

School Year:

2022-23



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Madera South High School	20-65243-0110965	9/19/22	11/08/2022

## Purpose and Description

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

Schoolwide Program

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

District Mission Statement

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

District Vision Statement

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

School Name

Madera South High School

School Mission Statement

It is the mission of Madera South High School that all students will graduate with the skills to ensure they are caring, competent, critical thinkers who are prepared for college, career, and community success.

### School Vision Statement

In partnership with families and community, we help to create lifelong learners through strong relationships, high expectations with support, and an unwavering commitment to succeed.

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

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

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

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

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

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

Jon Steinmetz

Principal

Madera South High School

705 West Pecan Avenue

Madera CA 93637

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

There were several different surveys that Madera South High School conducted over the course of the 21-22 school year. One of the surveys that was used the district's panorama survey. The majority of students report that they have positive relationships with adults on campus. In addition to this our school also conducts Empathy Interviews with a random segment of our student population. Students were asked about their experiences in distance learning. While the majority of students expressed that returning to school was a challenge, they felt like they were getting the support they needed to be successful. Surveys were also conducted as part of Madera South's ongoing WASC cycle and in conjunction with the implementation of PBIS. The survey results have indicated that Madera South needs to still work on students feeling engaged with learning content and with seeing the relevance of what they are learning.

## Classroom Observations

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

Our site administrative team visits classrooms (5-10 minutes) for each teacher weekly to provide observational feedback. Besides weekly classroom observations, administrators conducted full-cycle evaluations for teachers due to be evaluated. There were mixed results in what was observed in classrooms. Teachers found that the return to in-person instruction following a year of distance learning presented challenges, which included students with social-emotional concerns, gaps in learning, and students reluctant to engage in activities and classroom discourse. Instructional feedback to increase student talk time following distance learning showed mixed results. Madera South High School teachers did an admirable job in forming positive relationships with students throughout the year, and as a result, students showed more engagement as the year proceeded.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

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

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

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

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

Our focus for the 2021-2022 school year was supporting teaching staff in building relationships with students through our PBIS focus. Professional development was provided prior to the start of the school year and during the school year. In addition to this, Madera South School High School's math department was provided training from consultants from the Fresno State Math Department. The consultants worked with our math teachers in lesson study to help teachers in designing lessons to best support all students. Also, PD was provided to support teachers in meeting the needs of our EL population. Furthermore, training was provided by the site administration and in conjunction with the district academic coaches to support math and English teachers in using NWEA data to continuously improve.

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

For the 2021-2022 school year, Madera South High School used teacher leaders to help provide support for teaching and learning. Cohorts of teachers in the three identified focus areas met every three weeks to determine the needs of students in the areas of math, EL support, and engagement for frosh. Strategies and supports created by the cohorts were shared out through PLCs. Several PLCs completed Project Based Learning training in the summer of 2021 with Madera Unified, and the training was implemented in instruction and planning within PLCs.

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

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

## Teaching and Learning

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

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

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

K-8 question not applicable to high schools.

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

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

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

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

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

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

## Opportunity and Equal Educational Access

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

All students at Madera South High School are provided with services to support their ability to meet state standards. In the area of reading, students are screened using multiple measures and provided support, which includes the use of the American Reading Company weekly assessments, Scholastic Reading Inventory Assessment, and NWEA. In the area of math, all students were screened and provided interventions based on both their current levels and identification of what support is needed to meet grade-level standards as indicated. Students are also provided with opportunities for extra support through lunchtime and after-school tutoring sessions with teachers. Additionally, students are provided opportunities to master their learning through blended learning (direct instruction and computer-based instruction) and credit recovery courses (computer-based).

Evidence-based educational practices to raise student achievement

Madera South High School works with the teaching staff to determine professional development needs. Within PLCs, teachers determine needs specific to their students' needs. Teachers create S.M.A.R.T. goals and use the Plan-Do-Study-Act model to implement and determine the effectiveness of changes actions implemented. These actions and their effectiveness are shared in the department, focus groups, and whole staff meetings.

## Parental Engagement

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

Madera Unified School District's Family and Support services provide parent training opportunities. Additionally, home liaisons and student advocates work to support parents based on students identified through multiple measures.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

## Funding

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

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

Fiscal support (EPC)

Title I Parent Ed and Professional Development

# Stakeholder Involvement

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

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

### INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

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

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

LCAP surveys: (the district has dates)

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

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

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

School Site Leadership: monthly

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

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

# Resource Inequities

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

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

Greatest Progress Made:

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

## GREATEST NEEDS

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.41%	0.3%	%	14	9	
African American	1.76%	1.3%	%	60	35	
Asian	0.82%	1.1%	%	28	30	
Filipino	0.29%	0.3%	%	10	9	
Hispanic/Latino	92.22%	93.1%	%	3,140	2,598	
Pacific Islander	0%	0.0%	%	0	1	
White	3.82%	3.2%	%	130	88	
Multiple/No Response	0.18%	0.5%	%	17	14	
	<b>Total Enrollment</b>			3,405	2,791	

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	987	609	
Grade 10	966	654	
Grade 11	752	847	
Grade 12	700	681	
<b>Total Enrollment</b>	3,405	2,791	

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	441	468	459	13.5%	13.7%	16.4%
Fluent English Proficient (FEP)	1,949	1,971	1549	59.6%	57.9%	55.5%
Reclassified Fluent English Proficient (RFEP)	21	58	24	5.5%	13.2%	5.1%



# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	642	703	765	627	688	0	622	687	0	97.7	97.9	0.0
All Grades	642	703	765	627	688	0	622	687	0	97.7	97.9	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2555.	2576.		9.32	14.99		34.89	34.79		28.62	29.69		27.17	20.52	
All Grades	N/A	N/A	N/A	9.32	14.99		34.89	34.79		28.62	29.69		27.17	20.52	

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	16.13	23.83		54.68	49.56		29.19	26.61	
All Grades	16.13	23.83		54.68	49.56		29.19	26.61	

### 2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	12.60	21.18		53.03	55.59		34.37	23.24	
All Grades	12.60	21.18		53.03	55.59		34.37	23.24	

### 2019-20 Data:

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 11</b>	12.08	15.77		66.02	70.22		21.90	14.01	
<b>All Grades</b>	12.08	15.77		66.02	70.22		21.90	14.01	

2019-20 Data:

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<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 11</b>	25.32	23.13		51.79	57.10		22.89	19.77	
<b>All Grades</b>	25.32	23.13		51.79	57.10		22.89	19.77	

2019-20 Data:

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

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	643	703	765	628	668	0	628	667	0	97.7	95	0.0
All Grades	643	703	765	628	668	0	628	667	0	97.7	95	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2508.	2509.		1.43	1.80		9.55	10.19		25.80	23.09		63.22	64.92	
All Grades	N/A	N/A	N/A	1.43	1.80		9.55	10.19		25.80	23.09		63.22	64.92	

### 2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 11	4.15	4.99		25.24	20.27		70.61	74.74				
All Grades	4.15	4.99		25.24	20.27		70.61	74.74				

### 2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	3.35	4.71		39.78	43.92		56.87	51.37	
All Grades	3.35	4.71		39.78	43.92		56.87	51.37	

### 2019-20 Data:

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 11</b>	3.18	3.77		54.30	52.71		42.52	43.52	
<b>All Grades</b>	3.18	3.77		54.30	52.71		42.52	43.52	

2019-20 Data:

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# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1520.6	1543.1	1544.3	1506.6	1547.9	1542.0	1534.2	1537.9	1546.1	101	164	137
10	1539.0	1556.2	1553.3	1528.6	1555.9	1548.1	1549.0	1556.0	1558.0	89	83	94
11	1530.6	1549.9	1542.6	1521.6	1541.9	1534.7	1539.0	1557.5	1550.0	81	62	92
12	1539.5	1552.7	1544.5	1532.3	1547.4	1542.4	1546.1	1557.5	1546.1	47	61	47
All Grades										318	370	370

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	11.59	5.98	39.60	35.37	42.74	28.71	39.63	41.88	23.76	13.41	9.40	101	164	117
10	19.10	21.69	12.35	33.71	36.14	38.27	31.46	27.71	40.74	15.73	14.46	8.64	89	83	81
11	*	8.06	6.94	37.04	40.32	31.94	30.86	40.32	40.28	19.75	11.29	20.83	81	62	72
12	*	6.56	5.71	36.17	44.26	31.43	25.53	32.79	45.71	23.40	16.39	17.14	47	61	35
All Grades	13.21	12.43	7.87	36.79	37.84	37.70	29.56	35.95	41.64	20.44	13.78	12.79	318	370	305

### 2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	24.75	27.44	25.64	37.62	42.07	41.88	25.74	21.95	24.79	11.88	8.54	7.69	101	164	117
10	35.96	32.53	28.40	30.34	40.96	43.21	29.21	14.46	22.22	*	12.05	6.17	89	83	81
11	37.04	19.35	18.06	40.74	45.16	54.17	*	29.03	13.89	*	6.45	13.89	81	62	72
12	36.17	27.87	25.71	38.30	37.70	42.86	*	24.59	22.86	*	9.84	8.57	47	61	35
All Grades	32.70	27.30	24.59	36.48	41.62	45.25	20.13	21.89	21.31	10.69	9.19	8.85	318	370	305

### 2019-20 Data:

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	1.83	4.27	25.74	11.59	13.68	28.71	53.05	56.41	43.56	33.54	25.64	101	164	117
10	*	3.61	7.41	22.47	33.73	19.75	32.58	32.53	55.56	34.83	30.12	17.28	89	83	81
11	*	3.23	2.78	16.05	12.90	8.33	41.98	53.23	56.94	38.27	30.65	31.94	81	62	72
12	*	3.28	0.00	*	19.67	14.29	51.06	44.26	51.43	31.91	32.79	34.29	47	61	35
All Grades	5.03	2.70	4.26	20.44	18.11	14.10	36.48	47.03	55.74	38.05	32.16	25.90	318	370	305

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	24.75	5.49	4.27	46.53	76.83	76.92	28.71	17.68	18.80	101	164	117
10	32.58	6.02	8.64	52.81	74.70	79.01	14.61	19.28	12.35	89	83	81
11	24.69	0.00	1.39	54.32	64.52	68.06	20.99	35.48	30.56	81	62	72
12	*	0.00	2.86	68.09	62.30	77.14	*	37.70	20.00	47	61	35
All Grades	26.10	3.78	4.59	53.46	71.89	75.41	20.44	24.32	20.00	318	370	305

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	43.56	67.07	64.10	44.55	25.61	30.77	11.88	7.32	5.13	101	164	117
10	53.93	69.88	62.96	41.57	19.28	32.10	*	10.84	4.94	89	83	81
11	62.96	74.19	70.83	25.93	24.19	22.22	*	1.61	6.94	81	62	72
12	61.70	78.69	57.14	25.53	14.75	40.00	*	6.56	2.86	47	61	35
All Grades	54.09	70.81	64.59	36.16	22.16	30.16	9.75	7.03	5.25	318	370	305

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	*	1.83	5.98	37.62	54.88	52.14	58.42	43.29	41.88	101	164	117
<b>10</b>	*	10.84	11.11	42.70	56.63	55.56	47.19	32.53	33.33	89	83	81
<b>11</b>	*	3.23	2.78	29.63	54.84	50.00	66.67	41.94	47.22	81	62	72
<b>12</b>	*	4.92	2.86	38.30	45.90	48.57	57.45	49.18	48.57	47	61	35
<b>All Grades</b>	5.66	4.59	6.23	37.11	53.78	52.13	57.23	41.62	41.64	318	370	305

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	*	5.49	0.85	75.25	74.39	88.89	16.83	20.12	10.26	101	164	117
<b>10</b>	15.73	8.43	1.23	70.79	74.70	91.36	13.48	16.87	7.41	89	83	81
<b>11</b>	14.81	8.06	18.06	74.07	87.10	68.06	*	4.84	13.89	81	62	72
<b>12</b>	*	8.20	11.43	65.96	80.33	71.43	*	11.48	17.14	47	61	35
<b>All Grades</b>	13.84	7.03	6.23	72.33	77.57	82.62	13.84	15.41	11.15	318	370	305

2019-20 Data:

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

# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>2791</b>	<b>94.0</b>	<b>16.4</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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	459	16.4
Foster Youth	13	0.5
Homeless	49	1.8
Socioeconomically Disadvantaged	2624	94.0
Students with Disabilities	224	8.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	1.3
American Indian or Alaska Native	9	0.3
Asian	30	1.1
Filipino	9	0.3
Hispanic	2598	93.1
Two or More Races	14	0.5
Native Hawaiian or Pacific Islander	1	0.0
White	88	3.2

### Conclusions based on this data:

- 1.








# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699"><b>English Language Arts</b></p>  <p data-bbox="293 747 373 779">Yellow</p>	<p data-bbox="706 667 915 699"><b>Graduation Rate</b></p>  <p data-bbox="781 747 844 779">Blue</p>	<p data-bbox="1179 667 1398 699"><b>Suspension Rate</b></p>  <p data-bbox="1245 747 1325 779">Yellow</p>
<p data-bbox="251 867 415 898"><b>Mathematics</b></p>  <p data-bbox="305 947 362 978">Red</p>		
<p data-bbox="240 1066 427 1098"><b>College/Career</b></p>  <p data-bbox="293 1146 373 1178">Yellow</p>		

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance English Language Arts

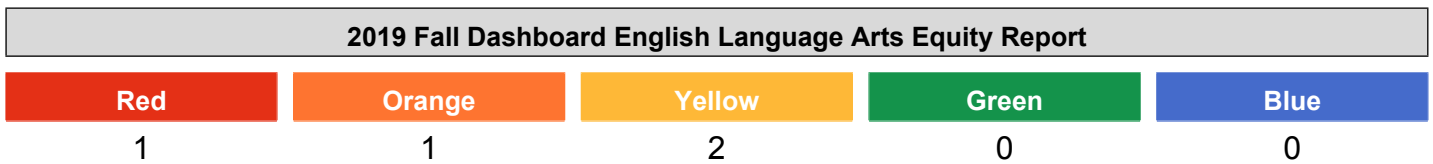
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 6.5 points below standard Increased Significantly ++20.4 points 673	<p><b>English Learners</b></p> Red 102.2 points below standard Declined -5.2 points 120	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color 33.8 points below standard Declined Significantly -15.6 points 18	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 9.6 points below standard Increased Significantly ++18.1 points 614	<p><b>Students with Disabilities</b></p> Orange 116.2 points below standard Increased ++6.8 points 66

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

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

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

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

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Performance Mathematics

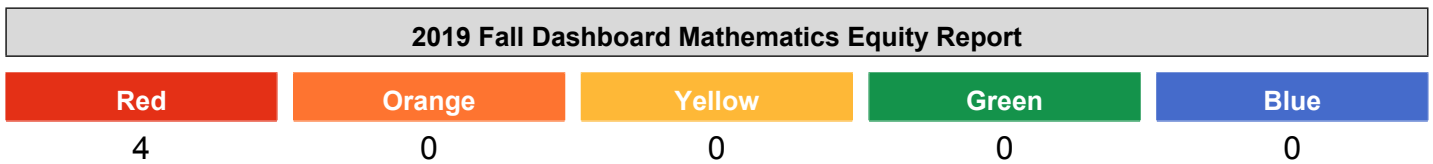
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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










