



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/09/2021

Madison Elementary

Contents

School Plan for Student Achievement (SPSA) Template	3
Purpose and Description	3
Stakeholder Involvement.....	5
Resource Inequities.....	6
Goals, Strategies, Expenditures, & Annual Review.....	7
LCAP/SPSA Goal 1 – Student Achievement	7
Identified Need	9
Annual Measurable Outcomes	20
Strategy/Activity 1.....	21
Strategy/Activity 2.....	24
Strategy/Activity 3.....	27
Strategy/Activity 4.....	29
Strategy/Activity 5.....	31
Strategy/Activity 6.....	33
Strategy/Activity 7.....	35
Strategy/Activity 8.....	36
Annual Review – Goal 1	38
Analysis.....	38
Goal 2 – School Climate	40
Identified Need	41
Annual Measurable Outcomes	45
Strategy/Activity 1.....	46
Strategy/Activity 2.....	49
Strategy/Activity 3.....	51
Strategy/Activity 4.....	52
Strategy/Activity 5.....	54
Strategy/Activity 6.....	55
Annual Review – Goal 2	56
Analysis.....	56
Goal 3 – Meaningful Partnerships.....	58
Identified Need	59
Annual Measurable Outcomes	62
Strategy/Activity 1.....	63
Strategy/Activity 2.....	65

Strategy/Activity 3.....	66
Annual Review – Goal 3	67
Analysis.....	67
Budget Summary.....	69
Budget Summary	69
Other Federal, State, and Local Funds	69
Budget Spreadsheet Overview – Title I	70
Budget Spreadsheet Overview – LCFF.....	71
Amendments	72
Version 2.....	72

School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Madison Elementary	39686766042683	Ver 1 – 05/07/2020	Ver 1 – 05/14/2020 Ver 2 – 02/23/2021	Ver 1 – 07/28/2020 Ver 2 – 03/09/2021

Purpose and Description

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

Madison Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI) for the “White” subgroup.

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

Madison Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/actitie(ies) can be referenced to the LCAP's intent.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Madison Elementary is developing its (2020-2021) school plan which aligns with the district's goals and incorporated strategies specifics to its school. The original plan was reviewed by the school's (SSC) School Site Council on May 7, 2020.

Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Madison Elementary and its School Site Council reviewed the progress of the 2019-2020 plan. This evaluation included responses to the four questions focusing on the goal of each SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within the plan. Question 3 inquired about the material changes – fiscal or programmatic. Question 4 inquired about the future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated

In summary, we need to retain all staff of one CSA, Media Assist, Program Specialist, Instructional Coach, full time VP. There is a school wide gap in standards based/task aligned instruction.

Resource Inequities

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

ATSI for White subgroups

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 30, 2021, decrease the distance from standard in ELA for All Students by 3 points to -43.34 points below.

By June 30, 2021, decrease the distance from standard in ELA for Students with Disabilities by 3 points to 66.6 points below.

By June 30, 2021, decrease the distance from standard in ELA for African American/Black by 3 points to -50.90 points below.

By June 30, 2021, decrease the distance from standard in ELA for English Learners by 3 points to 58.3 points below.

By June 30, 2021, decrease the distance from standard in ELA for White by 3 points to 23 points below.

School Goal for Math: (Must be a SMART Goal)

By June 30, 2021, decrease the distance from standard in Math for All Students by 3 points to -71.90 points below.

By June 30, 2021, decrease the distance from standard in Math for Students with Disabilities by 3 points to 83.3.0 points below.

By June 30, 2021, decrease the distance from standard in Math for African American/Black by 3 points to 91. points below.

By June 30, 2021, decrease the distance from standard in Math for English Learners by 3 points to -74.70 points below.

By June 30, 2021, decrease the distance from standard in Math for White by 3 points to 44.50 points below.

Identified Need

- Be sure English Learner data is reviewed and included.

ELA/ELD

CAASPP ELA distance from standard for all students using points:

2015-2016: -96

2016-2017: -98.30

2017-2018: -79.30

2018-2019: -51.34

Analysis: All students reduced the distance from standard by 46.96 points from 2017-2018 to 2018-2019. Over the course of 4 years, all students moved closer to standard (the gap has been cut in half) by 44.66 points.

Gap: What is causing the gap? Failure to develop instructional vision/collective efficacy around PLCs that build capacity with ELA shifts providing rigor and relevance training/complex text/academic language/evidence base text/background knowledge content rich nonfiction text, and collectively supporting this initiative as a team. Lack of follow-up PD and meeting infrastructure to support new, refined, and proficient learning of lesson design with standards/task alignment/exit ticket. Lack of knowledge base, focus, and implementation of research based instructional strategies - Hattie (see DMM column 3 Academic Achievement). What is causing students to reduce gap? See DMM column 4 and SPSA Evaluation 2019-2020)

CAASPP ELA met/exceeded proficiency with percentages:

2015-2016: 12%

2016-2017: 12.96%

2017-2018: 19.26%

2018-2019: 30.04%

Analysis: All students increased met/exceeded proficiency in ELA by 17.08 from 2017-2018 to 2018-2019. Over the course of 4 years, all students increased met/exceeded proficiency in ELA by 18.04% which nearly meets the district goal of 10% increase each year.

Gap: Leadership Team and Guiding Coalition to develop instructional vision around shifts, backwards map from student needs Hattie's –teacher clarity .75 and feedback .75. Training and implementation of - Framework for Transformational leadership model (dev meeting infrastructure/action

plan/collaborative protocols)—developing a PD plan for teacher expertise in the instructional delivery of rigorized and relevant content, teacher knowledge and skill of standards and task alignment, and student engagement –instructional core – task predicts performance. Collective efficacy 1.57

A-Team/Guiding Coalition/program specialist to develop PLC rubric and PD trajectory using backwards design student centered method 1.57 collective efficacy

Guiding Coalition/program specialist to develop RTI WIN time – book study this spring – RTI 1.07 (Please see DMM column 3).

ELA California Dashboard 2018-2019 Difference

All students 2019 (overall 11% increase)

EL's 2019 (2.19 increase) – Yellow for English Learners

SWD 2019 (7.19 increase) – Yellow for Student with Disabilities

AA/B 2019 (7.04 increase) - Yellow for African American

White 2019 (22.17 increase) - Yellow for White (ATSI because two years of progress needed)

iReady

ELA Fall 2019 - 2020

- Above Grade Level (green): 10%
- On Grade Level: 39%
- Below Grade Level (red): 51%

ELA Winter 2019 -2020

- Above Grade level: 17%
- On Grade level (yellow): 37%
- Below Grade level (red): 45%

Analysis: In the winter iReady overall by all grade level subgroups, experienced a 5% increase in ELA in meeting standards during the 2019-2020 school year reducing the number of students below grade level by 5%.

GAP: Implementation of two new curriculums challenged teacher's capacity to apply best practices and decipher high impact from busy work.

MAP - Reading Met Growth Target (Spring)

2017-2018: 43%

2018-2019: 47%

MAP - Reading Met Growth Target (Fall)

2017-2018: 44%

2018-2019: 51%

Analysis: In spring overall by all grade level student subgroups, experienced a 4% increase in meeting reading growth target from 2017-2018 to 2018-2019. In fall overall by all grade level student subgroups, experienced a 7% increase in meeting reading growth target from 2017-2018 to 2018-2019.

Gaps: What is causing students to reduce gap? A schoolwide focus on Step Up to Writing and paragraph construction and deconstruction and close reading routines clarified student understanding and master of basic standards such as key detail and identifying central idea. (See DMM column 2 and 3).

ELPAC Summative 2018-2019

Level 1-14%

Level 2-29%

Level 3-42%

Level 4-13%

Analysis: Significantly more students are scoring at level 3 and 4s than lower ELPAC levels 1 and 2s.

Gap: Targeted interventions towards level 3 need to be put in place to move 10% to level 4. Ascertaining the most strategic target needs to be decided - should a greater focus on level 1 and 2 be the focus?

Reclassification Rates

2015-16: 12%

2016-17: 15.80%

2017-18: 6.20%

2018-19: 8.60%

Analysis: Over the course of four years all students have decreased by -3.4 with reclassification rate.

Gap: What was the difference in supports from one year to the next? We currently have 122 students are we seeing progress within the levels? Testing criteria for reclassification rate changed from State assessment to District assessment.

CAASPP Math met/exceeded proficiency for

2015-2016: 11%

2016-2017: 9.93%

2017-2018: 11.6%

2018-2019: 18.2%

Analysis: All students over a four-year period have increased met/exceeded math proficiency by +7.2. Using the PLC and RTI model we experience an 8.33 increase in math achievement during the 2017-2018 and 2018-2019 school year.

Gap: What is causing students to reduce gap? Teachers have developed RTI and Khan Academy safety nets, improved the PLC and Teacher Academic Conference cycle of improvement - targeting standards, task alignment, and shared/common instructional strategies and work via math team to improve mathematical practices. A to Z consultants were used last year to conduct lesson studies. More school wide 15-day challenges and initiatives have collectively been initiated site wide to incentivize and develop a healthy spirit of math confidence in site culture. (See DMM Academic Achievement Column 3).

Math

CAASPP Math distance from standard for all students

2015-2016: -95.40

2016-2017: -108

2017-2018: -97.80

2018-2019: -80.53

Analysis: All students reduced the distance from standard by +27.47 points from 2017-2018 to 2018-2019. Over the course of 4 years, all students moved closer to standard by +14.87 points.

Gap: What is causing students to reduce gap? Math Team collective efficacy and creating RTI common lessons. Teacher Academic Conferences reviewing and understanding essential standards.

Math California Dashboard 2018-2019 Difference

All students 2019 +7.04% increase improvement)

EL's 2019 (2.19 increase) – Yellow for English Learners

SWD 2019 (7.19 increase) – Yellow for Student with Disabilities

AA/B 2019 (3.91 increase) - Yellow for African American

White 2019 (24.56 increase) - Yellow for White (ATSI because two years of progress needed)

MAP - MAP Met Growth Target (Spring)

2017-2018: 40%

2018-2019: 49%

MAP - MAP Met Growth Target (fall)

2017-2018: no data

2018-2019: 54%

Analysis: In spring overall by all grade level student subgroups, experienced 9% spring to spring in meeting math growth target from 2017-2018 to 2018-2019. Data unavailable for fall to fall comparison.

Gaps: What is causing students gap to appear? No standardized curriculum and RTI system to address skill deficiencies.

