Data • SRI Data • Classroom Observation Data • College and Career Indicator • Student Advocate Caseload Data <p>This year we collected baseline data and will be used to compare growth targets for next year.</p>	<p>MHS will maintain funding in the above areas in order to build on and improve the instructional program to increase student achievement. The C&I Team will intensify their support of language and literacy development by providing training and support for teacher with the imbedding of ELD standards and principles into the curriculum. All teachers will receive additional supports through PLs from district coaches and outside trainers which have been followed up by and supported with coaching cycles. There will be an increased support through Department/PLC</p>
	15-16	16-17																
Level 4	13%	16%																
Level 3	33%	35%																
Level 2	34%	27%																
Level 1	20%	22%																
<p>Action 2: IF the school provided teachers with relevant Professional Development on lesson planning, unit development, standards alignment, assessment writing, effective instructional practices, THEN teachers will have a solid foundation to deliver high-quality instruction and engage their students in 21st Century learning. THEREFORE, students will learn in an effective environment from teacher who are well prepared to meet the challenges of the modern teaching profession.</p>																		

<p><i>Action 3: IF</i> the school provides Teacher Release and Extra Time (Extra time and subs) for our teachers, THEN our teachers will be able to attend staff development and planning sessions during their duty day as well as be compensated for after school and training held during non-duty days. Teachers could also be provided half-days and some full-days for planning assessments and units of instruction. Our teachers, THEREFORE, would be more able and likely to attend trainings offered and refine instruction and assessment for the betterment of our teachers' PLCs and student achievement.</p>			<p>meetings, one-on-one coaching conversations and planning days. We will develop and implement a writing program in an on-campus Writing Center for all students. We will continue to utilize the Student Advocates to target at-risk students.</p>
<p><i>Action 4: IF</i> students receive tutoring services after school provided by qualified members of Teaching Fellows, THEN student achievement in ELA will increase. THEREFORE student pass/fail rates will improve, student achievement on CAASPP and District Assessments will improve, referrals to Alternative Educational Placements will decrease, and the graduate rate will improve.</p>			
<p><i>Action 5: IF</i> students receive the opportunity to participate in an online credit recovery program supervised through the After School Program, THEN student achievement in ELA will increase. THEREFORE student pass/fail rates will improve, student achievement on CAASPP and District Assessments will improve, and the graduate rate will improve. THEREFORE student pass/fail rates will improve, student achievement on CAASPP and District Assessments will improve, referrals to Alternative Educational Placements will decrease, and the graduate rate will improve.</p>			

<h2 style="margin: 0;"><u>Goal 2</u></h2>	<p>Statement of Goal: Increase academic achievement in mathematics instructional program.</p> <p>3-Year District Specific Goal: Madera Unified will obtain an mathematics academic score of [medium-high] performance for all students as measured by the California Dashboard.</p> <p>3-Year School Specific Goal: Madera High School will obtain an mathematics academic score of medium, performance for all students as measured by the California Dashboard.</p>
---	--

<p><u>State Priorities</u></p>	<p style="text-align: center;"> <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 </p>
<p><u>Local Priorities</u></p>	<ul style="list-style-type: none"> ● Math Assessment, Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards
<p><u>Identified Need</u></p>	<ul style="list-style-type: none"> ● Build and sustain a standards-aligned 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.

Annual Measurable Outcomes

EXPECTED	ACTUAL (Projected)
<p>School Goal for Math:</p> <p>MHS will increase the overall percentage of students at meets/exceeds from 23% to 30% by June of 2019 on the Math on the SBAC.</p> <p>MHS will increase the overall percentage of students at met/exceeds standard from 36.4% to 42% by June 2018 as measured on the Local Interim Assessment for Math (NWEA)</p> <p>Distance from Level 3 (DF3) Color (Projected): Orange to Yellow DF3: From -71.3 to -65</p>	<p>School Goal for Math:</p> <p>MHS increased the overall percentage of students at meets/exceeds from 23% to ?% by June of 2019 on the Math on the SBAC.</p> <p>MHS increased the overall percentage of students at met/exceeds standard from 36.4% to ?% by June 2018 as measured on the Local Interim Assessment for Math (NWEA)</p> <p>Distance from Level 3 (DF3) Color (Projected): Orange to ? DF3: From -71.3 to ?</p> <p><u>Data/results results pending will be available Summer 2018.</u></p>

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed.*

Action 1			
Actions/Services			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; background-color: #e1eef6;"> <p>PLANNED</p> <p>Rtl - Student Advocates (2 - classified positions)</p> <ul style="list-style-type: none"> Advocates will provide individual mentoring for students identified as “as-risk” OR performing below grade level for 9th grade (8th grade non-promoters) </td> <td style="width: 50%; background-color: #e1eef6;"> <p>ACTUAL</p> <p>Rtl – Student Advocates – Classified (2):</p> <ul style="list-style-type: none"> Provided individual mentoring for students identified as at risk or performing below grade level for 9th grade Monitored the progress of identified “at-risk” students by using data reports found in Aeries Encouraged educational support & involvement of parents Coordinated variety of intervention services for students Participated on COST, 504, IEP, and SST meetings with support staff, Admin, counselors and students Provide ongoing tutoring daily(lunch and afterschool) </td> </tr> </table>	<p>PLANNED</p> <p>Rtl - Student Advocates (2 - classified positions)</p> <ul style="list-style-type: none"> Advocates will provide individual mentoring for students identified as “as-risk” OR performing below grade level for 9th grade (8th grade non-promoters) 	<p>ACTUAL</p> <p>Rtl – Student Advocates – Classified (2):</p> <ul style="list-style-type: none"> Provided individual mentoring for students identified as at risk or performing below grade level for 9th grade Monitored the progress of identified “at-risk” students by using data reports found in Aeries Encouraged educational support & involvement of parents Coordinated variety of intervention services for students Participated on COST, 504, IEP, and SST meetings with support staff, Admin, counselors and students Provide ongoing tutoring daily(lunch and afterschool)
<p>PLANNED</p> <p>Rtl - Student Advocates (2 - classified positions)</p> <ul style="list-style-type: none"> Advocates will provide individual mentoring for students identified as “as-risk” OR performing below grade level for 9th grade (8th grade non-promoters) 	<p>ACTUAL</p> <p>Rtl – Student Advocates – Classified (2):</p> <ul style="list-style-type: none"> Provided individual mentoring for students identified as at risk or performing below grade level for 9th grade Monitored the progress of identified “at-risk” students by using data reports found in Aeries Encouraged educational support & involvement of parents Coordinated variety of intervention services for students Participated on COST, 504, IEP, and SST meetings with support staff, Admin, counselors and students Provide ongoing tutoring daily(lunch and afterschool) 		

		<ul style="list-style-type: none"> • Advocates addressed the needs 9th and select 10th grade students • Communicate & work with MHS staff as well as support staff on a daily basis • Provide a Summer Enrichment Program for our incoming 9th grade non-promoters • Daily documentation for at-risk caseload • Provide parent communication by home visits, phone calls, conferences, and emails • Implemented a community mentoring program that provides our at-risk with an additional support • Provided empowering field trips for our at-risk students • Check- in with students and shadow in classes • Facilitated Restorative Justice groups • Referrals made to community agencies and district office • Encourage school activity participation
Expenditures	<p>BUDGETED See Goal 1 Action 1</p>	<p>ESTIMATED ACTUAL See Goal 1 Action 1</p>

Action 2

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Highly effective, immediately usable professional development across content areas to build literacy and content (including AP training and Balanced Math). 	<p>ACTUAL</p> <ul style="list-style-type: none"> • Continue <i>Balanced Math</i> professional learning to build problem-solving & critical thinking as well as mathematical literacy • Continue PD of EL Principles for all teachers • Continue PD to foster effective professional learning communities
Expenditures	<p>BUDGETED See Goal 1 Action 2</p>	<p>ESTIMATED ACTUAL See Goal 1 Action 2 Sub Agreement for Services: \$41,973</p>

Action 3

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> Improve academic achievement through highly effective Professional Learning Communities (PLCs) and planning time. 	<p>ACTUAL</p> <ul style="list-style-type: none"> Establish meeting structures; norms, agendas and minutes Review and analyze Math/Science data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions Development and analysis of norms, department vision/mission, and collective commitments Create school wide and department SMART Goals for increased student achievement Provide PD and support for analysis of student work and assessment data (COI) in order to better inform instructional decisions, provide timely intervention and to design enriching learning experiences for all students Establish COI protocol process and tool for data analysis within each department. Use student work samples and quantitative data
Expenditures	<p>BUDGETED See Goal 1 Action 3</p>	<p>ESTIMATED ACTUAL See Goal 1 Action 3</p>

Action 4

Actions/Services	<p>PLANNED</p> <p>Improve academic achievement in Math by providing tutoring services after school hours.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> Oversee the utilization of Teaching Fellows in partnership with the MUSD After School Program and facilitate tutoring for students in Math. Work with Teachers, Counselors, and Parents to identify students who will benefit from services. Keep record of student attendance. Facilitate ongoing communication between ASP program tutors and Teachers increase effectiveness of services.
Expenditures	<p>BUDGETED Cost:Funded by 21st century Grant</p>	<p>ESTIMATED ACTUAL Funded by 21st century Grant</p>

