

Martin Luther King, Jr. Middle

Single Plan for Student Achievement (SPSA)

2015-2016

School Vision Statement

Martin Luther King, Jr. Middle School will build a culture of high achievement that inspires students to realize their dreams and become lifelong learners.

School Mission Statement

At Martin Luther King, Jr. Middle School students will master the academic standards through excellent, precise, and passionate instruction. The staff and community will work collaboratively to provide a healthy and safe environment where students become productive and responsible members of society.

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*. **Instructions from the Local Control Accountability Plan (LCAP) template state that school-specific goals related to the state and local priorities from the SPSA should be aligned and incorporated with the district's LCAP. Furthermore, to facilitate alignment between school-site and district-level goals and actions, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable.**

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

Principal:	Sabrina Rodriquez		
Telephone Number:	(559) 674-4681	Fax Number:	(559) 674-4261
Address:	601 Lily Street Madera, California 93638		
E-mail address:	sabrinarodriquez@maderausd.org		

PI STATUS: 5+

October 1, 2015

CDS Code:

20-65243-6112973

Date of School Site Council approval:

June 9, 2015

The District Governing Board approved the SPSA on

Madera Unified School District

1. What evidence is used to ensure that all students, including English-learners (EL), Redesignated fluent English proficient, Migrant, socioeconomically disadvantaged, foster youth, homeless, students with disabilities, and advanced learners in all grade levels are provided Board adopted core instructional program materials in English language arts (ELA), English language development (ELD), and math?

CA State Priority 1

All students are provided with Board adopted core instructional program materials. This is monitored in a variety of ways. Annually, the Williams team (from the Madera County Office of Education) confirms that we have adequate materials for all students. Additionally, all students have access to their textbooks online. Special education students also have access to an audio CD of their textbook, if their IEP specifies the accommodation/modification as necessary. Purchase orders are retained as proof that replacement textbooks have been ordered as enrollment changes throughout the year. In addition, we utilize our library inventory system to track textbooks checked out to each student as well as assigned classroom sets. Furthermore, administration completes periodic focus walks in

2. What evidence is used to demonstrate that teachers at all levels use the adopted core instructional materials?

CA State Priority 1

All teachers work collaboratively to produce common curriculum maps, pacing calendars, and lesson plans that reference the adopted core instructional materials that are used to teach the required standards. Both general education and special education teachers modify the core curriculum to help meet the needs of special education students as specified in Individualized Education Plans. Special education teachers may also adjust the pacing of the general education calendars to meet the needs of these students. Through focus walks, administration is able to monitor the use of adopted core textbook materials. Our Teachers on Special Assignment (TSAs) and the administrative team support department-planning sessions where shared curriculum maps, pacing calendars, lesson plans, and agendas are developed. Furthermore, an administrator is assigned to each professional learning

3. **Highly Qualified Teachers (School Year 2014-15) CA State Priority 1**

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

Fill out the following 3 tables:

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100%	0%
District	97.5%	2.5%
High-Poverty Schools in District	97.5%	2.5%
Low-Poverty Schools in District	N/A	N/A

Teacher Credential Status				
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	43	31	31	769
Without Full Credentials	0	0	0	1
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	1

4. **The Facility Inspection Tool (FIT)**, which has been developed by the Office of Public School Construction to determine if a school facility is in “good repair” as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). Based on your school site’s latest FIT what areas of a school site are in need of repair based upon a visual inspection of the site. **CA State Priority 1**

Fill out the table:

School Facility Conditions				
Date of Last Inspection:			Inspected by :	
Overall Summary of School Facility Conditions:				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior			X	
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)			X	

5. How are instructional minutes protected from interruptions in English language arts (ELA), English language development (ELD), and math?

CA State Priority 2

ELA/ELD/Math:

Announcements from the office are planned for the start or end of the school day. Announcements may also be occasionally made (when needed) during the passing period time. A daily broadcast containing pertinent school/student information is scheduled for viewing by all students/faculty during the first 3 minutes of 1st period. Assemblies/Rallies are scheduled in the afternoon at the end of the instructional day. Outside phone calls are not transferred into the classroom during instructional time. Emergency drills (fire/earthquake/lockdown) are strategically scheduled to limit disruptions.

6. How does administration monitor the required instructional minutes in English language arts (ELA), English language development (ELD), and math?

CA State Priority 2

a. English Language Arts

Instructional Core Minutes		Strategic Support Minutes For students with Reading Intervention
7-8	1 Period (55-60 minutes daily)	1 Period (55-60 minutes daily)

ELA:

A daily bell schedule is posted with instructional minutes listed for Class to Success/Intervention days, Non-Intervention days, and Early Release days. The number of minutes each day depends on the schedule for the day, Intervention Schedule (60 minute periods), Non-Intervention Schedule (55 minute periods) and Early Release Schedule (44 minutes). Minutes are confirmed through the daily bell schedule and instruction is monitored through regular focus walks by administration.

b. English Language Development

ELD 1	4 Periods of Designated ELD (112 minutes daily)/2 Periods of Integrated ELD
ELD 2/3	1 Period of Designated ELD (55-60 minutes daily)/5 Periods of Integrated ELD
ELD 4	All mainstreamed core classes with Integrated ELD

Integrated ELD:

Integrated English Language Development (ELD) refers to ELD throughout the school day across all content areas to support English learners' linguistic and academic progress. English learners engage in activities where they practice listening, reading, analyzing, interpreting, discussing, and creating a variety of literary and informational text types. Through these experiences, students develop an understanding of how language is a complex, dynamic, and social process for making meaning. Students develop language awareness, including an appreciation for their primary language as a valuable resource for learning English. All core subject areas provide integrated ELD instruction.

Designated ELD:

Designated English Language Development (ELD) is a protected time during the regular school day where teachers use the California ELD Standards as the focal standards in order to develop critical English language skills, knowledge, and abilities needed for learning English content. Designated ELD is provided in addition to all core content instruction.

c. Math:

Instructional Core Minutes	
7-8	1 Period (55-60 minutes daily)

Math:

A daily bell schedule is posted with instructional minutes listed for Class to Success/Intervention days, Non-Intervention days and Early Release days. The number of minutes each day depends on the schedule for the day, Intervention Schedule (60 minute periods), Non-Intervention Schedule (55 minute periods) and Early Release Schedule (44 minutes). Minutes are confirmed through the daily bell schedule and instruction is monitored through regular periodic focus walks by administration.

7. What are some of the steps that your school site has taken to implement Common Core State Standards and English learners strategies?

CA State Priority 2

Teachers work in professional learning community (PLC) teams by department subject matter and grade level. Each PLC team meets at least bi-weekly to generate and refine curriculum maps/pacing calendars, lesson plans, create assessments based upon common core state standards and district given guidelines. All PLC teams meet to: 1) create curriculum maps, 2) develop common formative assessments (CFAs), 3) plan lessons 4) develop instructional strategies, and 5) examine student achievement data. The PLC teams use the Cycle of Inquiry (COI) process to analyze assessment results and determine whether students have mastered assessed standards. Each PLC team plans Tier I classroom interventions based on re-teaching, spiraling of essential standards, and needed review. Tier II interventions are provided through the school's Class 2 Success intervention process. PLC teams identify students needing intervention/additional instructional support, and the standards that need to be re-taught using intervention materials. Students are given a post-assessment during intervention to monitor student improvement on standards taught in

8. Please describe how administration monitors the implementation of Common Core State Standards?

CA State Priority 2

During the 2013-14 school year, all core subject area teachers received professional development with Common Core State Standards (CCSS) focusing on the Habits of Mind and Mathematical Practices. Additionally, the district coaches piloted performance tasks with our classroom teachers and students. Our TSA – C&I coach supported this work by helping with the training and implementation of the performance tasks and the debrief sessions after the pilots. During the 2014-15 school year, our site TSA- C&I coach continued working with the ELA department on the refinement for curriculum units and assessments, as well as initiating CCSS aligned units of study in History. The Science teams were supported through their participation in the Fresno County trainings for the Next Generation Science Standards roll out and through the PLC conferences they attended during the year. Common Core instructional strategies were regularly incorporated into daily lesson design as presented by both Lead & Learn and ILC members (Linda Tolliday & Jacob Mortier). Furthermore, all students participated in the national Smarter Balance assessment. The exposure to the Smarter Balance assessment and the training that was offered prior to proctoring the test provided additional insight to teachers for ongoing CCSS expectations. Most teachers attended a variety of conferences that offered further professional development with CCSS in math, ELA, and ELD. During the 2014-2015 school year, our 2 site TSA – C&I coaches will continue to provide professional development that focuses on implementing Common

9. Describe how teachers measure the effectiveness of their instructional practices?

CA State Priority 2

Teachers use the Cycle of Inquiry (COI) process within their department PLC teams to analyze assessment data and determine the effectiveness of instructional practices. A minimum of 2 cycle of inquiries are required from each teacher per quarter and 1 grade reflection analysis is submitted to administration per grading cycle. They use reflective conversations to discuss best practices and make instructional adjustments based on team findings and student needs. Research-based best practices are implemented and discussed at future PLC department meetings to determine effectiveness. Teachers are asked to routinely meet with their administrative evaluator and the

10. Please describe what structured collaboration time looks and sounds like for **strategic** and **intensive intervention**.

CA State Priority 4

Structured collaboration occurs during department PLC meetings or department planning days. PLC department meetings operate with a set of team created "norms." Norms developed by the PLC department team provide an internal accountability system for all members. During PLC department meetings, collaboration time is used to: backwards map, create curriculum/pacing calendars, plan/review/refine lessons, identify/reflect on teaching practices, develop re-teaching opportunities, as well as intervention strategies for strategic and intensive students. Teachers use the COI process to analyze assessment data and identify strategic and intensive students that need additional support in intervention. The PLC department teams discuss particular students needing intervention, including targeted student subgroups, and specific standards for intervention. The team also determines re-teaching strategies for future core instructional time. PLC meetings take place during early-out release time, common prep periods, planning buy-back days, institute days

11. How does administration facilitate and support structured collaboration meetings to address the academic needs of English-learners, Redesignated fluent English-proficient, Migrant, socioeconomically disadvantaged, foster youth, homeless, students with disabilities, and advanced learners students?

CA State Priority 4

Teachers are provided at least four all day planning sessions, as well as regular early release time throughout the year for grade level/subject area planning. Additionally, administration and the TSA coaches regularly attend and participate in department PLC meeting sessions. General education teachers all have common prep periods with their corresponding special education teacher within their own subject areas. Cycle of Inquiries are required by every department for each subgroup.

12. What number and percentage of your total students are Migrant? What services are provided during the school day for Migrant students?

