

School Year:

2023-24



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Madera South High School	20-65243-0110965	04/18/23	12/12/2023

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Black/African American Students, Homeless, Students With Disabilities

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

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 the 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 22-23 school year. One of the surveys that was used was 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 monthly listening sessions with students selected at random from their 4th-period classes. Students were asked about their experiences at Madera South both in and out of class. Many students expressed that they feel positive about their experience at Madera South, but some did share that they would like to receive more support from their teachers and would like to have more project-based learning as opposed to traditional direct, teacher-led instruction. 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 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 have made improvements in providing project-based learning and collaborative work for students to engage with their peers. There continue to be social-emotional concerns, gaps in learning, and students who are reluctant to engage in activities and classroom discourse. Instructional feedback has been provided to increase student talk time which has yielded mixed results. Madera South High School teachers have done well with forming positive relationships with students throughout the year, and as a result, students have shown more engagement. Moreover, teacher-led professional development through the site's success teams (EL Frosh, and Math) have focused on engagement strategies to support administrative observations.

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. 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. Additionally, teacher-led professional development is provided monthly through members of the three success teams (EL, Frosh, and Math).

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

Our focus for the 2022-2023 school year was supporting teaching staff in providing relevant, engaging lessons with an emphasis on supporting our multi-lingual students. 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 Inspired Mathematics. The consultants worked with our math teachers in lesson study to help teachers in engaging students in math lessons while also improving their math mindsets. Also, PD was provided to support teachers in meeting the needs of our EL population. This professional development focus on the California Roadmap to Proficiency. The primary focus for the 22-23 school year was on Principle #1, Language and Culture as Assets. 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 2022-2023 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 two 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 and monthly teacher-led professional development. Several PLCs completed Project Based Learning training in the summers of 2022 and 2023 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 has scheduled 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, whole staff meetings, and Strategic Academic Planning (SAP) planning days.

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 through the Parent Institute for Quality Education (PIQE). These eight-week course are offered each semester. 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 Advocates 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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

District & Site LCAP Community and Staff Meetings: 2/16/23

PAC meetings: 10/5/22, 11/3/22, 1/25/23, 2/8/23, 3/8/23, 4/12/23, 5/10/23

LCAP surveys: 2/16/23

Yearly Title 1 Meeting at Back to School Night: 8/30/22

SSC meeting dates were: 9/19/22, 10/18/22, 11/15/22, 12/6/22, 2/7/23, 3/7/23, 4/18/23, 5/16/23

ELAC dates were: 8/31/22, 9/28/22, 10/26/22, 2/8/23, 4/12/23

School Site Leadership: twice monthly

WASC Focus On Learning Stakeholder Input: 8/24/22, 8/31/22, 9/14/22, 9/28/22, 10/19/22, 11/30/22, 1/11/23

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:

Madera South's graduation rate was 95% for the Class of 2022. Madera South completed a WASC accreditation validation visit and was accredited for six years. The WASC review showed a dramatic improvement in the attrition rate for freshmen. Madera South High School has also seen increased parent involvement in the form of attendance at informational meetings, and survey completion.

PIQE classes, and other parent input opportunities

GREATEST NEEDS

- Improve Achievement in Academic Courses, Especially in Mathematics.
- African American, EL, and students with Disabilities achievement and equity of access to all programs.
- Improve African American and Students with Disabilities suspension rates.
- Improve parental involvement in defining the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.
- Improve the use of student assessment strategies to monitor and modify learning in the classroom

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.29%	0.35%	9	7	7
African American	1.3%	1.43%	1.81%	35	34	36
Asian	1.1%	1.09%	1%	30	26	20
Filipino	0.3%	0.34%	0.2%	9	8	4
Hispanic/Latino	93.1%	93.66%	93.58%	2,598	2,232	1866
Pacific Islander	0.0%	%	0%	1	0	0
White	3.2%	2.69%	2.31%	88	64	46
Multiple/No Response	0.5%	0.38%	0.55%	14	9	11
Total Enrollment				2,791	2,383	1994

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	609	500	543
Grade 10	654	567	470
Grade 11	847	560	495
Grade 12	681	756	486
Total Enrollment	2,791	2,383	1,994

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	459	443	381	16.4%	18.6%	19.1%
Fluent English Proficient (FEP)	1,549	1,279	1,027	55.5%	53.7%	51.5%
Reclassified Fluent English Proficient (RFEP)	20			4.4%		

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	765	502	455	0	485	444	0	485	443	0.0	96.6	97.6
All Grades	765	502	455	0	485	444	0	485	443	0.0	96.6	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2536.	2565.		8.04	12.19		25.36	34.76		32.99	29.35		33.61	23.70
All Grades	N/A	N/A	N/A		8.04	12.19		25.36	34.76		32.99	29.35		33.61	23.70

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		11.36	15.58		60.12	63.88		28.51	20.54
All Grades		11.36	15.58		60.12	63.88		28.51	20.54

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		11.75	14.45		51.34	60.50		36.91	25.06
All Grades		11.75	14.45		51.34	60.50		36.91	25.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		8.06	13.54		72.73	72.23		19.21	14.22
All Grades		8.06	13.54		72.73	72.23		19.21	14.22

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		10.52	16.93		67.01	66.14		22.47	16.93
All Grades		10.52	16.93		67.01	66.14		22.47	16.93

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	765	502	455	0	477	449	0	477	449	0.0	95.0	98.7
All Grades	765	502	455	0	477	449	0	477	449	0.0	95.0	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2463.	2487.		0.42	0.45		3.56	6.90		17.40	19.82		78.62	72.83
All Grades	N/A	N/A	N/A		0.42	0.45		3.56	6.90		17.40	19.82		78.62	72.83

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.63	0.89		21.38	24.50		77.99	74.61
All Grades		0.63	0.89		21.38	24.50		77.99	74.61

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2.52	2.90		57.44	63.47		40.04	33.63
All Grades		2.52	2.90		57.44	63.47		40.04	33.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.84	1.78		62.26	59.24		36.90	38.98
All Grades		0.84	1.78		62.26	59.24		36.90	38.98

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1544.3	1542.0	1541.8	1542.0	1545.0	1541.5	1546.1	1538.4	1541.6	137	106	105
10	1553.3	1556.1	1551.1	1548.1	1554.3	1554.6	1558.0	1557.4	1547.2	94	125	92
11	1542.6	1544.5	1556.6	1534.7	1539.0	1552.4	1550.0	1549.4	1560.3	92	77	78
12	1544.5	1551.0	1548.6	1542.4	1550.3	1550.2	1546.1	1551.2	1546.5	47	88	54
All Grades										370	396	329

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.98	6.86	10.58	42.74	40.20	35.58	41.88	38.24	39.42	9.40	14.71	14.42	117	102	104
10	12.35	17.21	14.13	38.27	39.34	41.30	40.74	36.07	31.52	8.64	7.38	13.04	81	122	92
11	6.94	6.67	10.39	31.94	36.00	40.26	40.28	37.33	35.06	20.83	20.00	14.29	72	75	77
12	5.71	9.09	5.56	31.43	38.64	46.30	45.71	35.23	31.48	17.14	17.05	16.67	35	88	54
All Grades	7.87	10.59	10.70	37.70	38.76	40.06	41.64	36.69	34.86	12.79	13.95	14.37	305	387	327

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	25.64	22.55	23.08	41.88	53.92	38.46	24.79	17.65	26.92	7.69	5.88	11.54	117	102	104
10	28.40	23.77	31.52	43.21	52.46	35.87	22.22	18.03	26.09	6.17	5.74	6.52	81	122	92
11	18.06	17.33	25.97	54.17	53.33	44.16	13.89	18.67	19.48	13.89	10.67	10.39	72	75	77
12	25.71	28.41	22.22	42.86	39.77	44.44	22.86	19.32	25.93	8.57	12.50	7.41	35	88	54
All Grades	24.59	23.26	25.99	45.25	50.13	40.06	21.31	18.35	24.77	8.85	8.27	9.17	305	387	327

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.27	0.00	1.92	13.68	19.61	19.23	56.41	44.12	45.19	25.64	36.27	33.65	117	102	104
10	7.41	6.56	3.26	19.75	25.41	21.74	55.56	46.72	46.74	17.28	21.31	28.26	81	122	92
11	2.78	1.33	0.00	8.33	21.33	28.57	56.94	38.67	48.05	31.94	38.67	23.38	72	75	77
12	0.00	4.55	1.85	14.29	13.64	22.22	51.43	56.82	37.04	34.29	25.00	38.89	35	88	54
All Grades	4.26	3.36	1.83	14.10	20.41	22.63	55.74	46.77	44.95	25.90	29.46	30.58	305	387	327

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.27	3.00	9.71	76.92	82.00	71.84	18.80	15.00	18.45	117	100	103
10	8.64	10.83	13.04	79.01	81.67	70.65	12.35	7.50	16.30	81	120	92
11	1.39	8.00	7.79	68.06	69.33	68.83	30.56	22.67	23.38	72	75	77
12	2.86	2.33	3.70	77.14	66.28	70.37	20.00	31.40	25.93	35	86	54
All Grades	4.59	6.30	9.20	75.41	75.85	70.55	20.00	17.85	20.25	305	381	326

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	64.10	66.00	75.00	30.77	32.00	17.31	5.13	2.00	7.69	117	100	104
10	62.96	68.07	77.17	32.10	25.21	18.48	4.94	6.72	4.35	81	119	92
11	70.83	55.71	68.83	22.22	32.86	24.68	6.94	11.43	6.49	72	70	77
12	57.14	71.25	68.52	40.00	20.00	25.93	2.86	8.75	5.56	35	80	54
All Grades	64.59	65.85	73.09	30.16	27.37	20.80	5.25	6.78	6.12	305	369	327

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.98	3.92	7.69	52.14	43.14	48.08	41.88	52.94	44.23	117	102	104
10	11.11	9.92	9.89	55.56	51.24	48.35	33.33	38.84	41.76	81	121	91
11	2.78	4.00	2.60	50.00	44.00	55.84	47.22	52.00	41.56	72	75	77
12	2.86	6.82	5.66	48.57	44.32	50.94	48.57	48.86	43.40	35	88	53
All Grades	6.23	6.48	6.77	52.13	46.11	50.46	41.64	47.41	42.77	305	386	325

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.85	1.00	0.00	88.89	81.00	82.69	10.26	18.00	17.31	117	100	104
10	1.23	3.31	3.26	91.36	83.47	82.61	7.41	13.22	14.13	81	121	92
11	18.06	9.59	12.99	68.06	69.86	75.32	13.89	20.55	11.69	72	73	77
12	11.43	9.41	3.70	71.43	72.94	77.78	17.14	17.65	18.52	35	85	54
All Grades	6.23	5.28	4.59	82.62	77.84	80.12	11.15	16.89	15.29	305	379	327

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,383	94.2	18.6	0.3
Total Number of Students enrolled in Madera South High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	443	18.6
Foster Youth	8	0.3
Homeless	41	1.7
Socioeconomically Disadvantaged	2,245	94.2
Students with Disabilities	195	8.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	1.4
American Indian	7	0.3
Asian	26	1.1
Filipino	8	0.3
Hispanic	2,232	93.7
Two or More Races	9	0.4
Pacific Islander		
White	64	2.7

Conclusions based on this data:

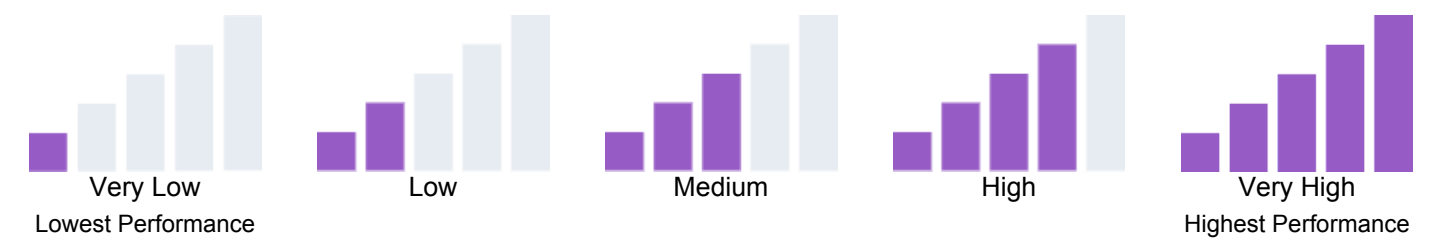
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School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

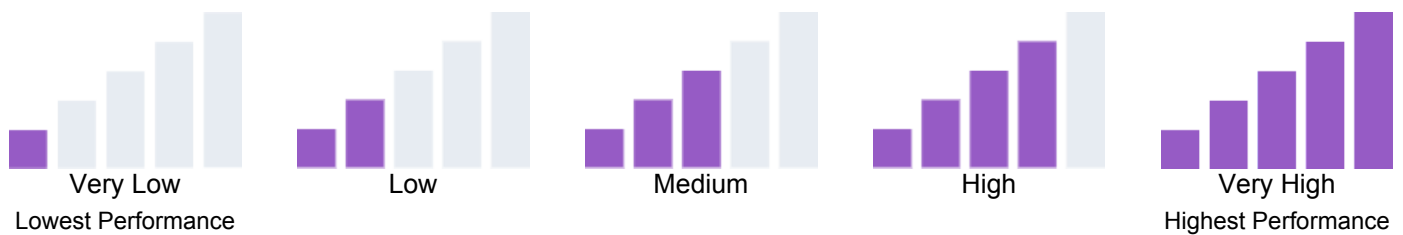
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School and Student Performance Data

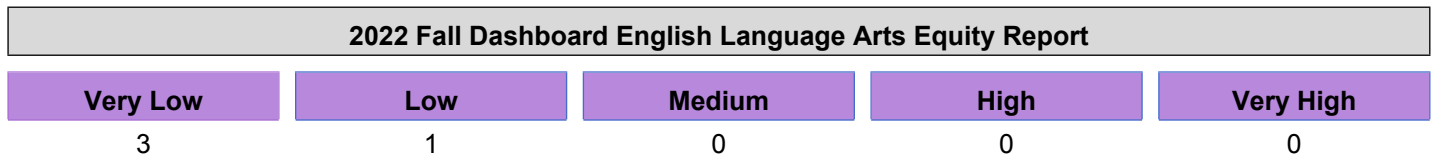
Academic Performance English Language Arts

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

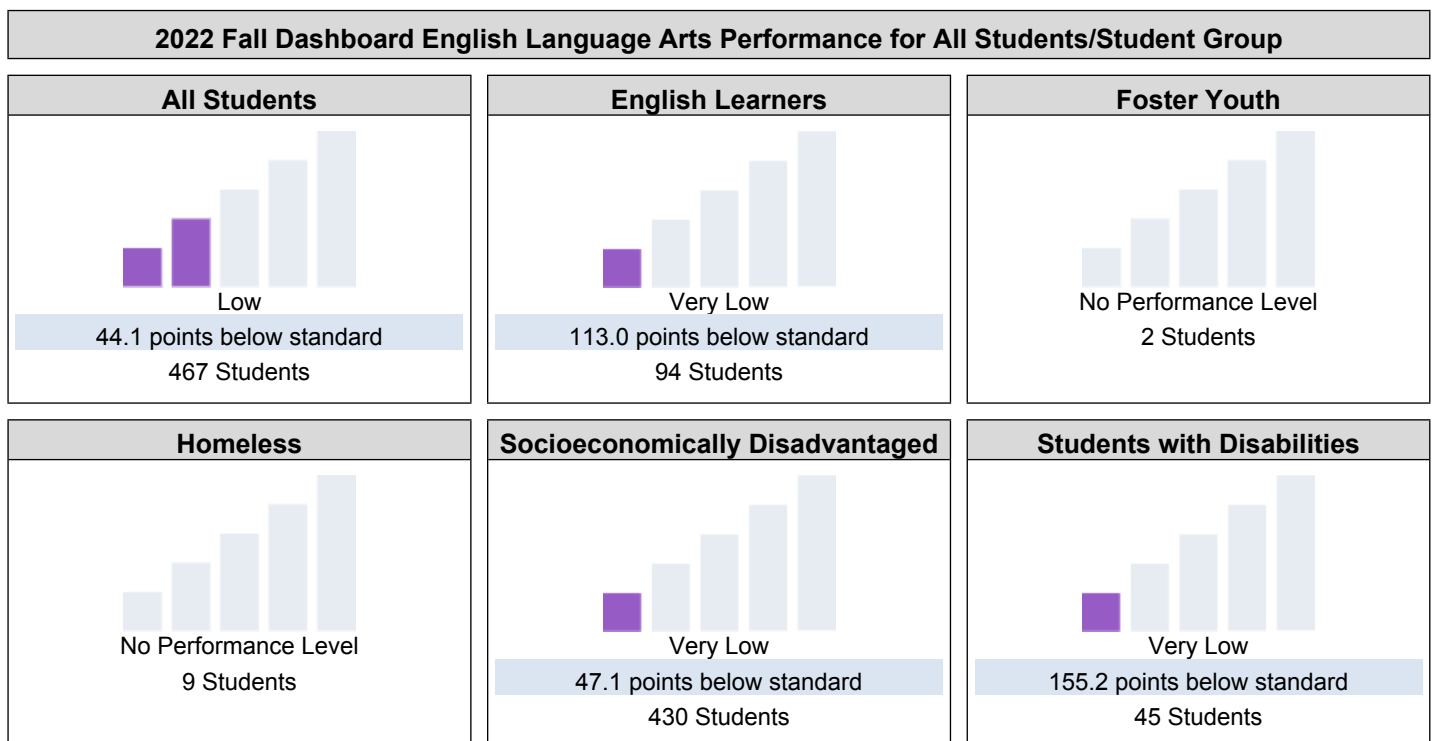
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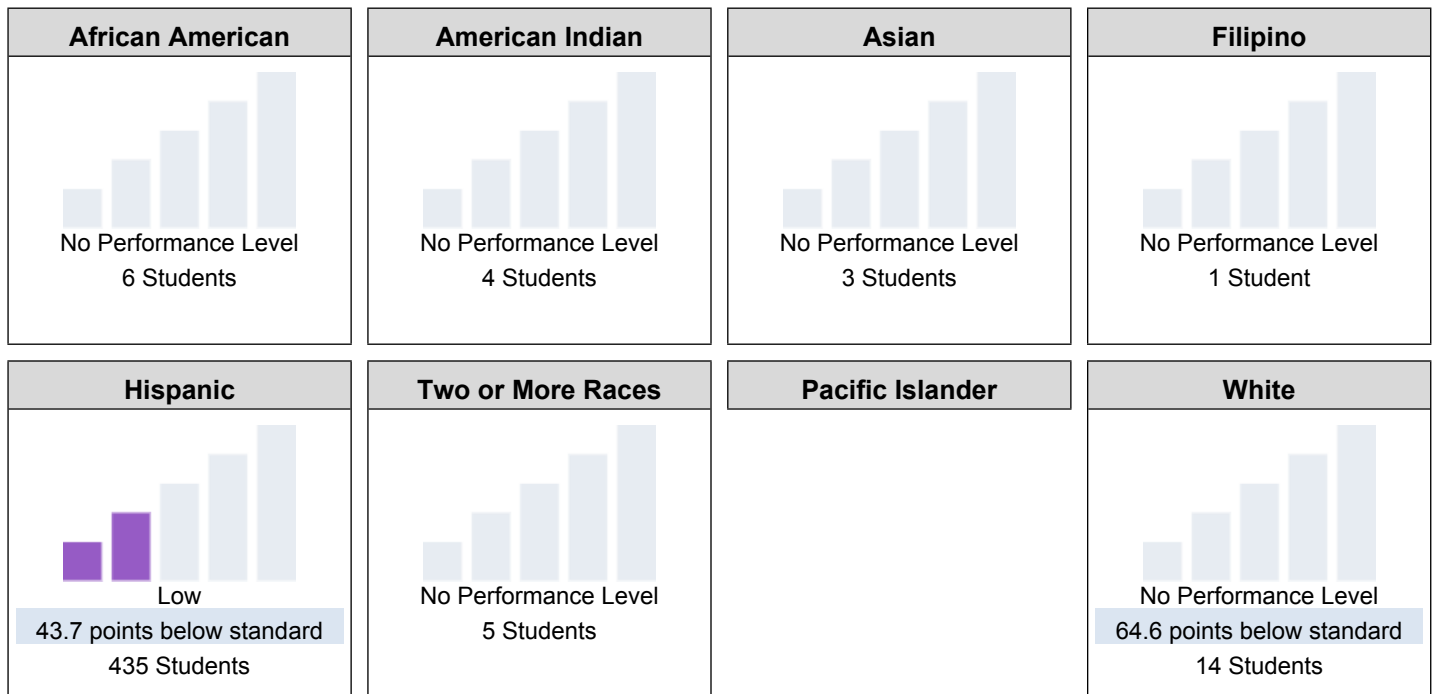
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
137.5 points below standard 66 Students	55.2 points below standard 28 Students	41.0 points below standard 131 Students

Conclusions based on this data:

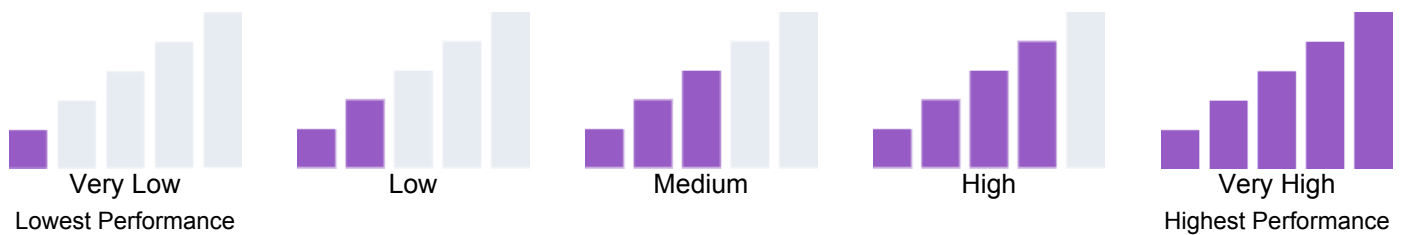
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School and Student Performance Data