Math iReady

Fall 2019 - Winter 2019

- Above Grade Level (green): 6%
- On grade level (yellow): 44%
- Below grade level (red): 50%

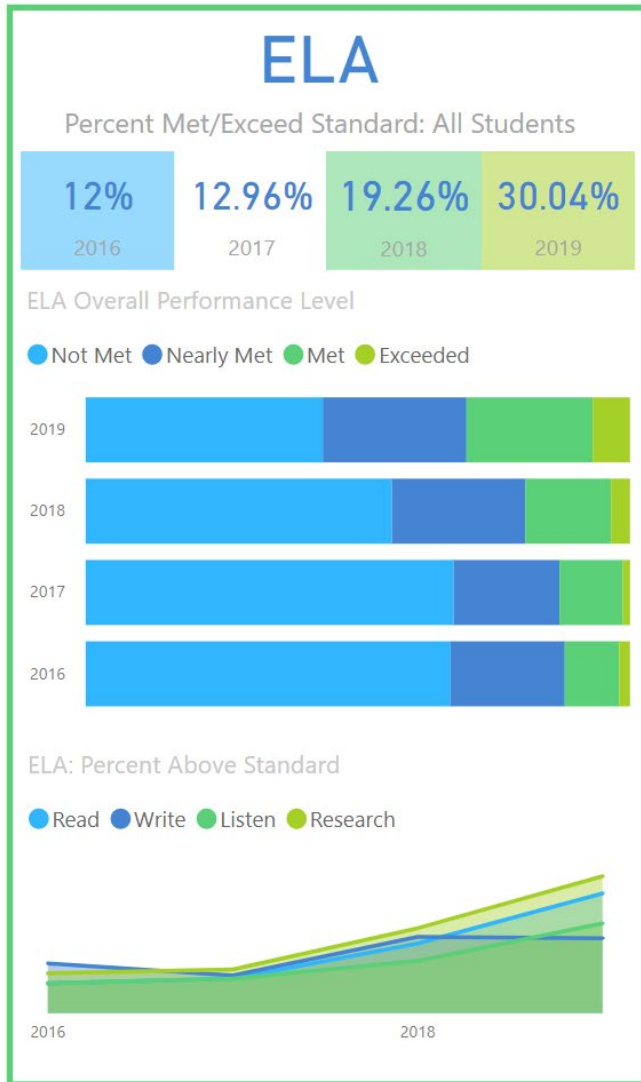
Winter 2019

- Above Grade Level (green): 14%
- On grade level (yellow): 43%
- Below grade level (red): 42%

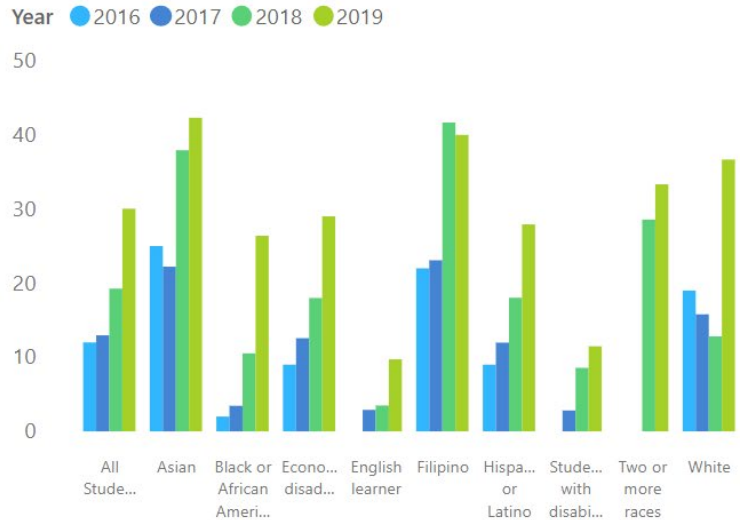
Analysis: Overall from the fall 2019-2020 school year to the spring of 2019-2020 there was a 7% increase in achievement in Math of students moving from below grade to on or above

Gap: Two new curriculums were implemented in math and ELA and two new instructional coaches unfamiliar with the curriculum joined the site.

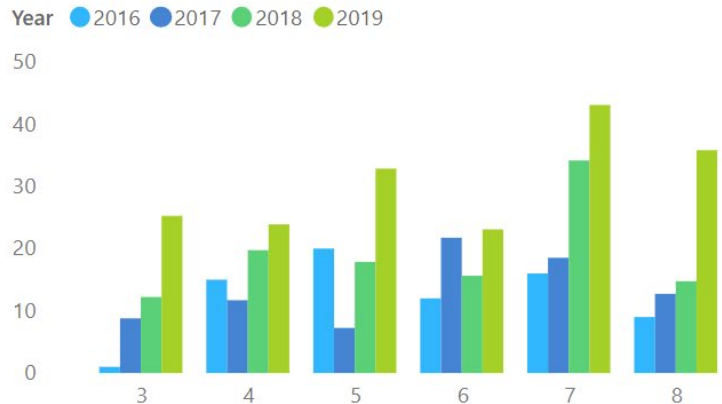
PSAT Math Data - 3-year Comparison



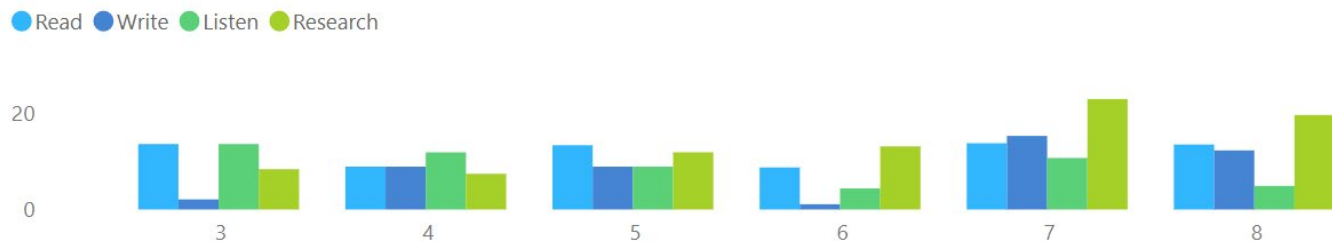
ELA CAASPP: Percent Met/Exceed Standard

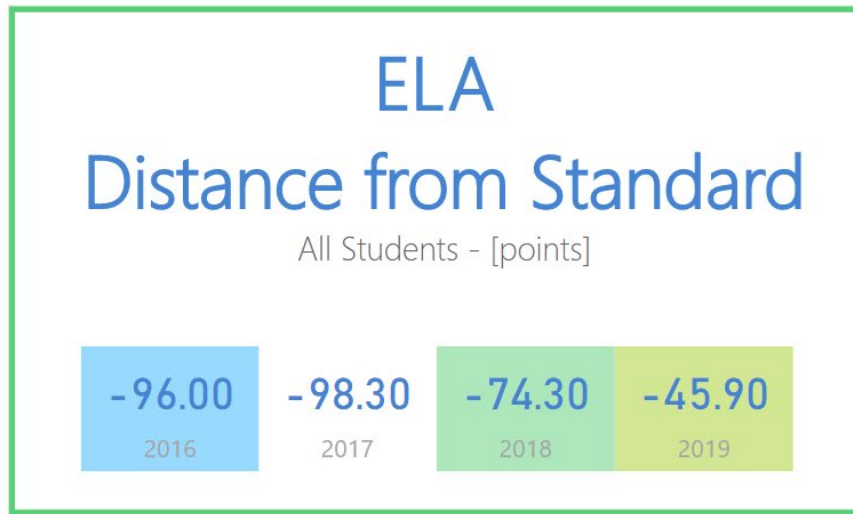


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



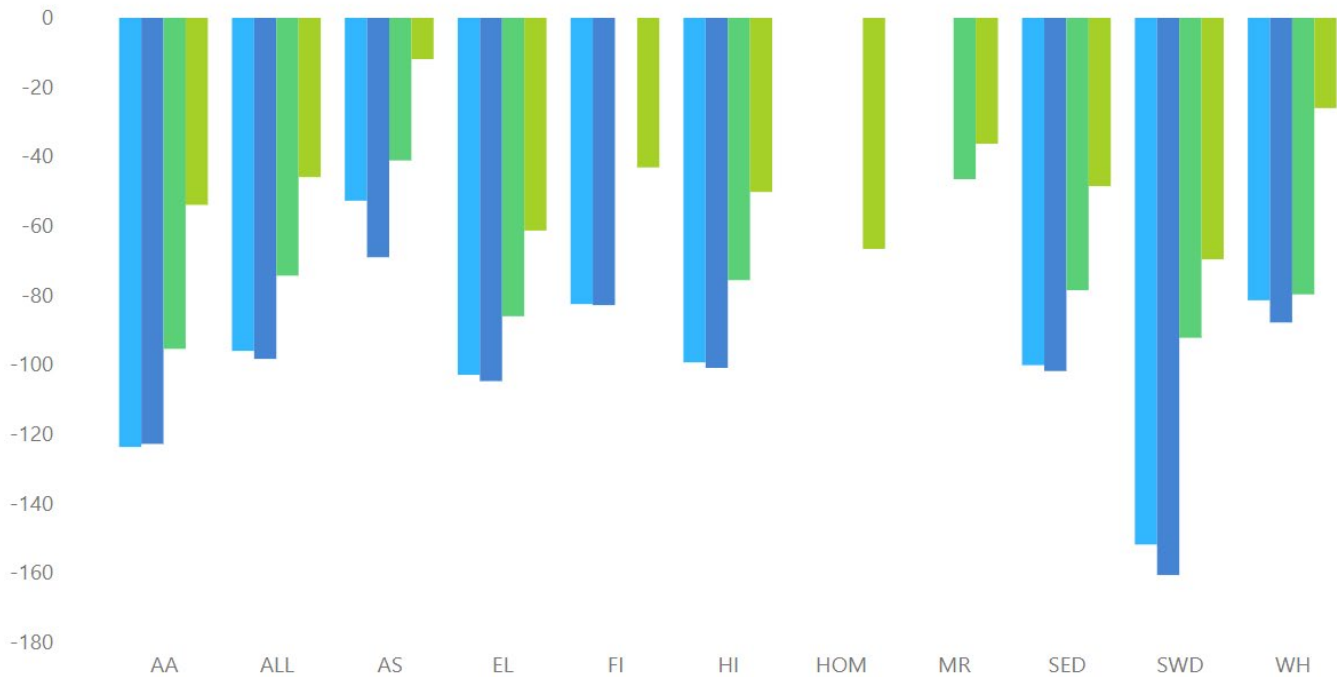
2019 Prelim ELA CAASPP: Area - Percent Above Standard

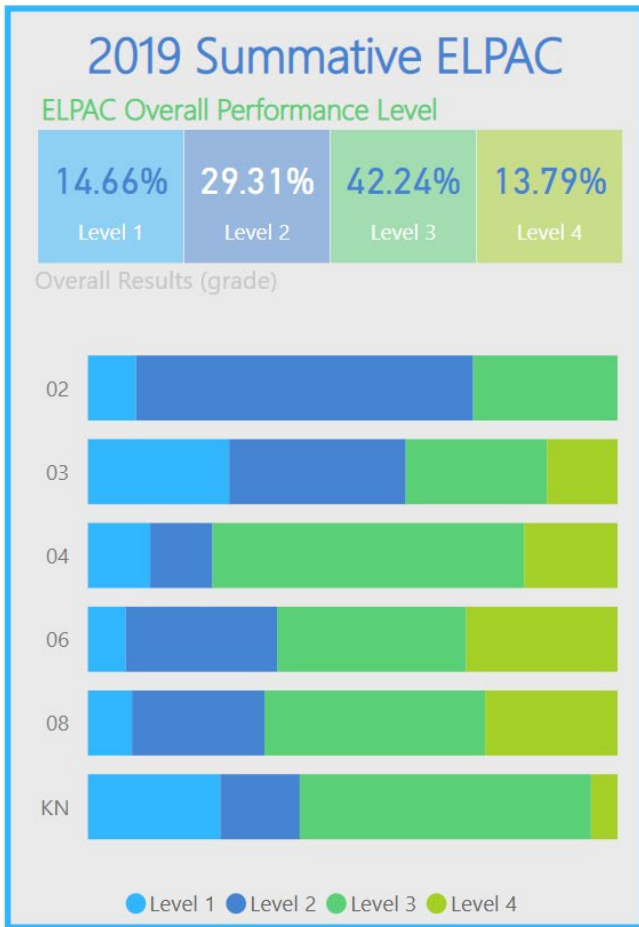




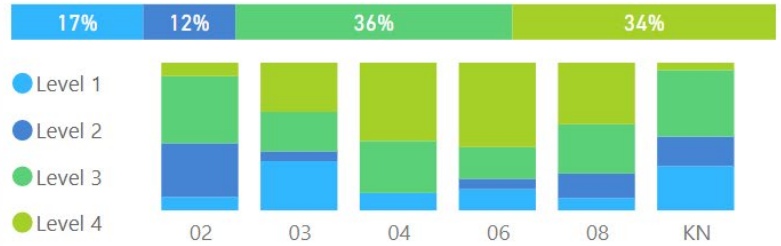
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