Action 5		
Actions/Services	<p>PLANNED Improve academic achievement in Math by providing credit recovery services after school hours.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> Oversee the utilization of Edgenuity credit recovery program in partnership with the MUSD After School Program Work with Teachers, Counselors, and Parents to identify students who will benefit from services. Keep record of student attendance. Facilitate ongoing communication between ASP program credit recovery monitors and Teachers to increase effectiveness of services.
Expenditures	<p>BUDGETED Cost: Funded by 21st century Grant</p>	<p>ESTIMATED ACTUAL Funded by 21st century Grant</p>

Analysis of Goal #2

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?															
<i>Frame this using the theory of action protocol (e.g. IF the schools does X, then teachers will be able to do Y, which will help [all] students improve by Z).</i>	<i>Provide quantitative or qualitative results for the Title I intervention as it relates to the student growth targets. Be succinct.</i>	<i>Provide evidence that this Title I action had a positive, negative, or neutral outcome.</i>	<i>Explain what changes will be made to the services funded by Title I and if funding will increase, decrease, stay the same, or be eliminated.</i>															
<p>Action 1: IF the school provides Student Advocates for our “at risk” students, THEN our “at risk” student’s progress will be able to be more closely monitored and reviewed on a weekly or bi weekly basis. Advocates would provide students with missing assignments, current grades/GPA and attendance. They would organize and schedule meetings between parents and students or relevant staff, establish progress and work with teachers to ensure implementation, provide academic and behavioral support, shadow students in class, conduct home visits and small group and individual interventions. Our “at risk” students, THEREFORE, will academically and socially be more successful and have a higher graduation rate.</p>	<p>CAASPP Math</p> <table style="margin-left: 20px; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">15-16</td> <td style="text-align: center;">16-17</td> </tr> <tr> <td>Level 4</td> <td style="text-align: center;">3%</td> <td style="text-align: center;">3%</td> </tr> <tr> <td>Level 3</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">23%</td> </tr> <tr> <td>Level 2</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">31%</td> </tr> <tr> <td>Level 1</td> <td style="text-align: center;">56%</td> <td style="text-align: center;">43%</td> </tr> </table>		15-16	16-17	Level 4	3%	3%	Level 3	12%	23%	Level 2	29%	31%	Level 1	56%	43%	<p>17-18 Baseline Data:</p> <ul style="list-style-type: none"> Student Success Indicators NWEA Data SRI Data Classroom Observation Data College and Career Indicator Student Advocate 	<p>MHS will maintain funding in the above areas in order to build on and improve the instructional program to increase student achievement. The C&I Team will intensify their support of language and literacy development by providing training and support for teacher with the imbedding of ELD</p>
	15-16	16-17																
Level 4	3%	3%																
Level 3	12%	23%																
Level 2	29%	31%																
Level 1	56%	43%																

<p><i>Action 2: IF</i> the school provided teachers with relevant Professional Development on lesson planning, unit development, standards alignment, assessment writing, effective instructional practices, THEN teachers will have a solid foundation to deliver high-quality instruction and engage their students in 21st Century learning. THEREFORE, students will learn in an effective environment from teacher who are well prepared to meet the challenges of the modern teaching profession.</p>		<p>Caseload Data This year we collected baseline data and will be used to compare growth targets for next year.</p>	<p>standards and principles into the curriculum. All teachers will receive additional supports through PLs from district coaches and outside trainers which have been followed up by and supported with coaching cycles. There will be an increased support through Department/PLC meetings, one-on-one coaching conversations and planning days. We will develop and implement a writing program in an on-campus Writing Center for all students. We will continue to utilize the Student Advocates to target at-risk students.</p>
<p><i>Action 3: IF</i> the school provides Teacher Release and Extra Time (Extra time and subs) for our teachers, THEN our teachers will be able to attend staff development and planning sessions during their duty day as well as be compensated for after school and training held during non-duty days. Teachers could also be provided half-days and some full-days for planning assessments and units of instruction. Our teachers, THEREFORE, would be more able and likely to attend trainings offered and refine instruction and assessment for the betterment of our teachers' PLCs and student achievement.</p>			
<p><i>Action 4: IF</i> students receive tutoring services after school provided by qualified members of Teaching Fellows, THEN student achievement in Math will increase. THEREFORE student pass/fail rates will improve, student achievement on CAASPP and District Assessments will improve, referrals to Alternative Educational Placements will decrease, and graduate rate will improve.</p>			
<p><i>Action 5: IF</i> students receive the opportunity to participate in an online credit recovery program supervised through the After School Program, THEN student achievement in Math will increase. THEREFORE student pass/fail rates will improve, student achievement on CAASPP and District Assessments will improve, and graduate rate will improve. THEREFORE student pass/fail rates will improve, student achievement on CAASPP and District Assessments will improve, referrals to Alternative Educational Placements will decrease, and graduate rate will improve.</p>			

<h2 style="margin: 0;">Goal 3</h2>	<p>Statement of Goal: Increase academic achievement in English Language Development instructional program.</p> <p>3-Year District Specific Goal: 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.</p> <p>3-Year School Specific Goal: Madera High School will obtain an English Learner progress score of medium-high performance for all EL and recent RFEP students as measured by the California Dashboard.</p>
------------------------------------	--

State Priorities	✓ 1	✓ 2	☐ 3	✓ 4	☐ 5	☐ 6	✓ 7						✓ 8
------------------	-----	-----	-----	-----	-----	-----	-----	--	--	--	--	--	-----

Local Priorities	<ul style="list-style-type: none"> • ELA Assessment, Literacy, and Reading, employee retention, campus aesthetic, and certificated staff input related to state standards
Identified Need	<ul style="list-style-type: none"> • Build and sustain a standards-aligned ELD instructional system that promotes a culture of high standards for English learners, with the expectation that they complete academic programs of study that are integrated with interventions and supports - equipping them for success at the next level in school, college, and career.

Annual Measurable Outcomes

EXPECTED	ACTUAL
CELDT - No longer applicable as of Fall of 2017	
Reclassification Rate - 13.7%	Reclassification Rate - 7.3%
ELPAC - Assessing for baseline in Spring of 2018	ELPAC - Assessing for baseline in Spring of 2018

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed.*

Action 1	
Actions/Services	ACTUAL
<p>PLANNED</p> <p>TSA - EL Literacy Coach</p> <p>Professional development for MHS Staff - Provide instructional support to teachers to incorporate AAA's Strategies into lesson planning, design, and delivery.</p> <p>Provide teacher support</p> <p>Assist ELD Coordinator with CELDT testing and services</p> <p>Support ELD with curricular planning</p> <p>Train and support Reading Lab teacher with Fountas & Pinnell</p> <p>Support after school EL tutorial programs</p> <p>Advocate for EL students</p> <p>Assist with reclassification of ELs</p>	<p>Funded through general funds</p>

	Support EL students in the mainstream classrooms (Push-in Mod)	
Expenditures	BUDGETED District Funded	ESTIMATED ACTUAL District Funded

Action 2

Actions/Services	<p>PLANNED EL Counselor</p> <ul style="list-style-type: none"> - Register students in the appropriate ELD program which includes NCA applicants - Organize and schedule At-Risk meetings with parents and students. - Develop and monitor student Academic Plan - Monitor social/emotional needs of students - Participate in DELAC/ELAC meetings - Assist with CELDT, and other language acquisition tests 	<p>ACTUAL</p> <p>Funded through general funds</p>
Expenditures	BUDGETED District Funded	ESTIMATED ACTUAL District Funded

Action 3

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Highly effective, immediately usable professional development and provide planning time. 	<p>ACTUAL</p> <ul style="list-style-type: none"> • Provide AAAs for ELs & AVID instructional strategies that focus on the <i>5 Domains of Language</i> w/ELA, Soc Sci, Math & Electives • Continue PD of EL Principles for all teachers • Continue PD to foster effective professional learning communities • Invest in site-based certified Kagan trainers • Invest in site-based Reading Apprenticeship Across Disciplines trainers • TESOL Training
-------------------------	--	---

Expenditures	BUDGETED See Goal 1 Action 3	ESTIMATED ACTUAL See Goal 1 Action 3
---------------------	--	--

Action 4

Actions/Services	<p>PLANNED Supplies, Instructional Supplies and materials, and Duplication/Print Shop: Purchase materials and supplies that and use the print shop to supplement the core program (ELA/ELD, Math, Science, and Social Science).</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Instructional supplies • Novels • CTE supplies • CTE pamphlet printing • PBIS Banners • Academic awards
Expenditures	<p>BUDGETED Supplies: \$9,500 Instructional Supplies: \$60,575 Duplication/Print shop: \$4,815</p>	<p>ESTIMATED ACTUAL Instructional Supplies and Supplies: \$39,350 Duplication/Print shop: \$0</p>