CA State Priority 4

As of April 2015, MLK, Jr. Middle School had 72 students (or 12.7%) of all students identified as migrant eligible. The number of migrant students attending MLK fluctuates throughout the year. Historical data shows that our school has an increase in migrant students numbers at the beginning and end of each school year. Migrant students in grades seventh and eighth are provided the opportunity to participate in after school tutoring taught by highly qualified teachers that use standards-based instruction. All students are eligible for Supplemental Educational Services (tutoring outside of our regular school day hours) by state approved vendors. All students receive

13. How does the school use timely data to inform instruction, monitor progress, and student placement?

Inform instruction: CA State Priority 4

Teachers develop common formative assessments (CFA), backwards map their curriculum based on their assessment results and develop their lessons/instructional strategies with consideration given to all student's individual needs. Teachers routinely use checking for understanding (CFU) strategies during their instruction and both formal and informal assessment data results to make instructional adjustments (as needed) when planning and delivering their lessons. Teachers analyze their data in their department PLC teams using the Cycle of Inquiry (COI) process to determine re-teaching strategies. They identify curriculum that needs to be spiraled as review, as well as, students that need to be targeted for intervention. Data is analyzed school-wide, by individual teacher, by department, and examined/analyzed for individual students. District Progress Assessment (DPA) data is analyzed to determine if students have mastered standards that have been taught and standards that need to be spiraled as review in their future curriculum mapping. These assessments are then analyzed across similar school sites within our district.

Monitor progress: CA State Priority 4

Teachers utilize assessment/grade data to monitor student progress in the attainment of standard mastery. They analyze data to determine re-teaching strategies, review activities, and target students for intervention. Students receiving interventions are re-tested using the same assessment or an alternative assessment that measures the same standard. Assessment results are used to determine the effectiveness of the intervention strategies implemented, as well as the standards that need to continue to be a focus.

Student placement: CA State Priority 4

Student placement in intervention groups, support classes, and tutorial sessions are determined by data collected utilizing multiple measures; some of these include: CST data, DPA data, CFA data, CELDT data, parent/student/teacher referral, and grades. Additionally, English learner students are placed into ELD classes based upon CELDT levels, CFAs, and ELD benchmarks. Student placement in interventions is most frequently determined by classroom teachers based upon selected department PLC data criteria. Students are chosen for our school site Reading Lab intervention when they show no growth in targeted areas of reading, even after receiving strategic in class Tier II interventions.

14. How do you ensure that teachers are providing students with disabilities, modifications and/or accommodations as specified in their Individualized Educational Plan (IEP) to enable them to participate successfully in the core classroom?

CA State Priority 4

There is a strong collaborative culture between our special education teachers and our general education teachers. At the beginning of the year, general education teachers are provided information about each of their student's Individualized Education Plan (IEP) goals that pertain to each subject area, and a copy of their accommodation/modification checklist. The special education teacher (Case Carrier) assigned to each child directly provides the information to the student's general education teachers. Along with this paper work, each special education teacher is required to review each student's IEP, disability, strengths, and weaknesses with each general education teacher. During this review, the assigned special education case-carrier will specify if the student receives modified work, modified grades, and/or testing modifications/accommodations.

Throughout the year, the special education teachers meet with the general education teachers to monitor the student's progress with their IEP goals. At each progress reporting period, a document is sent home to the parents reporting on the student's progress on their identified IEP goals. This progress report is included with the student's quarterly report card. At each IEP meeting, there is at least 1 general education teacher present and input from all classroom teachers is provided. This assures that both the general education and special education teachers are part of the team that is monitoring the student's progress in meeting his/her annual goals and also creating new goals for the upcoming year. The special education teachers also plan lessons, and meet with general education teachers during their regular collaboration time and during early-out professional development staff days. Additionally, all special education teachers meet regularly as a department with our assigned school site special education program specialist

15. What systems have been established to provide, monitor and evaluate the RtI academic interventions for struggling students in Tier I, II, and III?

Tier I: *CA State Priority 4*

Interventions available at the Tier I level include, but are not limited to: research-based best practices for instructional delivery and lesson design, the use of state and board adopted core instructional materials, universal access resources, and differentiated instruction for any student that may need to be re-taught or provided enrichment opportunities.

Monitoring:

Teachers make use of research-based best practices when creating and delivering instruction. Teachers use the instructional norms and the English Learner Principles to identify and monitor all students through frequent checking for understanding (CFU) techniques. Additionally, teachers use their developed common formative assessments (CFA), the district progress assessments (DPA), and student work completion marks to monitor student progress. This collective data is used to examine teaching effectiveness, remediation needs, and enrichment opportunities. Our counselors and administrative team work collaboratively with teachers to monitor and evaluate students who may need to receive Tier II interventions.

Evaluation:

The effectiveness of Tier I practices are evaluated through achievement marks received on the CSTs, CELDT, DPAs, CFAs, ELD Benchmarks, performance tasks, teacher observation of students, administrative observation and feedback (including students, parents, & teachers), Alternative Governance Board (AGB) feedback, and student grading marks are also feedback that is routinely examined to evaluate academic interventions for struggling students.

Tier II: *CA State Priority 4*

Interventions available at the Tier II level include, but are not limited to: embedded intervention within core classes, tutoring through the afterschool program, tutoring with individual students before/after school and during lunch, SES tutoring, migrant services, reading lab elective literacy support, and all other interventions listed in Tier I.

Monitoring:

Tier II interventions are identified/initiated by classroom teachers, parents, students (self-referral), and the RtI team (which includes: teachers, counselors, our administrative team, and the school psychologist). The team monitors students in Tier II through the analysis of multiple measures including: CFAs, DPAs, attendance records, teacher feedback, grading marks, and pre/post test results from intervention sessions. All students not making progress in Tier II are scheduled in Student Study Team (SST) meetings. All SST meetings include: a counselor, an administrator, parents of the student, and all teachers who work with the student on a daily basis.

Evaluation:

The effectiveness of Tier II interventions include the documentation of all relevant student interventions provided. For example, tracking of any pre-test information on the targeted area of need for each individual student, followed by routine progress monitoring data checks. Every teacher monitors Tier II student progress based upon interventions they provide; teachers report routine intervention data back to the SST team/RtI team; a collective student progress form is completed quarterly by each teacher for all tier II students. Additionally, the RtI team monitors students in Tier II through the analysis of assessment data and/or academic grading marks to determine if identified interventions are working or if new interventions need to be assigned. The counselors meet routinely with teachers, Tier II students, parents, and administration to determine if students need to receive Tier III interventions.

Tier III: *CA State Priority 4*

Interventions available at the Tier III level include, but are not limited to: enrollment in the school reading lab, small group instruction and/or 1-on-1 academic support in specific deficit skill areas, and all other interventions listed in Tier I and Tier II. All services in Tier III are determined by the RtI and SST teams.

16. What strategies are utilized for Tier III which resulted in student improvement verified by data?

CA State Priority 4

Our Tier III students receive 45 minutes of intense, targeted instruction in our Reading Lab. Students are run through a highly scripted sequence of activities designed to meet their specific academic needs. Our reading lab targets phonemic awareness and fluency, as well as comprehension. Student growth data is all tracked on the Response to Intervention (RtI) tracker spreadsheet.

17. How are EL students appropriately placed in English language development and how do you make certain that students are provided with a the appropriate adopted instructional program materials?

CA State Priority 4

Returning Students:

Students are placed in ELD classes based upon multiple measures. These measures include their most current California English Language Development Test (CELDT) data, as well as their summative end of the previous year's English Language Development (ELD) Benchmark/District Progress Assessment data, and CAASPP results. Each CELDT domain level is considered when looking at how to appropriately place students (Listening, Speaking, Reading, & Writing). Student placement is also reviewed (midyear) when Fall CELDT scores are officially reported. Additionally, progress monitoring is ongoing throughout the school year through common formative assessments, teacher feedback, interviews, grades, and other multiple measures.

New students:

When a student enrolls at our school, we determine at that time if they are an English learners (EL) through their Home Language Survey (HLS) and their cumulative records. Once they have been identified as an EL, our Vice-Principals and counselors ensure that they are placed in a general education teacher's classroom with the proper CLAD/BCLAD credentials. The general education teachers are then informed that an EL student has been placed in their class. On the first day of instruction, students are provided with English Language Development (ELD) instruction. When the child's cumulative record arrives at the school, the Teacher on Special Assignment (TSA) coach, administration, and the general education teachers review the student's records to determine if any additional services need to be added to the student's current program placement. Furthermore, all teachers are required to regularly check Aeries for student demographic data for each students language status. In Aeries, English learner students are identified on the daily attendance reports under "Language Fluency" with a coding of "3."

Core instructional materials are provided to all students. This is monitored in a variety of ways. Annually, the Williams team from the Madera County Office of Education (MCOE) confirms that we have adequate materials for all students. Purchase orders are retained as proof that replacement textbooks

18. Indicate the number and percent of English learners and reclassified students. **CA State Priority 4**

	2013-2014	2014-2015	Indicate I=Increase/ D= Decrease
English Learner #	240	236	Decrease

CA State Priority 4

19. Administration and TSAs attend PLC department meetings and participate in planning discussions ensuring a continued focus on our English Learner population. During PLC meetings, DPA and CFA data is reviewed using the COI process with a focus on whether EL students are meeting standards and what they need in terms of remediation/re-teaching in core classes or during interventions. Data is disaggregated so that teachers understand specific EL student needs. Discussions occur during early release days, as well as, during PLC department prep periods. English Learner students needing remediation are targeted for strategic interventions in ELA, ELD, history, science, and mathematics.

Additionally, in order to accelerate academic achievement of our EL students, we offer Supplemental Educational Services (SES) to students who are FBB/BB; this tutoring is available on a 1 to 1 basis at school or in student's homes. Academic tutoring is also provided in our afterschool program (Jaguar Den). Furthermore, students who qualify are enrolled into Migrant Ed for a variety of services (including academic tutoring). Any of our students who are new to the United States (less than 12 months) are given Spanish to English dictionaries to assist them with communicating and are automatically enrolled in our newcomer academy; the TSA – Coach and counselors actively pursue these students to register them in a tutoring service, and will attempt to enroll them in either Associated Student Body (ASB) clubs, and/or athletics.

Furthermore, the regular use of the EL Principles are strategically monitored and prioritize during

20. What support is provided to English learners who have been in the US for less than 5 years and continue to make minimal to no growth in language proficiency and academic achievement?