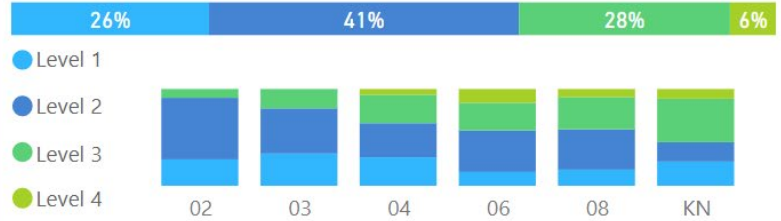




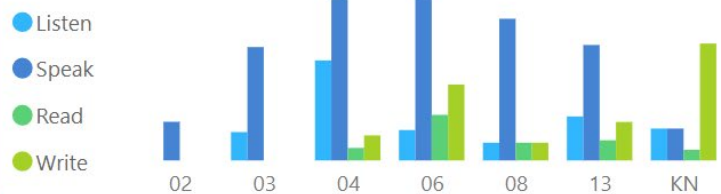
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



English Learner Progress

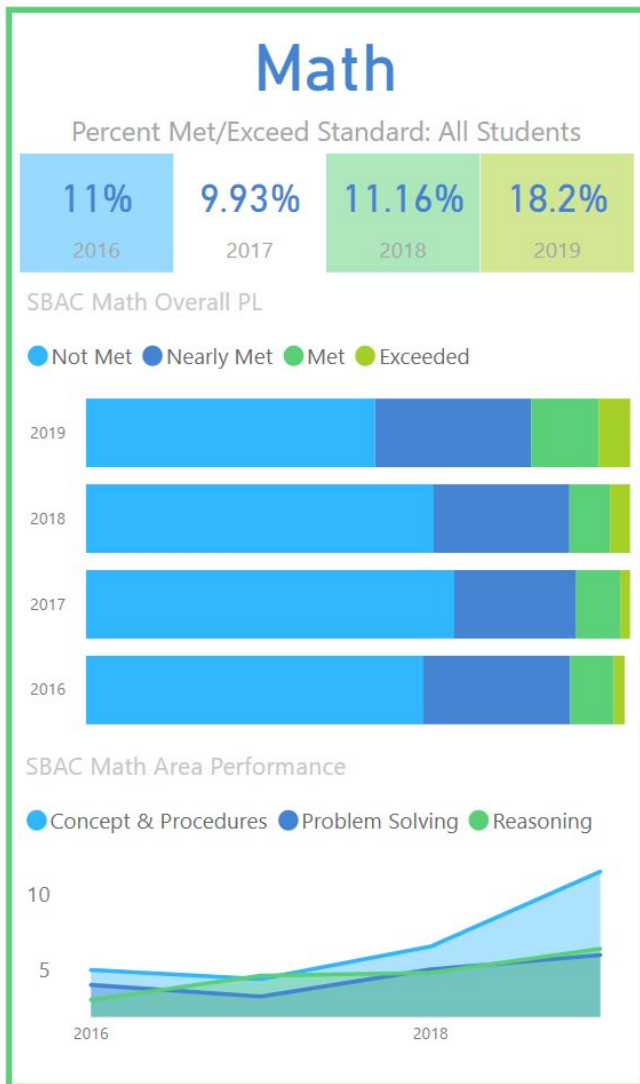
Reclassification Rates



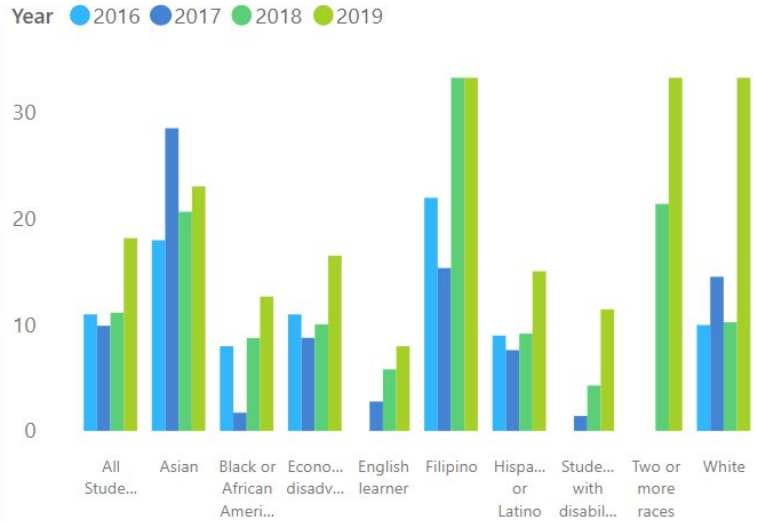
English Learner Progress Indicator (ELPI)

73.8%

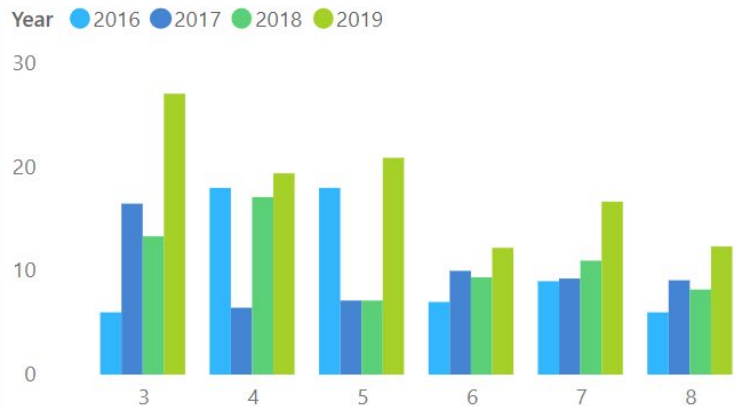
ELPI 2019



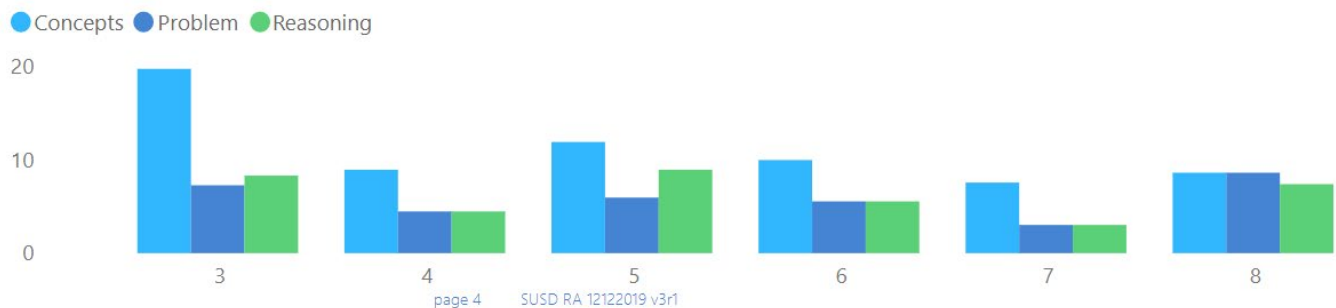
Math CAASPP: Percent Met/Exceed Standard



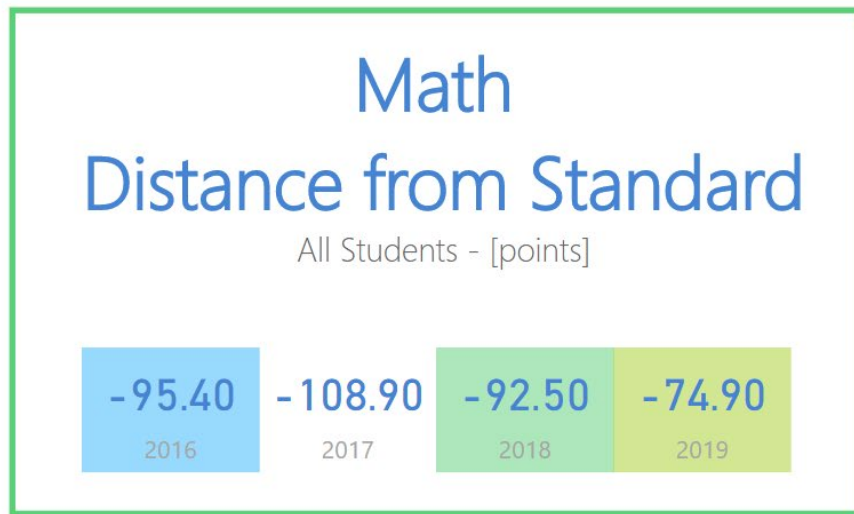
Math CAASPP: Percent Met/Exceed Standard by Grade Level



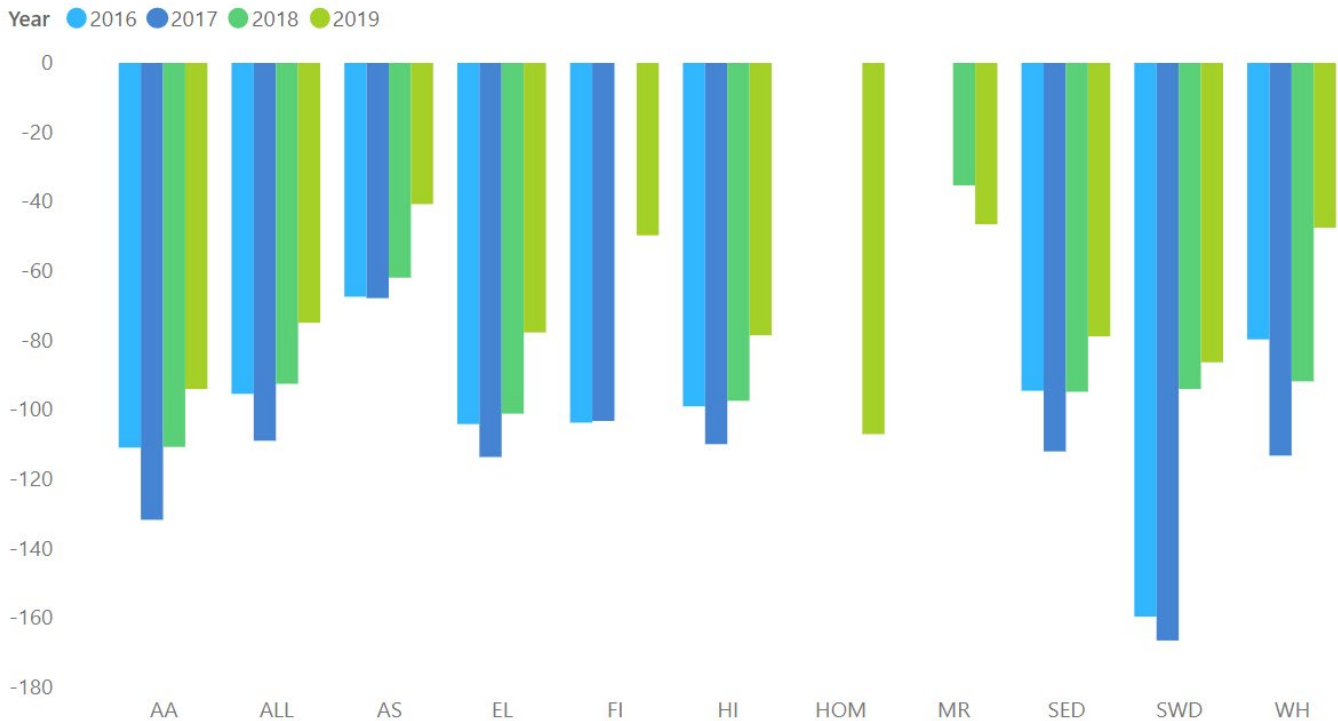
2019 Math CAASPP: Percent Above Standard



page 4 SUSD RA 12122019 v3r1



Math Distance from Standard [points]