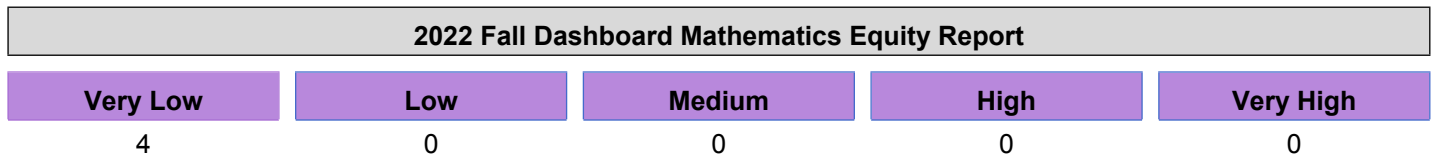
Academic Performance Mathematics

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

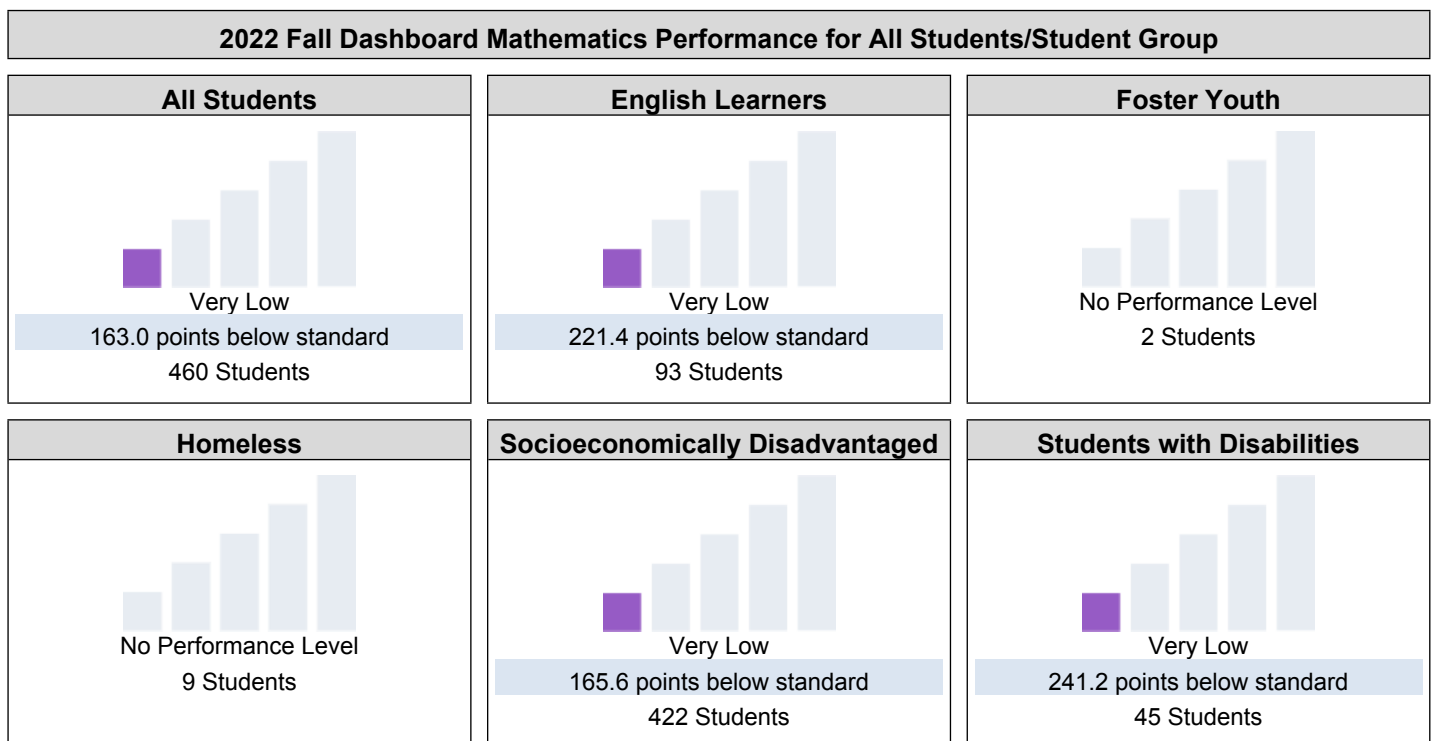
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



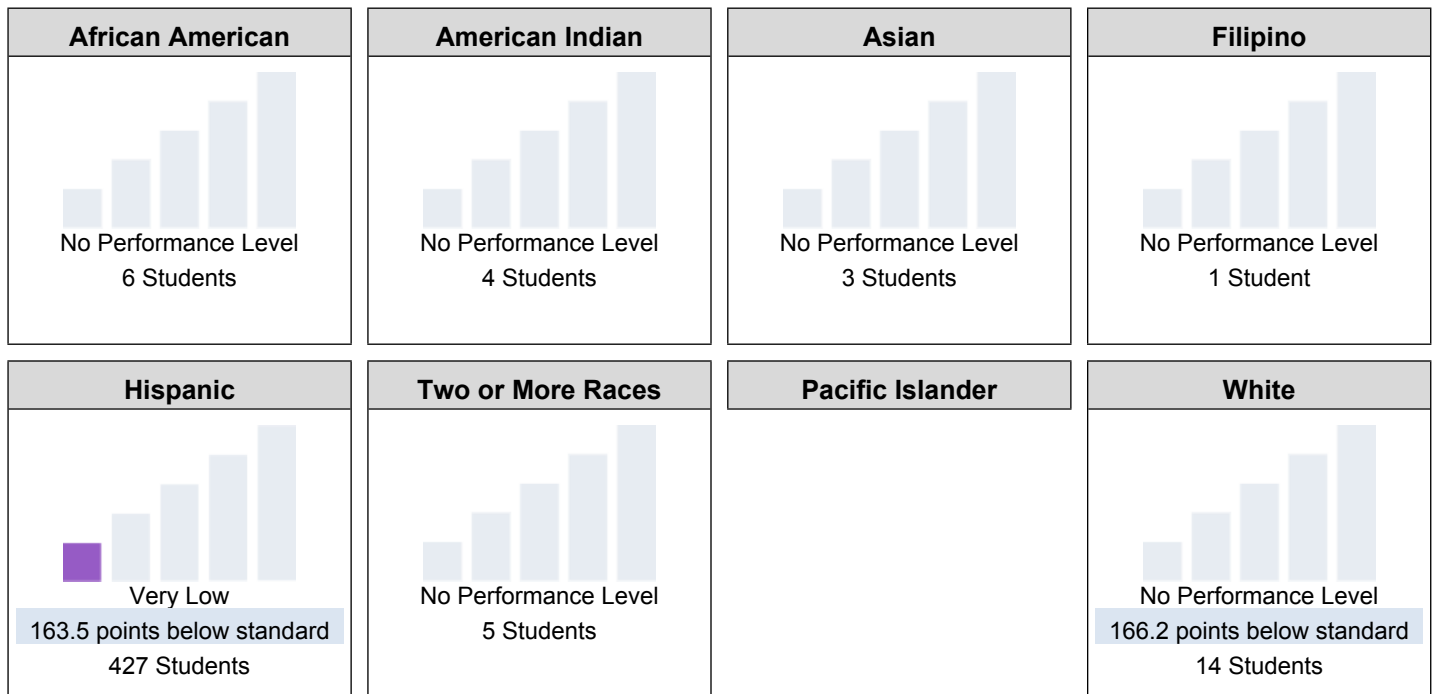
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
231.8 points below standard 66 Students	196.0 points below standard 27 Students	160.5 points below standard 128 Students

Conclusions based on this data:

1.

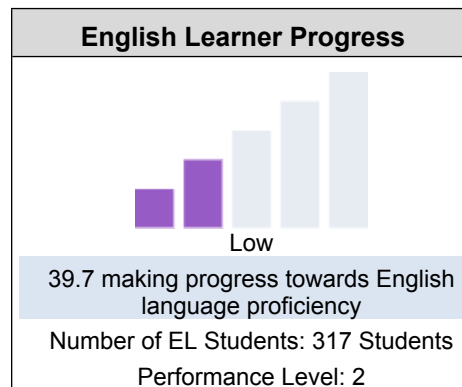
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.9%	35.3%	0.3%	39.4%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

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

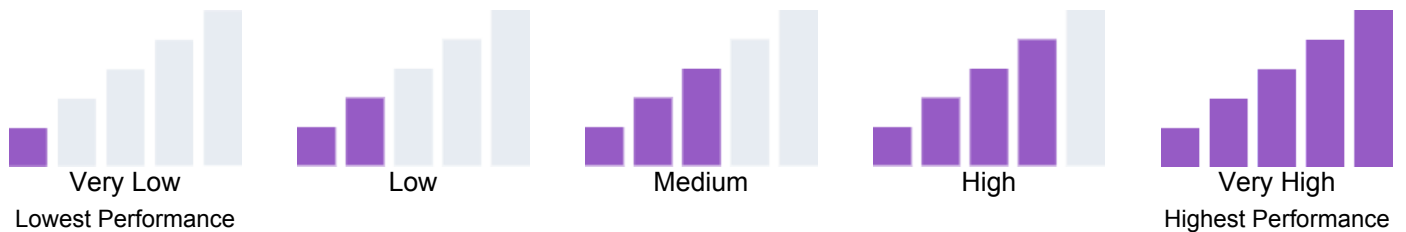
Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

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



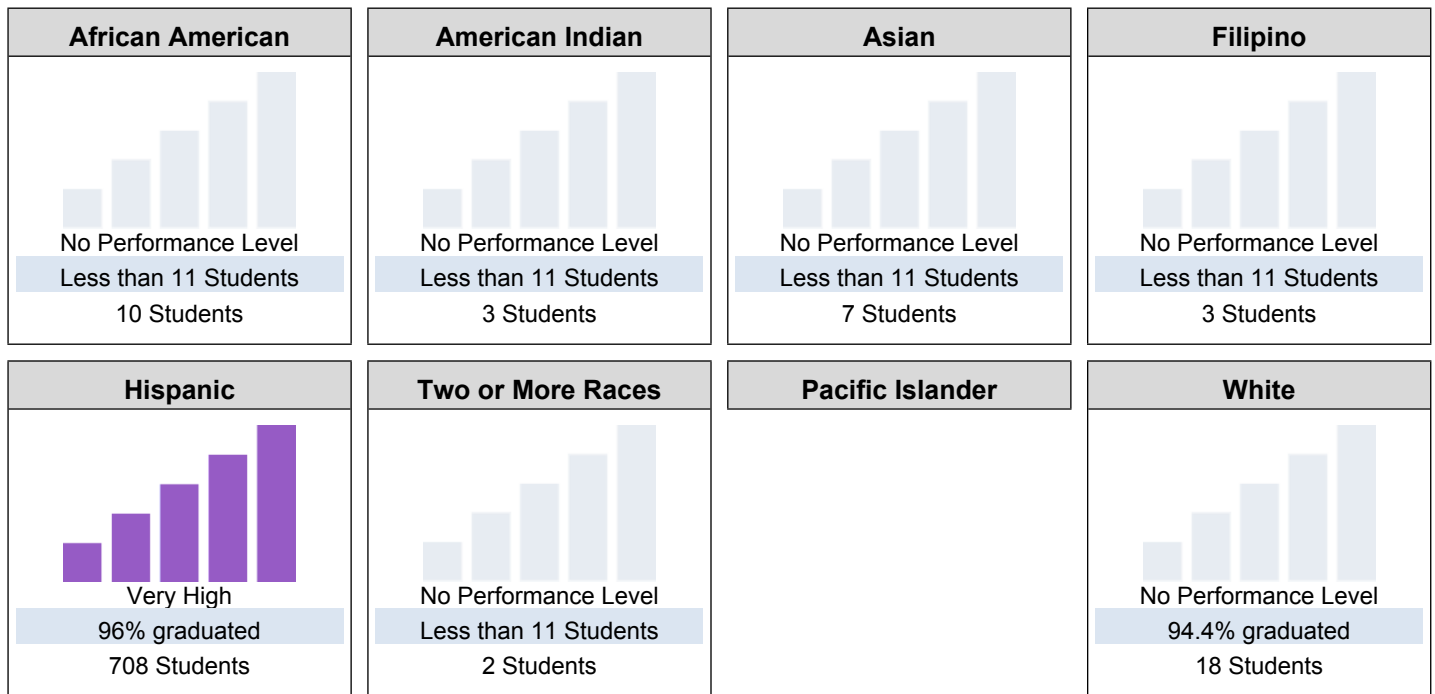
This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very High</p> <p>95.9% graduated</p> <p>752 Students</p>	<p>Medium</p> <p>87.3% graduated</p> <p>126 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Medium</p> <p>81.4% graduated</p> <p>43 Students</p>	<p>Very High</p> <p>95.8% graduated</p> <p>715 Students</p>	<p>Medium</p> <p>86.7% graduated</p> <p>60 Students</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