CA State Priority 4

EL students participate in targeted English language development classes based upon their English language proficiency level. English learner students in the U.S. less than 5 years are placed in ELD classes based on their performance levels on the CELDT and other formal/informal assessments. ELD curriculum includes addressing standards in Listening, Speaking, Reading, and Writing. ELD support can be either integrated and/or designated. Instruction includes targeted research-based best practices for instructional delivery and the English Learner Principles. EL students are provided extended time for ELD instruction based on their ELD level. Our students who have been in the U.S. for less than 1 year are placed into an intensive newcomer academy. All newcomers receive 4 hours of designated ELD instruction and 2 hours of integrated ELD instruction. All ELD 2 and 3 students, receive 1 period of designated ELD instruction and 5 hours of integrated ELD instruction. Our ELD 4 students are placed in mainstream classes with integrated ELD support. In addition to ELD instruction, EL students are provided support in core ELA and math classes through the school's RtI process. Additional academic support is also available through different tutoring options (including the Jaguar

21. How are the needs of Long Term English learners (5 years or more) met, monitored, and measured to determine the effectiveness of the instructional program?

CA State Priority 4

Met:

EL students participate in targeted English Language Development classes based upon their English language proficiency level. English learner students in the U.S. less than 5 years are placed in ELD classes based on their performance levels on the CELDT and other formal/informal assessments. ELD curriculum includes addressing standards in Listening, Speaking, Reading, and Writing. Instruction includes targeted research-based best practices for instructional delivery and the English Learner Principles. In addition to ELD instruction, EL students are provided support in core ELA and math classes through the school's RtI process. Additional academic support for long-term EL students is also available through different tutoring options (including the Jaguar Den, SES services, and migrant ed). EL students may also be enrolled in embedded intervention during their core class time.

Monitored:

Long-term English learner needs are monitored through a variety of means. EL student progress is monitored and measured through the COI process and the analysis of CELDT, DPAs, CFAs and ELD benchmark assessment data and disaggregated by EL students in all core classes. The use of focus walk data collected and AGB feedback are also tools used to open discussions regarding EL student progress amongst department PLC meetings. Additionally, there is a constant push to have students 'own' their education - reminding them of their current levels and what they need to do next to be successful and attain reclassification status. All students are monitored for GPA performance and placed in appropriate support systems through the RtI process.

Measured:

22. For **middle & high schools**: What number and percentage of your English learners are taking advanced courses (Honors and AP) in ELA?
For **elementary** schools: What enrichment programs are offered to English-learners, Redesignated fluent English-proficient, Migrant, socioeconomically disadvantaged, foster youth, homeless, students with disabilities, and advanced learners students?

CA State Priority 4

This question is not applicable at the middle school level because we do not offer honors or AP courses. We do provide all English learners with an elective/enrichment course such as art, robotics, computers, AVID, etc. Furthermore, we provide all students various opportunities for enrichment through our clubs and extracurricular programs. Students meeting prerequisite placement criteria in the area of mathematics may also elect to be placed into the accelerated

23. List the types of professional development trainings (standards-aligned and/or CCSS-aligned instructional programs) that **teachers & support staff** have received in **2014-2015**. Please indicate the number & percentage of staff who attended each training. **CA State Priorities 1, 2, 3, 4, 5, & 8**
A.

Teachers	#	%	Support Staff (certificated and classified)	#	%
<ul style="list-style-type: none"> Common Core Training with District Academic Coaches/Site TSA Rigorous Curriculum Design Training Fred Jones Classroom Mgmt Training San Joaquin Valley Math Retreat District Common Core Steering Committees FCOE Professional Learning Community for Science Teachers San Joaquin Valley Math Project FCOE Expository Reading & Writing Modules AVID Conference San Joaquin Office of Education-Launching the ELA/ELD Framework California Language Teacher Association Conference California League of Middle Schools-Sacramento California League of Middle Schools-Technology CABE Conference FCOE-Kagan conference CAHPERD conference CASCD-Preparing Reticent Writers CASC Conference National Science Teachers Association Conference California League of Middle Schools-Monterey FCOE-CASBO-ASB Conference Region 7 Math Conference San Clemente-Kagan Conference Project Lead the Way Conference California PEACH Workshop 	4 6 4 2 2 0 2 4 6 4 2 2 7 3 1 1 3 1 5 1 2 2 4 4 2 2 2 1 1 4		<ul style="list-style-type: none"> Skill Path Seminar CABE Conference Strengthening Families Conference 	2 1 1	

B.

List the types of professional development trainings that administration (Principal and vice-principal/s) received in the past two years that support the district-adopted programs/initiatives.

Principal	Vice-Principal (s)
Monthly ILT Meetings CLMS Launching the ELA Framework Time to Teach Aeries Master Scheduling Common Core Training Harassment Training Discipline Ed Code Training Illuminate Training Categorical Program Monitoring Training Professional Learning Community Conference Illuminate Training Response to Intervention Training Fred Jones Gang awareness and Prevention Training Positive Behavior Intervention Support Refreshers Google Classroom Trainings/Digital Cafes Axiom- SARC Training Renaissance Learning Training Master Schedule Training	Monthly PLC Trainings Common Core Training CABE CLMS Kagan CPR/AED Training Harassment Training Discipline Ed Code Training Illuminate Training Categorical Program Monitoring Training Professional Learning Community Conference Illuminate Training Fred Jones Gang Awareness and Prevention Training Positive Behavior Intervention Support Refresher Trainings Positive Parenting

24. As an instructional leader, what type of professional development trainings do you (principal and vice-principal/s) need to support your work?

CA State Priorities 1, 2, 3, 4, 5, & 8

- Training to support teachers with the transition to Common Core Standards
- Common Core Instruction; bridging California State Standards to Common Core
- Combining ELD standards with Common Core instruction
- Financing and Budgets
- The use of new assessments that are performance based/project based to inform instruction and strategic teaching
- Additional training for the development of a highly effective Response to Intervention System both behavior and academic
- Development of a classroom observation feedback tool (Focus Walk tool) aligned to Common Core Standards
- Working with staff on additional classroom management strategies
- Strategies to help move resistant staff forward
- Multicultural sensitivity training provide to staff
- Harassment training to provide for all staff
- Best practices & strategies for working with EL students, students with special needs, gifted

25. What systems have been adopted to inform all staff of Tier I, II, and III implementations of RtI **behavior interventions**? What data was used in each tier? **CA State Priority 6**

<p>Tier I: We are constantly in the process of refining our RtI behavior support system. At MLK, we utilize the Positive Behavior Interventions and Supports (PBIS) framework for our RtI system in conjunction with the Restorative Discipline Model. In order to inform all staff of our Tier 1 behavior interventions the following actions are taken every year: 1) Establishment of a PBIS leadership team, 2) defined/reviewed "Statement of Behavioral Purpose," 3) identification of a positive school-wide expectations matrix, 4) teaching of the school-wide behavior expectations, 5) teaching of classroom behavior expectations, 6) the strategic encouragement of positive student and staff behaviors, 7) the discouraging of student misconduct, and 8) the monitoring of behavioral data to improve systems and practice. The collectively shared, taught, and marketed belief that student success is directly related to the demonstration of Respectful, Responsible, and Ready to Learn behaviors is central to our behavioral RtI model. All staff is provided routine professional development in classroom management strategies, the progressive discipline system, and the PBIS strategies. Staff are informed school-wide by PBIS monthly data review (through SWIS), Homeroom PBIS lesson design (quarterly review and teaching of positive behavior expectations), the Matrices Walk-About, Second Step curriculum sharing, and our PBIS Behavior Focus Walks. Lastly, all staff members who attend SST meetings for their specific students are collaborated with regarding interventions initiated. Many staff members are also trained using Fred Jones Classroom Management and Time to Teach materials.</p>	<p>Data Used: SWIS & Aeries discipline data for referrals, suspensions, and expulsions CICO Data Tracking PBIS Focus Walk Data Benchmark of Advanced Tiers Data Safe School Survey Data Benchmark of Quality Data Team Implementation Rubric Data Small Group Counseling Data Grade Level COST/SST Data Counselor Data Tracking PBIS Trainings/Meeting Agendas Jag Buck Incentive System Redemption Data</p>
<p>Tier II: All staff is informed of Tier II behavioral interventions through all the means identified above. Additionally, communication from the site RtI team to individual teachers is routinely shared on an as needed basis. Teachers are informed when students are referred by the RtI team for counseling, individual behavior support plans, daily check-in/check-out, small group social skills re-teaching, and/or the mentor-mentee program. The data used in Tier II decision-making comes from site staff, teachers, parents, students, administration, and the SWIS/Aeries data reporting. Furthermore, threat assessments and follow-up for services occurs when student safety is a concern. Referrals are also generated to our Gang Prevention Specialist, our on-site drug-counseling program, and mental health/behavioral services when needed.</p>	<p>Data Used: SWIS & Aeries discipline data for referrals, suspensions, and expulsions CICO Data Tracking PBIS Focus Walk Data Benchmark of Advanced Tiers Data Safe School Survey Data Benchmark of Quality Data Team Implementation Rubric Data Small Group Counseling Data Grade Level COST/SST Data Counselor Data Tracking PBIS Trainings/Meeting Agendas Jag Buck Incentive System Redemption Data</p>
<p>Tier III: All of the following Tier I & Tier II interventions may be used based upon individual student need:</p> <ul style="list-style-type: none"> • Research-based good initial first instruction • 2 Full-time Security Officers • Loss of Privileges List • Peer Mediation • Discipline that Restores Model • School-wide teaching of behavioral expectations 	<p>Data Used: SWIS & Aeries discipline data for referrals, suspensions, and expulsions CICO Data Tracking PBIS Focus Walk Data Benchmark of Advanced Tiers Data Safe School Survey Data Benchmark of Quality Data Team Implementation Rubric Data Small Group Counseling Data</p>

<p>on a daily basis</p> <ul style="list-style-type: none"> • PBIS Matrices • Connected messaging daily to parents for truancy/absences • Clubs/Lunchtime Activities • COST Team Meetings • Mentor/Mentee Program • Check-in/Check-out System • Small Group/Individual Counseling • Student Responsibility Center • Parenting Partners • Mini-SARB process and supports • Student Study Team Meetings • Parent Meetings <p>Exclusive Tier III interventions include:</p> <ul style="list-style-type: none"> • Alternative Scheduling • Alternative Placements 	<p>Grade Level COST/SST Data</p> <p>Counselor Data Tracking</p> <p>PBIS Trainings/Meeting Agendas</p> <p>Jag Buck Incentive System Redemption Data</p>
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26. How does administration monitor and evaluate the different tiers in RtI behavior? **CA State Priority 6**

Tier I:

Monitoring:

Teachers make use of research based best practices for classroom management. Teachers use a school-wide and classroom positive behavior incentive support system. Teachers model appropriate behavior and teach (when necessary reteach) appropriate behavior expectations. All staff reference the school-wide matrices to teach/reteach behavior expectations. A progressive discipline system is followed and communication with all stakeholders is required after step 2. Our intervention specialists and administrative team work collaboratively with teachers to monitor and evaluate students who may need to receive Tier II behavioral interventions. This information is then entered into our Aeries student management system and the SWIS data reporting system.