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

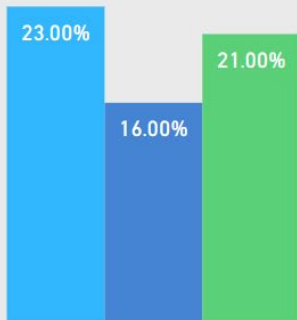
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

PSAT 8/9 Grade 8

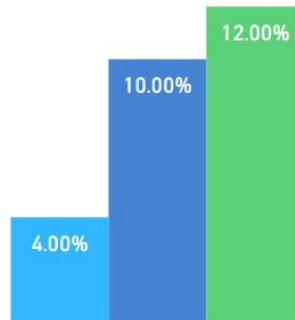
Percent Met Evidence-Based
Reading & Writing
Benchmark

Year ● 2016 ● 2017 ● 2018

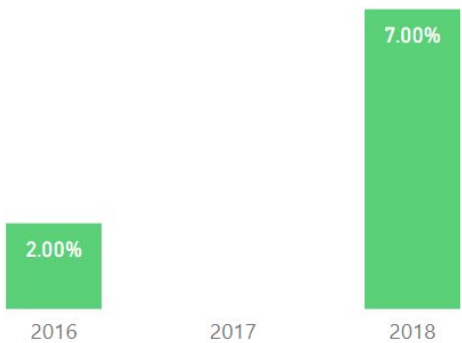


Percent Met Mathematics
Benchmark

Year ● 2016 ● 2017 ● 2018



Percent Met ERW &
Math Benchmark



page 9 SUSD RA 12122019 v3r1

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-51.34 points below	-48.34 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-80.53 points below	-77.53 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PLC -Deeper (monthly) professional developments that offer professional learning opportunities that unpack the use of higher standards, rigor, research/evidence based (Hattie) strategies, fluency, knowledge, vocabulary, comprehension, conceptual/procedural/application levels in math, and standards aligned delivery as a driving force of accelerating learning for tier 1 instruction.

PLCs – literacy/math collective efficacy-vision, mission, commitments, common formative assessments, values

High Impactful PLCs with a focus on ELA and MATH Shifts, CFA, - PD structure and collaboration infrastructure with rubrics, priority work, PSAT alignment

Strategic Choice – CFA – scope and sequence, new learning, identify impactful practice, current state, how will you track your practice, debrief, identify tool or resource for grounding (reading/video),

Less is More - focus on one thing and go deep, focal practice, name what the practice is and how will it be measured? Rubric? Look fors? Common Formative Assessments for Writing and Phonics

Instructional Vision- Teacher clarity, Feedback – S-S, S-T, T-S, Classroom Discussions practices identified as improving student outcomes, learning objectives, success criteria,

Collaboration rubric and peer observation, observe an expert teacher trying on the practice

PLC PD Calendar – Unpack higher standards, rigor, research/evidence-based strategies-Hattie – standards aligned instruction as driving force of accelerating learning for tier 1 instruction. Create infrastructure for reflection and debrief – guaranteed viable curriculum

1st and 3rd Tuesdays – Whole Staff learning Mini Lessons/PLCs

2nd and 4th PD Tuesdays –Whole Staff Learning Mini Lessons

Teacher Academic Conferences (Substitutes) - describe

Substitute Pay Calculation (Object Code 11700):

105 days/hours X \$200 rate of pay = \$21,000

Licensing for accessing the online professional development components (Global digital library) for Solution Tree/PLC Framework

Phase 3 of PLC Conference - for 7 teachers school wide focus on understanding the common formative assessments. Providing teachers with the big picture for team collaborative roles, common/shared instructional practices, SMART Goals,

Conferences/Trainings/Workshops (Virtual): \$10,000

Hattie Conference Corwin -Virtual Teacher Clarity Playbook Certification \$1,500 per person, Virtual Leadership and Coaching Summit \$399 per person -leadership team, virtual PLC Institute \$299 per person - 2 webinars per month

When the name of event is not known or still deciding between a couple, use the following:

RTI * Solution Tree/WIN(K-3) - 2020-2021 - (Who's attending - administrator, program specialist, instructional coach, teachers)

Consultants: \$12,000

Virtual PD with Solution Tree* - Attendees: administrator, program specialist, instructional coach, counselors, teacher, Leadership Team

Minimum Day Wednesday - school waivers- Allows for additional collaboration time without substitute cost factors enabling capacity for quality PLC process and product development

Leadership Development for Admin -ACSA Institutes and Stanford Fellows

Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$21,000	11700	Substitutes for Teacher Academic Conferences
\$2,000	58450	License Agreement for PLC training
\$10,000	52170	Conferences
\$12,000	58100	Consultant Instructional
		2 @ .5 FTE Instructional Coaches - Centralized Service

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Independent Reading/Volume Reading/Comprehension strategies

Student reading goal setting

Vision of a well-read Madison student look like - What authors should they be familiar with -know and be able to discuss- constructed by both students and teachers

3rd-8th – (Reading to Learn) for on Student Literacy

Library Media Assist/Library books - to provide guided support to students finding good fit books, using Daily Five reading strategies and driving independent reading goals. Checking out library books and increase students' access to books at home will help students accomplish their volume reading and close reading goals. Library will foster an intellectual atmosphere of learning conducive to building capacity to promote and increase foundational reading and fluency skills - through skyping/zooming authors, book fairs, guest readers, staffing, furniture improvement, books, and reading intervention resource. 34 of teachers/923 students using library facilities/scheduling

Lexile range /independent reading and progress monitoring will increase library/media assist position monitoring students making their reading goal modeling best practice reading strategies

Enhance library books... \$5,000

Extended Learning – Lunch Homework centers/Distance Learning tutoring targeting 3rd/4th-grade focusing on reading.

Resources: {Are you planning to spend money on this activity? If so, what? Please note separate PAs (personnel action forms) are required each group and/or position.

Teacher Prep/Lunch Time pay for tutoring:

3 of teachers X 3 of days/hours X 7 weeks X \$ 60 = \$3,780 (Allocating \$4,000)

Teachers will use various Supplemental instructional materials equipment, applicable supplemental instructional materials include: novels/books, clipboards, Dry Erase markers, Folders/Sleeves, Construction Paper, Post It chart, glue sticks, file folders, pencil sharpener, paper clips, sentence strips, composition books, technology, and resources to implement strategies such as white boards, interactive Notebooks, remedial writing resources, math manipulatives, easels.

Instructional Materials/Supplies: \$5,000

Equipment: projectors, document cameras, Smart Boards, poster machine, classroom rugs - tools used to support effective delivery of standards, content, CFU, and teacher clarity of instruction.

Creating strategic reading spaces for whole group and small group (Daily Five) whole class and

independent reading. Grades K-3 will utilize all the above supplemental materials/supplies. The lesson's effectiveness to student achievement will be measured by weekly increase in CFA assessment that measure reading levels 1, 2 or 3. Grades 4th-8th will utilize all the above instructional materials to implement ELA and Math standards based curriculum proficiently as measured by close reading assessments, iReady scores, and site CFAs.

Non-Capital Equipment: \$10,000

Equipment Repair: 2,000

Maintenance Agreements: Teachers will use various equipment such as the laminator, copier, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Maintenance Agreement: \$2,300

Daily Five– to provide K-2 students with guided reading and small group intervention support.

K-2 (Learning to Read)

Resources: License agreement for online supports \$1,000

Conference from Daily Five

1 Substitute X 24 days X \$200 = \$4,800 (Allocating \$4,840)

RTI/WIN System developed K-3rd grade using 3 levels of platooning, Benchmark Phonics, CORE and Daily Five systems - CFA

Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,000	42000	Books
\$4,000	11500	Teacher Additional Comp
\$1,000	58450	License Agreements
\$5,000	43110	Instructional Materials/Supplies
\$10,000	44000	Non-Capital Equipment

\$ Amount(s)	Object Code	Description
\$2,300	56590	Maintenance Agreements

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$16,001	22601	.4375 FTE Library Media Assist (salary and benefits)
\$4,840	11700	Substitutes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All 6th - 8th grade students

Strategy/Activity

AVID-vision of a Madison college and career ready student looks like - what should they know and be able to do?

AVID instructional strategies - Focused Notetaking, organization, critical reading, classroom discussions/student engagement,

AVID Reading – Volume and Close

AVID PD Trajectory

Program Specialist (PS) will assist:

##% - Title I – AVID Coordinator,

##% - LCFF – {Describe what the Program Specialist will be doing supporting LCFF non-federally sponsored activities.}

College and Career Assemblies -focused notetaking, PSAT prep, Planners

AVID strategies for writing in math will also be utilized.

AVID Planners for 6th-8th grade students - duplicated in-house. \$2,600 (Object Code 57150)

AVID instructional materials/supplies: \$11,204 - Title I, \$8,250 - LCFF

AVID supplies include binders, chart paper, post-its, highlighters, paper, toner, and other materials/supplies that support WICOR strategies.

AVID Conferences/Summer Institutes/virtual learning

Registration: \$2,400

1 Program Specialist X 6 hours X 3 days X \$60 rate of pay = \$1,080

1 teacher X 6 hours X 3 days X \$60 rate of pay = \$1,080

AVID District trainings

Proposed Expenditures for this Strategy/Activity 3

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,000	52170	Webinar Conferences
\$12,004	43110	Instructional Materials/Supplies
\$2,600	57150	Duplicating

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$141,349	19101	1 FTE Program Specialist (salary and benefits)
\$8,250	43110	Instructional Materials/Supplies
\$1,080	11500	Teacher Additional Comp
\$1,080	19500	Program Specialist Additional Comp

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Step-Up-to-Writing/research

Writing Instructional Norms/vision - Exemplars

Vision of a competent student writer - What should they know and be able to do?

Trimester Writing CFAs

Writing PD trajectory

Teachers/After school Program Workers will enhance/enrich tier 1, 2, and 3 ELA/ELD and Math curriculum delivery using color coded Step-Up-to-Writing strategies as a supplemental instructional resource to write precise paragraphs and stretch essays. Tier 1, 2, and 3 interventions supports such as tutoring (including extended day and Saturdays), small group instruction addressing close/volume reading, writing, Cornell Notes, writing routines - sentence stems, word banks/graphic organizers/background knowledge, group discussion - draft-writing manual.