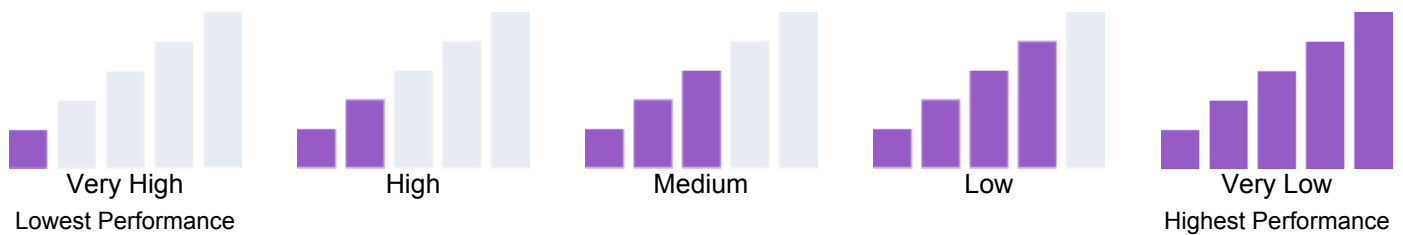
1.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

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



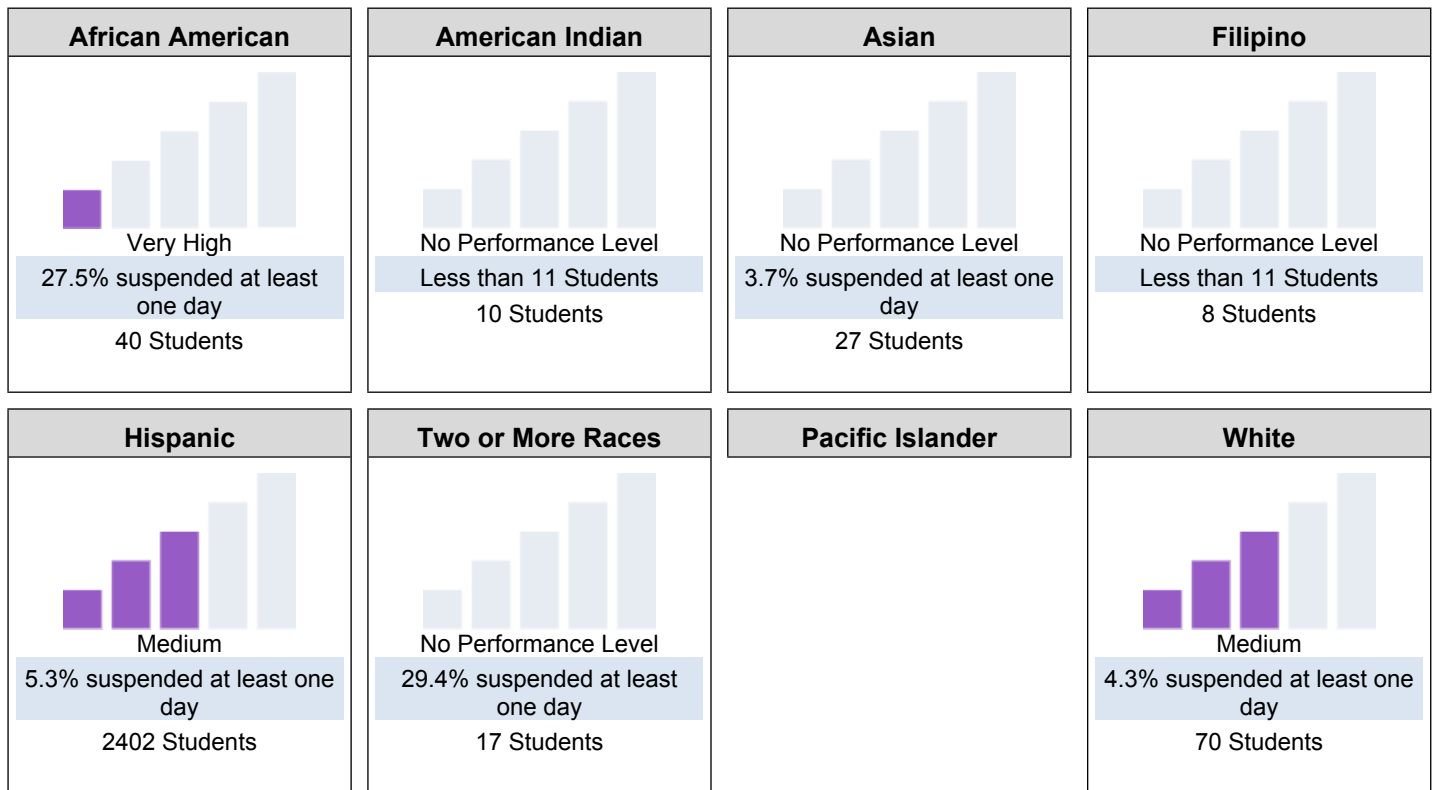
This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students <p>Medium</p> <p>5.7% suspended at least one day</p> <p>2574 Students</p>	English Learners <p>High</p> <p>9.9% suspended at least one day</p> <p>507 Students</p>	Foster Youth <p>No Performance Level</p> <p>26.3% suspended at least one day</p> <p>19 Students</p>
Homeless <p>Very High</p> <p>19.6% suspended at least one day</p> <p>51 Students</p>	Socioeconomically Disadvantaged <p>Medium</p> <p>5.9% suspended at least one day</p> <p>2426 Students</p>	Students with Disabilities <p>Very High</p> <p>16% suspended at least one day</p> <p>212 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5 ,7, 8
Provide early supports for children and their families before beginning school

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

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

Strategy/Activity 1

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

-

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1, 5, & 6

Demonstrate equity before equality, providing resources based on student needs

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of Students that Met or Exceeded ELA Standard Grade 11: 44%	2023-2024 Percent of Students that Meet or Exceed ELA Standard Grade 11: 50%
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 11: 7%	2023-2024 Percent of Students that Meet or Exceed Math Standard Grade 11: 15%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 22: 24.7% Winter 22: 24.6% Spring 23: 25.6%	NWEA Reading BEST Growth Target Fall 2021/2022: 30.62% Fall 2022/2023: 47.08% Fall 2023/2024: 63.54% Fall 2024/2025: 80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Fall to Spring 40% Met Best Growth Target	
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 22: 17.9% Winter 22: 18.9% Spring 23: 19.6% Fall to Spring 39% Met Best Growth Target	NWEA Math BEST Growth Target Fall 2021/2022: 20.62% Fall 2022/2023: 40.41% Fall 2023/2024: 60.21% Fall 2024/2025: 80%
English Learner Progress (ELPAC)	21-22: Percent of students that scored a Level 4: 9.12% 22-23: 11%	2023-2024: 15%
Reclassification Rate	21-22 Reclassified Students:40 22-23 Reclassified Students: 54	2023-2024: 70 Reclassified Students
College & Career Readiness	Percent of students considered "Prepared" on the College/Career Indicator: 2019: 43.4% 2020:42.8% 2021: Not reported in 2021 2022: Not reported in 2022 2023: Pending	2024: 50%
Title 1 Parent Meeting	19-20: 250 20-21: Online due to COVID-19 21-22: Online due to COVID-19 22-23: 100 23-24: 150	Attendance 2024-2025: 200
SSC Attendance	Attendance 2022-2023: 12 2021-2022: 10	Attendance 2023-2024: 12
ELAC Attendance	Attendance 2022-2023: 6 2021-2022: 5	Attendance 2023-2024: 9
Suspension	Suspension Rate	Projected for 2023-2024: 5% of students will be suspended one or more times

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2017-2018: 11.5% of students were suspended one or more times 2018-2019: 9.9% of students were suspended one or more times 2019-2020: 8.2% of students were suspended one or more times 2020-2021: 03% of students were suspended one or more times (distance learning) 2021-2022: 6.8% of students were suspended one or more times 2022-2023: Pending data	
Expulsion Rate	Expulsion Rate 2018-2019: 0.79 % Expulsion rate 2019-2020: 0.47% Expulsion rate 2020-2021: 0.0% Expulsion rate 2021-2022: 0.19% Expulsion rate 2022-2023: Pending Data	Projected for 2023-2024: 0%
Chronic Absenteeism Rates	Chronic Absenteeism Rates 2018-2019: 17.4% 2019-2020: No data 2020-2021: 11.5 % 2021-2022: 45.2% 2022-2023: Pending data	Projected for 2023-2024: 20%
Graduation Rate	Class of 2019: 95.1% Class of 2020: 97.4% Class of 2021: 94.5% Class of 2022: 95.9% Class of 2023: Pending Data	Projected for the Class of 2024: 97%
9th grade Credit Completion Rate (with attention to grade level and sub-groups)	2019-2020: 61% of 9th-grade students finished the year with 60 or more credits (with school closure) 2020-2021: 42% of 9th-grade students finished the year with 60 or more credits	Projected for 2023-2024: 75% of 9th graders will finish the year with at least 60 credits

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-2022: 42% of 9th graders finished the year with 60 or more credits. 2022-2023: 69% of 9th graders finished the year with 60 or more credits.	
9th-12th Grade Favorable Responses Panorama Survey	2022-2023 School Safety 54%, School Belonging 37%, School Climate 36%, School Engagement 19%	2023-2024 Projection: School Safety 60%, School Belonging 40%, School Climate 40%, School Engagement 25%
Passage of AP Exam with a score of 3 or higher	2019/2020: 56.30%	2023-2024: 60%

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

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

Planned:

Certificated Salaries - (1100)

- Link Crew - .2 FTE Teacher Salary for Link Crew leadership course for upperclassmen to develop 9th-grade connectivity to high school through freshmen orientation
- Peer Counseling .2 FTE for Peer Counseling course to provide peer-to-peer social-emotional counseling
- Youth Leadership Principles - .2 FTE for Leadership course

Link Crew:

- Student leadership program that focuses on making individuals from the Junior and Senior classes into mentors for freshmen. It welcomes freshmen and makes them feel comfortable. Link Leaders start the school year by helping at freshman orientation.
- The program teaches students that by working together they can be successful in creating a positive experience for freshmen through team building, cooperative skill development, discussion skills, situation scenarios, and other activities.

The training process consists of team building, cooperative skill development, discussion skills, situation scenarios, and other activities.

Peer counseling:

- Students are trained in listening/communication skills.
- Once the training is complete, students are then available to talk with peers who request to see a Peer Counselor.
- During these sessions, students are able to talk about issues; i.e., family, academics, peers, etc.
- Peer Counselors do not give advice but attempt to help the student come up with good solutions.

Leadership Principles:

- Approach to working with young people as well as a set of skills that are made available to young people through dynamic and interactive training.
- Works with a deep belief that young people are assets and that their experiences, strengths, and insights make them leaders – even if other forces do not recognize them as such.
- Helps young people uncover their gifts, build confidence in their ideas, and hone the skills they need to continue to make positive community change.

Classified Salaries (1100)

- 2 Student Advocates to empower students to create healthy academic, behavioral, 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 principals in charge of Culture & Positive Behavior
- Student Advocates

Tasks & Due Dates:

*Identify students that would benefit from taking these elective courses.

*Identify “at-risk” students for advocacy.