This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #ccccff; padding: 2px;">150.4 points below standard</span> Increased ++8 points  11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  2
Hispanic	Two or More Races	Pacific Islander	White
 Red <span style="background-color: #ccccff; padding: 2px;">120.6 points below standard</span> Declined -4.8 points  613	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1	(Empty)	 No Performance Color <span style="background-color: #ccccff; padding: 2px;">73.8 points below standard</span>  Increased Significantly ++25 points 25

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #ccccff; padding: 2px;">212.7 points below standard</span> Declined -7 points  58	<span style="background-color: #ccccff; padding: 2px;">165.2 points below standard</span> Declined Significantly -34.8 points  57	<span style="background-color: #ccccff; padding: 2px;">111.2 points below standard</span> Increased ++4.8 points  154

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

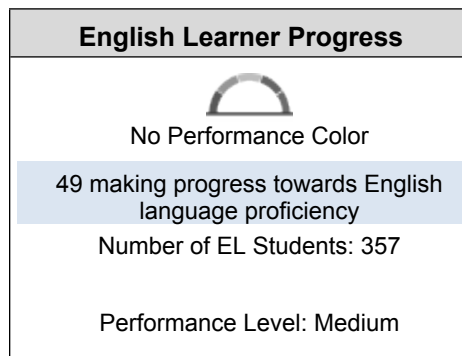
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

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

#### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	640	100
<b>African American</b>	6	0.9
<b>American Indian or Alaska Native</b>	2	0.3
<b>Asian</b>	11	1.7
<b>Filipino</b>	2	0.3
<b>Hispanic</b>	593	92.7
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	20	3.1
<b>Two or More Races</b>	4	0.6
<b>English Learners</b>	78	12.2
<b>Socioeconomically Disadvantaged</b>	616	96.3
<b>Students with Disabilities</b>	57	8.9
<b>Foster Youth</b>	9	1.4
<b>Homeless</b>	48	7.5

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	21	3.3
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	2	18.2
<b>Filipino</b>		
<b>Hispanic</b>	19	3.2
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>		
<b>English Learners</b>	1	1.3
<b>Socioeconomically Disadvantaged</b>	20	3.3
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	3	6.3

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

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

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



<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	256	40
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	2	18.2
<b>Filipino</b>		
<b>Hispanic</b>	241	40.6
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	10	50
<b>Two or More Races</b>		
<b>English Learners</b>	11	14.1
<b>Socioeconomically Disadvantaged</b>	242	39.3
<b>Students with Disabilities</b>	9	15.8
<b>Foster Youth</b>		
<b>Homeless</b>	21	43.8

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

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	306	47.8
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	6	54.5
<b>Filipino</b>		
<b>Hispanic</b>	286	48.2
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	9	45
<b>Two or More Races</b>		
<b>English Learners</b>	14	17.9
<b>Socioeconomically Disadvantaged</b>	292	47.4
<b>Students with Disabilities</b>	7	12.3
<b>Foster Youth</b>		
<b>Homeless</b>	21	43.8

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

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	154	24.1
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	2	18.2
<b>Filipino</b>		
<b>Hispanic</b>	149	25.1
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	2	10
<b>Two or More Races</b>		
<b>English Learners</b>	2	2.6
<b>Socioeconomically Disadvantaged</b>	147	23.9
<b>Students with Disabilities</b>	2	3.5
<b>Foster Youth</b>		
<b>Homeless</b>	12	25

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

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	158	24.7
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	4	36.4
<b>Filipino</b>		
<b>Hispanic</b>	141	23.8
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	7	35
<b>Two or More Races</b>		
<b>English Learners</b>	5	6.4
<b>Socioeconomically Disadvantaged</b>	148	24
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	15	31.3

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

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	97	15.2
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	3	27.3
<b>Filipino</b>		
<b>Hispanic</b>	85	14.3
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	3	15
<b>Two or More Races</b>		
<b>English Learners</b>	1	1.3
<b>Socioeconomically Disadvantaged</b>	89	14.4
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	8	16.7

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

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	126	19.7
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	1	9.1
<b>Filipino</b>		
<b>Hispanic</b>	123	20.7
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	1	5
<b>Two or More Races</b>		
<b>English Learners</b>	7	9
<b>Socioeconomically Disadvantaged</b>	125	20.3
<b>Students with Disabilities</b>	1	1.8
<b>Foster Youth</b>		
<b>Homeless</b>	8	16.7

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

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

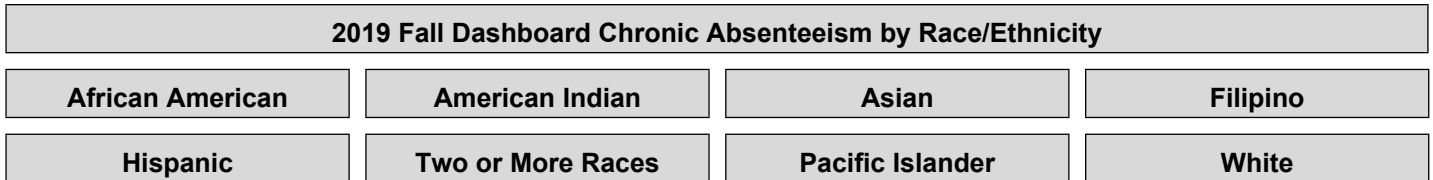
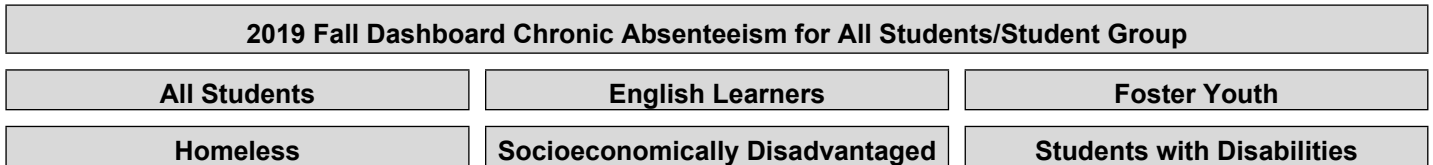
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	640	605	3	94.5
English Learners	78	67	1	85.9
Foster Youth	9		0	
Homeless	48	40	0	83.3
Socioeconomically Disadvantaged	616	581	3	94.3
Students with Disabilities	57	49	3	86
African American	6		0	
American Indian or Alaska Native	2		0	
Asian	11	10	0	90.9
Filipino	2		0	
Hispanic	593	559	3	94.3
Native Hawaiian or Pacific Islander				
White	20	20	0	100
Two or More Races	4		0	

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

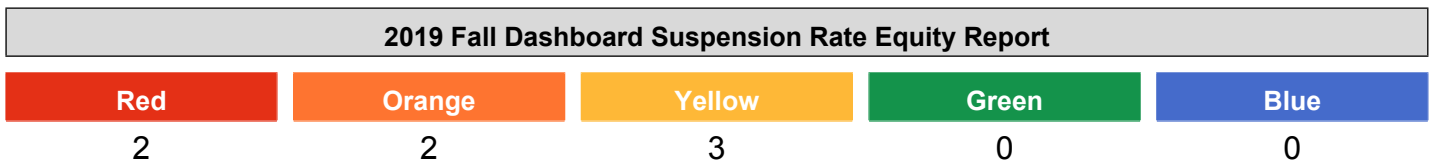
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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










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.

