

School Year: **2019-20**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Madera High School	20-65243--2035707	3/4/2019	6/11/2019

## Purpose and Description

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

Schoolwide Program

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

#### District Mission Statement

We are 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.

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Position: Principal

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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 Rtl 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.

#### 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

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

#### INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

SSC 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 monthly.

District and Site LCAP community meetings:

LCAP and staff surveys

PTA meetings throughout the year

#### IMPACT ON SPSA AND ANNUAL UPDATE

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

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

## Resource Inequities

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

#### GREATEST PROGRESS

As seen on the California School Dashboard, Madera High School's 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.

## 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.

## 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 strategies 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

## INCREASED OR IMPROVED SERVICES

Youth Empowerment partnership with Madera Behavioral Health Department

Procedures for safety, including outside threats as well as identifying students that have mental health issues.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.3%	0.43%	6	7	9
African American	1.9%	1.5%	1.20%	40	31	25
Asian	2.5%	2.2%	2.10%	54	46	44
Filipino	0.3%	0.4%	0.29%	7	9	6
Hispanic/Latino	82.2%	83.4%	83.80%	1,758	1,749	1753
Pacific Islander	0.1%	0.2%	0.29%	3	4	6
White	11.8%	11.1%	10.85%	252	232	227
Multiple/No Response	0.7%	0.1%	0.10%	15	1	2
<b>Total Enrollment</b>				2,139	2,098	2092

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9	584	544	591
Grade 10	571	558	524
Grade 11	513	523	494
Grade 12	471	473	483
<b>Total Enrollment</b>	2,139	2,098	2,092

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	182	191	203	8.5%	9.1%	9.7%
Fluent English Proficient (FEP)	939	937	893	43.9%	44.7%	42.7%
Reclassified Fluent English Proficient (RFEP)	9	25	14	4.6%	13.7%	7.3%

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	492	496	473	482	478	459	482	472	459	98	96.4	97
All Grades	492	496	473	482	478	459	482	472	459	98	96.4	97

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2579.	2586.	2562.	16	16.31	13.94	35	36.86	33.55	27	29.45	23.97	22	17.37	28.54
All Grades	N/A	N/A	N/A	16	16.31	13.94	35	36.86	33.55	27	29.45	23.97	22	17.37	28.54

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	24	27.75	23.31	54	54.03	47.49	22	18.22	29.19
All Grades	24	27.75	23.31	54	54.03	47.49	22	18.22	29.19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	23	21.96	20.26	52	52.61	47.71	25	25.43	32.03
All Grades	23	21.96	20.26	52	52.61	47.71	25	25.43	32.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	16	18.86	15.03	63	65.25	62.09	20	15.89	22.88
All Grades	16	18.86	15.03	63	65.25	62.09	20	15.89	22.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	29	31.14	25.49	53	51.06	48.58	18	17.80	25.93
All Grades	29	31.14	25.49	53	51.06	48.58	18	17.80	25.93





# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	492	496	474	484	489	462	483	489	462	98.4	98.6	97.5
All Grades	492	496	474	484	489	462	483	489	462	98.4	98.6	97.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2552.	2555.	2539.	3	6.54	4.98	23	16.97	16.23	31	31.29	28.79	43	45.19	50.00
All Grades	N/A	N/A	N/A	3	6.54	4.98	23	16.97	16.23	31	31.29	28.79	43	45.19	50.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	12	13.50	10.17	36	31.08	28.79	52	55.42	61.04
All Grades	12	13.50	10.17	36	31.08	28.79	52	55.42	61.04

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	9.00	8.44	53	50.51	46.75	39	40.49	44.81
All Grades	8	9.00	8.44	53	50.51	46.75	39	40.49	44.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	8.59	8.01	61	63.39	58.23	32	28.02	33.77
All Grades	7	8.59	8.01	61	63.39	58.23	32	28.02	33.77

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1511.0	1510.5	1511.0	78
Grade 10	1505.2	1486.8	1523.0	57
Grade 11	1497.4	1473.6	1520.6	36
Grade 12	1539.4	1520.7	1557.4	28
All Grades				199

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	13	16.67	22	28.21	22	28.21	21	26.92	78
Grade 10	13	22.81	*	*	12	21.05	24	42.11	57
Grade 11	*	*	*	*	*	*	17	47.22	36
Grade 12	*	*	18	64.29	*	*	*	*	28
All Grades	33	16.58	53	26.63	48	24.12	65	32.66	199