Evaluation:

The effectiveness of Tier I practices are evaluated through PBIS focus walks, classroom focus walks, data collected from SWIS and Aeries, as well as teacher-counselor-administration-student-parent feedback. Our PBIS model uses several evaluation tools to determine the systems effectiveness, these include: 1) Team Implementation Checklist (TIC), 2) Benchmark of Quality survey (BOQ), 3) Benchmark for Advanced Tiers (BAT), 4) the PBIS Focus Walk survey, 5) Safety Survey (given to both students & staff).

Tier II:

Monitoring:

Tier II interventions are identified/initiated by the RtI team (which includes: teachers, counselors, the administrative team, and occasionally the school psychologist). The team monitors students in Tier II through the analysis of multiple measures including: Aeries, SWIS, teacher-counselor-administration-student-parent feedback, focus walks, and RtI team classroom observations. All students not making progress in Tier II are scheduled in Student Study Team (SST) meetings. All SST meetings include: a counselor, an administrator, parents of the student, and all teachers who work with the student on a daily basis. The check-in/check-out service is initiated for the majority of students in Tier II.

Evaluation:

The effectiveness of Tier II interventions includes the documentation of all relevant student interventions provided. The RtI team monitors students in Tier II through the analysis of behavioral data and/or check-in/check-out charting to determine if positive behaviors have increased (attained incentives) and the negative behaviors have decreased. The counselors and Intervention Specialist meet routinely with teachers, Tier II students, parents, and administration to determine if students need to receive Tier III interventions based upon data reported.

Tier III:

Monitoring:

The team monitors students in Tier III through the same means identified in Tier II. When a student reaches the Tier III level and has not responded to previous interventions and he/she continues to make poor choices alternative schedules/placement may be considered, and/or suspensions/expulsion. Students who are in Tier III are monitored more frequently with a greater amount of teacher/counselor/administration/parent communication occurring.

Evaluation:

Students who do not make growth or make limited growth regarding behavioral conduct may be referred for a diagnostic assessment for special education services, referred to an outside agency for other services, and/or may be suspended until expelled.

27. Indicate the strategies implemented that have improved student behavior and have promoted

CA State Priority 6

The PBIS model strategies listed above have significantly helped to address student behavioral issues. Specifically, the teaching of school-wide positive behavior expectations on a consistent and routine basis has shown the greatest impact on the number of expulsions, suspensions, and office referrals we have annually. The school-wide incentive system available to all students and administered weekly has helped to motivate students to display positive behavioral expectations. The focus given to developing positive teacher-student relationships has helped to transform the school culture (staff vs. student games, mentor-mentee, rallies/assemblies, clubs, athletics). Other strategies also include, but are not limited to: PBIS, SSTs, daily check-in/out, Peer Mediation/Restorative Justice, small group counseling, Drug & Substance Abuse Counseling, Mentor/Mentee and Conferences on Academic

28. **Fill in the bottom chart: CA State Priority 6**

NOTE: The suspensions and expulsions table below will illustrate total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	12-13	13-14	14-15	12-13	12-13	14-15
Suspensions	161	179		2125	1993	
Suspension Rate	%	%	%	10.6%	9.9%	%
Expulsions	5	10		96	55	
Expulsion Rate	%	%	%	0.5%	0.3%	%

29. List the top 3 infractions at your site. **CA State Priority 6**

2013-2014	# of Suspensions	# of Expulsions	Total Offenses Committed (Data available on Dataquest)
1. Caused, attempted or threatened physical injury	100	3	100
2. Disruption, Defiance	46	0	46
3. Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant	29	2	29

2014-2015	# of Suspensions	# of Expulsions	Total Offenses Committed (Data available on Dataquest)
1. Caused, attempted or threatened physical injury	23		
2. Disruption, defiance	14		
3. Fight without serious injury	8		

30. Based on the above data, what infractions are similar from 2012/13 to 2013/14 and what programs/services/professional development have been implemented to address the behavior infractions? **CA State Priority 6**

Based on annual data comparisons, we need to continue the proactive tactics we have that have worked during 2013-14 school year which includes: refining the PBIS framework, enhancing the Restorative Justice model, finding alternatives to suspensions and expulsions, continuing our Peer Mediation/Conflict Resolution system, Mentor/Mentee program and our small group counseling sessions.

31. Monthly Attendance Totals (Months: August 11, 2014-April 3, 2015): **CA State Priority 6**

Grade	Percentage 2014-2015	Goal for 2015-2016	Truancy Rate for 2013-2014:	Truancy Rate for 2014-2015:
K	N/A	N/A	<u>50%</u>	_____
1-3	N/A	N/A		
4-6	N/A	N/A		
7-8	96%	96%		
9-12	N/A	N/A		
Average %	96%	96%		

Truancy Rates report is available on Dataquest/ P1 & P2 reports.

32. Chronic Absenteeism Totals (Months: August 11, 2014-April 3, 2015): **CA State Priority 6**

Grade	# of Students who missed 18 days of school. (2014-15)	% of Students who missed 18 days of school. (2014-15)	Goal for 2015-2016	Chronic Absenteeis m Rate for 2014-2015:	Chronic Absenteeis m Rate for 2015-2016:
K	N/A	N/A		_____	_____
1-3	N/A	N/A			
4-6	N/A	N/A			
7-8	18	2%			
9-12	N/A	N/A			
Average %	18	2%			

Chronic Absenteeism Rates report is available on Aeries.

33. What incentives/programs/services are/or will be implemented to increase the attendance percentage and decrease the truancy and chronic absenteeism rate?

CA State Priority 6

In addition to the Student Attendance Review Board process that we all adhere to, our school offers a variety of incentives to students who maintain perfect attendance including:

- As part of our PBIS (positive behavior and intervention support) school-wide process we provide monthly incentives to students who are present daily and regularly arrive to class on time. Students earn Jaguar tickets for exhibiting our “3Rs” (being respectful, responsible, and ready to learn).
- Students may earn Jaguar tickets from any employee on campus for demonstrating any of these 3 behavioral expectations.
- Students may choose to place their tickets in a raffle drawing, use the tickets in the student store, redeem tickets with individual teachers for prizes offered by teachers/staff, or redeem the tickets for Friday lunchtime incentives.
- Students who have perfect attendance are also recognized during our quarterly awards

34. How does the school determine the need for support staff? How do you evaluate the effectiveness of the

CA State Priority 1

The need for support staff is determined through the analysis of a variety of data sources: including CAASPP, CST Science, CELDT, DPA, CFA, grading marks. Additionally, feedback and input is solicited and provided by different stakeholders and groups including: ASB, SSC, ELAC, leadership, parent club, the staff as a whole, and the community at large. Effectiveness of the support staff is measured through achievement data for students and feedback from all our school stakeholders as well as evaluation feedback. Additionally, the feedback we receive provides us evidence of our weak and strong academic areas. We then plan and allocate our funds to target our weak areas, while at the same time providing continued support in areas that are showing success.

35. How was the School Site Council Committee and other advisory committees/groups (e.g., English learner parents, parents of foster youth, and pupils, as appropriate) been engaged and involved in developing

CA State Priorities 1-8

As per Ed Code 64001, our school site council was instrumental in planning, monitoring, approving, and evaluating the activities and expenditures for all consolidated application programs including the SPSA. The goal is to improve CAASSP proficiency, CST proficiency (school-wide and in all subgroups), and CELDT proficiency for English Learners. Assessment data was reviewed throughout the year. This included data from CST, CELDT, and DPA assessments. A program review was done at each Site Council Meeting to help the council understand program implementation and program needs. Assessment goals are set and strategies are planned based on goals set from collected baseline data. Strategies are prioritized based on available categorical budgets and planned for implementation.

Information relating to the SPSA is also shared many times during the year and feedback regularly collected at our- Title I Parent meeting, ELAC (English Learner Advisory Committee) meetings, Leadership meetings, and Parent Club meetings.

Information that is shared relates to how money is being spent, test results for local and state

36. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state and local priorities and used by the School Site Council to inform the SPSA evaluation

CA State Priorities 1-8

Data made available to stakeholders related to the state and local priorities and used by the School Site Council to inform the SPSA evaluation and revision process was presented during scheduled SSC meetings throughout the spring 2015. This included, but was not limited to:

- Introduction and discussion of the new Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF)
- Review (training and presentation/discussion) of the 8 State LCAP Priorities
- Informational Video presentation and discussion about the 8 LCAP Priorities
- Informational Powerpoint presentation and discussion about the LCAP Priorities
- Site formative and summative assessment performance data was shared and considered
- Site data describing the site's process and staff involved in monitoring and supporting student EL data (monitoring, identification, reclassification, etc.)
- Review of site technology needs
- Review of site Positive Behavior Intervention Systems data reports and graphs illustrating decreases in overall student major referrals, suspensions and expulsions.

37. How was SPSA monitored, reviewed and updated during the school year? **CA State**
Priorities 1-8

Monitored:

The SPSA is monitored through a minimum of quarterly School Site Council Meetings, in particular when any significant adjustments to the plan are implemented (or requested). State regulations require that the School Site Council (SSC) be the group responsible for developing and revising the SPSA. Consultation with site advisory groups (ELAC and SAC) about student performance data, student needs, identified goals, appropriate interventions/preventions, and associated categorical budgets are an integral part of the development and monitoring of the SPSA.

Reviewed:

The Single Plan for Student Achievement (SPSA) is a working document that is reviewed, monitored, and updated throughout the school year. The goal of the SPSA is to improve the number of students meeting proficiency in ELA and Math, thus increasing student achievement. Items to monitor, review, and update at each Site Council meeting include academic programs, assessment data, SMART goals, Site Plan strategies for improvement, and categorical budgets. A Program Review is presented at School Site Council meetings by departments. Departments share their implementation and progress of strategies and budget expenditures.

Updated:

This ongoing involvement of the SSC in the updating of the SPSA is a critical element of the annual planning cycle and is reflected in meeting agendas and minutes. Updates are implemented at least quarterly and done during SSC meetings.

Madera Unified School District

GOAL 1: Increase Academic Achievement in English Language Arts Instructional Program.