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

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

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

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	9.9	8.2

**Conclusions based on this data:**

- 1.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: Specify Local ELA, Math assessment, K-3 early reading literacy and reading, D's or F's on report card grade

## Goal 1

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of Students that Met or Exceeded ELA Standard Grade 11: 33%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 11: 40%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 24.27% Winter 2022: 21.15% Spring 2022: 24.2%  Fall to Spring % Met Best Growth Target 43.06%	NWEA Reading BEST Growth Target Fall 2021/2022: 30.62% Fall 2022/2023: 47.08% Fall 2023/2024: 63.54% Fall 2024/2025: 80%
CAASPP SBAC MATH	Percent of Students that Met or Exceeded Math Standard Grade 11: 3%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 11: 15%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 14.95%	NWEA Math BEST Growth Target Fall 2021/2022: 20.62%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Winter 2022: 14.10% Spring 2022: 16.8%  Fall to Spring % Met Best Growth Target 38.03%	Fall 2022/2023: 40.41% Fall 2023/2024: 60.21% Fall 2024/2025: 80%
English Learner progress (ELPAC)	Percent of students that scored a Level 4: 9.12%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 15%
Reclassification Rate	2021-2022 Reclassified Students: 40	2022-2023: 50
College & Career Readiness	Percent of students considered "Prepared" on the College/Career Indicator: 2019 school year: 43.4% 2020 school year: 42.8% The College/Career Indicator was suspended for the 2021 school year.	Percent of students considered "Prepared" on the College/Career Indicator: 2022 school year: 50 %

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

## Strategy/Activity 1

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

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

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

### Strategy/Activity

Planned:

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

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- Utilize the district's print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment,

teacher resources, or other items that support instruction to help students access the core or intervention.

- Purchase materials and supplies to support the implementation of advanced thinking skills.
- Purchase materials for most at-risk students to ensure that they are able to fully benefit from core content instruction.
- Purchase materials and supplies to support character education and PBIS.

Who:

- Administration
- Teachers
- Student Advocates

Tasks & Due Dates:

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Comp. Hardware under \$500 4385 (Title I)
0.00	Books & Reference Material 4200 (Title I)
0.00	Comp. Hardware/Software Maintenance & License 5885 (Title I)
162,341.00	Instructional Supplies 4310 (Title I)
500.00	Comp. Hardware \$500-\$5,000 4485 (Title I)
4000.00	Comp. Hardware/Software Maintenance & License 5885 (Title I)

### Strategy/Activity 2

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

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

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

Strategy/Activity

Planned:

Field Trips and entrance/conference fees (5808):

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

Who:

- Administration
- Staff
- Students

Tasks & Due Dates:

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

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

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

Amount(s)

5000.00

Source(s)

Entry Fees 5808 (Title I)

### **Strategy/Activity 3**

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

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

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

Strategy/Activity

Planned:

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

- Observe high impact lessons.
- Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students.

- Provide after school tutoring and support for students such as a writing lab, SAT prep., credit recovery.
- Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
- Credit recovery laboratory for students

Who:

- Teachers
- Staff
- Administration

Tasks & Due Dates::

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
3000.00	Certificated Subs 1125 (CSI)
0.00	Classified Extra Time
500.00	Rental/Leases/Non-Cap 5600 (CSI)
0.00	Outside Contracted Services
12000.00	Certificated Extra Time
7500.00	Travel & Conference 5200 (Title I)

**Strategy/Activity 4**

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

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

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

## Strategy/Activity

### Planned:

#### Certificated Salaries - (1100)

- Reading Intervention Laboratory- Provide one FTE position for a teacher for intensive reading support. The reading lab course is focused on building students' mastery of reading, spelling, comprehension, and language expression through a combination of lessons that strengthen phonetic awareness, spelling, comprehension, and phonological processing.
- Link Crew - .2 FTE Teacher Salary for Link Crew leadership course for upperclassmen to develop 9th grade connectivity to high school through freshmen orientation
- AVID - up to FTE Teacher Salary for the Advancement Via Individual Determination (AVID) elective course to improve academic achievement and college/career readiness

### Who:

- Administration
- Teachers
- Academic Team

### Tasks & Due Dates:

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

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Other Certificated Salaries

## Strategy/Activity 5

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

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

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

## Strategy/Activity

### Planned:

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

Who:

- Administration
- Teachers
- Academic Team

Tasks & Due Dates:

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

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

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

Amount(s)

Source(s)

C & I TSA

### **Strategy/Activity 6**

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

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

Planned:

Certificated Salaries -

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

Who:

- Administration
- Teachers
- Academic Team

Tasks & Due Dates:

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

### **Strategy/Activity**

Planned:

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

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

To support language development & math concepts.

To improve student attendance.

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

To support learning through a variety of modalities.

To provide authentic experiences to promote writing.

Provide guest speakers.

Who:

Administration

Staff (teaching, counselors and other staff)

Tasks & Due Dates:

Guest speakers

Outside agencies for training and materials

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000.00	Outside Contracted Services 5800 (Title I)
0.00	Book and reference materials

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Action/Strategy 1:

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

What were the activities implemented?

Instructional supplies were purchased to support the reopening of schools. Many of the supplies purchased were purchased with COVID funding one time money first. Title 1 funding was used to supplement classroom instruction and support teachers using engaging lessons.

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

Madera South High School did not spend as much in instructional supplies and duplicating due to supplement one time COVID funding provided by Madera Unified School District.



What was the overall effectiveness?

The instructional supplies purchased were effective in providing students engaging, hands, rigorous learning experiences.

Action/Strategy 2:

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

What were the activities implemented?

Students were able to engage in several learning opportunities off campus during this school year. Not all places visited required entry fees.

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

This strategy was implemented.

What was the overall effectiveness?

This strategy was effective. It provided students the opportunity to have real world learning opportunities that engaged them and provided them with a reason to sustain motivation for learning.

Action/Strategy 3:

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

What were the activities implemented?

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

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

Teachers were able to have instructional planning days in which they developed specific targeted lessons for improving academic achievement. In addition to this, in this goal area we met regularly to ensure implementation of our Strategic Action Plan around the areas of freshman success, EL learner success, and math success.

What was the overall effectiveness?

We had teachers involved in implementing many parts of SPSA . For example, our Math II and Math III teachers engaged in a lesson study cycle with the help of math professors from Fresno State. Our Freshman Success team met regularly to create a plan to implement strategies to support 9th graders by teaching study habits and time management. Our English Learner Support team worked together to come up with recommendations for school wide implementation of strategies to support EL learners.

#### Action/Strategy 4:

##### Certificated Salaries - (1100)

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

#### What were the activities implemented?

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

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

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

#### What was the overall effectiveness?

There is evidence to show the effectiveness of strategy in the form of growth in Lexile scores on both the NWEA and Reading Inventory exams.

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

#### Action/ Strategy 1 :

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

Instructional Supplies Allocation : \$108,000.00 Actuals \$5120.95

Computer Hardware under \$500.00 Allocation: 4464.13 Actuals 1195.29

Computer Hardware over \$500.00 Allocation: \$2000.00 Actuals:00.00

#### Why or why not is there a difference?:

There is a difference \$102,879.05, \$3268.84, and \$2000.00 from allocated funds compared to what was spent in the area of instructional supplies. This difference was due to the large amount of supplies that were purchased through COVID funding. In addition to this, technology such as Chromebook replacement has been covered by district level funds.

#### Action/ Strategy 2 :

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

Entry Fees Allocation : \$5000.00 Actuals \$4656.00

Why or why not is there a difference?:

There was only a difference in \$344.00 between allocation and actuals. Some places do not require entry fees.