Action 5

Actions/Services	<p>PLANNED Improve academic achievement of EL students in ELA by providing tutoring services after school hours.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Oversee the utilization of Teaching Fellows in partnership with the MUSD After School Program and facilitate tutoring for EL students in ELA. • Work with Teachers, Counselors, and Parents to identify EL students who will benefit from services. • Keep record of student attendance. • Facilitate ongoing communication between ASP program tutors and Teachers increase effectiveness of services.
Expenditures	<p>BUDGETED <i>Cost:</i> Funded by 21st century Grant</p>	<p>ESTIMATED ACTUAL Funded by 21st century Grant</p>

Action 6		
Actions/Services	<p>PLANNED Improve academic achievement of EL students in ELA by providing credit recovery services after school hours.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Oversee the utilization of Edgenuity credit recovery program in partnership with the MUSD After School Program • Work with Teachers, Counselors, and Parents to identify EL students who will benefit from services. • Keep record of student attendance. • Facilitate ongoing communication between ASP program credit recovery monitors and Teachers to increase effectiveness of services.
Expenditures	<p>BUDGETED Cost: Funded by 21st century Grant</p>	<p>ESTIMATED ACTUAL Funded by 21st century Grant</p>

Analysis of Goal #3

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?																					
<i>Frame this using the theory of action protocol (e.g. IF the schools does X, then teachers will be able to do Y, which will help [all] students improve by Z).</i>	<i>Provide quantitative or qualitative results for the Title I intervention as it relates to the student growth targets. Be succinct.</i>	<i>Provide evidence that this Title I action had a positive, negative, or neutral outcome.</i>	<i>Explain what changes will be made to the services funded by Title I and if funding will increase, decrease, stay the same, or be eliminated.</i>																					
<p>Action 3: IF the school provides Teacher Release and Extra Time (Extra time and subs) for our teachers, THEN our teachers will be able to attend staff development and planning sessions during their duty day as well as be compensated for after school and training held during non-duty days. Teachers could also be provided half-days and some full-days for planning assessments and units of instruction. Our teachers, THEREFORE, would be more able and likely to attend trainings offered and refine instruction and assessment for the betterment of our teachers' PLCs and student achievement.</p>	<p>CAASPP ELA</p> <table border="1"> <tr> <td></td> <td>15-16</td> <td>16-17</td> </tr> <tr> <td>Level 4</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Level 3</td> <td>0%</td> <td>13%</td> </tr> <tr> <td>Level 2</td> <td>9%</td> <td>23%</td> </tr> <tr> <td>Level 1</td> <td>91%</td> <td>65%</td> </tr> </table> <p>CAASPP Math</p> <table border="1"> <tr> <td></td> <td>15-16</td> <td>16-17</td> </tr> <tr> <td>Level 4</td> <td>0%</td> <td>0%</td> </tr> </table>		15-16	16-17	Level 4	0%	0%	Level 3	0%	13%	Level 2	9%	23%	Level 1	91%	65%		15-16	16-17	Level 4	0%	0%	<p>17-18 Baseline Data:</p> <ul style="list-style-type: none"> • Student Success Indicators • NWEA Data • SRI Data • Classroom Observation Data • College and Career Indicator • Student Advocate Caseload Data <p>This year we collected baseline data and will be used to</p>	<p>MHS will maintain funding in the above areas in order to build on and improve the instructional program to increase student achievement. The C&I Team will intensify their support of language and literacy development by providing training and support for teacher with the imbedding of ELD standards and principles into the curriculum. All teachers will receive additional supports through PLs from district coaches and outside trainers</p>
	15-16	16-17																						
Level 4	0%	0%																						
Level 3	0%	13%																						
Level 2	9%	23%																						
Level 1	91%	65%																						
	15-16	16-17																						
Level 4	0%	0%																						
<p>Action 4: IF the school provides Supplemental Materials and Instructional Supplies for our students and teachers, THEN our students and teachers will be</p>																								

<p>able to use materials to help support learning opportunities that increase engagement, enhance and enrich curriculum, and impact instructional choices in light of Common Core standards. Our students and teachers, THEREFORE, will increase student interests, raise student achievement, and empower and educate our teachers to shift their instructional practices.</p>	<table border="1"> <tr> <td>Level 3</td> <td>0%</td> <td>2%</td> </tr> <tr> <td>Level 2</td> <td>9%</td> <td>10%</td> </tr> <tr> <td>Level 1</td> <td>91%</td> <td>88%</td> </tr> </table>	Level 3	0%	2%	Level 2	9%	10%	Level 1	91%	88%	<p>compare growth targets for next year.</p>	<p>which have been followed up by and supported with coaching cycles. There will be an increased support through Department/PLC meetings, one-on-one coaching conversations and planning days. We will develop and implement a writing program in an on-campus Writing Center for all students. We will continue to utilize the Student Advocates to target at-risk students.</p>
Level 3	0%	2%										
Level 2	9%	10%										
Level 1	91%	88%										
<p>Action 5: IF students receive tutoring services after school provided by qualified members of Teaching Fellows, THEN EL student achievement in ELA will increase. THEREFORE student pass/fail rates will improve, student achievement on CAASPP and District Assessments will improve, referrals to Alternative Educational Placements will decrease, and graduate rate will improve.</p>												
<p>Action 6: IF students receive the opportunity to participate in an online credit recovery program supervised through the After School Program, THEN EL student achievement in ELA will increase. THEREFORE student pass/fail rates will improve, student achievement on CAASPP and District Assessments will improve, and graduate rate will improve. THEREFORE student pass/fail rates will improve, student achievement on CAASPP and District Assessments will improve, referrals to Alternative Educational Placements will decrease, and graduate rate will improve.</p>												

<h2 style="margin: 0;">Goal 4</h2>	<p>Statement of Goal: Safe and Healthy Environment for Learning and Work</p> <p>3-Year District Specific Goal: Madera Unified will obtain an 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.</p> <p>3-Year School Specific Goal: Madera High School 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.</p>
------------------------------------	---

<p><u>State Priorities</u></p>	<p style="text-align: center;"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 </p>
<p><u>Local Priorities</u></p>	<ul style="list-style-type: none"> ● 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
<p><u>Identified Need</u></p>	<ol style="list-style-type: none"> 1. 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.

Annual Measurable Outcomes

EXPECTED	ACTUAL (Projected)
Suspension 9.5% (211 students were suspended one or more times.)	We anticipate decreasing the number of students suspended one or more times by 2% or from 9.5% to 7.5%
9th-10th Grade School Climate Favorable 35% (788 student responses)	9th-10th Grade School Climate Favorable 33% (881 student responses)

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed.*

Action 1		
Actions/Services	PLANNED	ACTUAL
	PBIS Team will implement tier 1 positive behavior interventions and supports and continue to build tier 2 and 3 interventions through the RtI process. Provide PBIS awards. PBIS Banners PBIS Tier 1 Implementation	<ul style="list-style-type: none"> ● Review how to create a positive classroom climate and offer strategies for building student/teacher relationships for all staff (August 2017) ● Create and teach school wide behavior matrix (August 2017-January 2018) ● Create recognition and incentive program (December 2017) ● Branding of PBIS campus wide (December 2017) ● Re visit behavior checks minors/majors with teachers and define negative behavior with teachers. August 2017 and January 2018 ● PBIS Leadership Team will continue with training through MCOE. (June 2018) ● PBIS Behavior Team will begin exploring what is involved in developing the Tier 2: Targeted Intervention process for students at the school site. The team will learn about the most frequent interventions used at this level, will investigate methods for helping staff identify interventions and develop an understanding of the unique characteristics of Targets Interventions within a PBIS Framework. (June 2018) ● Visuals of behavior expectations in common areas and classrooms throughout campus. ● Quarterly behavioral data presented to all stakeholders, monthly for team analysis ● Leadership team focusing on implementation of school wide

		behavior expectations. <ul style="list-style-type: none"> • Lessons developed to teach school wide behavior expectations
Expenditures	BUDGETED See Goal 3 Action 4	ESTIMATED ACTUAL See Goal 3 Action 4

Action 2

Actions/Services	PLANNED Host Breaking Down the Walls program Link Crew training & Services and extra time for teachers to assist students by providing incoming 9 th graders with Link Leader mentors. Mentors will also utilize strategies from BDW to promote a positive school culture.	ACTUAL School Assembly Speakers <ul style="list-style-type: none"> • Mike Smith Live • Keith Hawkins • Champions for Tomorrow • Andres Lara: The Cuban Guy Link Crew <ul style="list-style-type: none"> • Link Crew Activities with 9th graders • Student Leadership Conference • Link Crew Leader Training
Expenditures	BUDGETED See Goal 1 Action 3	ESTIMATED ACTUAL See Goal 1 Action 3