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

*Monitor the progress of identified students

*Encourage educational support and parental involvement

*Coordinate a variety of intervention services

*Participate in COST meetings

*Establish a daily log of progress & work with teachers to ensure the 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)
179,484.64	Student Advocate 2200 (Title I)
0	Support Teacher 1100 (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

Strategy/Activity: Extra Time to Staff for a Multi-Tiered System of Supports (MTSS)

Planned:
Provide time or extra time to staff (Cert. Extra Time 1190, Cert. Subs 1125), (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:

- Administration
- Teachers
- Support Staff
- Counselors

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 design enriching learning experiences for all students
- 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)
0	Certificated Subs 1125 (Title I)
0	Certificated Extra Time 1190 (Title I)
0	Cert. Pupil Support 1200 (Title I)
3000	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

Strategy/Activity: Professional Development, Travel, and Conference.

Planned

Provide 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
- ASB Works
- CADA

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)

10,000

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

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

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

- 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:

- Phone 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)

29,897.36

Instructional Supplies 4310 (Title I)

1285	Supplies 4300 (Parent Ed)
3,000	Duplicating/Print shop 5715 (Title I)

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

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

Planned: Supplemental Materials

- 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.
- 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.

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

1,500

Rental/Leases/Non-Cap 5600 (Parent Ed)

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

Strategy/Activity: Outside Contracted Services

Planned: Outside Contracted Services

- Contract with outside resources to enhance the education of our students. For example, learning experiences for staff and students:
- To improve student attendance.
- To build motivation and confidence in students who may struggle in academic areas.
- To support learning through a variety of modalities.
- To provide authentic experiences to promote writing.
- 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)

5,000

Source(s)

Outside Contracted Services 5800 (Title I)

Strategy/Activity 7

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

Strategy/Activity: Field Trips and Entrance Fees

Planned:

Field Trips and entrance fees

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

Who:

- Administration
- Staff
- Students

Tasks & Due Dates:

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

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)

11,500

Entry Fees 5808 (Title I)

4,000

Field Trips 5716 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Action/Strategy 1: Certificated Salaries & Classified Salaries

What were the activities implemented?

.6 FTE position for Link Crew, Peer Counseling, and Leadership Principles classes. Student advocates were assigned caseloads 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 support by using their training in restorative circles. Student advocates also helped with Tier II and Tier III services for students who are struggling with behavior. Advocates facilitated cohorts of freshmen students who were identified as at-risk due to attendance, discipline, and/or grades

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

This strategy was implemented.

What was the overall effectiveness?

This strategy has been effective in providing support to the students who are at most risk for academic failure. The extra courses provide leadership skills to students so that they may build a stronger school culture by supporting the student population as a whole, especially 9th grade. 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 their grades.

Action/Strategy 2: Provide Extra Time

What were the activities implemented?

Teachers were provided time to plan together to improve instruction, implement elements of the Graduate Profile, and goal-setting for students. This was done through the use of subs when available but also by having teachers attend meetings, training, and planning sessions outside of the duty day. Some teachers, counselors, and support staff elected to attend conferences or professional development outside of our campus. Teachers and members of the PBIS team were provided planning time for implementing PBIS strategies and creating PBIS lessons. Staff was also provided substitutes when away from school for conferences and training.

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

This strategy was implemented.

What was the overall effectiveness?

We had teachers involved in implementing many parts of the SPSA. Our S.T.O.R.M. Team met monthly to review student data, such as discipline referrals, suspensions, and COST referrals. 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. Our Math Success Team met regularly to create a shared mission & vision for math instruction.

Action/Strategy 3: Professional Development, Travel, and Conference.

What were the activities implemented?

Students attended conferences with their teachers to help build emotional support and improve campus culture. Additionally, staff attended conferences to gain knowledge and insight into creating a safe, caring, and respectful environment. Additionally, staff attended conferences to better understand equity in enrollment and improvement in identifying and tracking at-risk students.

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

This strategy was implemented.

What was the overall effectiveness?

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

Action Strategy 4: Purchase supplemental supplies, books, and reference materials, and Duplication/Printshop.

What were the activities implemented?

Culturally relevant posters and signs were purchased to post in classrooms and around campus. Additionally, flyers and documents were printed for families for informational nights.

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

This strategy was implemented.

What was the overall effectiveness?

These posters helped create an environment that was welcoming for our students and families.

Action Strategy 5: Purchase Hardware/Software, Maintenance & Licenses

What were the activities implemented?

5-star software was purchased and used to reward students using the PBIS model. Additionally, the Suite360 Intervention and Restorative Practices online system was purchased for students when placed in the student responsibility center. A new projection system was purchased for our cafeteria in order to host parent meetings, including the Title I informational meeting.

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

This strategy was implemented.

What was the overall effectiveness?

5-Star was effective in reinforcing positive behaviors by allowing all staff members to enter "STORM Points" into the application. Moreover, the administration was able to track teacher usage and fulfillment of site expectations. The Suite360 Intervention and Restorative Practices online system was partially effective. Additional staff training is needed and a system to monitor and track the effectiveness of student usage is needed. The new projection system allowed for more efficient parent meetings, and as a result, attendance increased.

Action Strategy 6: Outside Contracted Services

What were the activities implemented?

Outside services were used to install the new projection system in the cafeteria. Additionally, outside services were used to provide guest speakers.

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

This strategy was implemented.

What was the overall effectiveness?

The new projection system allowed for more efficient parent meetings, and as a result, attendance increased. Guest speakers Tei Street and Lucca Petrucci were effective in engaging students through motivational messages.

Action Strategy 7: Field Trips and Entrance Fees

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 2022-23 site plan?

This strategy was implemented.

What was the overall effectiveness?

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

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: Certificated Salaries

Student Advocate 2200	Allocation: \$124,464.00	Actuals \$79,201.09
Additional FTE 1100	*Not needed in 2022-2023*	

Why or why not is there a difference?:

The difference is due to one of the advocates' salaries not coming from the Title 1 budget.

Action/ Strategy 2: Provide Extra Time

Cert. Subs 1125	Allocation: \$16,000.00	Actuals \$1,980.00
Cert. Extra Time 1190	Allocation: \$12,000.00	Actuals \$2,822.50
Cert. Pupil Support 1200	Allocation: \$220.00	Actuals \$220.00
Cert. Extra Time 2990	Allocation: \$1,286.00	Actuals \$1,286.00

Why or why not is there a difference?:

The addition of collaboration days reduced the planning time needed for teachers. Additionally, success teams met during lunch periods as opposed to after school and did not necessitate timesheets.

Action/ Strategy 3: Professional Development, Travel, and Conference

Travel and Conference 5200	Allocation: \$22,500	Actuals \$10,124.85
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Why or why not is there a difference?:

Staff did not plan or attend conferences as much as projected.

Action/ Strategy 4: Purchase supplemental supplies, books, and reference materials, and Duplication/Printshop

Instructional Supplies 4310	Allocation: \$100,763	Actuals: \$69,428.78
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Why or why not is there a difference?:

There is a difference of \$61,260.22 from allocated funds compared to what was spent in the area of instructional supplies. This difference was due to a large amount of supplies still available from previous years, as well as many teachers instructing digitally.

Strategy/Activity 5: Purchase Hardware/Software, Maintenance & Licenses

Computer Hardware 4385	Allocation: \$3,700.00
Actuals \$782.66	
Computer Hardware 4485	Allocation: \$1,024.00
Actuals \$0	
Rental/Leases/Non-cap 5600	Allocation: \$1,376.00
Actuals \$490.34	
Hardware, Software, Maintenance, and Licenses 5885	Allocation: \$25,050.00
Actuals \$9,037.38	

Why or why not is there a difference?:

In the 2021-22 school year, many purchases were made that did not need to be made in the 2022-2023 school year.

Strategy/Activity 6: Outside Contracted Services

Outside contracted services

*Budgeted:\$40,000 Estimated actuals: \$9,061.90 *Difference: \$30,938.10

Why or why not is there a difference?:

The adopted budget was \$10,000. Money was moved in to cover the costs of guest speakers and parent night services.

Action/ Strategy 7: Field Trips and Entrance Fees

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 \$2,613.13

Why or why not is there a difference?:

There was only a difference of \$2,386.87 between allocation and actuals. Arranging for parent participation on the field trips was difficult at times, and some places do not require entry fees.

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: Salaries for a Multi-Tiered System of Support (MTSS)

*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 who are in need of social-emotional support as well as building student leaders to foster a more healthy school culture. This is having a positive impact

on students' ability to access core instruction. Advocates have proven to be effective in providing support to at-risk students.

Action/Strategy 2: Provide Extra Time

*Changes: Keep, Delete, or Modify?

Keep

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

We will continue to use classified staff to support parent education nights, translation, and support beyond their regularly contracted duty day. We will continue to hold planning days for our staff with an emphasis on improving instruction through engaging, hands-on, rigorous learning experiences, implementing elements of the Graduate Profile, and goal-setting for students.

Action/Strategy 3: Professional Development, Travel, and Conference

*Changes: Keep, Delete, or Modify?

Keep

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

We will continue to have staff members attend professional development that aligns with site goals. For school culture, we will continue to build capacity in staff for restorative justice, alternatives to suspension, and student engagement.

Action/Strategy 4: Purchase supplemental 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 continue to support our community connections program, parent listening sessions, student advocate educational programs (Flourishing Freshmen, Soaring Sophomores, Young Women & Young Men Alliance).

Action/Strategy 5: Purchase Hardware/Software, Maintenance & Licenses

*Changes: Keep, Delete, or Modify?

Keep

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

We will renew the 5-Star and the Suite360 Intervention and Restorative Practices online system.

Action/Strategy 6: Outside Contracted Services

*Changes: Keep, Delete, or Modify?

Keep

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

We will continue to contract with outside resources to enhance the education of our students.

Action/Strategy 7: Field Trips and Entrance Fees

*Changes: Keep, Delete, or Modify?

Keep

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

We will continue to look for opportunities for our students and parents to engage in learning outside of the classroom.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Provide a high-quality education with aligned curriculum & teaching

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of Students that Met or Exceeded ELA Standard Grade 11: 44%	2023-2024 Percent of Students that Meet or Exceed ELA Standard Grade 11: 50%
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 11: 7%	2023-2024 Percent of Students that Meet or Exceed Math Standard Grade 11: 15%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 22: 24.7% Winter 22: 24.6% Spring 23: 25.6% Fall to Spring 40% Met Best Growth Target	NWEA Reading BEST Growth Target Fall 2021/2022: 30.62% Fall 2022/2023: 47.08% Fall 2023/2024: 63.54% Fall 2024/2025: 80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 22: 17.9% Winter 22: 18.9% Spring 23: 19.6% Fall to Spring 39% Met Best Growth Target	NWEA Math BEST Growth Target Fall 2021/2022: 20.62% Fall 2022/2023: 40.41% Fall 2023/2024: 60.21% Fall 2024/2025: 80%
College & Career Readiness	Percent of students considered "Prepared" on the College/Career Indicator: 2019: 43.4% 2020:42.8% 2021: Not reported in 2021 2022: Not reported in 2022 2023: Pending	2024: 50%
CTE Pathway Completion Data Source: DataQuest	2019-2020: 25.19% of graduates completed a CTE Pathway	2023-2024: 30%
A-G Completion Data Source: DataQuest	2020-2021 will be baseline	2023-2024: 30%
College/Career Indicator (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 38.1% EL: 15.8% FY: 16.7% HY: 30% SWD: 4.8% prepared in 2019/2020	ALL: 60% EL: 45% FY: 45% HY: 50% SWD: 35% prepared 2023-2024
California Science Test Met or Exceeded Standard (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	Baseline in 2022-2023	2023-2024 Percent of Students that Meet or Exceed Standard Grade 11: 15%
Passage of AP Exam with a score of 3 or higher Data Source: College Board AP Central	2019/2020: 56.30%	2023-2024: 60%
Graduation Rate	2019 MSHS graduation rate was 95.1%	Projected for 2023-2024: 97%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2020 MSHS graduation rate was 97.4% 2021 MSHS graduation rate was 94.5% 2022 MSHS graduation rate was 95.9% 2023 Pending Data	

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

Strategy/Activity: Salaries

Planned:

Certificated Salaries

- Link Crew - .2 FTE Teacher Salary for Link Crew leadership course for upperclassmen to develop 9th-grade connectivity to high school through freshmen orientation
- Peer Counseling .2 FTE for Peer Counseling course to provide peer-to-peer social-emotional counseling
- Youth Leadership Principles - .2 FTE for Leadership course

Link Crew:

- Student leadership program that focuses on making individuals from the Junior and Senior classes into mentors for freshmen. It welcomes freshmen and makes them feel comfortable. Link Leaders start the school year by helping at freshman orientation.
- The program teaches students that by working together they can be successful in creating a positive experience for freshmen through team building, cooperative skill development, discussion skills, situation scenarios, and other activities.