District Goal for English Language Arts: *For the 2014-2015, Madera Unified School District will use the SMARTER Balance results as a baseline year in the implementation of the Common Core State Standards in ELA.*

School Goal: All students will attain proficiency in English Language Arts.

What data did you use to form this goal:

Data collected from the state reports from SMARTER Balanced Assessment. Grade level created English Language Arts Common Formative Assessments, and Summative Assessments, Performance Tasks, Student Projects, Written Essays, Literacy Assessments, and grade reporting.

What were the findings from the analysis of this data?

We will continue with the alignment of our assessments to Smarter Balanced performance oriented tasks. Common Core State Standards will continue to be utilized to create/refine units of study that have been created. Additionally, not all students have obtained proficiency in sub-skills for grade-level expectations and scaffolding will continue to be needed to further develop students' individual skill deficiencies.

How will the school evaluate the progress of this goal?

Evaluation of the progress of this goal will be determined through data analysis of a variety of multiple assessment measures (as noted above) during department professional learning communities and through the use of the Cycle of Inquiry (COI) process. Reflection on a variety of student achievement data, in addition to, the calibration of student work produced will be reviewed. All grade levels and departments will meet and report findings school-wide. Data will be collected and displayed on a "DATA WALL" after each CFA, in every classroom. This data will include a "class achievement goal (e.g. Attain proficiency or higher) along with a visual graph representing the actual overall achievement of each period. Awards will be provided along with a celebration to classes each time their class goal is met.

1. Based on the 2014-15 strategies implemented in the SPSA, what strategies will be eliminated and/or modified as a result of minimal to no academic growth?
Common Core planning time will be increased and incorporating additional time to reflect and analyze student produced work. Student feedback and goal setting will be more frequently given. Literacy goals will be set for all students in all core subject areas in an effort to promote reading across the curriculums.
2. What impact did the lack of full or timely implementation of those strategies have on student outcomes?
Achievement and student outcomes are not at an optimal level, particularly during this transitional time as teachers are learning new Common Core State Standard expectations (both quantity and quality of each standard). During this transition, teachers need to analyze student work, align expectations to the levels of proficiency expected in relation to the Smarter Balanced Assessments. Teachers need to reflect and modify current curriculum maps and lesson plans to produce higher student achievement results.
3. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
The strategic use of our certificated/classified support staff assisted in facilitating grade-level planning for students both academically and behaviorally. Department collaboration time was set aside at least bi-weekly and several departments met on a daily basis.

2015-2016 SINGLE PLAN FOR STUDENT ACHIEVEMENT

Madera Unified School District

	Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource Name & Code (Funding Source)	State Priority	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S1.1	Certificated/Classified extra time for the following: development of a common curriculum pacing calendar, lesson design, deconstruction of standards, assessments, data analysis, grading calibration, the scoring of authentic grade level assessments (including performance tasks, projects, short written constructed responses, essays, etc.), interdisciplinary curriculum planning, collaboration time between the Special Education staff and general education staff, and the development of Tier II/Tier III academic & behavioral interventions.	Students, Teachers, Teachers on Special Assignment, Counselors, Classified Support Staff & Administration	-Sign in sheets -Agendas -Products of the work (artifacts)	\$2,000 \$3,500	Title I (3010) Carryover	2, 4, 5, 8	
S1.2	Substitute Coverage for department planning time, lesson demonstrations/modeling, facilitating teacher observations of peers, cognitive coaching/feedback meetings on teacher instructional effectiveness, etc.	Students, Teachers, Teachers on Special Assignment, Counselors, Classified Support Staff & Administration	-Sign in sheets -Agendas -Products of the work (artifacts)	\$2,767 \$1,000	Title I (3010) Carryover	2, 4, 5, 6, 8	
S1.3	Certificated/classified differentiated professional development opportunities/travel conference to assist with pedagogy, classroom management, the transition to common core, lesson planning/design, the use of effective instructional strategies, literacy, composition, etc.	Students, Teachers, Teachers on Special Assignment & Administration	-Sign in sheets -Agendas -Products of the work (artifacts)	\$1,500 \$2,500	Title I (3010) Carryover	2, 4, 5, 6, 8	
S1.4	Purchase of supplemental materials to support the core instructional program (e.g. student magazine subscriptions [<i>Scholastic Scope</i> , <i>Jr. Scholastic</i>], materials to support common core expectations, print shop services to provide assessment materials, etc.).	Students & Teachers	-Review of ordering and inventory	\$3,000 \$3,000	Title I (3010) Carryover	2, 4, 5	
S1.5	Update library media resources to develop a literacy program and other resources: a) STAR Assessment/AR Enterprise b) Leveled reading materials. c) Common core exemplars d) Updated reading selections of high interest	Students, Teachers, Librarian, & Administration	-Review of ordering of inventory	\$1,000	Title I (3010)	2, 4, 5	
S1.6	Certificated extra time for before school/after school and during Saturday Academies for interventions to provide targeted instruction for students needing extra support academically	Students & Teachers	-Review of ordering of inventory	General	General	2, 4, 5	
S1.7	Supplemental materials and supplies for before school/after school tutoring, and Saturday Academies.	Students & Teachers	-Review of ordering of inventory	General	General	2, 4, 5	

Madera Unified School District

	Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource Name & Code (Funding Source)	State Priority	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S1.8	Funding of an Intervention Specialist to support the academic and behavioral needs of at-risk students.	Students & Teachers	Review of student performance and other pertinent reports demonstrating student progress	\$94,819	Title I (3010)	3, 4, 5, 6, 9, 10,	
S1.9	Extracurricular academic learning (field trips) and competition opportunities for EL and/or Tier II students; transportation, registration fees, and teacher instructional time spent tutoring students. (e.g. Pentathlon events, Destination Imagination, Robotics & Science Bowl).	Students, Teachers & Administrators	-Invoices and student achievement on standardized testing review	\$500	Title I (3010)	2, 4, 5, 6,	
S1.10	AVID Program Implementation: Certificated and classified differentiated professional development opportunities to assist with pedagogy, classroom management, transition to Common Core lesson planning, design, and the use of effective instructional strategies, literacy, composition. Tutoring costs and supplemental supplies for students.	Students, Teachers & Counselors	-Review of student performance and other pertinent reports demonstrating student progress.	\$5,000	Title I (3010)	2, 4, 5, 6, 7	

Madera Unified School District

GOAL 2: Increase Academic Achievement in Math Instructional Program.

District Goal for Math: *For the 2014-2015, Madera Unified School District will use the SMARTER Balance results as a baseline year in the implementation of the Common Core State Standards in Math.*

School Goal: All students will attain proficiency in Mathematics

What data did you use to form this goal:

Data collected from the state reports from SMARTER Balanced Assessment. Grade level created math Common Formative Assessments, and Summative Assessments, Performance Tasks, Student Projects, and grade reporting. Each course uses a variety of multiple data measures (Math 7, Math 8, Accelerated Math 7, and Algebra).

What were the findings from the analysis of this data?

We will continue with the alignment of our assessments to Smarter Balanced performance oriented tasks. Common Core State Standards will continue to be utilized to create/refine units of study that have been created. Additionally, not all students have obtained proficiency in sub-skills for grade-level expectations and scaffolding will continue to be needed to further develop students' individual skill deficiencies.

How will the school evaluate the progress of this goal?

Evaluation of the progress of this goal will be determined through data analysis of a variety of multiple assessment measures (as noted above) during department professional learning communities and through the use of the Cycle of Inquiry (COI) process. Reflection on a variety of student achievement data, in addition to, the calibration of student work produced will be reviewed. All grade levels and departments will meet and report findings school-wide. Data will be collected and displayed on a "DATA WALL" after each CFA, in every classroom. This data will include a "class achievement goal (e.g. Attain proficiency or higher) along with a visual graph representing the actual overall achievement of each period. Awards will be provided along with a celebration to classes each time their class goal is met.

Madera Unified School District

1. Based on the 2014-15 strategies implemented in the SPSA, what strategies will be eliminated and/or modified as a result of minimal to no academic growth?
Common Core planning time will be increased, incorporating the time to reflect and analyze student produced work. Student feedback and goal setting will be more frequently given. Literacy goals will be set for all students in all core subject areas in an effort to promote reading.
2. What impact did the lack of full or timely implementation of those strategies have on student outcomes?
Achievement and student outcomes are not at an optimal level, particularly during this transitional time as teachers are learning new Common Core State Standard expectations (both quantity and quality of each standard). During this transition, teachers need to analyze student work, align expectations to the levels of proficiency expected in relation to the Smarter Balanced Assessments. Teachers need to reflect and modify current curriculum maps and lesson plans to produce higher student achievement results.
3. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
The strategic use of our certificated/classified support staff assisted in facilitating grade-level planning for students both academically and behaviorally. Department collaboration time was set aside at least bi-weekly and several departments met on a daily basis.

2015-2016 SINGLE PLAN FOR STUDENT ACHIEVEMENT

	Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource Name & Code (Funding Source)	State Priority	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S2.1	Certificated/Classified extra time for the following: development of a common curriculum pacing calendar, lesson design, deconstruction of standards, assessments, data analysis, grading calibration, the scoring of authentic grade level assessments (including performance tasks, projects, short written constructed responses, essays, etc.), interdisciplinary curriculum planning, collaboration time between Special Education staff and general education staff, and the development of Tier II/Tier III academic & behavioral interventions.	Students, Teachers, Teachers on Special Assignment, Counselors, Classified Support Staff & Administration	-Sign in sheets -Agendas -Products of the work (artifacts)	\$2,000 \$3,500	Title I (3010) Carryover	2, 4, 5, 6	
S2.2	Substitute Coverage for department planning time, lesson demonstrations/modeling, facilitating teacher observations of peers, cognitive coaching/feedback meetings on teacher instructional effectiveness, etc.	Students, Teachers, Teachers on Special Assignment, Counselors, Classified Support Staff & Administration	-Sign in sheets -Agendas -Products of the work (artifacts)	\$2,767 \$1,000	Title I (3010) Carryover	2, 4, 5, 6, 8	