Action 3

Actions/Services	PLANNED Implement Restorative Justice Community Circles	ACTUAL <ul style="list-style-type: none"> • 6 staff members attended a training funded by the district. • Restorative conversations used in the discipline office. • Restorative conversations used by counselors. • Restorative conversations used by administrators.
Expenditures	BUDGETED See Goal 1 Action 3	ESTIMATED ACTUAL See Goal 1 Action 3

Action 4

Actions/Services	<p>PLANNED</p> <p>Character Development and Leadership-</p> <ul style="list-style-type: none"> - Provide school-wide emphasis on developing 18 character traits and leadership skills - Character Lesson Development -Link Crew Leadership Training -Community Mentors 	<p>ACTUAL</p> <ul style="list-style-type: none"> • Develop lessons for leadership and character traits • Utilize “classroom meetings” to cultivate leadership skills and foster the development of one’s character • Various Leadership students will be involved in mentoring and leading class discussions for underclassmen • Certified Peer Counselors will be available for students to Talk • Promote critical thinking and problem solving skills • Help students to create short and long term positive goals
Expenditures	<p>BUDGETED</p> <p>See Goal 1 Action 3</p>	<p>ESTIMATED ACTUAL</p> <p>See Goal 1 Action 3</p>

Action 5

Actions/Services	<p>PLANNED</p> <p>After School Intervention</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Provide tutoring to targeted students needing extra support in core subjects • Provide research based intervention materials and supplies for after school tutoring instruction.
Expenditures	<p>BUDGETED</p> <p>See Goal 1 Action 3</p>	<p>ESTIMATED ACTUAL</p> <p>See Goal 1 Action 3</p>

Action 6

Actions/Services	<p>PLANNED</p> <p>Field Trips</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Student educational field trips. • Science Monterey Field Trip
-------------------------	-----------------------------------	---

		<ul style="list-style-type: none"> • UC Merced college visit • Madera Community College visit • Link Crew leadership conference • ASB leadership conference
Expenditures	<p>BUDGETED</p> <p>Transportation: \$5,000 (5716)</p> <p>Entry fees: \$1,200 (5808)</p> <p>Contracted Transportation:\$5,000 (5865)</p>	<p>ESTIMATED ACTUAL</p> <p>Transportation: \$46 (5716)</p> <p>Entry fees: \$1,906 (5808)</p> <p>Contracted Transportation:\$1,726 (5865)</p>

Action 7

Actions/Services	<p>PLANNED</p> <p>Improve student attendance and decrease discipline rates, specifically suspensions and expulsions by providing enrichment opportunities as part of the After School Program offerings.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Oversee the utilization of Teaching Fellows in partnership with the MUSD After School Program and facilitate enrichment activities for students. • Work with Teachers, Counselors, and Parents to identify students who will benefit from services. • Keep record of student attendance. • Facilitate ongoing communication between ASP program Teachers, Classroom Teachers, and Counselor to increase effectiveness of services.
Expenditures	<p>BUDGETED</p> <p><i>Cost:</i> Funded by 21st Century Grant</p>	<p>ESTIMATED ACTUAL</p> <p>Funded by 21st Century Grant</p>

Analysis of Goal #4

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?
<i>Frame this using the theory of action protocol</i>	<i>Provide quantitative or</i>	<i>Provide evidence</i>	<i>Explain what changes will be made to the services funded</i>

<p><i>(e.g. IF the schools does X, then teachers will be able to do Y, which will help [all] students improve by Z).</i></p>	<p><i>qualitative results for the Title I intervention as it relates to the student growth targets. Be succinct.</i></p>	<p><i>that this Title I action had a positive, negative, or neutral outcome.</i></p>	<p><i>by Title I and if funding will increase, decrease, stay the same, or be eliminated.</i></p>
<p>Action 1: IF the school implements PBIS (Positive Behavior Interventions and Supports) Tier 1 School wide, and continues to refine Tier 2 and 3 RTI for behavior interventions, THEN our students/staff will formally be taught/learn positive behavioral expectations, be supported in that learning, and appropriately intervened with when extra support is needed. Our campus climate THEREFORE, will be improved as measured by decreasing student suspension rate.</p>	<p>2015-16 371 suspensions</p> <p>2016-17 211 suspensions</p> <p>2017-18 61 suspensions (April 2018)</p>	<p>Suspensions have decreased over the course of three years by 92%. We currently hold a 2.6% suspension rate</p>	<p>Tier 1 school wide will continue to be refined. MHS PBIS team will continue to participate in Madera County training for year 3.</p> <p>Tier 2 and 3 interventions will be researched, tested, added, and monitored throughout the 2018-19 school year.</p> <p>Prizes and incentives to reinforce positive behavior will continue to be issues.</p> <p>Title I and additional funding will need to increase, as we move into year 3 as a PBIS school.</p>
<p>Action 3: IF the school implements Restorative Justice Tier 1 community circle, and explores ways to introduce Tier 2 Harm Circles and Tier 3 Reintegration Circles, THEN our students/staff will help in building a more positive climate and culture and be supported in a healthy way.. Our campus climate THEREFORE, will be improved as measured by decreasing student suspension rate.</p>			<p>Teachers will be trained on School Wide Restorative Justice Community Circles in August 2018.</p> <p>Teachers will begin to hold classroom community circles. August 2018-June 2019</p> <p>Link Crew/Leadership students and possible Safe School Ambassadors/Peer tutors will be trained to assist in co facilitating community circles campus wide.</p> <p>Students Advocates, Vice Principals, and Counselors will continue to implement Tier 2 Harms Circles August 2018-June 2019 and Tier 3 Reintegration Circles (additional training may be needed)</p> <p>Funding may have to increase.</p>
<p>Action 6: IF the school provides Field Trips and entrance/conference fees for our students THEN our students will be able to attend and experience learning opportunities that increase student engagement, enhance and enrich curriculum, and impact post-secondary choices. Our students, THEREFORE, would be more able and likely to attend conferences and field trips that will increase student interests, raise student achievement, and empower and educate them to to make effective post-secondary choices.</p> <p>Action 7: IF students participate in enrichment activities after school provided by qualified members of Teaching Fellows, THEN students will be more connected to the school community and rate of attendance will increase THEREFORE student connectedness to school will improve, student attendance rates will improve, and student discipline, specifically suspension and expulsion rates will decrease.</p>	<p>See information from Goals 1 - 4</p>		

<h1>Goal 5</h1>	<p>Statement of Goal: Improve parent involvement programs making it an essential component of our educational program.</p> <p>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.</p> <p>3-Year School Specific Goal: Madera 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 as specified in the table below.</p>
-----------------	--

State Priorities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
Local Priorities	<ul style="list-style-type: none"> • None
Identified Need	<ul style="list-style-type: none"> • 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

	EXPECTED	ACTUAL (Projected)
Parent Participation Activities	Participation Goal	Actual Participation
Title I Parent Meeting	200	178
Back to School Night	300	350
School Site Council (Average)	16	18
English Learner Advisory Committee (Average)	25	22
Active Parent Portal Users	1978	1451 Unique user counts are low compared to last year due to the timing of the data confirmation.

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed.*

Action 1		
Actions/Services	<p>PLANNED</p> <p>Parent Involvement:</p> <ul style="list-style-type: none"> -Parent/student meetings to provide strategies to support their child’s education at home. -Increase level of communication with parents -Translation services to support our parent’s understanding of shared information. -Up to date Website with tips for parents -Duplicate printed materials to promote parent involvement. -Coffee with the Principal as an outreach to parents -Promote participation in PTA -Provide Parent Portal Training -Coordinate PIQE program for 8 two hour sessions that teach parents how to better support and advocate for their children in school and how to get more involved with school events. 	<p>ACTUAL</p> <ul style="list-style-type: none"> -Two to three Weekly Connect Ed calls to inform parents of weekly events. -Monthly updates at parent meetings; PTA, SSC and ELAC -Updated information on the school website -Individual phone calls home reminding parents to support their child - Promote participation in PTA - Provide Interpreting devices to provide simultaneous interpretation for Spanish speaking parents during parent information nights and other meetings. -Assist MHS parents in creating and activating a Parent Portal Account to monitor students attendance and grades from home.
Expenditures	<p>BUDGETED</p> <p>\$7,262</p>	<p>ESTIMATED ACTUAL</p> <p>Classified Extra time: \$1,386</p> <p>Supplies: \$58</p>

Action 2		
Actions/Services	<p>PLANNED</p> <p>Parent Liaison</p> <ul style="list-style-type: none"> -Provide support, education and increased communication with parents. -Provide additional resources & training through the Parent Resource Center 	<p>ACTUAL</p> <p>Funded by general funded</p>

Expenditures	BUDGETED District Funded	ESTIMATED ACTUAL District Funded
---------------------	-----------------------------	-------------------------------------

Action 3

Actions/Services	PLANNED Purchase materials, supplies and technology that support and increase parent participation/involvement.	ACTUAL
Expenditures	BUDGETED See Goal 5 Action 1	ESTIMATED ACTUAL See Goal 5 Action 1