The training process consists of team building, cooperative skill development, discussion skills, situation scenarios, and other activities.

Peer counseling:

- Students are trained in listening/communication skills.
- Once the training is complete, students are then available to talk with peers who request to see a Peer Counselor.
- During these sessions, students are able to talk about issues; i.e., family, academics, peers, etc.

- Peer Counselors do not give advice but attempt to help the student come up with good solutions.

Leadership Principles:

- Approach to working with young people as well as a set of skills that are made available to young people through dynamic and interactive training.
- Works with a deep belief that young people are assets and that their experiences, strengths, and insights make them leaders – even if other forces do not recognize them as such.
- Helps young people uncover their gifts, build confidence in their ideas, and hone the skills they need to continue to make positive community change.

Classified Salaries

- 2 Student Advocates to empower students to create healthy academic, behavioral, 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 principals in charge of Culture & Positive Behavior
- Student Advocates

Tasks & Due Dates:

*Identify students that would benefit from taking these elective courses.

*Identify “at-risk” students for advocacy.

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

*Monitor the progress of identified students

*Encourage educational support and parental involvement

*Coordinate a variety of intervention services

*Participate in COST meetings

*Establish a daily log of progress & work with teachers to ensure the 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)

0

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

Strategy/Activity: Extra Time to Staff

Planned:

Provide time or extra time to staff (Cert. Extra Time 1190, Cert. Subs 1125), (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:

- Administration
- Teachers
- Support Staff
- Counselors

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 design enriching learning experiences for all students
- 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)
2,000	Cert. Pupil Support 1200 (Title I)
220	Certificated Subs 1125 (Title I)
5,000	Certificated Extra Time 1190 (Title I)
0	Other Cert. Salaries 1900 (Parent Ed)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Strategy/Activity: Professional Development, Travel, and Conference.

Planned:

- Provide teachers, counselors, support staff, and administrators with opportunities to attend workshops, seminars, and conferences that address best practices and guaranteed and viable curriculum.

Who:

- Teachers
- Counselors
- Staff
- Administration

Tasks & Due Dates::

- Project Based Learning

- Kagan Cooperative Learning Strategies
- No Red Ink
- Dual Enrollment
- AeriesCon
- FFA Administration Conference
- PARSEC
- CAHPERD Conference

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)

11,000

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

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

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

- 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 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
- Counselors

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)
0	Books & Reference Material 4200 (Title I)
70,000	Instructional Supplies 4310 (Title I)
7,000	Duplicating/Print shop 5715 (Title I)
0	Comp. Hardware \$500-\$5,000 4485 (Title I)

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

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

Planned: Supplemental Materials

- 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.

Who:

- Administration
- Teachers
- Student Advocates

Tasks & Due Dates:

- Based on need
- Classroom resources
- Classroom supplies
- Supplemental 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)
500	Comp. Hardware \$500-\$5,000 4485 (Title I)
5000	Comp. Hardware/Software Maintenance & License 5885 (Title I)
0	Rental/Leases/Non-Cap 5600 (Title I)

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

Strategy/Activity: Outside Contracted Services

Planned: Outside Contracted Services

- Contract with outside resources to enhance the education of our students. For example, learning experiences for staff and students:
- To improve student attendance.
- To build motivation and confidence in students who may struggle in academic areas.
- To support learning through a variety of modalities.
- To provide authentic experiences to promote writing.
- 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)

5000

Source(s)

Outside Contracted Services 5800 (Title I)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Action/Strategy 1: Certificated Salaries & Classified Salaries

What were the activities implemented?

.6 FTE position for Link Crew, Peer Counseling, and Leadership Principles classes. Student advocates were assigned caseloads 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 support by using their training in restorative circles. Student advocates also helped with Tier II and Tier III services for students who are struggling with behavior. Advocates facilitated cohorts of freshmen students who were identified as at-risk due to attendance, discipline, and/or grades

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

This strategy was implemented.

What was the overall effectiveness?

This strategy has been effective in providing support to the students who are at most risk for academic failure. The extra courses provide leadership skills to students so that they may build a stronger school culture by supporting the student population as a whole, especially 9th grade. 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 their grades.

See Goal 2 Strategy/Activity 1

Action/Strategy 2: Provide Extra Time

What were the activities implemented?

The site leadership team met bi-weekly to review our Strategic Academic Plan (SAP), review focus areas, and determine needs. 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. Our Math Success Team met regularly to review best practices for math instruction. Teachers were provided half and full planning days to build best practices, such as project-based learning, cooperative learning, and academic discourse into unit plans.

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

What was the overall effectiveness?

Our success teams were able to address site needs in the areas of math, freshmen credit completion, and English language learners. Additionally, core-content area PLCs were able to build units with best practices in mind, which included project-based learning, academic discourse, and intentional lesson planning.

See Goal 2 Strategy/Activity 2

Action/Strategy 3: Professional Development, Travel, and Conference.

What were the activities implemented?

Counselors and advocates attended AeriesCon, Dual Enrollment workshops, and CSU/UC workshops. Administration attended the Dual Enrollment, PARSEC, FFA Administrative Leadership, and CADA conferences. Teachers attended Project Based Learning, Kagan Cooperative Learning Strategies, and No Red Ink professional developments, as well as the CAHPERD conference.

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

What was the overall effectiveness?

This strategy was highly effective in enhancing skills and knowledge, empowering individuals to excel in their careers, and contributing more effectively to student academic success.

See Goal 2 Strategy/Activity 3

Action Strategy 4: Purchase supplemental supplies, books, and reference materials, and Duplication/Printshop.

What were the activities implemented?

Instructional supplies were purchased to support ongoing efforts to create more project-based learning instruction in classes at Madera South. Additional funding was used to supplement classroom instruction and support teachers using engaging lessons.

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

Madera South High School did not spend all instructional supplies funding as not all departments have not fully invested in shifting instruction to engaging, hands-on, rigorous learning experiences.

What was the overall effectiveness?

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

See Goal 2 Strategy/Activity 4

Action Strategy 5: Purchase Hardware/Software, Maintenance & Licenses

What were the activities implemented?

Chromebook chargers were purchased to replace lost or broken student chargers as well as to provide teachers with additional chargers for students to use in their classrooms. New projection screen TVs were purchased and installed in two classrooms to enhance instruction. Curriculum licenses were purchased to supplement the Student Responsibility Center (SRC), English classes, and math classes.

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

This strategy was implemented.

What was the overall effectiveness?

Students in SRC were helped with the online program that allowed for learning to continue outside of their regularly scheduled classes. Math PLCs were able to review data from assessments through Formative.

See Goal 2 Strategy/Activity 5

Action Strategy 6: Outside Contracted Services

What were the activities implemented?

Outside services were used to install the new projection system in the cafeteria. Additionally, outside services were used to provide guest speakers.

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

This strategy was implemented.

What was the overall effectiveness?

The new projection system allowed for more efficient parent meetings, and as a result, attendance increased. Guest speakers Tei Street and Lucca Petrucci were effective in engaging students through motivational messages.

See Goal 2 Strategy/Activity 6

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: Certificated Salaries

Student Advocate 2200	Allocation: \$124,464.00	Actuals \$79,201.09
Additional FTE 1100	*Not needed in 2022-2023*	

Why or why not is there a difference?:

The difference is due to one of the advocates' salaries not coming from the Title 1 budget.

Action/ Strategy 2: Provide Extra Time

Cert. Subs 1125	Allocation: \$16,000.00	Actuals \$1,980.00
Cert. Extra Time 1190	Allocation: \$12,000.00	Actuals \$2,822.50
Cert. Pupil Support 1200	Allocation: \$220.00	Actuals \$220.00
Cert. Extra Time 2990	Allocation: \$1,286.00	Actuals \$1,286.00

Why or why not is there a difference?:

The addition of collaboration days reduced the planning time needed for teachers. Additionally, success teams met during lunch periods as opposed to after school and did not necessitate timesheets.

Action/ Strategy 3: Professional Development, Travel, and Conference

Travel and Conference 5200 Allocation: \$22,500 Actuals \$10,124.85

Why or why not is there a difference?:
Staff did not plan or attend conferences as much as projected.

Action/ Strategy 4: Purchase supplemental supplies, books, and reference materials, and Duplication/Printshop

Instructional Supplies 4310 Allocation: \$100,763 Actuals: \$69,428.78

Why or why not is there a difference?:
There is a difference of \$61,260.22 from allocated funds compared to what was spent in the area of instructional supplies. This difference was due to a large amount of supplies still available from previous years, as well as many teachers instructing digitally.

Strategy/Activity 5: Purchase Hardware/Software, Maintenance & Licenses

Computer Hardware 4385	Allocation: \$3,700.00	Actuals \$782.66
Computer Hardware 4485	Allocation: \$1,024.00	Actuals \$0
Rental/Leases/Non-cap 5600	Allocation: \$1,376.00	Actuals \$490.34
Hardware, Software, Maintenance, and Licenses 5885	Allocation: \$25,050.00	Actuals \$9,037.38

Why or why not is there a difference?:
In the 2021-22 school year, many purchases were made that did not need to be made in the 2022-2023 school year.

Strategy/Activity 6: Outside Contracted Services Outside contracted services

*Budgeted:\$40,000 Estimated actuals: \$9,061.90 *Difference: \$30,938.10

Why or why not is there a difference?:
The adopted budget was \$10,000. Money was moved in to cover the costs of guest speakers and instructional supplies.

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: Salaries for a Multi-Tiered System of Support (MTSS)

*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 who are in need of social-emotional support as well as building student leaders to foster a more healthy school culture. This is having a positive impact on students' ability to access core instruction. Advocates have proven to be effective in providing support to at-risk students.

Action/Strategy 2: Provide Extra Time

*Changes: Keep, Delete, or Modify?

Keep

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

We will continue to use classified staff to support parent education nights, translation, and support beyond their regularly contracted duty day. We will continue to hold planning days for our staff with an emphasis on improving instruction through engaging, hands-on, rigorous learning experiences, implementing elements of the Graduate Profile, and goal-setting for students.

Action/Strategy 3: Professional Development, Travel, and Conference

*Changes: Keep, Delete, or Modify?

Keep

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

We will continue to have staff members attend professional development that aligns with site goals. For school culture, we will continue to build capacity in staff for restorative justice, alternatives to suspension, and student engagement.

Action/Strategy 4: Purchase supplemental 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 continue to support our community connections program, parent listening sessions, student advocate educational programs (Flourishing Freshmen, Soaring Sophomores, Young Women & Young Men Alliance).

Action/Strategy 5: Purchase Hardware/Software, Maintenance & Licenses

*Changes: Keep, Delete, or Modify?

Keep

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

We will renew the 5-Star and the Suite360 Intervention and Restorative Practices online system.

Action/Strategy 6: Outside Contracted Services

*Changes: Keep, Delete, or Modify?