PD focus on Step-Up-to-Writing and schoolwide common instruction via writing manual - common templates for sentence structure, notetaking, summarizing, color coded paragraph construction

Step-Up-to-Writing schedule for targeted monthly writing focus- staff writing exemplars

Step-Up-to-Writing License Agreements - \$1,200

Proposed Expenditures for this Strategy/Activity 4

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,200	58450	License Agreements

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

GLAD strategies, SIPPS, SDAIE, Student Academic Conferences

NEWSELA leveled reading articles and writing prompts to strengthen their comprehension and writing. Teachers will enhance integrated/designated ELA/ELD curriculum through Interactive KWL, Quick writes, Text Type Chart, Close Read, Sentence Pattern Chart, split dictation, jointly constructed sentences and paragraphs, Signal sentences, Text Puzzles, Comparing Paragraphs, Verb Change, Expert Groups, Give One, Get One, Rate Your Knowledge, Vanishing Text, Observation Chart, Interactive Notebooks - targeting 3rd/4th/5th

NEWSELA (whole school license including extended day) - \$10,000

Conference (Virtual):

ELD/GLAD Training - San Joaquin County Office of Education - \$10,100

CABE - \$5,000

Monthly ELD schoolwide meetings

Program Specialist will be trained as ELD intervention Specialist/pulling, push-in for intervention and coaching

Establish ELD Team - Describe what it will look like over the course of the year. Monthly ELD meetings, new learning, goal setting, celebrating student success with ELD standards

ELD Instructional Vision and norms - K-3rd -Phonics, Vocabulary-pictorials, 5 reading strategies - visualizing, summarizing, text to text/text to self, text to world connection, oral language

4th-6th - Kate Kinsella academic conversations/vocabulary routines, writing templates, SIPPs

ELD PD Trajectory

ELPAC training for teachers who teach ELD

RTI/SIPPS

Proposed Expenditures for this Strategy/Activity 5

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$10,000	58450	License Agreements
\$15,100	52170	Conference

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional vision - what does a competent math student know and is able to do ?

Math focus - fluency and conceptual understanding

RTI/WIN

Conferences/Workshops (Virtual):

Virtual math strategy training with Marilyn Burn and Joan Bauer - \$2,400

Workshops from San Joaquin County Office of Education - \$12,000

Establish 10 things we need to do differently

Establish Math PLC Team infrastructure - teacher responsible for new learning, CFA, and Common strategies in a binder, 15-Day Challenge, RTI CFA, lunch time Math Center

Math Interaction Notebooks

Consultants - A to Z for 7 days - \$20,000

8th-grade collaboration with region and vertical collaboration with high school

Training on CFA aligned and using SBAC and DOK 3 or 4 rigor

Math Tutoring

3 teachers X 3 hour/week X 5 weeks X \$60 = \$2,700

Training on Math Frameworks - fact and procedural fluency

Conference (Virtual):

Standards Institute Coherency chart - linking prerequisites and grade level focus - \$3,700

Maybe include science/robotics... PLTW - Nathan Haley

Proposed Expenditures for this Strategy/Activity 6

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$18,500	52170	Webinar Conference
\$2,700	11500	Teacher Additional Comp
\$20,000	58100	Consultants

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Leadership Team Training - Developing vision for each team - peer coaches

Book Club - Elena Aguilar - The Art of Coaching Teams

Book Study - \$400

Retreat

Proposed Expenditures for this Strategy/Activity 7

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$400	43110	Instructional Materials/Supplies

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Preschool and Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program.
- *Build pre-tech skills with tablets

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity 8

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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

Analysis

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

Implementation:

Coaching Model full implementation

PLC Process full implementation

Partial Implementation of AVID and Daily Five Training

Partial Implementation of GLAD/SDAIE strategies/Language Institute - LDO

Full Implementation of RTI packets

Full Implementation of Step-Up-to-Writing - Writing norms and shared topics

Full Implementation of Independent/close reading initiatives

Full Implementation of Field Trips

Effectiveness:

PLC/Coaching Model CFA were developed, and PLC process was fully implemented

PLC process for each grade level experiencing a full training cycle 11% ELA growth

AVID - No strong evidence of effectiveness; no admin binder; not enough for certification

Daily Five - Attended conference, read book, and observed teacher at Adams

+11% increase in ELA CAAASP

+7% increase in Math CAAASP

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

Material Changes

Reduce PLC/Substitute needed to cover classes

Eliminate Paid teachers for Saturday School Step-Up-to-Writing training

AVID/Daily Five training - no strong measurement

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

Future Changes

Training on ELA and Math Shifts during Teacher Academic Conferences for Leadership Team

Leadership Team and Guiding Coalition to create PD trajectory backward mapping and instructional vision casting, redesign meeting infrastructure

AVID/Daily Five/Step Up to Writing - PD trajectory, meeting infrastructure, new leaders transformation model

PLC -use consultants to re-norm, review principles for learning, design meeting infrastructure

AVID rubrics reviewed more frequently; more PD is school wide focused note taking

Guiding Coalition - using leadership team to conduct root cause analysis

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By June 30, 2021, reduce suspension for All Students by 2%

By June 30, 2021, reduce suspension for English Learners by .3% to 4.1%.

By June 30, 2021, reduce suspension for Students with Disabilities by 1% to 5.4%

By June 30, 2021, reduce suspension for African American students by .3% to 10.3%

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June 30, 2021, reduce chronic absenteeism for All Students by 2%

By June 30, 2021, reduce chronic absenteeism for English Learners by .5% to 18.7%

By June 30, 2021, reduce chronic absenteeism for Students with Disabilities by .5% to 29.2%.

By June 30, 2021, reduce chronic absenteeism for African American students by .5% to 33.7%

Identified Need

Suspension –

Suspensions – CAAASP Dashboard

2016 - 19%

2017-12%

2018-7%

2019-5%

40 suspension days in the 209-2020 school year

Grade 7 - has the highest levels of suspension days and students - 10 students with 12 suspension days

Data via gender lens-

Disproportionately larger number of discipline referrals from males compared to females 136 out of 168

Suspension days have decreased this year compared to last from 125 to 85 days due to additional male CSA

Suspensions need to reduce by 18 students

Discipline incidents should be reduced by 30%

Attendance/Chronic Truancy –

Attendance/Chronic Truancy – CAAASP Dashboard

2017 - 22%

2018 - 27%

2019 - 23.2%

From the following breakdown

17.5% EL

78.5% SED

17.3 % SWD

From the following subgroup breakdown

American Indian/Alaskan Native 22%

Black or African-American 29%

Hispanic 18%

Two or more races 23.64%

Special Ed 20%

ELs - English Learners - 15%

Homeless 45%

Target goal is to decrease chronic absent by 10% (-5)- 50 total previous year. Need to decrease chronic absent students by 5.

* Average monthly target was to reduce to 5% or less total.

Need to decrease chronic absences by 2 students or more per month.

School Climate –

Safety vulnerabilities – school adjoins a park enabling trespassing, eloping and greater external issue accessibility

2016 - 19%

2017-12%

2018-7%

2019-5%

Suspension Rate

All Students
percent of unduplicated suspension



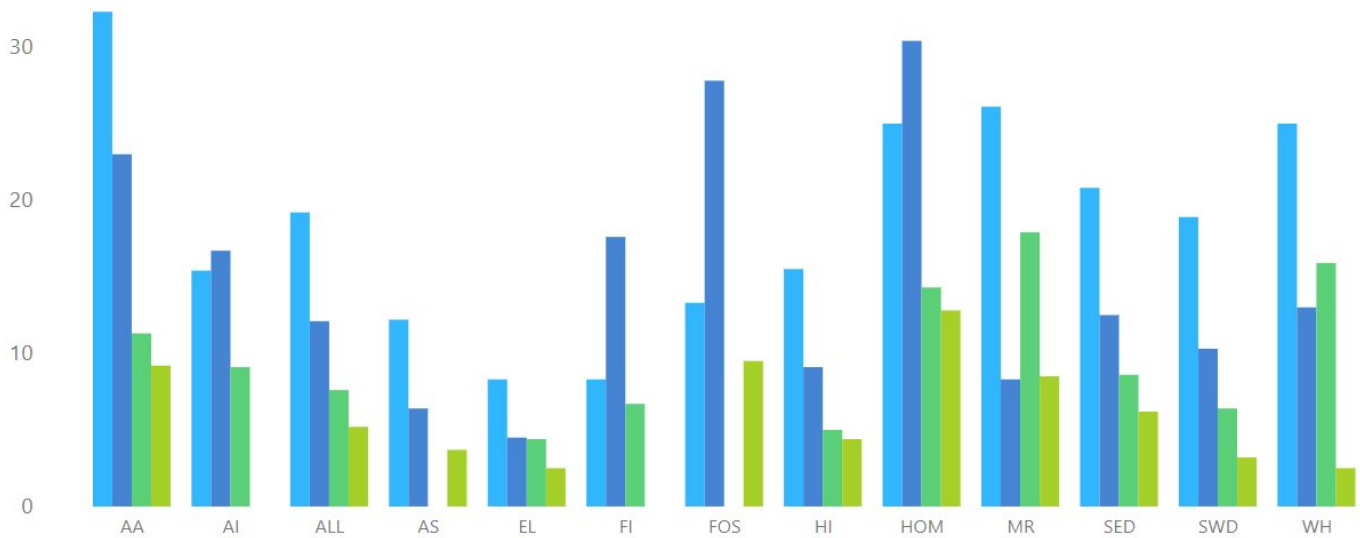
Expulsion

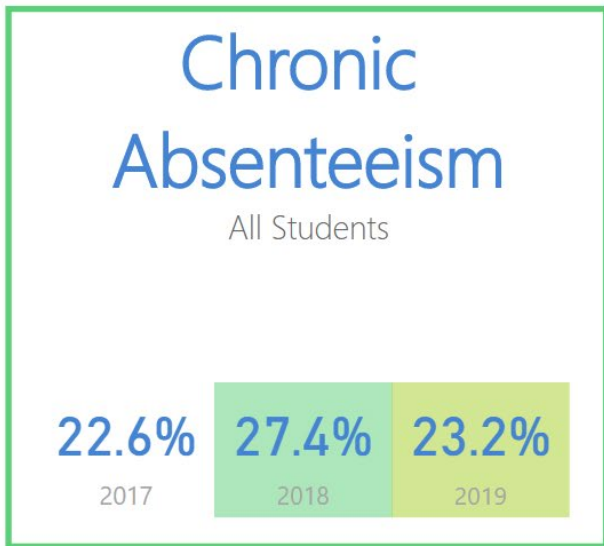
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



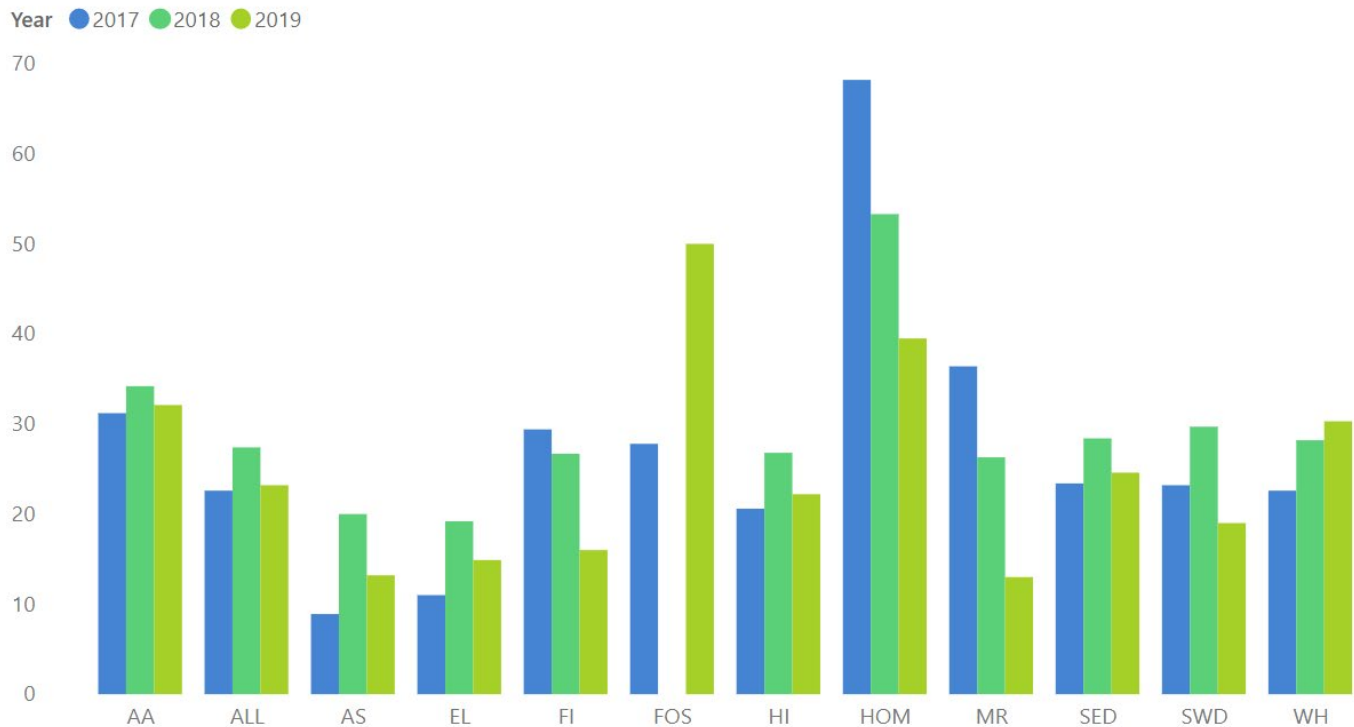
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	5%	3%
Chronic Absenteeism (All Students)	23.2%	21.2%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students - Tier 1, 2 and 3