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	23	29.49	25	32.05	12	15.38	18	23.08	78
Grade 10	17	29.82	*	*	12	21.05	22	38.60	57
Grade 11	*	*	11	30.56	*	*	14	38.89	36
Grade 12	*	*	15	53.57	*	*	*	*	28
All Grades	56	28.14	57	28.64	30	15.08	56	28.14	199

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	13	16.67	23	29.49	38	48.72	78
Grade 10	*	*	*	*	13	22.81	28	49.12	57
Grade 11			*	*	*	*	23	63.89	36
Grade 12	*	*	*	*	13	46.43	*	*	28
All Grades	13	6.53	38	19.10	53	26.63	95	47.74	199

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	26	33.33	36	46.15	16	20.51	78
Grade 10	15	26.32	24	42.11	18	31.58	57
Grade 11	*	*	11	30.56	17	47.22	36
Grade 12	*	*	17	60.71	*	*	28
All Grades	56	28.14	88	44.22	55	27.64	199

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	33	42.31	29	37.18	16	20.51	78
Grade 10	17	29.82	20	35.09	20	35.09	57
Grade 11	15	41.67	*	*	12	33.33	36
Grade 12	15	53.57	11	39.29	*	*	28
All Grades	80	40.20	69	34.67	50	25.13	199

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	24	30.77	45	57.69	78
Grade 10	11	19.30	12	21.05	34	59.65	57
Grade 11	*	*	*	*	25	69.44	36
Grade 12	*	*	16	57.14	11	39.29	28
All Grades	23	11.56	61	30.65	115	57.79	199

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	55	70.51	20	25.64	78
Grade 10	*	*	36	63.16	18	31.58	57
Grade 11	*	*	25	69.44	*	*	36
Grade 12	*	*	20	71.43	*	*	28
All Grades	13	6.53	136	68.34	50	25.13	199

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>2,092</b>	<b>77.8%</b>	<b>9.7%</b>	<b>0.5%</b>

This is the total number of students enrolled.

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

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

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

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	203	9.7%
Foster Youth	10	0.5%
Homeless	51	2.4%
Socioeconomically Disadvantaged	1,627	77.8%
Students with Disabilities	172	8.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	1.2%
American Indian	9	0.4%
Asian	44	2.1%
Filipino	6	0.3%
Hispanic	1,753	83.8%
Two or More Races	20	1.0%
Pacific Islander	6	0.3%
White	227	10.9%

# School and Student Performance Data

## Overall Performance

2018 Fall Dashboard Overall Performance for All Students

### Academic Performance

English Language Arts



Orange

Mathematics



Orange

English Learner Progress



No Performance Color

College/Career



Green

### Academic Engagement

Graduation Rate



Blue

### Conditions & Climate

Suspension Rate



Green

# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 19.1 points below standard Declined -19.9 points 452 students	<p><b>English Learners</b></p>  Red 120.9 points below standard Declined -41 points 50 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color 72.8 points below standard 11 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 32.5 points below standard Declined -26.5 points 338 students	<p><b>Students with Disabilities</b></p>  No Performance Color 155.3 points below standard Declined -33.4 points 27 students

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 24.2 points below standard Declined -18.8 points 380 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Yellow 1.8 points above standard Declined -25.5 points 49 students

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

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
153.2 points below standard Declined -54.5 points 30 students	72.5 points below standard Declined -7.1 points 20 students	9.1 points below standard Declined -18.5 points 206 students

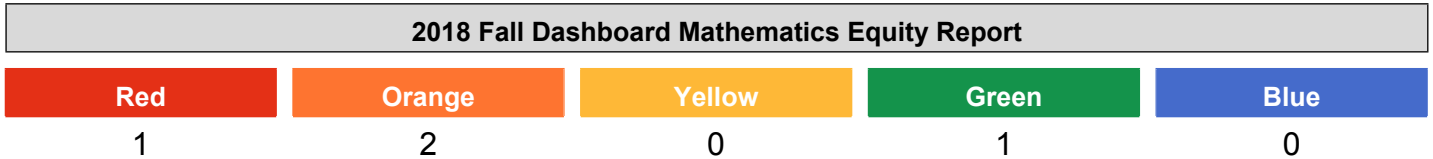
# School and Student Performance Data

## Academic Performance Mathematics







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



This section provides number of student groups in each color.