Action/ Strategy 3 :

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

Cert. Extra Time 1190 Allocation : \$ 24100.00 Actuals \$5790.50

Cert. Subs 1125 Allocation : \$ 6000.00 Actuals \$9020.00 Funds were transferred into this account to support this strategy.

Travel and Conference 5200 Allocation : \$20,000.00 Actuals \$3495.00

outside contracted services Budgeted : 15000.00 actuals 61450.00 Money had to be transferred into this account to support this goal.

\*Difference: \$ 46,450.00 (This was not just for goal 1 )

Why or why not is there a difference?:

Much of the professional development was school or district based. This increase our need for subs to support planning and professional development work. We used less teacher extra time money because there were also district level funds used to support learning opportunities before and after the school day.

Action/ Strategy 4-6 :

Certificated Salaries - (1100) -Reading Intervention Laboratory & -Certificated Salaries Allocation : \$555295.00 Actuals 0

Why or why not is there a difference?:

This position was paid for out of district level categorical funds.

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

Action/Strategy 1:

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

\*Changes: Keep, Delete, or Modify?

Modify

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

Add to duplicating budget to support our community connections program.

Action/Strategy 2:

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

\*Changes: Keep, Delete, or Modify?

Keep

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

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

Action/Strategy 3:

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

\*Changes: Keep, Delete, or Modify?

Keep

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

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

Action/Strategy 4:

Certificated Salaries - (1100)

\*Changes: Keep, Delete, or Modify?

Keep

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

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities 1, 5, & 6

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

## Goal 2

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension (with attention to grade level and sub-groups)	2017 - 11.5% of students were suspended one or more times (CA Dashboard) 2018 - 9.9% of students were suspended one or more times (CA Dashboard) <ul style="list-style-type: none"> <li>9th Grade 14.21%</li> </ul> 2019 - 8.2% of students were suspended one or more times (CA Dashboard) 20/21 suspension rate .03% (during distance learning) 21/22 (pending data)	2022 Overall: Overall: 9% of students will be suspended one or more times 9th Grade: 12% of students will be suspended one or more times
Expulsion Rate	California Dashboard *2018-2019 = 0.79 % Expulsion rate *2019-2020 = 0.47% Expulsion rate	Projected for 2022-2023 = 0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2020-2021 = 0.0% Expulsion rate 2021-2022 (pending data)	
Chronic Absenteeism Rates	California Dashboard *2018-2019 = 17.4% Chronic Absenteeism Rates *2019-2020 = No data *2020-2021 = 11.5 % Chronic Absenteeism Rates 2021-2022 (pending data)	Projected for 2022-2023 = 8%
9th grade credit completion rate (with attention to grade level and sub-groups)	2019-2020 61% of 9th grade students finished year with 60 or more credits (with school closure) 2020-2021 42 % of 9th graders finished the year with at least 60 credits. 60% of freshman students ended the 20/21 school year with 50 credits or more. 2021-2022 42 % of 9th graders finished the year with at least 60 credits. 75% of freshman students ended the 21/22 school year with 50 credits or more.	85% of freshman will end the first year of high school with 50 credits
Graduation Rate	2019 MSHS graduation rate was 95.1% 2020 MSHS graduation rate was 97.4% 2021 MSHS graduation rate was 94.5% 2022 MSHS graduation rate was XX.X% (needs to be update)	2023 MSHS graduation rate will be 98%

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

### Strategy/Activity 1

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

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

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

**Strategy/Activity**

**Planned:**

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

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

**Who:**

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

**Tasks & Due Dates:**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

179429.00

Student Advocate 2200 (Title I)

**Strategy/Activity 2**

## Students to be Served by this Strategy/Activity

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

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

## Strategy/Activity

Planned:

Professional Development, Travel and Conference

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

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

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

Who:

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

Tasks & Due Dates:

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

Cost: See Goal 1 Action 2

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)



2000.00	Travel and Conference
0.00	Outside Contracted Services

**Strategy/Activity 3**

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

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

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

**Strategy/Activity**

Planned:  
 Provide Staff Release and Extra Time  
 (Cert. Extra Time 1190 & Cert. Subs 1125):

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

Who:

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

Tasks & Due Dates:

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

Cost: See Goal 1 Action 3

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0.00	Certificated Extra Time

0.00	Certificated Subs
0.00	Classified Extra Time

**Strategy/Activity 4**

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

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

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

**Strategy/Activity**

Planned:  
 Supplemental Materials and Supplies  
 (Instructional Supplies 4310, Printing 5715):  
 Purchase materials and supplies to help support student engagement and behavior supports. Including but not limited to these areas:

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

Who:

- Administration
- Teachers
- Student Advocates
- Counselors

Tasks & Due Dates:

- Based on need
- Materials and supplies:

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

Cost: See Goal 1 Action 4

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2000.00	Comp. Hardware \$500-\$5,000 4485 (Parent Ed)
	Book and reference materials

**Strategy/Activity 5**

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

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

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

**Strategy/Activity**

Planned:  
 Field Trips and entrance/conference fees  
 (5200, 5716, 5800, 5808, 5865):  
 Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

Who:

- Administration
- Teachers
- Student Advocates
- Counselors

Tasks & Due Dates:

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

Not funded

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 6**

## Students to be Served by this Strategy/Activity

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

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

## Strategy/Activity

Planned:

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

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

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

Who:

- Administration

Tasks & Due Dates:

- Guest speakers
- Outside agencies

Not funded

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# Annual Review

**SPSA Year Reviewed: 2021-22**

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

## ANALYSIS

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

Strategy/Activity 1

## Student Advocate

What were the activities implemented?

Student advocates were assigned case loads prior to the beginning of the school year. Advocates made parent and student contact and maintained this over the course of the school year. Student advocates also provided students with social emotional supports by using their training in restorative circles. Student advocates also helped with Tier II and Tier III services for students that are struggling with behavior.

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

What was the overall effectiveness?

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

## Strategy/Activity 2

What were the activities implemented?

Students attended conferences with their teachers to help build emotional supports and improve campus culture.

What was the overall effectiveness?

This strategy was effective because it helped students with the support they needed to return to in person school. Training for peer counseling, link crew, and safe school ambassadors all had positive impacts on school culture.

## Strategy/Activity 3

What were the activities implemented?

Teachers and members of the PBIS team were provided planning time for implemented PBIS strategies and creating PBIS lessons.

What was the overall effectiveness?

This strategy was effective because it helped to have a deeper implementation of our PBIS model school wide.

## Strategy/Activity 4

What were the activities implemented?

Our school had PBIS positive behavior signs installed around the campus to help remind students of behavior expectations in the classroom, in the halls and in common areas.

What was the overall effectiveness?

This is improving behavior by reminding students what is expected.

## Strategy/Activity 5

What were the activities implemented?

5 star software was purchased and used to reward students using the PBIS model.

What was the overall effectiveness?

This is improving behavior by reminding students what is expected.

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

Strategy/Activity 1

Student Advocate

\*Budgeted: \$ 245,096.87 Estimated Actuals: \$ 110.897.00

\*Difference: \$ 137,199.87

Why or why not is there a difference?:

The difference is due to one of the advocate salary not coming from the title 1 budget.

Strategy/Activity 2

Students attending conferences.

\*Budgeted: \$ 6000.00 Estimated Actuals: \$ 125.00

\*Difference: \$ 5875.00

Why or why not is there a difference?:

There is difference due to using a different travel and conference account for these activities.

Strategy/Activity 3

Extra classified time

\*Budgeted: \$ 300.00 Estimated Actuals: \$ 0

\*Difference: \$ 300.00

Why or why not is there a difference?:

COVID monies were used.