Strategy/Activity

PBIS - ESLERS establish with teachers and staff- (Expected school wide learning results) for behaviors (Respectful, responsible, safe)-Establish vision for model students and what type of inputs would build a student with a solid character, resilient, growth mindset, healthy self-esteem, internally strong

PBIS Licensing: \$2,000

Trimesterly - Leadership/Discipline assemblies for 4th-8th grade; Initial assembly for all students

PBIS Manual - Culture/climate manual to reinforce ESLERS

10 things we need to do daily to transform the culture- morning formation ESLER review (All students will be positive, respectful, responsible, and safe) restorative circles, Second Step Curriculum, , defining student behavioral expectations, teaching student behavioral expectations, reviewing and modeling student behavioral expectations and school rules, acknowledging and reinforcing appropriate student behavior, providing corrective feedback, utilize data in collaboration with administration, assuming responsibility for all students, not just those in classroom. Positive Greetings at the door

10 ways we need to hold administration accountable; monthly PBIS meetings, provides feedback, constantly reminds students and staff of of PBIS expectations, models and reinforces PBIS expectations with students and staff, utilize data in collaboration with staff to make decisions, follow established protocols, Professional Development using PBIS interventions with staff, Share discipline data with staff,

10 ways we need to hold the staff accountable - consistent use of restorative circles, defining student behavioral expectations, teaching student behavioral expectations, reviewing and modeling student behavioral expectations and school rules, acknowledging and reinforcing appropriate student behavior, providing corrective feedback, utilize data in collaboration with administration, assuming responsibility for all students,

Discipline/Incident pathways, protocols, and procedures - referral process, including interventions completed prior to referring a student to the office, follow up with teacher

Tier 3 - running club - What is the outcome? Will this result in less referrals? Who is targeted? What is the outcome?

Continued emphasis on internalizing beliefs of vision/mission/commitments during all student/parent/teacher meetings. Utilizing Restorative Circles to build a positive community/culture/climate with consistent reminders through greetings at the doors w/fist bumps and check ins, morning formation focus on character traits and school pledge - I Matter and student validations. Continued teacher training/collaboration/modeling during faculty meetings on effective ways to strengthen social and emotional reinforcement during restorative circles using district Second Step curriculum. Refinement of PDs to train teachers on trauma, PBIS implementation of relationship building.

To provide additional hourly for a teacher to facilitate mentoring and restorative circles using the PBIS curriculum focusing on tier 3 students.

Additional Hourly Pay Calculation:

1 teacher/counselor X 6 hours X \$60 = \$360 (Allocating \$400)

PBIS Conference - \$10,000

of student being referred for social/emotional issues

12 of students being referred to an outside counseling agency

of discipline referrals

of students suspended

Book Club - SEL

Character Trait/Honor Roll Assemblies Trimester - Vision/Goals and budget

Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$10,000	52150	Conference
\$2,000	58450	License Agreements
\$400	12500	Counselor Additional Comp

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Teachers, Yard Duty, CSA

Strategy/Activity

Establish a PBIS/ Safety team and training/PD for restorative questions, de-escalation strategies, SEL mindsets

YD Manual - Fun Zones, PBIS Tickets (not allowable using Title I or site LCFF funds)

YD PBIS/SEL/Restorative Justice and Trauma training

to collaborate with aligned staff members to create a set of values and systems to promote social-emotional skills such as resilience, self-awareness, and positive mindset.

Continue a reward/incentive system for improved behavior and attendance via Attendance Poster on door for perfect attendance, Mustang miniature mascot and trophy for class with best attendance, field day, pizza party, attendance certificates. (Not allowable using Title I or site LCFF funds.)

Use data at meetings to target behaviors that need PBIS interventions for all tiers - modeling for teacher/capacity building via district training/conference.

Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Developing a vision for student voice/agency - PLUS, Student Council and AVID leaders - Continue implementation of Peer Leaders Uniting Students (PLUS) to create structures and opportunities for students to teach other students and serve as role models/peer mediators. Continue grade level forums allowing student to student modeling/teaching social responsibility skills to other students and “no child eats alone”, and initiative conflict mediation skills.

Continue PLUS class as elective in Master Schedule. Continue to attend BLOCK Conferences, NAACP Delta College conference, and trainings at UOP.

Assembly launch with speeches

Book Study - Reality Pedagogy

Proposed Expenditures for this Strategy/Activity 3

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students and Parents

Strategy/Activity

Counselors

Counselors Reasoning:

2018-2019 26% of students were chronically absent (CA School Dashboard) This was a large basis for our goal this year, even though our student's chronic absenteeism is lower than it was in the previous 2018 Academic School year. The school counseling program will focus on the following achievement, attendance, behavior, and of/school safety goals this year. By March 2021, The School Counselor Program will focus on decreasing the chronic absenteeism rate by 19%. Reducing the current absenteeism rate of March 2019 from 21% to 17 % by May 2021.

Counselors will implement school wide initiatives to promote daily attendance. This will include; PBIS, Tier 2 Closing the Gap Action Plans for small group support for chronic attendance students school wide including a results report, school wide competitions (bragging rights posters, classroom parties, 100% day challenges), student attendance workshops in collaboration with CWA where students will complete "Most common reasons survey" p.25 of Hatching Results Implementing Data textbook.

All students (K-8) will be provided age, and grade appropriate planned school counselor Core Curriculum (SCCC) promoting executive functioning skills, knowledge, and attitudes through instruction in college/career readiness, academic, and social emotional growth (growth mindset, self-regulation, self-efficacy). In the 2020-2021 academic school year, counselors will give a minimum of 9 Intentional School Counselor Classroom Lessons by the end of April 2021 to all K-8 students.

We plan to participate in the following professional development based on annual student outcome goals and our School Counselor Professional Standards and Competencies and self-assessment.

SEI/ self-regulation Tier 2 & Tier 3 Interventions (Therapeutic sand trays & manipulatives, videos and workbooks, etc.), differentiated seating (chairs, chair bands, bean bags, pillow, small tables or stools.

Non-Instructional Materials: \$1,000

Proposed Expenditures for this Strategy/Activity 4

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$3,000	52150	Conferences (CASC)

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$1,000	43200	Non-Instructional Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Equity Imperative

Equity Training

Culturally Responsive discussions and goal setting

Proposed Expenditures for this Strategy/Activity 5

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$3,700	52150	Conferences (Standards Institute)

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Teachers/Tier 3, 2, and 1

Strategy/Activity

Developing capacity for site to understand how to proactively work with trauma plagued students
Mental Health Clinician

Proposed Expenditures for this Strategy/Activity 6

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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

Analysis

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

Implementation

1.1 Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, PLUS, counseling, structured student engagement activities, etc. that focus on attendance, check-in/conflict mediation strategies, behavior/discipline strategies, etc. a– social emotional supportive resources – implemented site training of restorative practices during final trimester with 33 staff participants; 1 PD training on trauma. b-PBIS- cafeteria and hallway routines have fully been implemented. c-Counseling- Discipline points systems for behavior, attendance, and grades implemented during last trimester. d-Student engagement activities- character education and weekly incentives being “caught” conducting actions that embody these traits, Fall Festival, Seuss-a-Palooza, Turkey Trot, Scholastic Books, Rotary Read in, College and Career Thursdays.

Counselors - ASCA Model Access Deliver, Define, and Manage

Direct Services Counseling Core Curriculum 30%, 5% Individual, 20% Responsive Services, Indirect Services - 30%, referrals/consultations/collaboration, Program/Planning/School Support 15%, Foundational Management, Evaluating Program, Monthly guidance lessons 8 total, Attendance Program, Monthly guidance lesson 8 total, Attendance Program- Parent and Family Outreach, Parent and Family Outreach, Parent Support Night 6, Coffee Hour and Website/Newsletter, Daily review - Daily Bragging Rights Posters, Weekly Mascot Mustangs, Monthly Certificates

Effectiveness

1.1 Suspension data decreased by 4.4% out of 839 students 7.6% were suspended. Chronic absenteeism increased 4.8% and is 27.4% Data received from the survey decreased, which could be attributed to low numbers received as several classes and grade levels did not complete survey.

Tier 1 support SSTs 8.4%, Check ins/Check out 9.6%, PBIS, Attendance 31.4%, Parent Conference 19.4%, Staff Consultation 13.8%, PLUS Forums 4-8th 17.5%

Chronic Absenteeism -2.19 reduction

Suspension rate decrease

-Decrease in suspension rate by -2%

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

Material Changes

Funds will be allocated to support online PD in PBIS, Trauma training, SEL, and Restorative Practices

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

Future Changes

Develop vision for all supports with accompanying PD trajectory action plan

PBIS/PLUS/Student Government

Intentional training for more stakeholders

Equity Training for all stakeholders

Provide teachers/staff with trauma training

YD/Staff mentoring attendance

Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, PLUS, counseling, structured student engagement activities, etc. that focus on attendance, check-in/conflict mediation strategies, behavior/discipline strategies, etc.

Strategies below will be maintained and enhanced:

b-PBIS- cafeteria and hallway routines have been implemented- 2 CSAs and 5 yard duties.

c-Counseling- Discipline points systems for behavior, attendance, and grades- 2 counselors.

d-Student engagement activities- character education and weekly incentives being “caught”

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, increase parent volunteers in school using 3 pathways - room parents, parent techs, and PTA involvement. Room parents will support classroom activities targeting 1 parent per grade level for a total of 6 parent volunteers on site.

By June 2021, double the number of parents attending parent meetings via Honor Roll assemblies, Mandatory Parent 8th, 5th, and 3rd, parent/teacher conferences, orientation, back to school night, open house, literacy night - Fairytale/Film Festival, Harvest Carnival, and Turkey Trot.