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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 87.2 points below standard Declined -15.9 points 453 students	<p><b>English Learners</b></p>  Red 179.8 points below standard Declined -15.9 points 50 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color 127.3 points below standard 11 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 100.3 points below standard Declined -18 points 339 students	<p><b>Students with Disabilities</b></p>  No Performance Color 231.9 points below standard Declined -19.5 points 27 students



### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e0e0e0; padding: 2px;">97.3 points below standard</span> Declined -18.2 points 381 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Green <span style="background-color: #e0e0e0; padding: 2px;">24.1 points below standard</span> Increased 22.1 points 49 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e0e0e0; padding: 2px;">204.4 points below standard</span> Declined -27.9 points 30 students	<span style="background-color: #e0e0e0; padding: 2px;">142.9 points below standard</span> Increased 9.7 points 20 students	<span style="background-color: #e0e0e0; padding: 2px;">77.7 points below standard</span> Declined -24.4 points 206 students

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
199	16.6%	26.6%	24.1%	32.7%

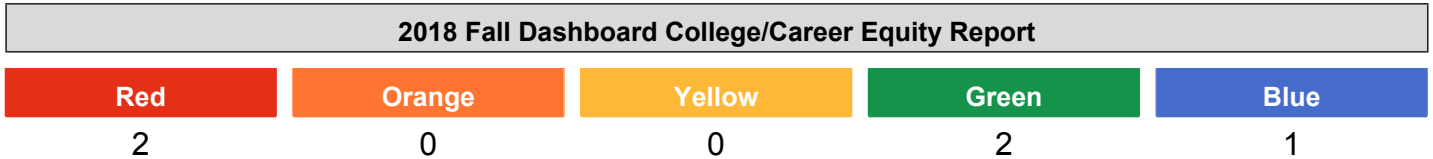
# School and Student Performance Data

## Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p>  Green 48.3% prepared Increased 2.6% 489 students	<p><b>English Learners</b></p>  Red 9.4% prepared Declined -7.8% 53 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color 26.1% prepared Increased 13.6% 23 students	<p><b>Socioeconomically Disadvantaged</b></p>  Green 44.7% prepared Increased 2.3% 405 students	<p><b>Students with Disabilities</b></p>  Red 6.7% prepared Declined -6.8% 30 students

**2018 Fall Dashboard College/Career by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 68.8% prepared Increased 6.3% 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Green 45.9% prepared Increased 2.3% 401 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 Blue 59.3% prepared Increased 9.3% 59 students

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

**2018 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>
34.7% <b>Prepared</b>	45.7 <b>Prepared</b>	48.3 <b>Prepared</b>
36.4% <b>Approaching Prepared</b>	23.3 <b>Approaching Prepared</b>	24.1 <b>Approaching Prepared</b>
28.8% <b>Not Prepared</b>	31.1 <b>Not Prepared</b>	27.6 <b>Not Prepared</b>

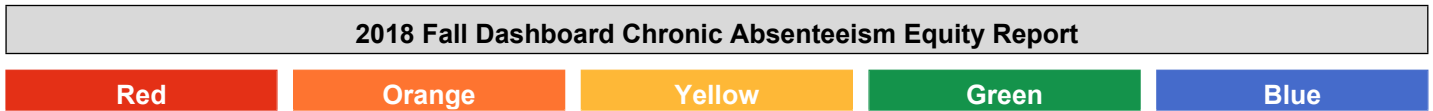
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

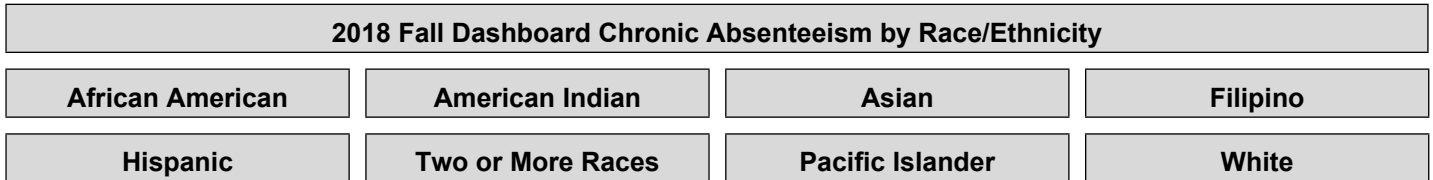
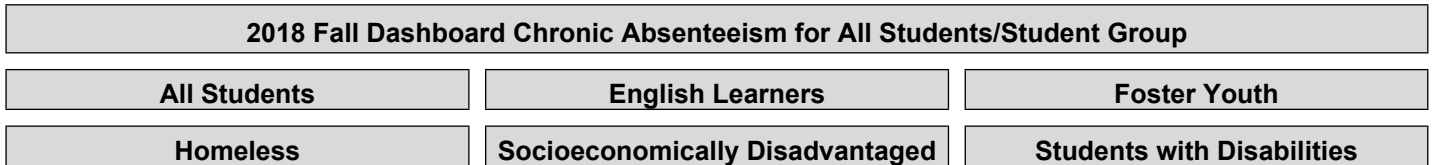
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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