Strategy/Activity 4

PBIS software and printed materials.

hardware and software \*Budgeted: \$ 7000.00 Estimated Actuals: \$5720.47

outside contracted services Budgeted : 15000.00 actuals 61450.00 Money had to be transferred into this account to support this goal.

\*Difference: \$ 46,450.00 (This was not just for goal 2)

Why or why not is there a difference?:

More money was needed to support implementing this goal.

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

Strategy/Activity 1  
Student Advocate

\*Changes: Keep, Delete, or Modify?

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

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

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

Strategy/Activity 2

Students attending conferences

\*Changes: Keep, Delete, or Modify?

Keep

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

This has improved school culture.

Strategy/Activity 3

Planning Days for PBIS

\*Changes: Keep, Delete, or Modify?

Keep

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

Better PBIS implementation as a result of this strategy.

Strategy/Activity 4

Printed material to support PBIS and 5 Star software.

\*Changes: Keep, Delete, or Modify?

Keep

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

This has improved school culture.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

Local Priorities: None

## Goal 3

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Meeting	250 2019-2020  Online due to COVID-19 20-21  Online due to COVID-19 21-22	350 2022-2023
Back-to-school Attendance	250 2019-2020  Online due to COVID-19 20-21  Online due to COVID-19 21-22	350 2022-2023
SSC	15 2019-2020  Online due to COVID-19 20-21	9 2022-2023



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6 21-22	
ELAC	15 2019-2020  Online due to COVID-19 20-21  5 21-22	6 2022-2023
Active Parent Portal Users	500 2019-2020	500 2022-2023

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

### Strategy/Activity 1

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

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

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

#### Strategy/Activity

Planned:

Purchase supplemental instructional supplies, books and reference materials, and

Duplication/Printshop:

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

Parent Involvement & Parent Workshops:

- Provide training for parents to become better informed and involved in their student's education
- Purchase materials, supplies and technology that support and increase parent participation/involvement.

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

**Who:**

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

**Tasks & Due Dates:**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000.00	Book and reference materials
0.00	Computer Hardware
0.00	Duplicating / Print shop Parent ED
1592.00	Parent Supplies
0.00	Supplies Parent ED

**Strategy/Activity 2**

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

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

- School-wide

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

### Strategy/Activity

#### Planned:

Provide time or extra time to staff

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

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

#### Who:

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

#### Tasks & Due Dates:

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

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

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

Amount(s)

Source(s)

1286.00

Other classified 2990 (Parent Ed)

### Strategy/Activity 3

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

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

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

#### Strategy/Activity

Planned:

Field Trips and entrance/conference fees

(5716, 5800, 5808, 5865):

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

Who:

- Administration
- Teachers
- Student Advocates
- Counselors

Tasks & Due Dates:

- Based on need
- Workshops
- Events
- College visits

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

19922.00

Source(s)

Field Trips 5716 (Parent Ed)

## Annual Review

#### SPSA Year Reviewed: 2021-22

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

# ANALYSIS

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

## Strategy/Activity 1

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

What were the activities implemented?

While we did have some in person parent activities during the Spring, we did not use monies to buy supplemental material for parent education.

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

Books, supplies and duplication was not needed.

What was the overall effectiveness?

We used general funds to cover these costs.

## Strategy/Activity 2

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

What were the activities implemented?

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

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

This activity was implemented.

What was the overall effectiveness?

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

## Strategy/Activity 3

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

What were the activities implemented?

This strategy was implemented and several parent involvement field trips and conferences were taken.

What was the overall effectiveness?

This strategy was effective in increasing learning opportunities for both students and parents.

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

## Strategy/Activity 1

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

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

\*Difference: \$ -1000.

Why or why not is there a difference?:  
general funds were used for this goal.

Strategy/Activity 2  
(Cert. Extra Time 1190) & (Classified Extra Time Object Code 2000):

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

\*Difference: \$ -1726.00

Why or why not is there a difference?:  
COVID money was used to pay classified staff to attend evening events and support parent workshops.

Strategy/Activity 3  
Field Trips and entrance/conference fees  
(5716, 5800, 5808, 5865):

\*Budgeted: \$ 20000.00 Estimated Actuals: \$6074.00

\*Difference: \$ -213926.00

Why or why not is there a difference?:  
As of 5/16/22, not all funds for this allocation have been encumbered.

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

Strategy/Activity 1  
Purchase supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:

\*Changes: Keep, Delete, or Modify?

Keep

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

We will use this more frequently with more in person events. This year we started off with virtual events only.

Strategy/Activity 2  
(Cert. Extra Time 1190) & (Classified Extra Time Object Code 2000):

\*Changes: Keep, Delete, or Modify?

Keep

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal?  
This is important to our parent community.

### Strategy/Activity 3

\*Changes: Keep, Delete, or Modify?

Keep

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

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities 1  
Local Priorities None

## Goal 4

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

## Identified Need

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

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

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



## Strategy/Activity

### Planned:

Purchase technology, supplemental materials, and resources:

Comp. Hardware under \$500 (4385)

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

Comp. Hardware/Software Maintenance & License (5885)

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

### Who:

- Administration
- Site and District IT

### Tasks & Due Dates:

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

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

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

0

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

0

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

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Strategy/Activity 1

Comp. Hardware under \$500 (4385)

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

Comp. Hardware/Software Maintenance & License (5885)

What were the activities implemented?

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

What was the overall effectiveness?

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

Strategy/Activity 1

Comp. Hardware under \$500 (4385)

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

Comp. Hardware/Software Maintenance & License (5885)

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

\*Difference: \$ 0

Why or why not is there a difference?:

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

Strategy/Activity 1

Comp. Hardware under \$500 (4385)

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

Comp. Hardware/Software Maintenance & License (5885)

\*Changes: Keep, Delete, or Modify?

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

# 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	\$412,570
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$412,570.00

## Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
Book and reference materials	\$1,000.00
Books & Reference Material 4200 (Title I)	\$0.00
Certificated Extra Time	\$12,000.00
Certificated Subs	\$0.00
Certificated Subs 1125 (CSI)	\$3,000.00
Classified Extra Time	\$0.00
Comp. Hardware \$500-\$5,000 4485 (Parent Ed)	\$2,000.00
Comp. Hardware \$500-\$5,000 4485 (Title I)	\$500.00
Comp. Hardware under \$500 4385 (Title I)	\$500.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$4,000.00
Computer Hardware	\$0.00
Computer Hardware	\$0.00
Duplicating / Print shop Parent ED	\$0.00

Entry Fees 5808 (Title I)	\$5,000.00
Field Trips 5716 (Parent Ed)	\$19,922.00
Instructional Supplies 4310 (Title I)	\$162,341.00
Other Certificated Salaries	\$0.00
Other classified 2990 (Parent Ed)	\$1,286.00
Outside Contracted Services	\$0.00
Outside Contracted Services 5800 (Title I)	\$10,000.00
Parent Supplies	\$1,592.00
Student Advocate 2200 (Title I)	\$179,429.00
Rental/Leases/Non-Cap 5600 (CSI)	\$500.00
Student Advocate 2200 (Title I)	\$179,429.00
Supplies Parent ED	\$0.00
Travel & Conference 5200 (Title I)	\$7,500.00
Travel and Conference	\$2,000.00