Build community relationships with UOP, Stockton Scholars, Community Foundation of San Joaquin, and local businesses

Martial Arts with Merlo Counselor

High school alignment with Chavez Music

Identified Need

Meaningful Partnerships:

Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, parent trainings/conferences (e.g. PLC, CAFE, etc.), grade level parent meetings (e.g. Parent Coffee/Cafe Hour, etc.), school messenger/newsletter communication, after school academic focused activities.

of meetings coordinated

of parents attending

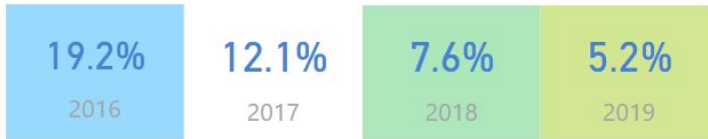
of students making academic growth

of parents attending parent/teacher conferences

of parents attending trainings/conferences

Suspension Rate

All Students
percent of unduplicated suspension



Expulsion

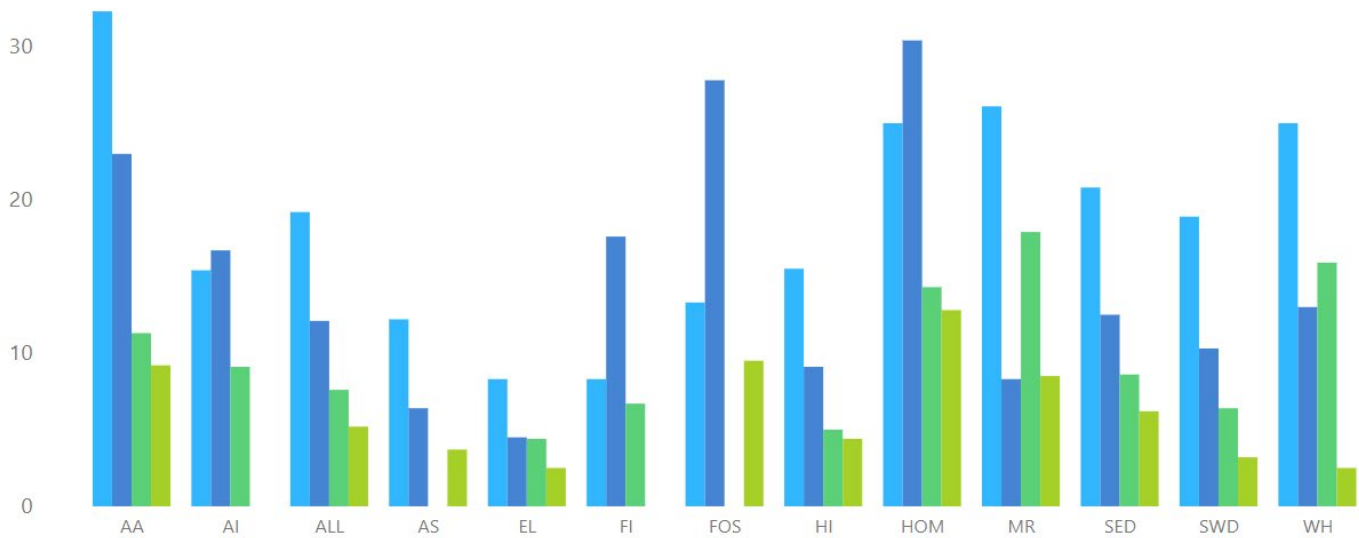
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available

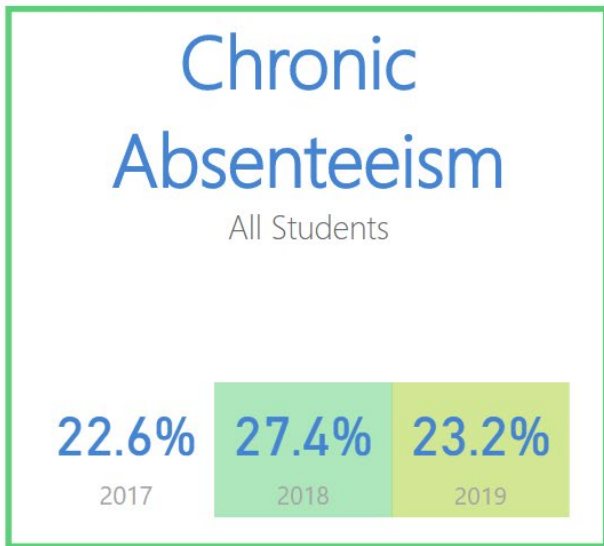


2017

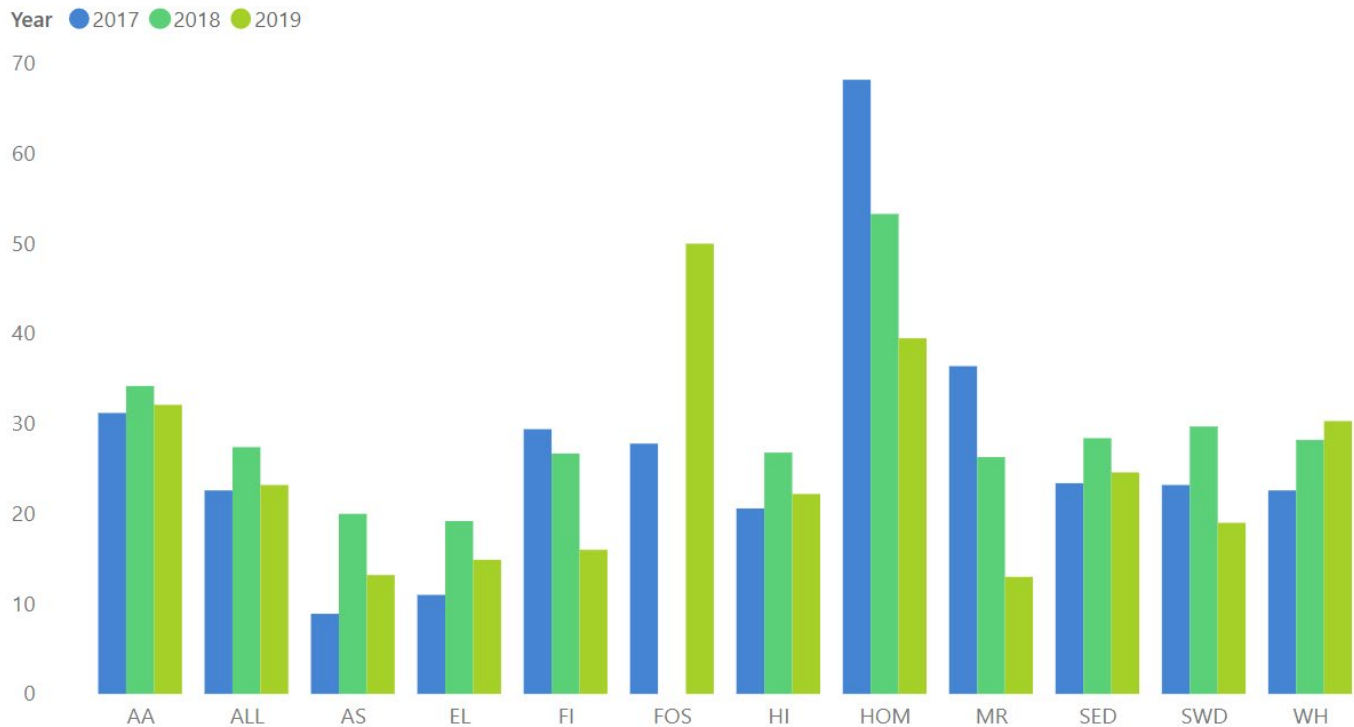
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Volunteers	0	6

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Madison Parents

Strategy/Activity

Provide parents with meaningful topics during Parent Coffee/Cafe Hours such as cooking a nutritious meal in 15 minutes and supportive resources that empowers them to be engaged in their student's learning such as parent/teacher conferences (including student academic focused resources), communication, after school & academic focused activities.

Madison Parent Support Group- offers training that build capacity for parenting efficacy. Increase parenting efficacy will lead to greater belief and confidence to respond to and engage with their children, and to cope with stressful challenging situations. The first 4 meetings focused on healing your children from traumatic experiences. Additional topics included new graduation requirements, bullying, etc.

Parent Meeting - \$700: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks.

Books - \$1,000: Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home.

Non-Instructional Materials - \$953: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night.

Additional hourly for staff to support parent meetings:

2 counselors X 6 hours X \$60 = \$720

of meetings coordinated

of parents attending

of parent community meetings

Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$700	43400	Parent Meeting
\$1,000		
\$953	43200	Non-Instructional Materials
\$720	12500	Counselor Additional Comp

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Parents and Community

Strategy/Activity

We will develop a parent and family events calendar that will be accessible to parents in paper form and at the site. Volunteer opportunities will be posted at the site to offer parents and families more insight on ways to volunteer. We will also offer more guest speakers to address different topics. A bridge between our different committees- SSC, ELAC and PTA- will be discussed in initial meetings with these groups.

ELAC Meetings will focus on ELD designated instructional strategies with parents - modeling, observing and explicit training.

Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students and Parents

Strategy/Activity

AVID Parent Meeting with Make It and Take It activities for AVID students providing parent information regarding expectations, college and career behaviors, and field trips.

Proposed Expenditures for this Strategy/Activity 3

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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

Analysis

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

Implementation

Provide parents with supports and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences, parent trainings/conferences (e.g. PLC, CAFE, etc.) parent meetings (e.g. Parent Coffee Hour, etc.) communication, after school academic focused activities

Orientation - K, 6th-8th, 5th

YES Coding

Chess Club

SSC- SPSA advisory

ELAC-

Parent Coffee

Parent Café'

PTA

Afterschool Program

Stockton Covenant Church- chaplain, Wednesday Youth Group, Harvest Carnival

Scholastic Book fair

Grade Level Mandatory Parent Meetings

Following MAP conferences are scheduled to meet contractual obligations. Notification is provided using school messenger, etc. Focusing on students who are not on level: 3s and Bs.

Parents attend conferences one-on-one with teachers. Conversations including support of reading homework and grade level focus. teachers, students, and parents make goals for improvement. Initially developed using a standard format. Developed by the leadership team. based on a survey completed by the parent.

Back to School night parents are introduced to SBAC and MAP. Academic worksheets.

A to Z assisted with a parent survey/forum on areas of improvement.

Teachers felt burnt out by the last round of parent conferences.

Opened the discussion of parent trainings and workshop expanding past CAFE.

Effectiveness

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

Material Changes

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

Future Changes

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$172,577
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$459,628

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$172,577

Subtotal of additional federal funds included for this school: \$172,577

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

State or Local Programs	Allocation (\$)
LCFF	\$173,600

Subtotal of state or local funds included for this school: \$173,600

Total of federal, state, and/or local funds for this school: \$459,628

Budget Spreadsheet Overview – Title I

MADISON

Preliminary Budget Allocation - TITLE I

FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 169,204
TOTAL BUDGET DISTRIBUTED BELOW	\$ 169,204
TO BE BUDGETED (Should be \$0.)	0

50647	TOTAL ALLOCATION	\$ 3,373
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 3,373
	TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 6,700					\$ 6,700
11700	Teacher Substitute		\$ 21,000					\$ 21,000
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist							\$ -
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified				\$ 400		\$ 720	\$ 1,120
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 27,700	\$ -	\$ 400	\$ -	\$ 720	\$ 28,820
Books & Supplies								
42000	Books		\$ 5,000				\$ 1,000	\$ 6,000
43110	Instructional Materials		\$ 17,404					\$ 17,404
43200	Non-Instructional Materials						\$ 953	\$ 953
43400	Parent Meeting						\$ 700	\$ 700
44000	Equipment		\$ 10,000					\$ 10,000
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 32,404	\$ -	\$ -	\$ -	\$ 2,653	\$ 35,057
Services								
57150	Duplicating		\$ 2,600					\$ 2,600
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 2,300					\$ 2,300
56530	Equipment Repair							\$ -
52150	Conference				\$ 10,000			\$ 10,000
58450	License Agreement		\$ 14,200		\$ 2,000			\$ 16,200
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional		\$ 32,000					\$ 32,000
58320	Consultants-Noninstructional							\$ -
	OTHER		\$ 45,600					\$ 45,600
	OTHER							\$ -
Sub Total-Services			\$ 96,700	\$ -	\$ 12,000	\$ -	\$ -	\$ 108,700
GRAND TOTAL			\$ 156,804	\$ -	\$ 12,400	\$ -	\$ 3,373	