Keep

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

We will continue to contract with outside resources to enhance the education of our students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5 ,7, 8
Recruit and retain highly qualified staff

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5 ,7, 8
Incentives & supports for employees to continuously improve performance

Goal 5

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

Identified Need

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

Annual Measurable Outcomes

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

Strategy/Activity 1

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$411,425.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$411,425.00

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 (\$)
Books & Reference Material 4200 (Title I)	\$0.00
Cert. Pupil Support 1200 (Title I)	\$2,000.00
Certificated Extra Time 1190 (Title I)	\$5,000.00
Certificated Subs 1125 (Title I)	\$220.00
Comp. Hardware \$500-\$5,000 4485 (Title I)	\$1,000.00
Comp. Hardware under \$500 4385 (Title I)	\$1,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$10,000.00
Duplicating/Print shop 5715 (Title I)	\$10,000.00
Entry Fees 5808 (Title I)	\$11,500.00
Field Trips 5716 (Parent Ed)	\$4,000.00
Instructional Supplies 4310 (Title I)	\$99,897.36
Other Cert. Salaries 1900 (Parent Ed)	\$0.00
Other Cert. Salaries 1900 (Title I)	\$50,538.00

Other classified 2990 (Parent Ed)	\$3,000.00
Outside Contracted Services 5800 (Title I)	\$10,000.00
Rental/Leases/Non-Cap 5600 (Parent Ed)	\$1,500.00
Rental/Leases/Non-Cap 5600 (Title I)	\$0.00
Student Advocate 2200 (Title I)	\$179,484.64
Supplies 4300 (Parent Ed)	\$1,285.00
Support Teacher 1100 (Title I)	\$0.00
Travel & Conference 5200 (Title I)	\$21,000.00

Subtotal of state or local funds included for this school: \$411,425.00

Total of federal, state, and/or local funds for this school: \$411,425.00

School Site Council Membership

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

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

Name of Members	Role
Jon Steinmetz	Principal
Karen Almaraz	Classroom Teacher
Fernando Cisneros	Classroom Teacher
Oscar Chavez	Classroom Teacher
Charmaine George	Classroom Teacher
Vivian Cortez	Other School Staff
Esmeralda Marquez	Other School Staff
Ramon Villa	Parent or Community Member
Monica Bravo	Parent or Community Member
Andrea Sandoval	Parent or Community Member
April Macedo	Secondary Student
Linna Cervantes	Secondary Student
Daveli Leanos	Parent or Community Member
Sarah Machado	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/31/22.

Attested:



Principal, Jon Steinmetz on 9/5/23



SSC Chairperson, Esmeralda Marquez on 9/5/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Madera South High School

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

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Strategy/Activity: Purchase supplemental supplies, books, and reference materials, and Duplication/Printshop.</p> <p>Planned: Purchase supplemental supplies, books, and reference materials, and Duplication/Printshop:</p> <ul style="list-style-type: none">-Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.-Utilize the district's print shop service to provide materials for student use as well as for parent education.-Purchase materials and supplies to support the implementation of advanced thinking skills.-Purchase materials for most at-risk students to ensure that they are able to fully benefit from core content instruction.-Purchase materials and supplies to support character education and PBIS. <p>Who:</p> <ul style="list-style-type: none">-Administration-Teachers-Counselors <p>Tasks & Due Dates:</p> <ul style="list-style-type: none">-Based on need-Classroom resources-Classroom supplies-Supplemental materials-Printing materials

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: Cert. Pupil Support 1200 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00		<p>Strategy/Activity: Extra Time to Staff</p> <p>Planned:</p> <p>Provide time or extra time to staff (Cert. Extra Time 1190, Cert. Subs 1125), (Cert. Extra Time 1190), & (Classified Extra Time Object Code 2000):</p> <ul style="list-style-type: none"> - Compensate teachers for after-school time. - Compensate classified personnel for after-school and training held during non-duty days. - Provide parent translation – oral and written. - Provide preparation time for parent support. - Provide parent education nights. <p>Who:</p> <ul style="list-style-type: none"> -Administration -Teachers -Support Staff -Counselors <p>Tasks & Due Dates:</p> <ul style="list-style-type: none"> -Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions -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 design enriching learning experiences for all students -Parent Workshops

\$0.00

- 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

Strategy/Activity: Extra Time to Staff for a Multi-Tiered System of Supports (MTSS)

Planned:

Provide time or extra time to staff (Cert. Extra Time 1190, Cert. Subs 1125), (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:

- Administration
- Teachers
- Support Staff
- Counselors

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

Madera South High School

- 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 design enriching learning experiences for all students
- 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

Cert. Pupil Support 1200 (Title I) Total Expenditures: \$2,000.00

Cert. Pupil Support 1200 (Title I) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Strategy/Activity: Extra Time to Staff for a Multi-Tiered System of Supports (MTSS)</p> <p>Planned:</p> <p>Provide time or extra time to staff (Cert. Extra Time 1190, Cert. Subs 1125), (Cert. Extra Time 1190), & (Classified Extra Time Object Code 2000):</p> <ul style="list-style-type: none"> - Compensate teachers for after-school time.

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

Who:

- Administration
- Teachers
- Support Staff
- Counselors

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 design enriching learning experiences for all students
- 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

Strategy/Activity: Extra Time to Staff

\$5,000.00

Planned:

Provide time or extra time to staff (Cert. Extra Time 1190, Cert. Subs 1125), (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:

- Administration
- Teachers
- Support Staff
- Counselors

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 design enriching learning experiences for all students
- 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

Madera South High School

- FASFA Nights
- Senior Night
- AP Night
- Registration Night
- Any other relevant events

Certificated Extra Time 1190 (Title I) Total Expenditures: \$5,000.00

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

Funding Source: Certificated Subs 1125 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$220.00		<p>Strategy/Activity: Extra Time to Staff</p> <p>Planned:</p> <p>Provide time or extra time to staff (Cert. Extra Time 1190, Cert. Subs 1125), (Cert. Extra Time 1190), & (Classified Extra Time Object Code 2000):</p> <ul style="list-style-type: none"> - Compensate teachers for after-school time. - Compensate classified personnel for after-school and training held during non-duty days. - Provide parent translation – oral and written. - Provide preparation time for parent support. - Provide parent education nights. <p>Who:</p> <ul style="list-style-type: none"> -Administration -Teachers -Support Staff -Counselors <p>Tasks & Due Dates:</p> <ul style="list-style-type: none"> -Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions -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

\$0.00

each department. Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention, and design enriching learning experiences for all students

- 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

Strategy/Activity: Extra Time to Staff for a Multi-Tiered System of Supports (MTSS)

Planned:

Provide time or extra time to staff (Cert. Extra Time 1190, Cert. Subs 1125), (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:

- Administration
- Teachers
- Support Staff
- Counselors

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 design enriching learning experiences for all students
- 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

Certificated Subs 1125 (Title I) Total Expenditures: \$220.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$500.00

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

Planned: Supplemental Materials

-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.

-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.

Who:

-Administration

-Teachers

-Student Advocates

Tasks & Due Dates:

-Based on need

-Classroom resources

-Classroom supplies

-Supplemental materials

-Printing materials

\$0.00

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

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

- 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 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
- Counselors

Tasks & Due Dates:

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

Madera South High School

\$500.00

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

Planned: Supplemental Materials
 -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.

Who:
 -Administration
 -Teachers
 -Student Advocates

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

Comp. Hardware \$500-\$5,000 4485 (Title I) Total Expenditures: \$1,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$500.00

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

Planned: Supplemental Materials

-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.

Who:

- Administration
- Teachers
- Student Advocates

Tasks & Due Dates:

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

Madera South High School

\$500.00

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

Planned: Supplemental Materials

-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.

-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.

Who:

-Administration

-Teachers

-Student Advocates

Tasks & Due Dates:

-Based on need

-Classroom resources

-Classroom supplies

-Supplemental materials

-Printing materials

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$1,000.00

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

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

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$5,000.00

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

Planned: Supplemental Materials

-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.

-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.

Who:

-Administration

-Teachers

-Student Advocates

Tasks & Due Dates:

-Based on need

-Classroom resources

-Classroom supplies

-Supplemental materials

-Printing materials

Madera South High School

\$5,000.00

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

Planned: Supplemental Materials
-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.

Who:
-Administration
-Teachers
-Student Advocates

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

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

\$10,000.00

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

\$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$7,000.00

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

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

- 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 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
- Counselors

Tasks & Due Dates:

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

\$3,000.00

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

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

- 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:

- Phone 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.

Madera South High School

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

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

Funding Source: Entry Fees 5808 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$11,500.00		Strategy/Activity: Field Trips and Entrance Fees Planned: Field Trips and entrance fees -Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences. -Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system. Who: -Administration -Staff -Students Tasks & Due Dates: -Based on need -College visits -Classroom enrichment trips -Leadership conferences -Workshops

Entry Fees 5808 (Title I) Total Expenditures: \$11,500.00

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

Madera South High School

Funding Source: Field Trips 5716 (Parent Ed)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$4,000.00		Strategy/Activity: Field Trips and Entrance Fees Planned: Field Trips and entrance fees -Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences. -Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system. Who: -Administration -Staff -Students Tasks & Due Dates: -Based on need -College visits -Classroom enrichment trips -Leadership conferences -Workshops

Field Trips 5716 (Parent Ed) Total Expenditures: \$4,000.00

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
		\$29,897.36		Strategy/Activity: Purchase supplemental supplies, books, and reference materials, and Duplication/Printshop. Planned: Purchase supplemental supplies, books, and reference materials, and Duplication/Printshop:

- 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:

- Phone calls to inform parents of weekly events.
- Monthly updates at parent meetings; SSC and ELAC
- Updated information on the school website

\$70,000.00

-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.

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

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

-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 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
 -Counselors

Tasks & Due Dates:

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

Instructional Supplies 4310 (Title I) Total Expenditures: \$99,897.36

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

Madera South High School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Strategy/Activity: Extra Time to Staff</p> <p>Planned:</p> <p>Provide time or extra time to staff (Cert. Extra Time 1190, Cert. Subs 1125), (Cert. Extra Time 1190), & (Classified Extra Time Object Code 2000):</p> <ul style="list-style-type: none"> - Compensate teachers for after-school time. - Compensate classified personnel for after-school and training held during non-duty days. - Provide parent translation – oral and written. - Provide preparation time for parent support. - Provide parent education nights. <p>Who:</p> <ul style="list-style-type: none"> -Administration -Teachers -Support Staff -Counselors <p>Tasks & Due Dates:</p> <ul style="list-style-type: none"> -Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions -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 design enriching learning experiences for all students -Parent Workshops -PIQE -PTA Meetings -ELAC Meetings -DELAC Meetings -SSC Meetings -Back to School Night -8th Grade Parent Night

Madera South High School

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

Other Cert. Salaries 1900 (Parent Ed) Total Expenditures: \$0.00

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

Funding Source: Other Cert. Salaries 1900 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$50,538.00		<p>Strategy/Activity: Salaries</p> <p>Planned:</p> <p>Certificated Salaries</p> <ul style="list-style-type: none"> -Link Crew - .2 FTE Teacher Salary for Link Crew leadership course for upperclassmen to develop 9th-grade connectivity to high school through freshmen orientation -Peer Counseling .2 FTE for Peer Counseling course to provide peer-to-peer social-emotional counseling -Youth Leadership Principles - .2 FTE for Leadership course <p>Link Crew:</p> <ul style="list-style-type: none"> -Student leadership program that focuses on making individuals from the Junior and Senior classes into mentors for freshmen. It welcomes freshmen and makes them feel comfortable. Link Leaders start the school year by helping at freshman orientation. -The program teaches students that by working together they can be successful in creating a positive experience for freshmen through team building, cooperative skill development, discussion skills, situation scenarios, and other activities. The training process consists of team building, cooperative skill development, discussion skills, situation scenarios, and other

activities.