Subtotal of state or local funds included for this school: \$412,570.00

Total of federal, state, and/or local funds for this school: \$412,570.00

# Budget By Expenditures

## Madera South High School

**Funding Source: Book and reference materials**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00		<p>Planned:</p> <p>Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:</p> <ul style="list-style-type: none"> <li>-Duplicate printed materials to promote parent involvement.</li> <li>-Purchase materials to support parent involvement.</li> <li>-Utilize the district's print shop service to provide materials for parent communication.</li> <li>-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.</li> </ul> <p>Parent Involvement &amp; Parent Workshops:</p> <ul style="list-style-type: none"> <li>-Provide training for parents to become better informed and involved in their student's education</li> <li>-Purchase materials, supplies and technology that support and increase parent participation/involvement.</li> <li>-Parent/student meetings to provide strategies to support their child's education at home or discuss individual student progress.</li> <li>-Phone calls and notes home to inform parents of the meetings.</li> <li>-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.</li> <li>-Promote participation</li> <li>-Provide Parent Portal Training</li> <li>-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.</li> <li>-Provide refreshments for attendees.</li> <li>-Provide childcare for parents attending meetings.</li> </ul> <p>Who:</p> <ul style="list-style-type: none"> <li>-Parent Liaison</li> <li>-Counselors</li> </ul>

- Administration
- Translator
- Student Advocate

Tasks & Due Dates:

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

\$0.00

Planned:

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

Who:

Administration  
 Staff (teaching, counselors and other staff)

Tasks & Due Dates:

Guest speakers  
 Outside agencies for training and materials

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

Book and reference materials Allocation Balance: \$0.00

# Madera South High School

**Funding Source: Books & Reference Material 4200  
(Title I)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Planned:            Supplemental Materials (Instructional Supplies 4310 &amp; Duplicating/Print shop 5715)            -Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student’s decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.            -Utilize the district’s print shop service to provide materials for student use as well as for parent education.            -Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.            -Purchase materials and supplies to support the implementation of advanced thinking skills.            - Purchase materials for most at-risk students to ensure that they are able to fully benefit from core content instruction.            -Purchase materials and supplies to support character education and PBIS.</p> <p>Who:            -Administration            -Teachers            -Student Advocates</p> <p>Tasks &amp; Due Dates:            -Based on need            -Classroom resources            -Classroom supplies            -Supplemental materials            -Printing materials</p>

# Madera South High School

Books & Reference Material 4200 (Title I) Total Expenditures: \$0.00

Books & Reference Material 4200 (Title I) Allocation Balance: \$0.00

**Funding Source: Certificated Extra Time**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$12,000.00

Planned:

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

Who:

- Teachers
- Staff
- Administration

Tasks & Due Dates::

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

# Madera South High School

\$0.00

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

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

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

Cost: See Goal 1 Action 3

Certificated Extra Time Total Expenditures: \$12,000.00

Certificated Extra Time Allocation Balance: \$0.00

**Funding Source: Certificated Subs \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Madera South High School

\$0.00

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

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

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

Cost: See Goal 1 Action 3

Certificated Subs Total Expenditures: \$0.00

Certificated Subs Allocation Balance: \$0.00

**Funding Source: Certificated Subs 1125 (CSI) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$3,000.00

Planned:

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

Who:

- Teachers
- Staff
- Administration

Tasks & Due Dates::

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

# Madera South High School

Certificated Subs 1125 (CSI) Total Expenditures: \$3,000.00

Certificated Subs 1125 (CSI) Allocation Balance: \$0.00

**Funding Source: Classified Extra Time**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Planned:

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

Who:

- Teachers
- Staff
- Administration

Tasks & Due Dates::

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

# Madera South High School

\$0.00

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

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

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

Cost: See Goal 1 Action 3

Classified Extra Time Total Expenditures: \$0.00

Classified Extra Time Allocation Balance: \$0.00

**Funding Source: Comp. Hardware \$500-\$5,000 4485 (Parent Ed) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$2,000.00

Planned:  
 Supplemental Materials and Supplies  
 (Instructional Supplies 4310, Printing 5715):  
 Purchase materials and supplies to help support student  
 engagement and behavior supports. Including but not limited to  
 these areas:

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

Who:

- Administration
- Teachers
- Student Advocates
- Counselors

Tasks & Due Dates:

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

Cost: See Goal 1 Action 4

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

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



# Madera South High School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$500.00		<p>Planned:</p> <p>Supplemental Materials (Instructional Supplies 4310 &amp; Duplicating/Print shop 5715)</p> <ul style="list-style-type: none"> <li>-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.</li> <li>-Utilize the district’s print shop service to provide materials for student use as well as for parent education.</li> <li>-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.</li> <li>-Purchase materials and supplies to support the implementation of advanced thinking skills.</li> <li>- Purchase materials for most at-risk students to ensure that they are able to fully benefit from core content instruction.</li> <li>-Purchase materials and supplies to support character education and PBIS.</li> </ul> <p>Who:</p> <ul style="list-style-type: none"> <li>-Administration</li> <li>-Teachers</li> <li>-Student Advocates</li> </ul> <p>Tasks &amp; Due Dates:</p> <ul style="list-style-type: none"> <li>-Based on need</li> <li>-Classroom resources</li> <li>-Classroom supplies</li> <li>-Supplemental materials</li> <li>-Printing materials</li> </ul>

\$0.00

Planned:  
Purchase technology, supplemental materials, and resources:

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

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

Who:  
-Administration  
-Site and District IT

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

Comp. Hardware \$500-\$5,000 4485 (Title I) Total Expenditures: \$500.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Planned:

Purchase technology, supplemental materials, and resources:

Comp. Hardware under \$500 (4385)

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

Comp. Hardware/Software Maintenance & License (5885)

-Purchase technology to support technology goal.

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

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

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

Who:

-Administration

-Site and District IT

Tasks & Due Dates:

-Purchase software

-Purchase hardware

-Purchase/Replace Technology utilized for the classroom

-Utilize up-to-date technology programs

\$500.00

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

Who:  
 -Administration  
 -Teachers  
 -Student Advocates

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

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Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$500.00

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

# Madera South High School

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

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$4,000.00		<p>Planned:                      Supplemental Materials (Instructional Supplies 4310 &amp; Duplicating/Print shop 5715)                      -Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student’s decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.                      -Utilize the district’s print shop service to provide materials for student use as well as for parent education.                      -Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.                      -Purchase materials and supplies to support the implementation of advanced thinking skills.                      - Purchase materials for most at-risk students to ensure that they are able to fully benefit from core content instruction.                      -Purchase materials and supplies to support character education and PBIS.</p> <p>Who:                      -Administration                      -Teachers                      -Student Advocates</p> <p>Tasks &amp; Due Dates:                      -Based on need                      -Classroom resources                      -Classroom supplies                      -Supplemental materials                      -Printing materials</p>

\$0.00

Planned:

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

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

Who:

- Administration
- Teachers
- Student Advocates

Tasks & Due Dates:

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

\$0.00

Planned:  
Purchase technology, supplemental materials, and resources:

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

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

Who:  
-Administration  
-Site and District IT

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

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$4,000.00

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

**Funding Source: Computer Hardware \$0.00 Allocated**

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

parent communication.

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

Parent Involvement & Parent Workshops:

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

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

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

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

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

- Promote participation

- Provide Parent Portal Training

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

- Provide refreshments for attendees.

- Provide childcare for parents attending meetings.

Who:

- Parent Liaison

- Counselors

- Administration

- Translator

- Student Advocate

Tasks & Due Dates:

- Connect Ed calls to inform parents of weekly events.

- Monthly updates at parent meetings; SSC and ELAC

- Updated information on the school website

- Individual phone calls home reminding parents to support their child

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

- Assist parents in creating and activating a Parent Portal



Account to monitor students attendance and grades from home.