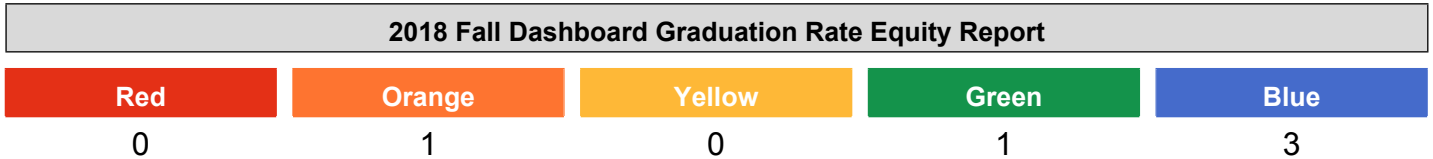
# School and Student Performance Data

## Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  Blue 95.9% graduated Declined -1.1% 489 students	<p><b>English Learners</b></p>  Orange 84.9% graduated Declined -5.7% 53 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color 91.3% graduated Increased +16.3% 23 students	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 95.3% graduated Declined -1.3% 405 students	<p><b>Students with Disabilities</b></p>  Green 93.3% graduated Increased +12.3% 30 students

**2018 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 100% graduated Increased +6.3% 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Blue 95.5% graduated Declined -1.9% 401 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 Blue 96.6% graduated Increased +2.9% 59 students

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

**2018 Fall Dashboard Graduation Rate by Year**

<b>2017</b>	<b>2018</b>
97% graduated	95.9% graduated

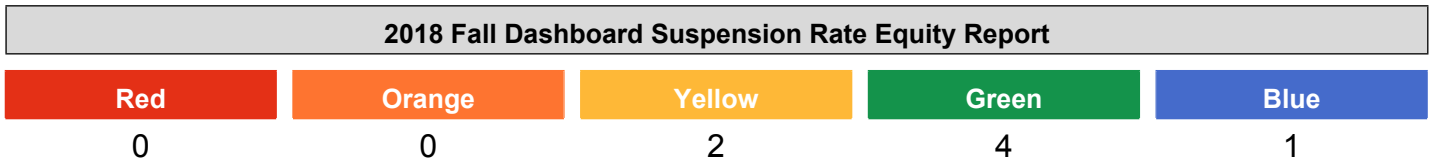
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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



This section provides number of student groups in each color.











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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>4.9% suspended at least once</p> <p>Declined -4.6%</p> <p>2201 students</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>3.3% suspended at least once</p> <p>Declined -10.5%</p> <p>242 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>11.1% suspended at least once</p> <p>Declined -23.7%</p> <p>18 students</p>
<p><b>Homeless</b></p>  <p>Yellow</p> <p>9.2% suspended at least once</p> <p>Declined -2.5%</p> <p>65 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>5.4% suspended at least once</p> <p>Declined -5.2%</p> <p>1719 students</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>7% suspended at least once</p> <p>Declined -8.6%</p> <p>186 students</p>



**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 10.3% suspended at least once Declined -12.5% 29 students	 No Performance Color 15.4% suspended at least once 13 students	 Blue 0% suspended at least once Maintained 0% 45 students	 No Performance Color Less than 11 Students - Data 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5% suspended at least once Declined -4.9% 1847 students	 No Performance Color 8.7% suspended at least once Increased 8.7% 23 students	 No Performance Color Less than 11 Students - Data 6 students	 Green 3% suspended at least once Declined -2.8% 231 students

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

**2018 Fall Dashboard Suspension Rate by Year**

2016	2017	2018
16.4% suspended at least once	9.5% suspended at least once	4.9% suspended at least once

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities: X1 X2 3 X4 5 6 X7 X8

Local Priorities: 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: 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 1

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.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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: +27
Local Interim Assessment ELA (NWEA)	37.3% of students met or exceeded standard in ELA	50% of students met or exceeded standard in ELA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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: -50
Local Interim Assessment Math (NWEA)	43.8% of students met or exceeded standard in math	52% of students met or exceeded standard in math
ELPAC	Piloted group of 60 assessed in Spring of 2017	Will project based on baseline score in Spring of 2018
Reclassification Rate	13.7%	20%