Action 4

Actions/Services	PLANNED Parent Workshops - Provide training for parents to become better informed and involved in their student's education	ACTUAL <ul style="list-style-type: none"> ● Conduct the following parent workshops: <ul style="list-style-type: none"> ○ 8th Grade Parent Night ○ College/Scholarship Night ○ 2 FAFSA nights ○ O-line registration ○ Senior Parent night ○ AP and NCAA workshops ○ Financial Literacy Workshops ● Conduct Parent Institute for Parent Education (PIQE) - 8 sessions
Expenditures	BUDGETED District Funded	ESTIMATED ACTUAL District Funded

Analysis of Goal #5

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?
<i>Frame this using the theory of action protocol (e.g. IF the schools does X, then teachers will be able to do Y, which will help [all] students improve by Z).</i>	<i>Provide quantitative or qualitative results for the Title I intervention as it relates to the student growth targets. Be succinct.</i>	<i>Provide evidence that this Title I action had a positive, negative, or neutral outcome.</i>	<i>Explain what changes will be made to the services funded by Title I and if funding will increase, decrease, stay the same, or be eliminated.</i>
Action 3: IF the school provides workshops for our parents THEN our parents will be able to understand and experience learning opportunities that increase student engagement, enhance and enrich curriculum, and impact post-secondary choices. Our parents, THEREFORE , would be more able and likely to attend events that will increase student interests, raise student achievement, and empower and educate them to make effective post-secondary choices.	Back to School Night ~ 800 PTA ~ avg 8 per meeting PIQE Senior Parent Night ~ 200 8th Grade Parent Night ~ 250 4.0 Awards ~ 200 Scholarship Night ~ 150 Student Recognition Night	The outcome was positive for the parents that attended the events but overall it is negative due to lack of involvement. We are collaborating with our the Director of Community and Parent Involvement.	Remain the same.

<h1>Goal 6</h1>	<p>Statement of Goal: Increase and improve technology.</p> <p>3-Year District Specific Goal: Madera Unified will maintain student daily usage of devices at an average of 75% for each year.</p> <p>3-Year School Specific Goal: Madera High School will maintain student daily usage of devices at an average of 75% for each year.</p>
-----------------	---

<u>State Priorities</u>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
<u>Local Priorities</u>	<ul style="list-style-type: none"> None
<u>Identified Need</u>	<ul style="list-style-type: none"> 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

EXPECTED	ACTUAL
Metric/Indicator: Google API (device usage data) 52.0% of Chromebook devices met 75% of 2-hour daily threshold.	Chromebook devices met 75% of 2-hour daily threshold.

Google API (average daily usage of devices) - 2.0 hours per day	Google API (average daily usage of devices) - 1.7 hours per day (Actual)
---	--

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed.*

Action 1		
Actions/Services	PLANNED Increase level of technology devices to students to achieve a 1/1 ratio school wide in all Core areas.	ACTUAL Funded by general funded
Expenditures	BUDGETED District Funded	ESTIMATED ACTUAL District Funded

Action 2		
Actions/Services	PLANNED Purchase Technology and Resources	ACTUAL <ul style="list-style-type: none"> • Purchase software to support the core and EL program implementation. • Purchase/Replace Technology utilized for the classroom • Utilize up-to-date technology programs that support the core p
Expenditures	BUDGETED Computer Hardware under \$500: \$1,000 Computer Hardware \$500-\$5,000: \$1,000	ESTIMATED ACTUAL Computer Hardware under \$500: \$536 Computer Hardware \$500-\$5,000: \$746

Analysis of Goal #6

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?
<i>Frame this using the theory of action protocol (e.g. IF the schools does X, then teachers will be able to do Y, which will</i>	<i>Provide quantitative or qualitative results for the Title I</i>	<i>Provide evidence that this Title I action had a</i>	<i>Explain what changes will be made to the services funded</i>

<i>help [all] students improve by Z).</i>	<i>intervention as it relates to the student growth targets. Be succinct.</i>	<i>positive, negative, or neutral outcome.</i>	<i>by Title I and if funding will increase, decrease, stay the same, or be eliminated.</i>
<p>Action: IF the school provides Student Devices for our students and teachers, THEN our students and teachers will be able to have one-to-one devices in order to help support learning opportunities that increase engagement, enhance and enrich curriculum, and impact instructional choices in light of Common Core standards. Our students and teachers, THEREFORE, will increase student interests, raise student achievement, and empower and educate our teachers to shift their instructional practices.</p>		<p>Refer to Goals 1, 2, and 3</p>	

<h2 style="margin: 0;">Goal 7</h2>	<p>Statement of Goal: College and Career Readiness.</p> <p>3-Year District Specific Goal: Madera Unified will increase the percentage of 12th grade students at 'Well Prepared/Prepared' for college and career as measured by the California Dashboard.</p> <p>3-Year School Specific Goal: Madera High will increase the percentage of 12th grade students at 'Well Prepared/Prepared' for college and career as measured by the California Dashboard.</p>
------------------------------------	---

<u>State Priorities</u>	✓ 1	✓ 2	<input type="checkbox"/> 3	✓ 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	✓ 7	✓ 8
<u>Local Priorities</u>	<ul style="list-style-type: none"> • None 							
<u>Identified Need</u>	<ul style="list-style-type: none"> • Build and sustain a standards-aligned ELA 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 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. 							

Annual Measurable Outcomes

EXPECTED	ACTUAL (Projected)
CTE Pathway Completion - 80 (10% increase Completers) 9 Pathways	Data Pending
Advanced Placement Exams	304 students tested
International Baccalaureate Exams	N/A

Dual Enrollment -	Data Pending
A-G Completion - 19% (10% increase)	Data Pending
Graduation Rate	98.5%

Goal **7**

Action **1**

Action 1		
Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> -Increase the rate of pathway completers -Frequent meetings with students -New courses to support 360 hours time in seat meeting CTE requirement of pathway completer. With C or better in capstone completer <p>District wide recruitment of upcoming 8th graders and continued requirements for all grade levels.</p>	<p>ACTUAL</p> <p>Funded by general funded</p>
Expenditures	<p>BUDGETED</p> <p>District Funded</p>	<p>ESTIMATED ACTUAL</p> <p>District Funded</p>

Goal **7**

Action **2**

Action 1		
Actions/Services	<p>PLANNED</p> <p>Increase college readiness</p>	<p>ACTUAL</p> <p>Funded by general funded</p>

	Increase Participation in AP courses Increase participation in AP exams All Avid students in an advanced / rigorous academic course	
Expenditures	BUDGETED District Funded	ESTIMATED ACTUAL District Funded

Goal **7**

Action **3**

Action 1		
Actions/Services	PLANNED Increase Avid participation and campus wide strategies - college readiness.	ACTUAL Funded by general funded
Expenditures	BUDGETED District Funded	ESTIMATED ACTUAL District Funded

Analysis of Goal #7

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?
<i>Frame this using the theory of action protocol (e.g. IF the schools does X, then teachers will be able to do Y, which will help [all] students improve by Z).</i>	<i>Provide quantitative or qualitative results for the Title I intervention as it relates to the student growth targets. Be succinct.</i>	<i>Provide evidence that this Title I action had a positive, negative, or neutral outcome.</i>	<i>Explain what changes will be made to the services funded by Title I and if funding will increase, decrease, stay the same, or be eliminated.</i>
All action items were funded by the district.			

Budget Distribution: Madera High School Title I Budget 2018-19

Expenses	Object Code	Title I	Parent Ed	Carryover	Total
Certificated Subs	1125	\$10,000			\$10,000
Certificated Extra Time	1190	\$10,000			\$10,000
Student Advocate	2200	\$172,380			\$172,380
Classified Contracted Extra Time	2990	\$2,000			\$2,000
Supplies	4300		\$7,068		\$7,068
Instructional Supplies	4310	\$33,076			\$33,076
Computer Hardware under \$500	4385	\$2,000			\$2,000
Non-Capitalized Equipment	4400	\$2,000			\$2,000
Computer Hardware \$500-\$5,000	4485	\$3,000			\$3,000
Sub Agreements For Services	5100	\$43,000		\$10,100	\$53,100
Travel & Conference (1000)	5200	\$25,000			\$25,000
Travel & Conference (2700)	5200	\$6,000			\$6,000
Duplicating/Print shop	5715	\$2,990			\$2,990
Outside Contracted Services	5800	\$10,000		\$13,000	\$23,000
Fees	5808	\$3,000			\$3,000
Computer Hardware/Software Maintenance & License	5885	\$12,000			\$12,000
Total		\$336,446	\$7,068	\$23,100	\$366,614

Stakeholder Engagement

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

SSC meet regularly to gain feedback
 Annual Title I meeting was conducted on 9/13/2017.
 ELAC met regularly to get the provided feedback.
 School Site Teacher Leadership (Steering) met on the first Tuesday of each month throughout the year.
 District and Site LCAP community meetings:
 LCAP and staff surveys
 PTA meetings throughout the year

IMPACT ON SPSA AND ANNUAL UPDATE

How did these consultations impact the SPSA for the upcoming year?