Computer Hardware Total Expenditures: \$0.00

Computer Hardware Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Planned:</p> <ul style="list-style-type: none"> <li>Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:</li> <li>-Duplicate printed materials to promote parent involvement.</li> <li>-Purchase materials to support parent involvement.</li> <li>-Utilize the district’s print shop service to provide materials for parent communication.</li> <li>-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.</li> <li>Parent Involvement &amp; Parent Workshops:</li> <li>-Provide training for parents to become better informed and involved in their student’s education</li> <li>-Purchase materials, supplies and technology that support and increase parent participation/involvement.</li> <li>-Parent/student meetings to provide strategies to support their child’s education at home or discuss individual student progress.</li> <li>-Phone calls and notes home to inform parents of the meetings.</li> <li>-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.</li> <li>-Promote participation</li> <li>-Provide Parent Portal Training</li> <li>-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.</li> <li>-Provide refreshments for attendees.</li> </ul>

-Provide childcare for parents attending meetings.

Who:

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

Tasks & Due Dates:

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

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

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

**Funding Source: Entry Fees 5808 (Title I)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Madera South High School

\$5,000.00

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

Who:  
 -Administration  
 -Staff  
 -Students

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

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

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Madera South High School

\$19,922.00

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

Who:  
 -Administration  
 -Teachers  
 -Student Advocates  
 -Counselors

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

Field Trips 5716 (Parent Ed) Total Expenditures: \$19,922.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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**Madera South High School**

\$162,341.00

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

Who:  
 -Administration  
 -Teachers  
 -Student Advocates

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

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Instructional Supplies 4310 (Title I) Total Expenditures: \$162,341.00

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

**Funding Source: Other Certificated Salaries \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Madera South High School

\$0.00

**Planned:**

Certificated Salaries - (1100)

- Reading Intervention Laboratory- Provide one FTE position for a teacher for intensive reading support. The reading lab course is focused on building students' mastery of reading, spelling, comprehension, and language expression through a combination of lessons that strengthen phonetic awareness, spelling, comprehension, and phonological processing.
- Link Crew - .2 FTE Teacher Salary for Link Crew leadership course for upperclassmen to develop 9th grade connectivity to high school through freshmen orientation
- AVID - up to FTE Teacher Salary for the Advancement Via Individual Determination (AVID) elective course to improve academic achievement and college/career readiness

**Who:**

- Administration
- Teachers
- Academic Team

**Tasks & Due Dates:**

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

Other Certificated Salaries Total Expenditures: \$0.00

Other Certificated Salaries Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Madera South High School

\$1,286.00

Planned:

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

Who:

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

Tasks & Due Dates:

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

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Other classified 2990 (Parent Ed) Total Expenditures: \$1,286.00

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

# Madera South High School

**Funding Source: Outside Contracted Services**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Planned:            Professional Development, Travel and Conference (5200), Including Outside Contracted Services (5800):            Highly effective, immediately usable professional development to build content, support leadership development, implement behavior systems, and support student engagement. Including but not limited to:</p> <ul style="list-style-type: none"> <li>-PBIS</li> <li>-Link Crew</li> <li>-Restorative Justice</li> <li>-Safe School Ambassador</li> <li>-Youth Empowerment</li> <li>-Leadership and Character Development</li> <li>-Attendance</li> </ul> <p>Who:</p> <ul style="list-style-type: none"> <li>-Administration</li> <li>-Teachers</li> <li>-Student Advocates</li> <li>-Family Liaison</li> <li>-Support Staff</li> <li>-Counselors</li> </ul> <p>Tasks &amp; Due Dates:</p> <ul style="list-style-type: none"> <li>-PBIS</li> <li>-Link Crew</li> <li>-Restorative Justice</li> <li>-Safe School Ambassador</li> <li>-Youth Empowerment</li> <li>-Leadership and Character Development</li> <li>-Attendance</li> </ul> <p>Cost: See Goal 1 Action 2</p>



\$0.00

Planned:

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

Who:

- Teachers
- Staff
- Administration

Tasks & Due Dates::

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

# Madera South High School

Outside Contracted Services Total Expenditures: \$0.00

Outside Contracted Services Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$10,000.00		<p>Planned:                      Sub Agreements for Services (5100) and Outside Contracted Services (5800)                      Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students:                      To support language development &amp; 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.</p> <p>Who:                      Administration                      Staff (teaching, counselors and other staff)</p> <p>Tasks &amp; Due Dates:                      Guest speakers                      Outside agencies for training and materials</p>

Outside Contracted Services 5800 (Title I) Total Expenditures: \$10,000.00

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

# Madera South High School

Funding Source: Parent Supplies

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,592.00		<p>Planned:            Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:            -Duplicate printed materials to promote parent involvement.            -Purchase materials to support parent involvement.            -Utilize the district's print shop service to provide materials for parent communication.            -Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.            Parent Involvement &amp; Parent Workshops:            -Provide training for parents to become better informed and involved in their student's education            -Purchase materials, supplies and technology that support and increase parent participation/involvement.            -Parent/student meetings to provide strategies to support their child's education at home or discuss individual student progress.            -Phone calls and notes home to inform parents of the meetings.            -Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.            -Promote participation            -Provide Parent Portal Training            -Coordinate PIQE program for 8 two hour sessions that teach parents how to better support and advocate for their children in school and how to get more involved with school events.            -Provide refreshments for attendees.            -Provide childcare for parents attending meetings.</p> <p>Who:            -Parent Liaison            -Counselors            -Administration            -Translator            -Student Advocate</p>

Tasks & Due Dates:

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

Parent Supplies Total Expenditures: \$1,592.00

Parent Supplies Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$500.00

Planned:

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

Who:

- Teachers
- Staff
- Administration

Tasks & Due Dates::

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

# Madera South High School

Rental/Leases/Non-Cap 5600 (CSI) Total Expenditures: \$500.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$179,429.00

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

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

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

Student Advocate 2200 (Title I) Total Expenditures: \$179,429.00

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

# Madera South High School

Funding Source: Supplies Parent ED

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Planned:</p> <p>Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:</p> <ul style="list-style-type: none"> <li>-Duplicate printed materials to promote parent involvement.</li> <li>-Purchase materials to support parent involvement.</li> <li>-Utilize the district's print shop service to provide materials for parent communication.</li> <li>-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.</li> </ul> <p>Parent Involvement &amp; Parent Workshops:</p> <ul style="list-style-type: none"> <li>-Provide training for parents to become better informed and involved in their student's education</li> <li>-Purchase materials, supplies and technology that support and increase parent participation/involvement.</li> <li>-Parent/student meetings to provide strategies to support their child's education at home or discuss individual student progress.</li> <li>-Phone calls and notes home to inform parents of the meetings.</li> <li>-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.</li> <li>-Promote participation</li> <li>-Provide Parent Portal Training</li> <li>-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.</li> <li>-Provide refreshments for attendees.</li> <li>-Provide childcare for parents attending meetings.</li> </ul> <p>Who:</p> <ul style="list-style-type: none"> <li>-Parent Liaison</li> <li>-Counselors</li> <li>-Administration</li> <li>-Translator</li> <li>-Student Advocate</li> </ul>



# Madera South High School

**Tasks & Due Dates:**

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

Supplies Parent ED Total Expenditures: \$0.00

Supplies Parent ED Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$7,500.00

Planned:

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

Who:

- Teachers
- Staff
- Administration

Tasks & Due Dates::

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

## Madera South High School

Travel & Conference 5200 (Title I) Total Expenditures: \$7,500.00

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

**Funding Source: Travel and Conference**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Madera South High School

\$2,000.00

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

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

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

Cost: See Goal 1 Action 2

Travel and Conference Total Expenditures: \$2,000.00

Travel and Conference Allocation Balance: \$0.00

Madera South High School Total Expenditures: \$412,570.00