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

## Strategy/Activity 1

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

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

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

### Strategy/Activity

Planned:

#### Classified Salaries - Student Advocate (2200)

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

Who:

- Administration
- Counselors

- Student Advocates

**Tasks & Due Dates:**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

158069

Student Advocate

**Strategy/Activity 2**

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

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

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

**Strategy/Activity**

Planned:

Certificated Salaries - TSA: Cross Curricular Literacy Coach (1100)

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

Who:

- Administration
- Teachers
- Academic Team

Tasks & Due Dates:

- Provide professional learning
- Cognitive Coaching including lesson cycles and observations
- Explicit instruction in phonemic awareness
- Explicit instruction in phonics

- Direct and integrated instruction in text reading and comprehension
- Assessment-based selection and monitoring of struggling readers
- Accelerated not decelerated instruction
- Intensive instruction in every session
- Extensive amounts of daily practice

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	TSA
	Outside Contracted Services

**Strategy/Activity 3**

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

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

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

**Strategy/Activity**

Planned:

Provide Teacher Release, Extra Time, Travel & Conference (Cert. Extra Time 1190, Cert. Subs 1125, Travel & Conference 5200):

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

Who:

- Teachers

- Steering Committee
- Academic Team
- Administration

**Tasks & Due Dates::**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
6000	Certificated Subs
9000	Certificated Extra Time
27000	Travel and Conference
	Outside Contracted Services

**Strategy/Activity 4**

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

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

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

**Strategy/Activity**

Planned:

Supplemental Materials (Instructional Supplies 4310 & Duplicating/Printshop 5715)

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

Who:

- Administration
- Teachers
- Student Advocates

Tasks & Due Dates:

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
63725	Instructional Supplies
3000	Duplicating / Printshop

**Strategy/Activity 5**

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

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

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

Strategy/Activity

Planned:

Field Trips and entrance/conference fees (5808):

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

Who:

- Administration
- Teachers
- Student Advocates

Tasks & Due Dates:

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2500

Entry Fees

### Strategy/Activity 6

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

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

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

Strategy/Activity

Planned:

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

Contract with an outside resource to enhance the education of our students. For example, art or science lessons.

- To support language development & math concepts.
- To improve student attendance.
- To build motivation and confidence in student who may struggle in academic areas.
- To support learning through a variety of modalities.
- To provide authentic experiences to promote writing.
- Provide guest speakers.
- Implement Balanced Math Program.

Who:



- Administration

Tasks & Due Dates:

- Guest speakers
- Balanced Math Program

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

25000

Outside Contracted Services

## Annual Review

**SPSA Year Reviewed: 2018-19**

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

### ANALYSIS

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

MHS 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 implementation 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 meetings, one-on-one coaching conversations and planning days. We started to develop and implement common literacy skills school wide. We will continue to utilize the Student Advocates to target at-risk students.

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

The funding for Goal #1 for 2018-2019 had slight adjustments due to expenditures but the activities were utilized.

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

MHS added funding for a Cross Curricular Coach (TSA) to support literacy development school wide. MHS will maintain funding in the other 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 implementation 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 meetings, one-on-one coaching conversations and planning days. We will continue to develop and implement literacy and numeracy skills school wide. We will continue to utilize the Student Advocates to target at-risk students.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities 1 2 X3 4 5 6 7 8

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

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

## Goal 2

Statement of Goal: Safe and Healthy Environment for Learning and Work  
 3-Year District Specific Goal: Madera Unified will obtain 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.  
 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.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	9.5% (211 students were suspended one or more times.) 2016-17	6%
9th-10th Grade School Climate Favorable	35% (788 student responses)	45%

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

## Strategy/Activity 1

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

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

- School-wide
- Students with Disabilities

- English Learners
- Foster Youth
- Low Income

**Strategy/Activity**

Planned:

Classified Salaries - Student Advocate (1100)

To empower students to create a healthy academic, behavior and social performance. .