Madera Unified School District

	Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource Name & Code (Funding Source)	State Priority	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S2.3	Certificated/classified differentiated professional development opportunities/travel conference to assist with pedagogy, classroom management, the transition to common core, lesson planning/design, the use of effective instructional strategies, literacy, composition, etc.	Students, Teachers, Teachers on Special Assignment, & Administration	-Sign in sheets -Agendas -Products of the work (artifacts)	\$1,500 \$2,500	Title I (3010) Carryover	2, 4, 5, 6, 8	
S2.4	Purchase of supplemental materials to support the core instructional program (e.g. student magazine subscriptions [<i>DynoMath</i> , <i>SuperScience</i>], materials to support common core expectations, manipulatives/models, print shop services to provide assessment materials, composition books, graphing paper, protractors, rulers, etc.).	Students & Teachers	-Review of ordering and inventory	\$3,000 \$3,000	Title I (3010) Carryover	2, 4, 5	
S2.5	Update library media resources to develop a literacy program and other resources: a) STAR Assessment/AR Enterprise (Math Facts) b) Leveled reading materials. c) Common core exemplars d) Updated reading selections of high interest	Students, Teachers, Librarian, & Administration	-Review of ordering and inventory	\$1,000	Title I (3010)	2, 4, 5	
S2.6	Certificated extra time for before school/after school and during Saturday Academies for interventions to provide targeted instruction for students needing extra support academically.	Students & Teachers	-Review of ordering and inventory	General	General	2, 4, 5	
S2.7	Supplemental materials and supplies for before school/after school tutoring, and Saturday Academies.	Students & Teachers	-Review of ordering and inventory	General	General	2, 4, 5	
S2.8	Funding of an Intervention Specialist to support the academic and behavioral needs of at-risk students.	Students & Teachers	-Review of student performance and other pertinent reports demonstrating student progress	Included above...	Title I (3010)	3, 4, 5, 6, 9, 10	
S2.9	Extracurricular academic learning (field trips) and competition opportunities for EL and/or Tier II students; transportation, registration fees, and teacher instructional time spent tutoring students. (e.g. Pentathlon events, Destination Imagination, Robotics & Science Bowl).	Students, Teachers, & Administration	Invoices and student achievement on standardized testing review	\$500	Title I (3010)	2, 4, 5, 6	

Madera Unified School District

Madera Unified School District

GOAL 3: Increase Academic Achievement in English Language Development Instructional Program.

Goal for English Language Development:

In January, 2015, **70%** of **all English learners** will meet the annual growth target by advancing one level on the CELDT as measured by AMAO 1.

In January, 2015, **24.2%** of **English learners** with **less than 5 years** in language instruction programs will demonstrate English proficiency on the CELDT as measured by AMAO 2.

In January, 2015, **60%** of **English learners** with **5 years or more** in language instruction programs will demonstrate English proficiency on the CELDT as measured by AMAO 2.

2013-2014 AMAO 1- Annual Growth Target: 59%		2013-2014 AMAO 2				2014-2015 AMAO 1- Annual Growth Target: 60.5%		2014-2015 AMAO 2			
		2(a) Target: 22.8 % for Less than 5 years		2(b) Target: 49% 5 years or more				2(a) Target: 24.2% for Less than 5 years		2(b) Target: 50.9% 5 years or more	
cent Met AMAO 1: 68.3 %	Met AMAO 1 Percent? Y/N Y	Percent Met AMAO 2: 10 %	Met AMAO 2 Percent?Y/N N	Percent Met AMAO 2: 59.1%	Met AMAO 2 Percent? Y/N Y	Percent Met AMAO1: _____ %	Met AMAO 1 Percent?Y/N _____	Percent Met AMAO 2: _____ %	Met AMAO 2 Percent?Y/N _____	Percent Met AMAO 2: _____ %	Met AMAO 2 Percent?Y/N _____

2015-2016 SINGLE PLAN FOR STUDENT ACHIEVEMENT

List 2015-2016 SMART goals for: AMAO 1, AMAO 2: 2a. (less than 5 years) 2b. (5 years or more).

In January 2016, 72% of all English learners will meet the annual growth target by advancing one level on the CELDT as measured by AMAO 1.

In January 2016, 26% of all English learners with less than 5 years in language instruction programs will demonstrate English proficiency on the CELDT as measured by AMAO 2.

In January 2016, 62% of all English learners with 5 years or more in language instruction programs will demonstrate proficiency on the CELDT as measured by AMAO 2.

	Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource Name & Code (Funding Source)	State Priority	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S3.1	Bilingual Office Technician (3.5 hour) & Bilingual Office Technician (F/T) Rationale: Both positions are used to provide supplemental support needed to manage the additional paperwork required to support, track, monitor progress of students, translate communications/documents, and assist with the ELD program for our English Learner students. Both may proctor the CELDT, IPT, and will coordinate and collaborate with counselors. Both positions are imperative given that 2/3 of all our families preferred primary language preference is Spanish.	Bilingual Clerk & Administration	-Evidence (logs or time sheets) of communication (calls and letters) with Spanish speaking parents. -Evidence of completion of routine recordkeeping tasks throughout the year. Time Accounting Reports.	\$56,016	Title I (3010) Title I (3010)	3, 4, 5, 6, 8 3, 4, 5, 6, 8	

Madera Unified School District

	Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource Name & Code (Funding Source)	State Priority	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S3.2	Certificated/Classified extra time for the following: development of a common curriculum pacing calendar, lesson design, deconstruction of standards, assessments, data analysis, grading calibration, the scoring of authentic grade level assessments (including performance tasks, projects, short written constructed responses, essays, etc.), interdisciplinary curriculum planning, collaboration time amongst all faculty with a focus on the needs of our English Learner populations, and the development of Tier II/Tier III academic & behavioral interventions.	Teachers & Administration	-Sign in sheets -Agendas -Products of the work (artifacts)	\$2,000 \$3,000	Title I (3010) Carryover	2, 4, 5, 6	
S3.3	Substitute Coverage for department planning time, lesson demonstrations/modeling, facilitating teacher observations of peers, cognitive coaching/feedback meetings on teacher instructional effectiveness to meet the needs of our English Learner population; classified substitute coverage.	Teachers & Administration	-Sign in sheets -Agendas -Products of the work (artifacts)	\$1,000	Title I (3010)	2, 4, 5, 6, 8	
S3.4	Certificated/classified differentiated professional development/travel conference opportunities to assist with pedagogy, classroom management, the transition to common core, lesson planning/design, the use of effective instructional strategies, literacy, composition, etc. specific to supporting our English Learner population.	Students & Teachers	-Evidence of attendance and possible artifacts of training -Sign in sheets -Agendas -Products of the work (artifacts)	\$2,000	Title I (3010)	2, 4, 5, 6, 8	
S3.5	Purchase of supplemental materials to support the core instructional program for our English Learner populations (e.g. student magazine subscriptions [<i>Scholastic Scope</i> , <i>Jr. Scholastic</i>], materials to support common core expectations, print shop services to provide assessment materials, etc.).	Students, Teachers, Librarian, & Administration	-Review of ordering and inventory	\$2,000 \$2,835	Title I (3010) Carryover	2, 4, 5	
S3.6	Update library media resources to develop a literacy program and other resources for our English Learner population: a) STAR Assessment/AR Enterprise b) Leveled reading materials c) Common core exemplars d) Updated reading selections of high interest	Administration & Librarian	-Review of ordering and inventory	\$1,000	Title I (3010)	2, 4, 5	

Madera Unified School District

	Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource Name & Code (Funding Source)	State Priority	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S3.7	Certificated extra time for before school/after school and during Saturday Academies for interventions to provide targeted instruction for English Learner students needing extra support academically.	Teachers & Administration	-Sign in sheets -Products of student work (artifacts)	General	General	2, 4, 5	
S3.8	Supplemental materials and supplies for before school/after school tutoring, and Saturday Academies for our English Learner population.	Students & Teachers	-Review of ordering and inventory	General	General	2, 4, 5	
S3.9	Extracurricular academic learning (field trips) and competition opportunities for our English learner population and/or Tier II students; transportation, registration fees, and teacher instructional time spent tutoring students. (e.g. Pentathlon events, Destination Imagination, Robotics & Science Bowl, Si Se Puede student conference, fees/dues for enrichments).	Students & Teachers	-Products of student work (artifacts) -Evidence of attendance and possible artifacts of learning	\$500	Title I (3010)	2, 4, 5, 6	
S3.10	Technology purchases of instructional technology (e.g. computers, document cameras, projector screens, printers, scanners, etc).	Students & Teachers	-Review of ordering and inventory	Under Technolog y Goal	Title I (3010)	4, 5, 6, 7, 8,	
S3,11	Classified additional pay for interpreting and translating to communicate with non-English speaking parents.	Parents & Administration	-Artifacts including sign in sheets, student ID numbers, agendas.	Under Parent Goal	Title I (3010)	2, 3, 4, 6	
S3.12	Supplemental expenses for non-capitalized equipment and outside contracted services.	Students & Teachers	-Review of ordering and inventory	General	General	1	

Madera Unified School District

GOAL 4: Improve Behavior Response to Intervention for Tier I, II, & III.

District Goal for Behavior Response to Intervention:

What **Multiple Measures** were implemented for the 2014-2015 school year that provided appropriate Tier I, II and III **behavior** interventions for all students? (Elem/MS/HS EPC 2, 7)

SWIS & Aeries discipline data for referrals, suspensions, and expulsions, CICO Data Tracking, PBIS Focus Walk Data, Benchmark of Advanced Tiers Data, Safe School Survey Data, Benchmark of Quality Data, Team Implementation Rubric Data, Small Group Counseling Data, Grade Level COST/SST Data, Counselor/Intervention Specialist Data Tracking, PBIS Trainings/Meeting Agendas, Jag Buck Incentive System Redemption Data, and "Staffing" Meetings.

Based on the 2014-15 behavior interventions that were implemented in the SPSA, what interventions will be eliminated and/or modified as a result of minimal to no effective change in student behavior?

Based on annual data comparisons, we need to continue the proactive tactics that we have that have worked on during the 2014-15 school year which include: refining the PBIS framework, enhancing the Restorative Justice model, finding alternatives to suspensions and expulsions, continuing our Conflict Resolution system, Mentor/Mentee program, and small group counseling sessions. We will not be eliminating any interventions at this time; however, modifications will be made to enhance all interventions utilized for next year in an effort to enhance effectiveness. Additionally, for the 2015-2016 school year, our site will contract with Time to Teach for staff professional development and refine our system of Tier III "Staffing" meetings.

2015-2016 SINGLE PLAN FOR STUDENT ACHIEVEMENT

List 2015-2016 **SMART** goal/s:

By June 2016, we will reduce our discipline referral, suspension, and expulsion rate by 5%. By June 2016, we will maintain our PBIS Model Award School Gold Status using the following measurement tools: Benchmark of Quality, Benchmark of Advanced Tiers, PBIS Walkthrough, and Team Implementation Checklist.