These various stakeholder groups provided feedback and guidance in forming the SPSA goals and priorities. Performance indicator data for academics and behavior was shared with staff, parents and students to determine the effectiveness of current programs and actions. This analysis helped to guide our next action steps for next year’s site plan and priorities for budget expenditures.

Goals, Actions, & Services

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	Statement of Goal: Equitable Access to Rigorous High-Level Programs		
	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 an 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: Madera High School will obtain an ELA academic score of medium-high performance for all students as measured by the California Dashboard.		
Math: Madera High School will obtain an mathematics academic score of medium, performance for all students as measured by the California Dashboard.			

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

State Priorities	✓ 1	✓ 2	<input type="checkbox"/> 3	✓ 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	✓ 7	✓ 8
Local Priorities	<ul style="list-style-type: none"> • ELA and Math Assessments, Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards 							
Identified Need	<ul style="list-style-type: none"> • Build and sustain a standards-aligned instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff. 							

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18 Target	2018-19 Target	2019-20 Target
CAASPP SBAC ELA Distance from Level 3 (DF3)	Color: Yellow *2016-17 DF3: +0.8 *2015-16 DF3: -4.3 *2014-15 DF3: -11.4	Color (Projected): Green DF3: +14	Color (Projected): Green DF3: +20	Color: (Projected): Green DF3: +27
Local Interim Assessment ELA (NWEA)	37.3% of students met or exceeded standard in ELA	36.4% of students met or exceeded standard in ELA	42% of students met or exceeded standard in ELA	50% of students met or exceeded standard in ELA
CAASPP SBAC MATH Distance from Level 3 (DF3)	Color: Yellow *2016-17 DF3: -71.3 *2015-16 DF3: -76 *2014-15 DF3: -100.8	Color (Projected): Yellow DF3: -65	Color (Projected): Yellow DF3: -59	Color: (Projected): Yellow DF3: -50
Local Interim Assessment	43.8% of students met or exceeded standard in	37.7% of students met or	43% of students met or	52% of students met or

Math (NWEA)	math	exceeded standard in math	exceeded standard in math	exceeded standard in math
ELPAC	Piloted group of 60 assessed in Spring of 2017	Assessing for baseline in Spring of 2018	Will project based on baseline score in Spring of 2018	Will project based on baseline score in Spring of 2018
Reclassification Rate	13.7%	15% (Actual 7.3%)	15%	20%

Goal **1**

Action **1**

Students to be Served	<ul style="list-style-type: none"> <input type="checkbox"/> District-wide <input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> Students with Disabilities 	Specific Student Group(s): All Students
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income 	Specific Grade Spans: All Grades

<i>Actions/Services</i>	<i>Individual(s) Responsible</i>	<i>Tasks/Timeline</i>	<i>Budget</i>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><i>Planned:</i> Student Advocate (2200) To empower students to create a healthy academic, behavior and social performance.</p> <ul style="list-style-type: none"> • 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. 	<p><i>Who:</i></p> <ul style="list-style-type: none"> • Principal • Vice principal in charge of Culture & Positive Behavior • 9th grade vice principals • Student advocates 	<p><i>Tasks & Due Dates:</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Cost:</i> \$172,380</p>

<ul style="list-style-type: none"> Organize and schedule meetings with parents and students and relevant MHS staff Establish progress and work with teachers to ensure implementation Provide academic and behavioral support Shadow students in class Conduct home visits Small group and individual interventions 		<ul style="list-style-type: none"> Establish daily log of progress & work with teachers to ensure implementation Provide ongoing daily tutoring Collect and report data 	
---	--	--	--

Goal **1**

Action **2**

Students to be Served	<ul style="list-style-type: none"> <input type="checkbox"/> District-wide <input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> Students with Disabilities 	<p>Specific Student Group(s):</p> <p>All Students</p>
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income 	<p>Specific Grade Spans:</p> <p>All Grades</p>

Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><i>Planned:</i> Professional Development, Travel and Conference (5200, Including Outside Contracted Services 5800):</p> <ul style="list-style-type: none"> Provide professional development to assist teachers in the transition to common core in English, Social Science, Math, and Science to develop both rigorous and relevant performance 	<p><i>Who:</i></p> <ul style="list-style-type: none"> Principal Vice principals and Dean of C&I Academic Team 	<p><i>Tasks & Due Dates:</i></p> <ul style="list-style-type: none"> Continue <i>Balanced Math</i> professional learning to build problem-solving & critical thinking as well as mathematical literacy Provide AAAs for ELs & AVID instructional strategies that focus on the <i>5 Domains of Language w/ELA, Soc Sci, Math &</i> 	<p><i>Cost:</i> \$30,000</p> <p>Function 1000 - \$25,000</p> <p>Function 2700 - \$5,000</p>

<p>tasks, unit plans, and lessons plans with the end in mind.</p> <ul style="list-style-type: none"> Highly effective, immediately usable professional development across content areas to build literacy and content (including AP training and Balanced Math). 		<p>Electives</p> <ul style="list-style-type: none"> Continue PD of EL Principles for all teachers Continue PD to foster effective professional learning communities Invest in site-based certified Kagan trainers Invest in site-based Reading Apprenticeship Across Disciplines trainers 	
---	--	---	--

Goal **1**

Action **3**

Students to be Served	<ul style="list-style-type: none"> <input type="radio"/> District-wide <input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> Students with Disabilities 	<p>Specific Student Group(s):</p> <p>All Students</p>
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income 	<p>Specific Grade Spans:</p> <p>All Grades</p>

<i>Actions/Services</i>	<i>Individual(s) Responsible</i>	<i>Tasks/Timeline</i>	<i>Budget</i>
<ul style="list-style-type: none"> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><i>Planned:</i></p> <p>Provide Teacher Release, Extra Time, Travel & Conference (Cert. Extra Time 1190 & Cert. Subs 1125):</p> <ul style="list-style-type: none"> Observe high impact CCCS lessons. Adjust pacing guides, common planning, disaggregate data, assign and develop 	<p><i>Who:</i></p> <ul style="list-style-type: none"> Teachers Steering Committee Academic Coaches Administration 	<p><i>Tasks & Due Dates::</i></p> <ul style="list-style-type: none"> Review and analyze Math/Science data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely 	<p><i>Cost:</i></p> <p>\$20,000</p> <p>Object 1125-\$10,000</p> <p>Object 1190-\$10,000</p>

<p>intervention plans, and create common formative assessments to meet the needs of students.</p> <ul style="list-style-type: none"> 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 for students. Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. 		<p>interventions</p> <ul style="list-style-type: none"> 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 	
---	--	---	--

Goal **1**

Action **4**

Students to be Served	<ul style="list-style-type: none"> <input type="radio"/> District-wide <input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> Students with Disabilities 	<p>Specific Student Group(s):</p> <p>All Students</p>
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income 	<p>Specific Grade Spans:</p> <p>All Grades</p>

<i>Actions/Services</i>	<i>Individual(s) Responsible</i>	<i>Tasks/Timeline</i>	<i>Budget</i>
<ul style="list-style-type: none"> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

<p><i>Planned:</i> Supplemental Materials and Supplies (Instructional Supplies 4310, Supplies 4300):</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 and supplies to support character education and PBIS. 	<p><i>Who:</i></p> <ul style="list-style-type: none"> • Administration • Teachers • Student Advocates 	<p><i>Tasks & Due Dates:</i></p> <ul style="list-style-type: none"> • Based on need • Classroom resources • Classroom supplies • Supplemental materials • Printing materials 	<p><i>Cost:</i> \$37,066 Object 4310-\$34,076 Object 5715-\$2,990</p>
---	--	---	---

Goal **1**

Action **5**

<p>Students to be Served</p>	<ul style="list-style-type: none"> ○ District-wide ✓ School-wide ✓ Students with Disabilities 	<p>Specific Student Group(s): All Students</p>
	<ul style="list-style-type: none"> ✓ English Learners ✓ Foster Youth ✓ Low Income 	<p>Specific Grade Spans: All Grades</p>

Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><i>Planned:</i> Field Trips and entrance/conference fees (5200, 5800, 5808): Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.</p>	<p><i>Who:</i></p> <ul style="list-style-type: none"> Administration Teachers Student Advocates 	<p><i>Tasks & Due Dates:</i></p> <ul style="list-style-type: none"> Based on need College visits Classroom enrichment trips Leadership conferences 	<p><i>Cost:</i> \$3,000</p>

Goal **1**

Action **6**

Students to be Served	<ul style="list-style-type: none"> <input type="checkbox"/> District-wide <input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> Students with Disabilities 	<p>Specific Student Group(s):</p> <p>All Students</p>
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income 	<p>Specific Grade Spans:</p> <p>All Grades</p>

Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><i>Planned:</i> Sub Agreements for Services (5100) and Outside Contracted Services (5800) Contract with an outside resource to enhance the education of</p>	<p><i>Who:</i></p> <ul style="list-style-type: none"> Administration 	<p><i>Tasks & Due Dates:</i></p> <ul style="list-style-type: none"> Guest speakers Balanced Math Program 	<p><i>Cost:</i> \$76,100</p>