Peer counseling:

- Students are trained in listening/communication skills.
- Once the training is complete, students are then available to talk with peers who request to see a Peer Counselor.
- During these sessions, students are able to talk about issues; i.e., family, academics, peers, etc.
- Peer Counselors do not give advice but attempt to help the student come up with good solutions.

Leadership Principles:

- Approach to working with young people as well as a set of skills that are made available to young people through dynamic and interactive training.
- Works with a deep belief that young people are assets and that their experiences, strengths, and insights make them leaders – even if other forces do not recognize them as such.
- Helps young people uncover their gifts, build confidence in their ideas, and hone the skills they need to continue to make positive community change.

Classified Salaries

- 2 Student Advocates to empower students to create healthy academic, behavioral, 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 principals in charge of Culture & Positive Behavior
- Student Advocates

Tasks & Due Dates:

Madera South High School

*Identify students that would benefit from taking these elective courses.
 *Identify "at-risk" students for advocacy.
 *Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions.
 *Monitor the progress of identified students
 *Encourage educational support and parental involvement
 *Coordinate a variety of intervention services
 *Participate in COST meetings
 *Establish a daily log of progress & work with teachers to ensure the implementation
 *Provide ongoing daily tutoring
 *Collect and report data

Other Cert. Salaries 1900 (Title I) Total Expenditures: \$50,538.00

Other Cert. Salaries 1900 (Title I) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$3,000.00		<p>Strategy/Activity: Extra Time to Staff for a Multi-Tiered System of Supports (MTSS)</p> <p>Planned: Provide time or extra time to staff (Cert. Extra Time 1190, Cert. Subs 1125), (Cert. Extra Time 1190), & (Classified Extra Time Object Code 2000):</p> <ul style="list-style-type: none"> - Compensate teachers for after-school time. - Compensate classified personnel for after-school and training held during non-duty days. - Provide parent translation – oral and written. - Provide preparation time for parent support. - Provide parent education nights. <p>Who: -Administration -Teachers -Support Staff</p>

-Counselors

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

Other classified 2990 (Parent Ed) Total Expenditures: \$3,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$5,000.00

Strategy/Activity: Outside Contracted Services

Planned: Outside Contracted Services

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

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

Who:

- Administration
- Staff (teaching, counselors, and other staff)

Tasks & Due Dates:

- Guest speakers
- Outside agencies for training and materials

\$5,000.00

Strategy/Activity: Outside Contracted Services

Planned: Outside Contracted Services

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

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

Who:

- Administration
- Staff (teaching, counselors, and other staff)

Tasks & Due Dates:

- Guest speakers
- Outside agencies for training and materials

Madera South High School

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

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,500.00		<p>Strategy/Activity: Purchase Hardware/Software, Maintenance & Licenses</p> <p>Planned: Supplemental Materials</p> <p>-Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.</p> <p>-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.</p> <p>Who:</p> <p>-Administration</p> <p>-Teachers</p> <p>-Student Advocates</p> <p>Tasks & Due Dates:</p> <p>-Based on need</p> <p>-Classroom resources</p> <p>-Classroom supplies</p> <p>-Supplemental materials</p> <p>-Printing materials</p>

Rental/Leases/Non-Cap 5600 (Parent Ed) Total Expenditures: \$1,500.00

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

Madera South High School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Strategy/Activity: Purchase Hardware/Software, Maintenance & Licenses</p> <p>Planned: Supplemental Materials -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.</p> <p>Who: -Administration -Teachers -Student Advocates</p> <p>Tasks & Due Dates: -Based on need -Classroom resources -Classroom supplies -Supplemental materials</p>

Rental/Leases/Non-Cap 5600 (Title I) Total Expenditures: \$0.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Strategy/Activity: Salaries</p> <p>Planned: Certificated Salaries -Link Crew - .2 FTE Teacher Salary for Link Crew leadership course for upperclassmen to develop 9th-grade connectivity to high school through freshmen orientation</p>

- Peer Counseling .2 FTE for Peer Counseling course to provide peer-to-peer social-emotional counseling
 - Youth Leadership Principles - .2 FTE for Leadership course
- Link Crew:
- Student leadership program that focuses on making individuals from the Junior and Senior classes into mentors for freshmen. It welcomes freshmen and makes them feel comfortable. Link Leaders start the school year by helping at freshman orientation.
 - The program teaches students that by working together they can be successful in creating a positive experience for freshmen through team building, cooperative skill development, discussion skills, situation scenarios, and other activities. The training process consists of team building, cooperative skill development, discussion skills, situation scenarios, and other activities.
- Peer counseling:
- Students are trained in listening/communication skills.
 - Once the training is complete, students are then available to talk with peers who request to see a Peer Counselor.
 - During these sessions, students are able to talk about issues; i.e., family, academics, peers, etc.
 - Peer Counselors do not give advice but attempt to help the student come up with good solutions.
- Leadership Principles:
- Approach to working with young people as well as a set of skills that are made available to young people through dynamic and interactive training.
 - Works with a deep belief that young people are assets and that their experiences, strengths, and insights make them leaders – even if other forces do not recognize them as such.
 - Helps young people uncover their gifts, build confidence in their ideas, and hone the skills they need to continue to make positive community change.

Classified Salaries

- 2 Student Advocates to empower students to create healthy academic, behavioral, 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.

\$179,484.64

- *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 principals in charge of Culture & Positive Behavior
- Student Advocates

Tasks & Due Dates:

- *Identify students that would benefit from taking these elective courses.
- *Identify "at-risk" students for advocacy.
- *Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions.
- *Monitor the progress of identified students
- *Encourage educational support and parental involvement
- *Coordinate a variety of intervention services
- *Participate in COST meetings
- *Establish a daily log of progress & work with teachers to ensure the implementation
- *Provide ongoing daily tutoring
- *Collect and report data

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

Planned:

Certificated Salaries - (1100)

- Link Crew - .2 FTE Teacher Salary for Link Crew leadership course for upperclassmen to develop 9th-grade connectivity to high school through freshmen orientation
- Peer Counseling .2 FTE for Peer Counseling course to provide peer-to-peer social-emotional counseling
- Youth Leadership Principles - .2 FTE for Leadership course
- Link Crew:
- Student leadership program that focuses on making individuals from the Junior and Senior classes into mentors for freshmen.

It welcomes freshmen and makes them feel comfortable. Link Leaders start the school year by helping at freshman orientation.

-The program teaches students that by working together they can be successful in creating a positive experience for freshmen through team building, cooperative skill development, discussion skills, situation scenarios, and other activities. The training process consists of team building, cooperative skill development, discussion skills, situation scenarios, and other activities.

Peer counseling:

-Students are trained in listening/communication skills.

-Once the training is complete, students are then available to talk with peers who request to see a Peer Counselor.

-During these sessions, students are able to talk about issues; i.e., family, academics, peers, etc.

-Peer Counselors do not give advice but attempt to help the student come up with good solutions.

Leadership Principles:

-Approach to working with young people as well as a set of skills that are made available to young people through dynamic and interactive training.

-Works with a deep belief that young people are assets and that their experiences, strengths, and insights make them leaders – even if other forces do not recognize them as such.

-Helps young people uncover their gifts, build confidence in their ideas, and hone the skills they need to continue to make positive community change.

Classified Salaries (1100)

-2 Student Advocates to empower students to create healthy academic, behavioral, 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 principals in charge of Culture & Positive Behavior
- Student Advocates

Tasks & Due Dates:

- *Identify students that would benefit from taking these elective courses.
- *Identify "at-risk" students for advocacy.
- *Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions.
- *Monitor the progress of identified students
- *Encourage educational support and parental involvement
- *Coordinate a variety of intervention services
- *Participate in COST meetings
- *Establish a daily log of progress & work with teachers to ensure the implementation
- *Provide ongoing daily tutoring
- *Collect and report data

Student Advocate 2200 (Title I) Total Expenditures: \$179,484.64

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

Funding Source: Supplies 4300 (Parent Ed)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,285.00		<p>Strategy/Activity: Purchase supplemental supplies, books, and reference materials, and Duplication/Printshop.</p> <p>Planned: Purchase supplemental supplies, books, and reference materials, and Duplication/Printshop:</p> <ul style="list-style-type: none"> -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:

- Phone 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

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information nights and other meetings.
-Assist parents in creating and activating a Parent Portal Account to monitor students' attendance and grades from home.

Supplies 4300 (Parent Ed) Total Expenditures: \$1,285.00

Supplies 4300 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Support Teacher 1100 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Strategy/Activity: Salaries for a Multi-Tiered System of Support (MTSS)</p> <p>Planned:</p> <p>Certificated Salaries - (1100)</p> <p>-Link Crew - .2 FTE Teacher Salary for Link Crew leadership course for upperclassmen to develop 9th-grade connectivity to high school through freshmen orientation</p> <p>-Peer Counseling .2 FTE for Peer Counseling course to provide peer-to-peer social-emotional counseling</p> <p>-Youth Leadership Principles - .2 FTE for Leadership course</p> <p>Link Crew:</p> <p>-Student leadership program that focuses on making individuals from the Junior and Senior classes into mentors for freshmen. It welcomes freshmen and makes them feel comfortable. Link Leaders start the school year by helping at freshman orientation.</p> <p>-The program teaches students that by working together they can be successful in creating a positive experience for freshmen through team building, cooperative skill development, discussion skills, situation scenarios, and other activities. The training process consists of team building, cooperative skill development, discussion skills, situation scenarios, and other activities.</p> <p>Peer counseling:</p> <p>-Students are trained in listening/communication skills.</p> <p>-Once the training is complete, students are then available to talk with peers who request to see a Peer Counselor.</p>

- During these sessions, students are able to talk about issues; i.e., family, academics, peers, etc.

- Peer Counselors do not give advice but attempt to help the student come up with good solutions.

Leadership Principles:

- Approach to working with young people as well as a set of skills that are made available to young people through dynamic and interactive training.

- Works with a deep belief that young people are assets and that their experiences, strengths, and insights make them leaders – even if other forces do not recognize them as such.

- Helps young people uncover their gifts, build confidence in their ideas, and hone the skills they need to continue to make positive community change.

Classified Salaries (1100)

- 2 Student Advocates to empower students to create healthy academic, behavioral, 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 principals in charge of Culture & Positive Behavior

- Student Advocates

Tasks & Due Dates:

- *Identify students that would benefit from taking these elective courses.

- *Identify “at-risk” students for advocacy.

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

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- instruction and provide timely interventions.
- *Monitor the progress of identified students
- *Encourage educational support and parental involvement
- *Coordinate a variety of intervention services
- *Participate in COST meetings
- *Establish a daily log of progress & work with teachers to ensure the implementation
- *Provide ongoing daily tutoring
- *Collect and report data

Support Teacher 1100 (Title I) Total Expenditures: \$0.00

Support Teacher 1100 (Title I) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$10,000.00

Strategy/Activity: Professional Development, Travel, and Conference.

Planned

Provide 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
- ASB Works
- CADA

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\$11,000.00

Strategy/Activity: Professional Development, Travel, and Conference.

Planned:

-Provide teachers, counselors, support staff, and administrators with opportunities to attend workshops, seminars, and conferences that address best practices and guaranteed and viable curriculum.

Who:

-Teachers
-Counselors
-Staff
-Administration

Tasks & Due Dates::

-Project Based Learning
-Kagan Cooperative Learning Strategies
-No Red Ink
-Dual Enrollment
-AeriesCon
-FFA Administration Conference
-PARSEC
-CAHPERD Conference

Travel & Conference 5200 (Title I) Total Expenditures: \$21,000.00

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

Madera South High School Total Expenditures: \$411,425.00