Madera Unified School District

	Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource (Funding Source)	Resource Code	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S4.1	Certificated/Classified extra time for the following: development of a curriculum pacing calendar, lesson design, data analysis, grading calibration, interdisciplinary curriculum planning, collaboration time between faculty, and the development of Tier II/Tier III behavioral interventions.	Students, Teachers, Teachers on Special Assignment, Counselors, Classified Support Staff & Administration	-Sign in sheets -Agendas -Products of the work (artifacts)	\$250	Title I (3010)	4, 5, 6, 8, 9, 10	
S4.2	Substitute Coverage for planning time, lesson demonstrations/modeling, facilitating student/teacher observations, feedback meetings on teacher instructional effectiveness.	Students, Teachers, Teachers on Special Assignment, Counselors, Classified Support Staff & Administration	-Sign in sheets -Agendas -Products of the work (artifacts)	\$500	Title I (3010)	4, 5, 6, 8, 9, 10	
S4.3	Certificated/classified differentiated professional development/travel conference opportunities to assist with pedagogy, classroom management, lesson planning/design, the use of effective instructional strategies, PBIS trainings, etc.	Students, Teachers, Teachers on Special Assignment, & Administration	-Sign in sheets -Agendas -Products of the work (artifacts)	General	General	4, 5, 6, 8, 9, 10	
S4.4	Purchase of supplemental materials to support the behavioral support program (e.g. student magazine subscriptions [materials to support behavioral purpose, manipulatives/models, print shop services to provide assessment materials, etc.).	Students & Teachers	-Review of ordering and inventory	General	General	4, 5, 6, 8, 9, 10	
S4.5	Software and/or access licensing for Behavioral Intervention program (e.g. Go Leaps, SWIS, CICO, etc.), and instructional materials.	Students, Teachers & Administration	-Review of student performance and participation reports	\$250	Title I (3010)	4, 5, 6, 8, 9, 10	

Madera Unified School District

GOAL 5: Improve Parent Involvement Programs making it an essential component of our educational program.

District Goal for Parent Involvement:

Parent Participation Activities	Number of Parent who attend activities in 2014-2015:	Goal for 2015-2016:
Title I Parent Meeting	13	30
Back to School Night	70	100
School Site Council (Average)	12	15
English Learner Advisory Committee (Average)	10	20

2015-2016 SINGLE PLAN FOR STUDENT ACHIEVEMENT

	Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource Name & Code (Funding Source)	State Priority	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S5.1	Funding to facilitate parent meetings (e.g. child care, refreshments, communication for ELAC, Title I, parenting classes).	Parents & Students Administration	- Monitoring sign in sheets	General	Title I (3010)	3, 4, 5, 6	
S5.2	Classified additional pay for interpreting and translating for communicating with non-English speaking parents for supplemental activities.	Student, Parents & Administration	-Evidence (logs or time sheets) of communication (calls and letters) with Spanish speaking parents.	\$1,000	Title I (3010)	3, 4, 5, 6	

Madera Unified School District

	Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource Name & Code (Funding Source)	State Priority	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S5.3	Certificated additional pay for teaching/instructing/presenting at parent education nights or educational series such as Title I, Open House, Back to School Night, or Parenting Classes.	Parents	-Evidence (logs or time sheets and agendas and sign in sheets) as well as communication (calls and letters) with Spanish speaking parents.	\$500	Title I (3010)	3, 4, 5, 6	
S5.4	Electronic/mail of parent communications (e.g. interpreting devices, microphones, and related required hardware) support for real-time interpreting to large groups of people during parent meetings and any postage expenses.	Student & Parents	-Documentation of order receive -Documentation of use at parent meetings	\$200	Title I (3010)	3, 4, 5, 6	
S5.5	Outside contracted services	Student & Parents	-Documentation of order received -Documentation of use at parent meetings	General	General	1	
S5.6	Books and Reference Materials for parent education/supplies Duplicating/Printshop	Parents	-Documentation of order received -Documentation of use at parent meetings -800	\$932 \$800	Title I (3010) Title I (3010)	3, 4, 5, 6 3, 4, 5, 6	

GOAL 6: Intervention Support Services

2015-2016 SINGLE PLAN FOR STUDENT ACHIEVEMENT

Madera Unified School District

	Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource Name & Code (Funding Source)	State Priority	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S6.1	<p>Merced County Office of Education is the Regional Office for Migrant Educational Services in the Madera Unified School District. The Migrant Education Program (MEP) is designed to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability to make a successful transition to postsecondary education.</p> <p>Supplemental Services for PK-12th grade students during the regular year and summer. Site base programs with certificated teachers in K-8th after school programs, Junior High Math Academy, and CAHSEE Academy on Saturdays through UC Merced. Home base programs include PK and K-8 programs, such as School Connections Home Tutor Program through highly qualified tutors. All services are outlined in the District Service Agreement (DSA).</p>	<p>Migrant students, Teachers, Administration, Migrant Support Services</p> <p>Liasison (SSL)</p> <p>MUSD- Alma De Luna</p> <p>Ana Carrillo</p>	MEP Evaluation, Migrant Needs Assessment	Regionally funded through MCOE (funded through Reimbursement or direct services)	Title I- Part C Migrant Education	4, 5, 6, 7, 8	

Madera Unified School District

	Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource Name & Code (Funding Source)	State Priority	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S6.2	Madera Unified operates an after school program to extend learning opportunities for students. The program provides a nutritional snack, homework/tutorial assistance, educational enrichment, and physical activities for enrolled students. Hours of operation include a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. The after school program serves students during the school year and summer in grades 1-12 at all the elementary schools, middle schools, high schools and the continuation school.	Teaching Fellows CAO Student in grades 1-12		Century 21 Asses	-	2, 4, 5, 6, 8, 10	

GOAL 7: Increase and Improve Technology.

Based on the 2014-2015 Technology Needs Assessment please list the technology purchases made in 2014-2015:

# of items purchased:	Type or description of item/s:	Was need met? Yes/No:
1. 285 & 7	Chromebooks & Carts	No
2. 36 & 106	Dell Laptops (for Robotics)/ipads	No
3. 1 & 2	3D-MarkerBot Printer; Printers	No
4. 23 & 3	Apple Teacher Laptops; desktop computers	No
5. 480, 440; 20; 12	Headphones; Mice; Keyboards; Speakers;	No

2015-2016 SINGLE PLAN FOR STUDENT ACHIEVEMENT

Madera Unified School District

Using the Technology Needs Assessment list what additional technology is needed to improve student achievement.

LanSchool- computer classroom management tool, keyboard/mice replacement parts, memory upgrades, Panasonic LUMIX DMC-FZ200 Cameras with tripods, Adobe CS6 Suite, Anime Studio Debut 9, Raspberry Pi, Final Cut Pro, Ipads, student desktops, teacher laptops, Chromebook carts, Promethean boards, Active Slates/Voters/Pens, document cameras, technology support for Robotics course, etc.

	Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource Name & Code (Funding Source)	State Priority	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S7.1	Purchase technology equipment to support common core for all students, including English Learners (e.g. may include computers, printers, and associated hardware including headphones).	Teachers & Students	-Student performance assessment on CCSS.	\$3,000 \$5,000	Title I (3010) Carryover	4, 5, 6, 7	
S7.2	Purchase access licenses for educational software to assist in designing lessons to improve student achievement (e.g. may include Discovery Learning, Brain Pop, online coach access for ELD, Renaissance Learning, etc).	Teachers & Students	-Review of lesson plans and artifacts that demonstrate use of or increased student learning as a result of hardware use.	\$2,000 \$5,000	Title I (3010) Carryover	4, 5, 6, 7	
S7.3	Technology hardware items to supplement core instruction for all students.	Teachers & Students	-Review of lesson plans and artifacts that demonstrate use of or increased student learning as a result of hardware use.	\$1,000 \$5,000	Title I (3010) Carryover	4, 5, 6, 7	
S7.4	Fund attendance at technology related conferences and trainings increase English learner and low SES student academic achievement and language acquisition.	Teachers & Students	-Sign in sheets -Agendas -Products of the work (artifacts) -Rubric assessment of implementation of new tactics	\$557	Title I (3010)	4, 5, 6, 7	
S7.5	Noncapitalized Equipment	Teachers & Students	-Equipment replacement	1,000	Title I (3010)	4, 5, 6, 7	

Madera Unified School District

LOCAL CONTROL FUNDING FORMULA

2015-2016 SINGLE PLAN FOR STUDENT ACHIEVEMENT

Grade Level/s	Strategies (Task)	Total FTE for 2014/15	Total FTE for 2015/16	Resources (Funding Source)
K-6	Counselors	.25	.50	LCFF
	C&I TSA	1	1	LCFF
	Primary Literacy Support Specialist (TK-3)	2	2	LCFF
	Music Teacher	0	1	LCFF
	P.E. Specialist	0	1	LCFF
	STEM TSA	0	.2	LCFF
	Library Media Tech.	.4375	.4375	LCFF
	Head Custodian	1	1	LCFF
	Additional Custodian/s	1.5	2	LCFF
	Paraprofessionals (TK-K)	0	.4375	LCFF
	Nurse	.50	.50	LCFF
	Health Assistant	.4375	.4375	LCFF

Madera Unified School District

Grade Level/s	Strategies (Task)	Total FTE for 2014/15	Total FTE for 2015/16	Resources (Funding Source)
K-8	Counselors	.25	.25/.50	LCFF
	C&I TSA	1	1	LCFF
	Primary Literacy Support Specialist (TK-3)	2		LCFF
	Music Teacher	0	.5	LCFF
	P.E. Specialist	0	.75	LCFF
	STEM TSA	0	.1	LCFF
	Itinerant Math Teacher Grades 7-8	.5	.50	LCFF
	Itinerant Spanish Teacher Grades 7-8	0	.1	LCFF
	Library Media Tech.	.4375	.4375	LCFF
	Head Custodian	1	1	LCFF
	Additional Custodian/s	1	1	LCFF
	Paraprofessionals (TK-K)	0	.4375	LCFF
	Nurse	.50	.50	LCFF
	Health Assistant	.4375	.4375	LCFF
7-8	C&I TSA (1 ELA & 1 Math)	2	2	LCFF
	Itinerant STEM TSA	1	1	LCFF
	Librarian	1	1 @ MLK only	LCFF
	Counselors	2	3	LCFF
	Family Liaison	1	1	LCFF
	Library Media Tech	1(7hr)	1 (7hr @ Desmond & TJ only)	LCFF
	Head Custodian	1	1	LCFF
	Additional Custodian/s	2	3	LCFF
	Groundsperson	1	1	LCFF
	School Safety Officer	2 (8 hrs)	2 (8 hrs) 2 (3.5 hrs)	LCFF
	Nurse		1	LCFF