<p>our students. For example, art or science lessons.</p> <ul style="list-style-type: none"> • To support language development & math concepts. • To improve student attendance. • To build motivation and confidence in student who may struggle in academic areas. • To support learning through a variety of modalities. • To provide authentic experiences to promote writing. • Provide guest speakers. • Implement Balanced Math Program. 			<p>Object 5100-\$53,100 Object 5800-\$23,000</p>
--	--	--	--

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<p>Statement of Goal: Safe and Healthy Environment for Learning and Work</p> <p>3-Year District Specific Goal: Madera Unified will obtain an 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.</p> <p>3-Year School Specific Goal: Madera High School will obtain an 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.</p>		

Goal 2

<u>State Priorities</u>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
<u>Local Priorities</u>	<ul style="list-style-type: none"> • 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
<u>Identified Need</u>	<ul style="list-style-type: none"> • 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 SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18 Target	2018-19 Target	2019-20 Target
Suspension	9.5% (211 students were suspended one or more times.) 2016-17	7.5%	6.5%	6%
9th-10th Grade School Climate Favorable	35% (788 student responses)	33%	40%	45%

Goal **2**

Action **1**

Students to be Served	<ul style="list-style-type: none"> <input type="radio"/> District-wide <input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> Students with Disabilities 	<p>Specific Student Group(s):</p> <p>All Students</p>
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income 	<p>Specific Grade Spans:</p> <p>All Grades</p>

Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
<ul style="list-style-type: none"> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><i>Planned:</i></p> <p>Student Advocate (1100) To empower students to create a healthy academic, behavior and social performance.</p> <ul style="list-style-type: none"> • 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 	<p><i>Who:</i></p> <ul style="list-style-type: none"> • Principal • Vice principal in charge of Culture & Positive Behavior • 9th grade vice principals • Student advocates 	<p><i>Tasks & Due Dates:</i></p> <ul style="list-style-type: none"> • Identify “at-risk” students • Monitor the progress of identified students • Encourage educational support and parental involvement • Coordinate variety of intervention services • Participate in COST 	<p><i>Cost:</i></p> <p>See Goal 1 Action 1</p>

assignments, current grades/GPA and attendance. <ul style="list-style-type: none"> 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 		meetings <ul style="list-style-type: none"> Establish daily log of progress & work with teachers to ensure implementation Provide ongoing daily tutoring Collect and report data 	
--	--	---	--

Goal **2**

Action **2**

Students to be Served	<ul style="list-style-type: none"> <input type="radio"/> District-wide <input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> Students with Disabilities 	Specific Student Group(s): All Students
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income 	Specific Grade Spans: All Grades

<i>Actions/Services</i>	<i>Individual(s) Responsible</i>	<i>Tasks/Timeline</i>	<i>Budget</i>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<i>Planned:</i> 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: <ul style="list-style-type: none"> PBIS 	<i>Who:</i> <ul style="list-style-type: none"> Administration Teachers Student Advocates Family Liaison Support Staff Counselors 	<i>Tasks & Due Dates:</i> <ul style="list-style-type: none"> PBIS Link Crew Restorative Justice Safe School Ambassador Youth Empowerment Leadership and Character Development 	<i>Cost:</i> See Goal 1 Action 2

<ul style="list-style-type: none"> • Link Crew • Restorative Justice • Safe School Ambassador • Youth Empowerment • Leadership and Character Development • Attendance 		<ul style="list-style-type: none"> • Attendance 	
---	--	--	--

Goal **2**

Action **3**

Students to be Served	<ul style="list-style-type: none"> ○ District-wide ✓ School-wide ✓ Students with Disabilities 	<p>Specific Student Group(s):</p> <p>All Students</p>
	<ul style="list-style-type: none"> ✓ English Learners ✓ Foster Youth ✓ Low Income 	<p>Specific Grade Spans:</p> <p>All Grades</p>

<i>Actions/Services</i>	<i>Individual(s) Responsible</i>	<i>Tasks/Timeline</i>	<i>Budget</i>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><i>Planned:</i></p> <p>Provide Teacher Release and Extra Time (Cert. Extra Time 1190 & Cert. Subs 1125):</p> <ul style="list-style-type: none"> • 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. 	<p><i>Who:</i></p> <ul style="list-style-type: none"> • Teachers • Student Advocates • Family Liaison • Support Staff • Counselors 	<p><i>Tasks & Due Dates:</i></p> <ul style="list-style-type: none"> • PBIS • Link Crew • Restorative Justice • Safe School Ambassador • Youth Empowerment • Leadership and Character Development • Attendance 	<p><i>Cost:</i></p> <p>See Goal 1 Action 3</p>

Goal **2**

Action **4**

Students to be Served	<ul style="list-style-type: none"> <input type="radio"/> District-wide <input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> Students with Disabilities 	<p>Specific Student Group(s):</p> <p>All Students</p>
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income 	<p>Specific Grade Spans:</p> <p>All Grades</p>

Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
<ul style="list-style-type: none"> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><i>Planned:</i></p> <p>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:</p> <ul style="list-style-type: none"> ● PBIS ● Link Crew ● Restorative Justice ● Safe School Ambassador ● Youth Empowerment ● Leadership and Character Development ● Attendance ● Community Mentors 	<p><i>Who:</i></p> <ul style="list-style-type: none"> ● Administration ● Teachers ● Student Advocates ● Counselors 	<p><i>Tasks & Due Dates:</i></p> <ul style="list-style-type: none"> ● Based on need ● Materials and supplies: <ul style="list-style-type: none"> ○ PBIS ○ Link Crew ○ Restorative Justice ○ Safe School Ambassador ○ Youth Empowerment ○ Leadership and Character Development ○ Attendance ○ Community Mentors 	<p><i>Cost:</i></p> <p>See Goal 1 Action 4</p>

Goal **2**

Action **5**

Students to be Served	<ul style="list-style-type: none"> <input type="radio"/> District-wide <input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> Students with Disabilities 	Specific Student Group(s): All Students
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income 	Specific Grade Spans: All Grades

<i>Actions/Services</i>	<i>Individual(s) Responsible</i>	<i>Tasks/Timeline</i>	<i>Budget</i>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><i>Planned:</i> 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.</p>	<p><i>Who:</i></p> <ul style="list-style-type: none"> • Administration • Teachers • Student Advocates • Counselors 	<p><i>Tasks & Due Dates:</i></p> <ul style="list-style-type: none"> • Based on need • College visits • Classroom enrichment trips • Leadership conferences 	<p><i>Cost:</i> See Goal 1 Action 5</p>

Goal **2**

Action **6**

Students to be Served	<ul style="list-style-type: none"> <input type="radio"/> District-wide <input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> Students with Disabilities 	Specific Student Group(s): All Students
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income 	Specific Grade Spans: All Grades

<i>Actions/Services</i>	<i>Individual(s) Responsible</i>	<i>Tasks/Timeline</i>	<i>Budget</i>
-------------------------	----------------------------------	-----------------------	---------------

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><i>Planned:</i> Sub Agreements for Services (5100) and Outside Contracted Services (5800) Contract with an outside resource to enhance the education of our students.</p> <ul style="list-style-type: none"> 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. 	<p><i>Who:</i></p> <ul style="list-style-type: none"> Administration 	<p><i>Tasks & Due Dates:</i></p> <ul style="list-style-type: none"> Guest speakers Balanced Math Program 	<p><i>Cost:</i> See Goal 1 Action 6</p>

<h1 style="text-align: center; margin: 0;">Goal 3</h1>	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
	<p>Statement of Goal: Improve parent involvement programs making it an essential component of our educational program.</p> <p>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.</p> <p>3-Year School Specific Goal: Madera 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 as specified in the table below.</p>		

<p>State Priorities</p>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="radio"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
<p>Local Priorities</p>	<ul style="list-style-type: none"> None 							
<p>Identified Need</p>	<ul style="list-style-type: none"> 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 SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline (Projected)	2017-18	2018-19 Target	2019-20 Target
Title I Meeting	220	200	250	300
Back-to-school Attendance	250	350	375	400
SSC	16	18	20	25
ELAC	25	22	26	30
Active Parent Portal Users	1978	1451 Unique user counts are low compared to last year due to the timing of the data confirmation.	1900	2000

Goal **3**

Action **1**

Students to be Served	<ul style="list-style-type: none"> <input type="radio"/> District-wide <input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> Students with Disabilities 	Specific Student Group(s): All Students
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income 	Specific Grade Spans: All Grades

Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Planned: Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:	Who: <ul style="list-style-type: none"> ● Parent Liaison ● Counselors 	Tasks & Due Dates: <ul style="list-style-type: none"> ● Two to three Weekly Connect Ed calls to 	Cost: \$7,068