Budget Spreadsheet Overview – LCFF

MADISON

**Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 173,600
TOTAL BUDGET DISTRIBUTED BELOW	\$ 173,600
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		\$ 1,080				\$ 1,080
11700	Teacher Substitute		\$ 4,840				\$ 4,840
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist	1.0000	\$ 141,349				\$ 141,349
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp		\$ 1,080				\$ 1,080
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk	0.4375	\$ 16,001				\$ 16,001
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 164,350	\$ -	\$ -	\$ -	\$ 164,350
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 8,250				\$ 8,250
43200	Non-Instructional Materials				\$ 1,000		\$ 1,000
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 8,250	\$ -	\$ 1,000	\$ -	\$ 9,250
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference						\$ -
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ -	\$ -	\$ -	\$ -	\$ -
GRAND TOTAL			\$ 172,600	\$ -	\$ 1,000	\$ -	\$ 173,600

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Madison's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

DATE	AMOUNT	FROM	TO	BUDGET
10/27/2020	\$ 10,000.00	TEACHER'S ADD COMP	WEBINAR	TITLE 1
12/14/2020	\$ 706.00	SUPPLIES	SALARIES/BENEFITS	LCFF
1/5/2020	<u>\$ 556.00</u>	WEBINAR/PS	WEBINAR	TITLE 1
	\$ 11,262.00			

Furthermore, Madison's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

Instructional vision classroom discussions - adding VTS - visual thinking strategies to facilitate classroom discussions that integrate art as a method to facilitate literacy, vocabulary, and collaborative learning. Watershed-ed will facilitate teacher trainings. VTS is added to instructional vision - developing teacher capacity to facilitate engaging relevant discussions the build visual literacy and vocabulary. The cost of webinar training is estimated at \$2,000 for webinar training/conferences. VTS - visual thinking strategies to address brain compatible retention needs via best practice classroom discussion facilitation - Hattie common instructional strategy and PLC instructional norm. CFA and iReady data will be collected to progress monitor and make necessary adaptations. Data will be reviewed via Teacher Academic Conferences, PLCs, and Faculty/Staff Meetings.

\$12,000 – 58100 – Consultant Instructional: Reduced funds due to COVID-19 restrictions and distance learning, consultant services were not needed.

\$5,000 – 11500 – Teacher Additional Comp: Reallocate funds for teacher additional comp focusing on PLC lesson design and planning content, lesson analysis. Math PLC Team is implementing RTI with collaborations that build content and pedagogical capacity. Leadership. Math Tutoring needed based on CFA data. Approximately 4 hours per teacher depending on need.

SPSA: Goal 1, Strategy 2: Added an additional intervention resource (license agreement), Flocabulary, to provide students with literacy support.

LCFF –

\$458 – 11700 – Teacher Substitutes: Reallocate funds to cover the difference of salary and benefits.

SPSA: Goal 1, Strategy 3:

Title I –

\$9,606 – 44000 – Equipment: Reallocate funds to purchase equipment to support and enhance visual and blended learning strategies. Equipment will include short throw projectors (first priority, estimated at \$2,050), regular projectors, document cameras, classroom printers, interactive white boards.

LCFF –

\$892 – 11500 – Teacher Additional Comp: Reduced funds due to COVID-19 restrictions pertaining to distancing learning, teacher additional comp is not needed.

\$5,645 – 43110 – Instructional Materials/Supplies: Reduced funds due to COVID-19 restrictions pertaining to distancing learning, instructional materials/supplies needs have been modified.

\$6,079 – 44000 – Equipment: Reallocate funds to purchase equipment to support and enhance visual and blended learning strategies. Equipment will include short throw projectors (first priority, estimated at \$2,050), regular projectors, document cameras, classroom printers, interactive white boards.

SPSA: Goal 1, Strategy 5:

Title I –

\$9,906 – 58450 – License Agreement: Reduced funds due to COVID-19 restrictions pertaining to distancing learning, license agreement was not needed.

SPSA: Goal 1, Strategy 6: Adding a new strategy focusing on science supporting teachers enhancing NGSS (science) curriculum through hands-on science experiments and robotics.

Title I –

\$5,000 – 44000 – Equipment: Reallocated funds to purchase science equipment such as 3D printers, STEM specific materials including Little Bits project materials and science specific project materials.

SPSA: Goal 2, Strategy 1:

Title I –

\$10,000 – 52150 – Conference: Reduced funds due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person conferences are not being attended. In addition, due to distance learning requirements and competing instructional training, it has been difficult to carve ample time for staff to attend/participate.

\$2,000 – 58450 – License Agreement: Reduced funds due to COVID-19 restrictions resulting in distance learning the license agreement was not necessary.

\$1,000 – 12500 – Counselor Additional Comp: Reallocated funds to continue Counselor providing training to staff on social emotional and de-escalation strategies.

SPSA: Goal 2, Strategy 4:

Title I –

\$3,000 – 52150 – Conferences: Reduced funds due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person conferences are not being attended. In addition, due to distance learning requirements and competing instructional training, it has been difficult to carve ample time for staff to attend/participate.

\$13,000 – 58320 – Consultant Non-Instructional: Reallocated funds (\$10,000) for consultant services focusing on mentoring supports to middle school students. The mentoring services will include home visits to reach out students that are chronically absent. The change is necessary to provide a continuum of supports from elementary through high school for students that experience Tier 3 discipline and attendance issues. Effectiveness will be monitored by: Number of contacts of students, increase in student attendance, reduction of student discipline (when physically at school), reduction in chronic absenteeism percentage. This activity is evidence-based: John Hattie - Social skills programs - effect size .39; home visits - effect size .29; second/third change - effect size .5.

Reallocated funds (\$3,000) for a consultant to present to staff on trauma informed instruction and how best to work with our students through Distance Learning and when we return to school. This is in conjunction with counselors' book study of Fostering Resilient Youth. As we know, many of our children have experienced family separations, homelessness, parents losing jobs, and lost family members during this time. It has been challenging to provide services to all of them through Distance Learning, but it would help if we gave teachers the tools to do so. Data will be collected using before and after surveys of teachers, teacher plans and goals going forward to incorporate the learning into their classrooms and end of year survey of teachers and students.

\$7,000 – 58450 – License Agreement: Reallocated funds for a license agreement to help engage and motivate your students through games and fun to positively impact in the classroom environment, this is known as “Gamifying PBIS”. The license agreement is for an interactive online system for tracking and motivating positive student discipline and behavior - using virtual platforms to create community and monitor positive behavior actions.

SPSA: Goal 2, Strategy 5:

Title I –

\$3,700 – 52150 – Conferences: Reduced funds due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person conferences are not being attended. In addition, due to distance learning requirements and competing instructional training, it has been difficult to carve ample time for staff to attend/participate.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Madison is receiving additional monies in Parent Involvement (Cost Center: 50647). Madison's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 42000 – Books for the to purchase books for literacy workshops providing parents with techniques to help their student at home.

School	Enrollment (CalPADS 12/16/19)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
MADISON	748	620	82.9%	\$ 169,204	\$ 3,766	\$ 172,970	\$ 3,373.00	\$ 393.00

Title I –

\$700 – 43400 – Parent Meeting: Reduced funds due to COVID-19 restrictions pertaining to social distancing, in-person parent meetings have not been conducted.

\$720 – 12500 – Counselor Additional Comp: Reduced funds due to COVID-19 restrictions pertaining to social distancing, in-person parent meetings have not been conducted; therefore, additional staff support is not necessary.

\$700 – 44000 – Equipment: Reallocated funds to purchase equipment to support parent participation during meetings and workshops. Equipment may include a projector, printer, chromebooks, cart.

\$720 – 42000 – Books: Reduced funds to purchase books and reference materials to support parent learned strategies to replicate at home.

Madison Elementary – Amendments

MADISON 258

MADISON 58

7/28/2020

INITIAL BUDGET/DATE

3/9/2021

REVISED BUDGET/DATE

50647 inc. by \$393

TITLE I		TOTAL ALLOCATION		\$ 169,204		LCFF		TOTAL ALLOCATION		\$ 173,600		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 3,766						
TOTAL BUDGET DISTRIBUTED BELOW		\$ 169,204				TOTAL BUDGET DISTRIBUTED BELOW		\$ 173,600				TOTAL BUDGET DISTRIBUTED BELOW		\$ 3,766								
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0								
Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET	
Personnel Cost-Including Benefits																						
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 21,700	0.000	\$ 188	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 21,888		
11700	Teacher Substitute (incl benefits)	0.000	\$ 21,000	0.000	\$ 5,298	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 26,298		
12151	Counselor	0.000		0.000	0.000	0.000	0.450	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	0.450	0.000	\$ 0		
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
12500	Counselor-add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	\$ 1,000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
13201	Assistant Principal	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
19101	Program Specialist	2.300	\$ -	0.700	\$ 98,647	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	3.000	\$ 98,648		
30000	Statutory Benefits	0.000	\$ -	0.000	\$ 42,575	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000	\$ 1,080	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
19101	Instructional Coach	0.000	\$ -	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
21101	Instructional Asst/CAI	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
21101	Bilingual Assistant	0.000		0.000	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
21500	Bit Asst-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
22601	Library Media Assistant	0.000	\$ -	0.438	\$ 14,942	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.438	0.000	\$ 14,942		
30000	Statutory Benefits	0.000	\$ -	0.000	\$ 979	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
22901	Community Assistant	0.000		0.000	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
29101	Parent Liaison	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
29500	Par Lia-Add Comp (incl benefits)	0.000	\$ -	0.000	\$ -	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
Sub Total - Personnel/Benefits			\$ 42,700		\$ 163,709		\$ -		\$ -		\$ 1,000		\$ -		\$ -		\$ -		\$ -	\$ 161,777		
Books & Supplies																						
42000	Books		\$ 5,000		\$ -		\$ -		\$ -								\$ 2,113		\$ 7,113			
43110	Instructional Materials		\$ 11,104		\$ 1,591		\$ -		\$ -			\$ -			\$ -		\$ -		\$ 12,695			
43200	Non-Instructional Materials		\$ -		\$ -		\$ -		\$ -			\$ 1,000					\$ 953		\$ 1,953			
43400	Parent Meeting											\$ -		\$ -			\$ -		\$ -			
44000	Equipment		\$ 24,606		\$ 7,300												\$ 700		\$ 32,606			
Sub Total - Books & Supplies			\$ 40,710		\$ 8,891		\$ -		\$ -		\$ -		\$ 1,000		\$ -		\$ -		\$ 3,766	\$ 54,367		
Services																						
57150	Duplicating		\$ 2,600																	\$ 2,600		
57250	Field Trip-District Trans																			\$ -		
56590	Maintenance Agreement		\$ 2,300			\$ -														\$ 2,300		
52150	Conference		\$ -							\$ -										\$ -		
58450	License Agreement		\$ 4,294			\$ -				\$ 7,000										\$ 11,294		
58720	Field Trip-Non-District Trans																			\$ -		
58920	Pupil Fees																			\$ -		
58100	Consultants-Instructional		\$ 20,000							\$ 13,000										\$ 33,000		
52170	Conference - Virtual		\$ 35,600																	\$ 35,600		
Sub Total - Services			\$ 64,794		\$ -		\$ -		\$ -		\$ 20,000		\$ -		\$ -		\$ -		\$ -	\$ 84,794		
GRAND TOTAL			\$ 148,204		\$ 172,600		\$ -		\$ -		\$ 21,000		\$ 1,000		\$ -		\$ -		\$ 3,766			