Madera Unified School District

Grade Level/s	Strategies (Task)	Total FTE for 2014/15	Total FTE for 2015/16	Resources (Funding Source)
9-12	C&I TSA (1ELA & 1 Math)	2	2	LCFF
	Counselors	5 @ MHS and 6 @ MSHS	5 @ MHS and 6 @ MSHS	LCFF
	EL Counselors	0	1(MHS) and 2 (MSHS)	80% LCFF 20% & 30% Title III
	Librarians	1	1	LCFF
	Library Media Technician	1	1	LCFF
	Nurse	1	1 @ MHS and 1.25 @ MSHS	LCFF
	Health Assistant	0	2 (3.5 hr)	LCFF
	Psychologist	1	1	LCFF
	Registrar	1 @ MHS and 1.2 @ MSHS	1 @ MHS and 1.2 @ MSHS	LCFF
	Family Liaison	1	1	LCFF
	School Safety Officer-Lead	1	1	LCFF
	Head Custodian	1	1	LCFF
	Additional Custodians	8 @ MHS and 9.5 @ MSHS	8 @ MHS and 9.5 @ MSHS	LCFF
	Groundsperson	2 @ MHS and 3 @ MSHS	2 @ MHS and 3 @ MSHS	LCFF
	School Safety Officer-Lead	1	1	LCFF
	School Safety Officer	6 @ MHS and 6 @ MSHS	6 @ MHS and 6 @ MSHS	LCFF, Centralized Services, Categoricals
	Vice Principal	4 @ MHS and 4 @ MSHS	4 @ MHS and 4 @ MSHS	
		1@ MHS and 2 @ MSHS	1@ MHS and 2 @ MSHS	

Madera Unified School District

Program Funding Included in this Plan

Madera Unified School District

School Site Allocation

Fiscal Year 2015-2016

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Martin Luther King, Jr. Middle School

Resource	STATE FUNDS	Budget
0000	Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$4,849,123.00
0015	LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$410,612.00

TOTAL	\$5,259,735.00
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Resource	FEDERAL FUNDS	Budget
3010	Title I - Part A Basic Grants Low-Income & Neglected	\$194,426.00
3010	Title I – Part A Parent Education	\$3,432.00
3010	Title I- Part A Carry-Over 2014-2015	\$40,835.00

TOTAL	\$238,693.00
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Madera Unified School District

Note: This school site operates a SWP and consolidates all applicable funds as part of operating a SWP.

School Site Budget Distribution

EXPENSES	Res-Code	TITLE I	Title I P Ed.	Carryover	TOTAL
ALLOCATION		\$ 194,426.00	\$ 3,432.00	\$ 40,835.00	\$ 238,693.00
Certificated Personnel	1000				\$ -
Teachers	1100				\$ -
TSA	1100				\$ -
Intervention Specialist	1100	\$ 94,819.00			\$ 94,819.00
Support Teacher	1100				\$ -
Cert. Extra time	1190	\$ 6,250.00	\$ 500.00	\$ 10,000.00	\$ 16,750.00
Cert. Subs	1125	\$ 7,034.00		\$ 2,000.00	\$ 9,034.00
Cert. Pupil Support	1200				\$ -
Cert. Pupil Support Sub	1220				\$ -
Other cert. salaries	1900				\$ -
Classified Personnel	2000				\$ -
Paraprofessional	2100				\$ -
Paraprofessional Extra Time	2190	\$ 5,000.00	\$ 1,000.00		\$ 6,000.00
Clerk/Office	2400	\$ 56,016.00			\$ 56,016.00
Clerk/Office Extra Time	2490				\$ -
Books & Supplies	4000				\$ -
Books & reference material	4200				\$ -
Supplies	4300				\$ -
Instructional Supplies	4310	\$ 8,000.00	\$ 932.00	\$ 8,835.00	\$ 17,767.00
Comp. Software under \$500	4380	\$ 3,250.00		\$ 5,000.00	\$ 8,250.00
Comp. Hardware under \$500	4385			\$ 5,000.00	\$ 5,000.00
Non-capitalized equipment	4400	\$ 1,000.00			\$ 1,000.00
Comp. Software \$500-5000	4480	\$ 2,000.00			\$ 2,000.00
Comp. Hardware \$500-5000	4485	\$ 1,000.00		\$ 5,000.00	\$ 6,000.00
Other Operating Expend	5000				\$ -
Travel & Conference	5200	\$ 8,557.00		\$ 5,000.00	\$ 13,557.00
Rentals/Leases/non-cap	5600				\$ -
Duplicating/Printshop	5715		\$ 800.00		\$ 800.00
Field Trips	5716	\$ 1,500.00			\$ 1,500.00
Outside Contracted Services	5800				\$ -
Transp. Contracted Service	5865				\$ -
Comp. Hardware/software					\$ -
maintenance & License	5885				\$ -
Postage	5910		\$ 200.00		\$ 200.00
TOTAL		\$ 194,426.00	\$ 3,432.00	\$ 40,835.00	\$ 238,693.00
Balance Remaining		0	0	0	

Madera Unified School District

School Site Council Membership

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Signature of All Members	Principal	Teacher/Classroom	Other School Staff	Community/Parent or	Student/Secondary
			Must be nominated and elected			
Sabrina Rodriquez		X				
Ann Kyle			X			
Douglas Pool			X			
Suzanne Shimonishi			X			
Pamela Thomas			X			
Kimberlee Thorson				X		
Elsa Duran-Parent of Guadalupe Flores					X	
Antonia Ambriz-Parent of Ishmael Ambriz					X	
Lidia Madriz-Parent of Lesly Madriz					X	
Amaya Ontiveros (ASB Officer)						X
Brian Montano (ASB Officer)						X
Bryan Martinez (ASB Officer)						X
Numbers of members of each category		1	4	1	3	3

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

For schools participating in the Immediate Intervention/Underperforming Schools Program, the local governing board must appoint a "broad-based school site and community team" (Education Code 52054(a)). The board may meet this requirement in either of the following ways: Add one or more "non-school site personnel" to an existing school site council to form the "school site and community team"; or appoint a "school site and community team" unrelated to the membership of the school site council.

Madera Unified School District

Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

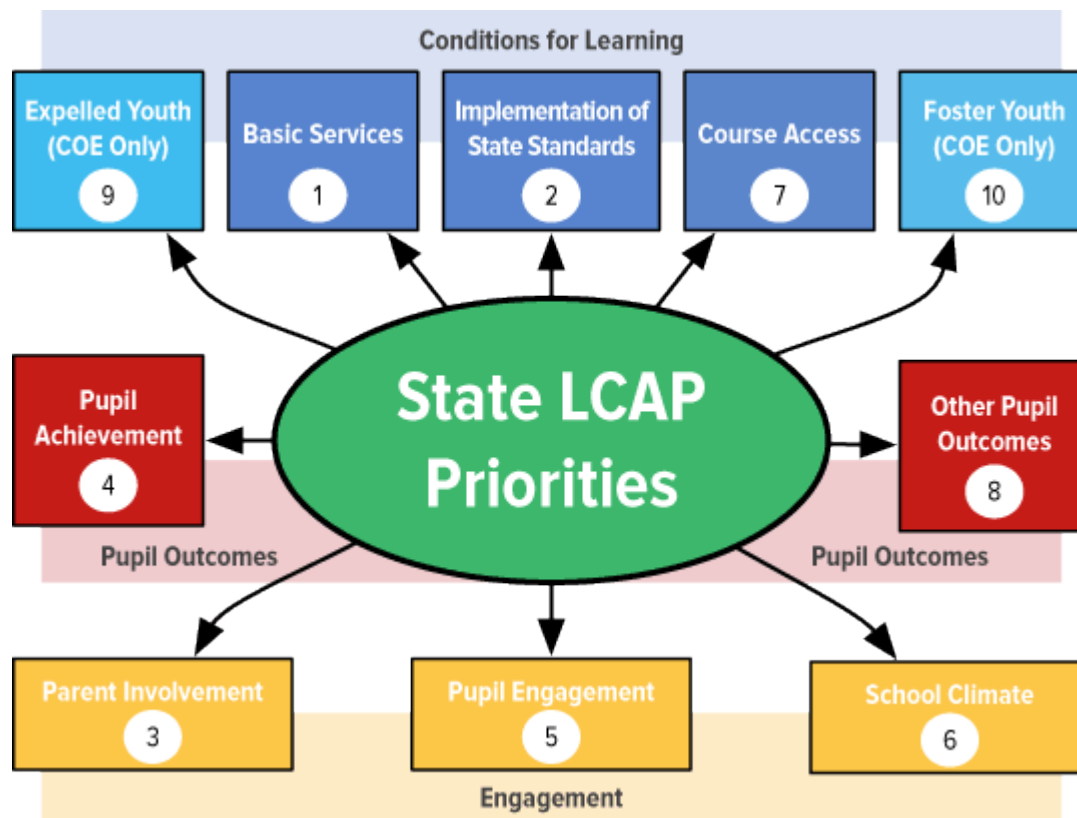
1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
 - ☒ District and School Leadership Team
 - ☒ English Learner Advisory Committee
 - ☐ Gifted and Talented Education Program Advisory Committee
 - ☐ Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Educational Agency Plan.
5. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the School Site Council on: October 1, 2015

Attested:

<u>Sabrina Rodriquez</u>	_____	_____
<u>Principal MLK, Jr. Middle School</u>	Signature of school principal	Date
_____	_____	_____
Name of SSC chairperson	Signature of SSC chairperson	Date

LCAP State Priorities

There are eight State priorities that must be addressed in the LCAP. (County offices of education have two additional priorities.) The priorities are grouped into three categories: Conditions for Learning, Engagement, and Pupil Outcomes. Each LCAP goal may include more than one priority.



Conditions for Learning

Priority 1: Basic Services

Compliance with Williams requirements: appropriate teacher assignment, sufficient instructional materials, and facilities in good repair

Priority 2: Implementation of State Standards

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Implementation of the academic content and performance standards adopted by the State Board of Education, including how the programs and services will enable English learners to access the common core academic content standards and the English Language Development standards.

Priority 7: Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

Priority 9: Expelled Youth (County Offices of Education Only)

Coordination of instruction with other agencies regarding expelled youth.

Priority 10: Foster Youth (County Offices of Education Only)

Coordination of services with other agencies regarding foster youth.

Engagement

Priority 3: Parent Involvement

Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

Priority 5: Pupil Engagement

Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.

Priority 6: School Climate

School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

Pupil Outcomes

Priority 4: Pupil Achievement

Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.

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Priority 8: Other Pupil Outcomes

Pupil outcomes, if available, in the subject areas comprising a broad course of study