<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 in PTA ● Provide Parent Portal Training ● Coordinate PIQE program for 8 two hour sessions that teach parents how to better support and advocate for their children in school and how to get more involved with school events. ● Provide refreshments for attendees. ● Provide childcare for parents attending meetings. 	<ul style="list-style-type: none"> ● Administration ● Translator ● Student Advocate 	<p>inform parents of weekly events. -Monthly updates at parent meetings; PTA, SSC and ELAC</p> <ul style="list-style-type: none"> ● Updated information on the school website ● Individual phone calls home reminding parents to support their child ● Promote participation in PTA ● Provide Interpreting devices to provide simultaneous interpretation for Spanish speaking parents during parent information nights and other meetings. ● Assist MHS parents in creating and activating a Parent Portal Account to monitor students attendance and grades from home. 	
--	--	---	--

Goal **3**

Action **2**

Students to be Served	<ul style="list-style-type: none"> <input type="radio"/> District-wide <input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> Students with Disabilities 	Specific Student Group(s): All Students
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income 	Specific Grade Spans: All Grades

<i>Actions/Services</i>	<i>Individual(s) Responsible</i>	<i>Tasks/Timeline</i>	<i>Budget</i>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><i>Planned:</i> Provide time or extra time to staff (Cert. Extra Time 1190 & Classified Extra Time):</p> <ul style="list-style-type: none"> • 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. 	<p><i>Who:</i></p> <ul style="list-style-type: none"> • Teachers • Student Advocates • Family Liaison • Support Staff • Counselors 	<p><i>Tasks & Due Dates:</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Cost:</i> \$2,000</p>

Goal **3**

Action **3**

Students to be Served	<ul style="list-style-type: none"> <input type="radio"/> District-wide <input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> Students with Disabilities 	Specific Student Group(s): All Students
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income 	Specific Grade Spans: All Grades

<i>Actions/Services</i>	<i>Individual(s) Responsible</i>	<i>Tasks/Timeline</i>	<i>Budget</i>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><i>Planned:</i> 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.</p>	<p><i>Who:</i></p> <ul style="list-style-type: none"> • Administration • Teachers • Student Advocates • Counselors 	<p><i>Tasks & Due Dates:</i></p> <ul style="list-style-type: none"> • Based on need • Workshops • Events • College visits 	<p><i>Cost:</i> See Goal 3 Action 1</p>

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Goal 4		
<p>Statement of Goal: Increase and improve technology.</p> <p>3-Year District Specific Goal: Madera Unified will maintain student daily usage of devices at an average of 75% for each year.</p> <p>3-Year School Specific Goal: Madera High School will maintain student daily usage of devices at an average of 75% for each year.</p>		

State Priorities	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 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 SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18 Target	2018-19 Target	2019-20 Target
Metric/Indicator: Google API (device usage data)	52.0% of Chromebook devices met 75% of 2-hour daily threshold.	62% of Chromebook devices met 75% of 2-hour daily threshold.	72% of Chromebook devices met 75% of 2-hour daily threshold.	80% of Chromebook devices met 75% of 2-hour daily threshold.
Google API (average daily usage of devices)	1.8 hours per day 1.0 hours per day (Projected)	1.7 hours per day (Actual) 1.25 hours per day (Projected)	2.0 hours per day (Projected)	2.25 hours per day (Projected)

Goal **4**

Action **1**

Students to be Served	<ul style="list-style-type: none"> <input type="checkbox"/> District-wide <input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> Students with Disabilities 	Specific Student Group(s): All Students
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income 	Specific Grade Spans: All Grades

Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
<input type="checkbox"/> New	<input type="checkbox"/> New	<input type="checkbox"/> New	<input type="checkbox"/> New

<input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><i>Planned:</i> Purchase technology, supplemental materials, and resources:</p> <ul style="list-style-type: none"> • 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. 	<p><i>Who:</i></p> <ul style="list-style-type: none"> • Administration • Site and District IT 	<p><i>Tasks & Due Dates:</i></p> <ul style="list-style-type: none"> • Purchase software • Purchase hardware • Purchase/Replace Technology utilized for the classroom • Utilize up-to-date technology programs 	<p><i>Cost:</i> \$19,000</p> <p>Object 4385-\$2,000 Object 4400-\$2,000 Object 4485-\$3,000 Object 5885-\$12,000</p>

School Site Council Membership Madera High School

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:

Name of Member	Represents	Contact Info	Reviewed Plan Date	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Robyn Cosgrove	Principal	robyncosgrove@maderausd.org		x				
Isabel Guzman	Parent	isabelguzman@maderausd.org					x	
Leticia Ceballos	Parent	girlscoutkaratemom@gmail.com					x	
Lucia Gomez	Parent	lucyomez030303@gmail.com					x	
Karen Potkey	Alternative	karenpotkey@maderausd.org					x	
Lindsay Rebel	Student	19lindsayr409@maderak12.org						x

Maria Melgoza	Student	19mariam065@maderak12.org						X
Alyssa Barriga	Student	20alyssab627@maderak12.org						X
Jander Duque	Staff	janderduque@maderausd.org				X		
Dana Gutierrez	Alternative	danagutierrez@maderausd.org				X		
Michelle Duncan	Teacher	michelleduncan@maderausd.org			X			
Kristen O'Berg	Teacher	kristenoberg@maderausd.org			X			
Daniel Strobel	Teacher	danielstrobel@maderausd.org			X			
Gina Cardenas	Teacher	ginacardenas@maderausd.org			X			
Number of Members in each Category			1	4	2	4	3	

Recommendations and Assurances Madera High School

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan

(Check those that apply):

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature

- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: .

Attested:

Robyn Cosgrove
 Typed name of School Principal



Signature of School Principal

May 30, 2018
 Date

 Typed name of SSC Chairperson

 Signature of SSC Chairperson

 Date

The SPSA Template

This SPSA template has been adapted from the CDE SPSA Template, and the SBE-approved LCAP Template, and is designed to meet the content requirements of EC Section 64001 for a Single Plan for Student Achievement. Such a plan must be developed and approved by the SSC at each school that participates in any program funded through the ConApp and any programs the SSC decides to include.[1] Accordingly, the plan must:

1. Be reviewed and updated annually by the SSC, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that are based on verifiable state and local data.
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students as indicated by state measures.
5. Be consistent with federally required LEA plans, and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the ConApp in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

Legal Specifics for the SPSA

EC Section 64001 specifies that schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application (ConApp) process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students. SPSA specifics are also included in the Federal Program Monitoring process.

EC Section 64001 establishes the following specifics for school plans:

1. School districts must assure that SSCs have developed and approved the SPSA for schools participating in programs funded through the ConApp process and any other school program they choose to include.
2. Any plans required by programs funded through the ConApp and subject to Elementary and Secondary Education Act (ESEA) Program Improvement (PI) requirements must be consolidated into a single plan. Schools may add other funding sources.
3. The SSC must annually review and update the plan, including proposed expenditures of funds allocated to the school through the ConApp.
4. School goals must be based upon an analysis of verifiable state data (California School Dashboard), and may include any data voluntarily developed by districts to measure student achievement.
5. The content of the plan must be aligned with school goals for improving student achievement.
6. School plans must be developed with the review, certification, and advice of any applicable school advisory committees.
7. The SPSA must address how ConApp funds will be used to improve the academic performance of all students.
8. The SPSA must align with the LEA Plan and be submitted for approval to the LEA governing board. The board may return it to the SSC for revisions, as deemed necessary.
9. The SPSA must be reviewed and approved by the governing board of the LEA whenever there are material changes that affect the academic programs funded through the ConApp.

Seven Recommended Steps for Developing the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. (Appendix A: Chart of Requirements for the SPSA lists the content for school plans required by state and federal programs operated at the school.)

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

- Analyze student achievement data, summarize conclusions, and identify needs.
- Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.

- Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA Form C, “Programs Included in This Plan.”
- Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
- Recommend the SPSA to the local governing board.
- Receive local governing board approval and implement the plan.
- Monitor and evaluate effectiveness of the implementation.

By following the Seven Steps for Developing the SPSA described in detail in Part I of the CDE “Guide for Developing the Single Plan for Student Achievement,” the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:

- **Goals, Actions, and Services**—develops school goals, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data. Please note that for each funded goal or activity, a specific amount must be itemized for each funding source.
- **Centralized Services for Planned Improvement in Student Performance**—identifies direct services to students and educational support services to school staff that are provided by district office staff. These services are paid from categorical funds allocated to the school. The district needs SSC approval in order for these funds to be used for centralized services. The total amounts for each program listed in Form B must align with the amounts listed in the district’s ConApp.
- **Programs Included in This Plan**—lists the state and federal categorical programs in which the school participates and, when applicable, allocations to the school. The totals and amounts listed in these pages should match the allocations to the school from the district’s ConApp.
- **SSC Membership**—indicates the membership of the SSC to document its composition.
- **Recommendations and Assurances**—completes the SPSA for submission to the district governing board for approval.
- **Budget Summary**— is a tool to help the SSC project costs and align resources with “Goals, Actions, and Services,” “Centralized Services,” “Programs Included in This Plan,” and the ConApp.
- **Annual Evaluation and Analysis**—is a tool to help the SSC evaluate the effectiveness of its SPSA.

Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school.

Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.