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

Who:

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

Tasks & Due Dates:

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

Cost: See Goal 1 Action 1

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 2**  
**Students to be Served by this Strategy/Activity**

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

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

### Strategy/Activity

Planned:

Professional Development (Travel & Conference 5200, Outside Contracted Services 5800):

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

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

Who:

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

Tasks & Due Dates:

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

Cost: See Goal 1 Action 3

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

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

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

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

#### Strategy/Activity

##### Planned:

Provide Teacher Release and Extra Time, Classified Extra Time (Cert. Extra Time 1190 & Cert. Subs 1125, Classified Extra Time):

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

##### Who:

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

##### Tasks & Due Dates:

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

Cost: See Goal 1 Action 3

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 4

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

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

- School-wide

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

Strategy/Activity

Planned:

Supplemental Materials (Instructional Supplies 4310, Printing 5715):

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

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

Who:

- Administration
- Teachers
- Student Advocates
- Counselors

Tasks & Due Dates:

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

Cost: See Goal 1 Action 4

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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## Strategy/Activity 5

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

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

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

### Strategy/Activity

Planned:

Field Trips and entrance/conference fees (5808):

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

Who:

- Administration
- Teachers
- Student Advocates
- Counselors

Tasks & Due Dates:

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

Cost: See Goal 1 Action 5

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 6

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

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

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



## Strategy/Activity

Planned:

Outside Contracted Services (5800)

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

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

Who:

- Administration

Tasks & Due Dates:

- Guest speakers
- Balanced Math Program

Cost: See Goal 1 Action 6

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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## Annual Review

### **SPSA Year Reviewed: 2018-19**

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

### **ANALYSIS**

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

Tier 1 school wide continued to be refined. MHS PBIS team participated in Madera County training for year 3.

Tier 2 and 3 interventions were researched, tested, added, and monitored throughout the 2018-19 school year.

Funding for PBIS continued

Some teachers were trained on School Wide Restorative Justice Community Circles.

Some teachers began to hold classroom community circles.

Leadership students were trained to assist in co facilitating community circles campus wide.

Students Advocates, Vice Principals, and Counselors continued to implement Tier 2 Harms Circles and Tier 3 Reintegration Circles.

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

The funding for Goal #2 for 2018-2019 had slight adjustments due to expenditures but the activities were utilized.

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

Tier 1 school wide will continue to be refined through the developed of a new bell schedule. Tier 2 and 3 interventions will be implemented in various ways (YEP, BSP, BST, SST, etc.). Prizes and incentives to reinforce positive behavior will continue to be distributed. Teachers will continue to be trained on School Wide Restorative Justice Community Circles. More teachers will begin to hold classroom community circles. Link Crew/Leadership students and possible Safe School Ambassadors/Peer tutors will be trained to assist in co facilitating community circles campus wide. Students Advocates, Vice Principals, and Counselors will continue to implement Tier 2 Harms Circles and Tier 3 Reintegration Circles.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities 1 2 3 4 X5 X6 7 8

Local Priorities None

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

## Goal 3

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

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

3-Year School Specific Goal: Madera 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.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Meeting	220	300
Back-to-school Attendance	250	400
SSC	16	25
ELAC	25	30
Active Parent Portal Users	1978	2000

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

## Strategy/Activity 1

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

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

- School-wide

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

## Strategy/Activity

### Planned:

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

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

### Parent Involvement & Parent Workshops:

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

### Who:

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

### Tasks & Due Dates:

- Two to three Weekly Connect Ed calls to inform parents of weekly events.
- Monthly updates at parent meetings; PTA, SSC and ELAC
- Updated information on the school website
- Individual phone calls home reminding parents to support their child
- Promote participation in PTA

- Provide Interpreting devices to provide simultaneous interpretation for Spanish speaking parents during parent information nights and other meetings.
- Assist MHS parents in creating and activating a Parent Portal Account to monitor students attendance and grades from home.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

4248

Parent Supplies

**Strategy/Activity 2**

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

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

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

**Strategy/Activity**

Planned:

Provide time or extra time to staff (Classified Extra Time 2960):

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

Who:

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

Tasks & Due Dates:

- Parent Workshops
- PIQE
- PTA Meetings
- ELAC Meetings
- DELAC Meetings
- SSC Meetings
- Back to School Night
- 8th Grade Parent Night

- 4.0 Awards Night
- Scholarship Night
- Student Recognition Night
- CSF Night
- Graduation
- FASFA Nights
- Senior Night
- AP Night
- Registration Night
- Any other relevant events

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2500

Classified Extra Time

**Strategy/Activity 3**

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

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

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

**Strategy/Activity**

Planned:

Field Trips and entrance/conference fees

(5716, 5808, 5865):

Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system.

Who:

- Administration
- Teachers
- Student Advocates
- Counselors

Tasks & Due Dates:

- Based on need
- Workshops
- Events

- College visits

Cost: See Goal 3 Action 1

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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## Annual Review

**SPSA Year Reviewed: 2018-19**

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

### ANALYSIS

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

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

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

The funding for Goal #3 for 2018-2019 had slight adjustments due to expenditures but the activities were utilized.

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities X1 2 3 4 5 6 7 8

Local Priorities None

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

## Goal 4

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

## Identified Need

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

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

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

Strategy/Activity



Planned:

Purchase technology, supplemental materials, and resources:

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

Who:

- Administration
- Site and District IT

Tasks & Due Dates:

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

38000

Computer Hardware

15000

Computer Hardware/Software Maintenance & License

## Annual Review

**SPSA Year Reviewed: 2018-19**

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

### ANALYSIS

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

Refer to Goals #1, #2, and #3.

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

The funding for Goal #4 for 2018-2019 had slight adjustments due to expenditures but the activities were utilized.

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

Refer to Goals #1, #2, and #3.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$341,872.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$354,042.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Certificated Extra Time	\$9,000.00
Certificated Subs	\$6,000.00
Classified Extra Time	\$2,500.00
Computer Hardware	\$38,000.00
Computer Hardware/Software Maintenance & License	\$15,000.00
Duplicating / Printshop	\$3,000.00
Entry Fees	\$2,500.00
Instructional Supplies	\$63,725.00
Outside Contracted Services	\$25,000.00
Parent Supplies	\$4,248.00
Student Advocate	\$158,069.00
Student Advocate	\$158,069.00
Travel and Conference	\$27,000.00

TSA

\$0.00

Subtotal of state or local funds included for this school: \$354,042.00

Total of federal, state, and/or local funds for this school: \$354,042.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Robyn Cosgrove	Principal
Isabel Guzman	Parent or Community Member
Leticia Ceballos	Parent or Community Member
Lucia Gomez	Parent or Community Member
Karen Potkey	Parent or Community Member
Lindsay Rebel	Secondary Student
Maria Melgoza	Secondary Student
Alyssa Barriga	Secondary Student
Jander Duque	Other School Staff
Dana Gutierrez	Other School Staff
Michelle Duncan	Classroom Teacher
Kristen O'Berg	Classroom Teacher
Daniel Strobel	Classroom Teacher
Gina Cardenas	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Robyn Cosgrove on 5-13-19

SSC Chairperson, Michelle Duncan on 5-13-19

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

### **Stakeholder Involvement**

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

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

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

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

### **Resource Inequities**

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

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



# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## Madera High School

**Funding Source: Certificated Extra Time**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$9,000.00		<p>Planned:            Provide Teacher Release, Extra Time, Travel &amp; Conference (Cert. Extra Time 1190, Cert. Subs 1125, Travel &amp; Conference 5200):</p> <ul style="list-style-type: none"> <li>-Observe high impact CCCS lessons.</li> <li>-Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.</li> <li>-Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.</li> <li>-Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.</li> <li>-Time for testing, scheduling, and compiling information about students.</li> <li>-Provide after school tutoring or other interventions for students.</li> <li>-Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.</li> <li>-Provide professional development to assist teachers in the transition to common core in English, Social Science, Math, and Science to develop both rigorous and relevant performance tasks, unit plans, and lessons plans with the end in mind.</li> <li>-Highly effective, immediately usable professional development across content areas to build literacy and content (including AP training and Balanced Math).</li> </ul> <p>Who:</p> <ul style="list-style-type: none"> <li>-Teachers</li> <li>-Steering Committee</li> <li>-Academic Team</li> <li>-Administration</li> </ul> <p>Tasks &amp; Due Dates::</p>

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

Certificated Extra Time Total Expenditures: \$9,000.00

Certificated Extra Time Allocation Balance: \$0.00

**Funding Source: Certificated Subs**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$6,000.00		Planned: Provide Teacher Release, Extra Time, Travel & Conference (Cert. Extra Time 1190, Cert. Subs 1125, Travel & Conference 5200): -Observe high impact CCCS lessons. -Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. -Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. -Allow for one-on-one teacher testing for students who are at-

risk and/or on grade level.

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

Who:

- Teachers
- Steering Committee
- Academic Team
- Administration

Tasks & Due Dates::

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

## Madera High School

Certificated Subs Total Expenditures: \$6,000.00

Certificated Subs Allocation Balance: \$0.00

**Funding Source: Classified Extra Time**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$2,500.00

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

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

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

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Classified Extra Time Total Expenditures:      \$2,500.00

Classified Extra Time Allocation Balance:      \$0.00

# Madera High School

## Funding Source: Computer Hardware

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$38,000.00		Planned: Purchase technology, supplemental materials, and resources: -Purchase technology to support technology goal. -Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. -Provide for repairs as needed to keep equipment in working order. -Purchase hardware and software programs to facilitate and support technology use and learning.  Who: -Administration -Site and District IT  Tasks & Due Dates: -Purchase software -Purchase hardware -Purchase/Replace Technology utilized for the classroom -Utilize up-to-date technology programs

Computer Hardware Total Expenditures: \$38,000.00

Computer Hardware Allocation Balance: \$0.00

## Funding Source: Computer Hardware/Software Maintenance & License

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Madera High School

\$15,000.00

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

Who:  
 -Administration  
 -Site and District IT

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

Computer Hardware/Software Maintenance & License Total Expenditures: \$15,000.00

Computer Hardware/Software Maintenance & License Allocation Balance: \$0.00

**Funding Source: Duplicating / Printshop \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Madera High School

\$3,000.00

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

Who:  
 -Administration  
 -Teachers  
 -Student Advocates

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

Duplicating / Printshop Total Expenditures: \$3,000.00

Duplicating / Printshop Allocation Balance: \$0.00

## Funding Source: Entry Fees

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Madera High School

\$2,500.00

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

Who:  
 -Administration  
 -Teachers  
 -Student Advocates

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

Entry Fees Total Expenditures: \$2,500.00

Entry Fees Allocation Balance: \$0.00

**Funding Source: Instructional Supplies**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Madera High School

\$63,725.00

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

Who:  
 -Administration  
 -Teachers  
 -Student Advocates

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

Instructional Supplies Total Expenditures: \$63,725.00

Instructional Supplies Allocation Balance: \$0.00

**Funding Source: Outside Contracted Services \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Madera High School

\$25,000.00

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

Who:  
 -Administration

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

Outside Contracted Services Total Expenditures: \$25,000.00

Outside Contracted Services Allocation Balance: \$0.00

## Funding Source: Parent Supplies

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$4,248.00		Planned: Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: -Duplicate printed materials to promote parent involvement. -Purchase materials to support parent involvement. -Utilize the district's print shop service to provide materials for parent communication. -Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. Parent Involvement & Parent Workshops:

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

#### Who:

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

#### Tasks & Due Dates:

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

## Madera High School

Parent Supplies Total Expenditures: \$4,248.00

Parent Supplies Allocation Balance: \$0.00

**Funding Source: Student Advocate**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$158,069.00

**Planned:**

**Classified Salaries - Student Advocate (2200)**

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

**Who:**

- Administration
- Counselors
- Student Advocates

**Tasks & Due Dates:**

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

Student Advocate Total Expenditures: \$158,069.00

Student Advocate Allocation Balance: \$0.00



# Madera High School

Funding Source: Travel and Conference

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$27,000.00		<p>Planned:            Provide Teacher Release, Extra Time, Travel &amp; Conference (Cert. Extra Time 1190, Cert. Subs 1125, Travel &amp; Conference 5200):</p> <ul style="list-style-type: none"> <li>-Observe high impact CCCS lessons.</li> <li>-Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.</li> <li>-Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.</li> <li>-Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.</li> <li>-Time for testing, scheduling, and compiling information about students.</li> <li>-Provide after school tutoring or other interventions for students.</li> <li>-Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.</li> <li>-Provide professional development to assist teachers in the transition to common core in English, Social Science, Math, and Science to develop both rigorous and relevant performance tasks, unit plans, and lessons plans with the end in mind.</li> <li>-Highly effective, immediately usable professional development across content areas to build literacy and content (including AP training and Balanced Math).</li> </ul> <p>Who:</p> <ul style="list-style-type: none"> <li>-Teachers</li> <li>-Steering Committee</li> <li>-Academic Team</li> <li>-Administration</li> </ul> <p>Tasks &amp; Due Dates::</p> <ul style="list-style-type: none"> <li>-Review and analyze Math/Science data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions</li> <li>-Development and analysis of norms, department</li> </ul>

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

Travel and Conference Total Expenditures: \$27,000.00

Travel and Conference Allocation Balance: \$0.00

**Funding Source: TSA**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

**Planned:**

Certificated Salaries - TSA: Cross Curricular Literacy Coach (1100)

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

**Who:**

- Administration
- Teachers
- Academic Team

**Tasks & Due Dates:**

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

TSA Total Expenditures: \$0.00

TSA Allocation Balance: \$0.00

Madera High School Total Expenditures: \$354,042.00