



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

Version 3 – 07/27/2021

Madison Elementary

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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 2 – Ver 3 – 04/09/2021	Ver 1 – 05/14/2020 Ver 2 – 02/23/2021 Ver 3 – 05/27/2021	Ver 1 – 07/28/2020 Ver 2 – 03/09/2021 Ver 3 – 07/27/2021

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%

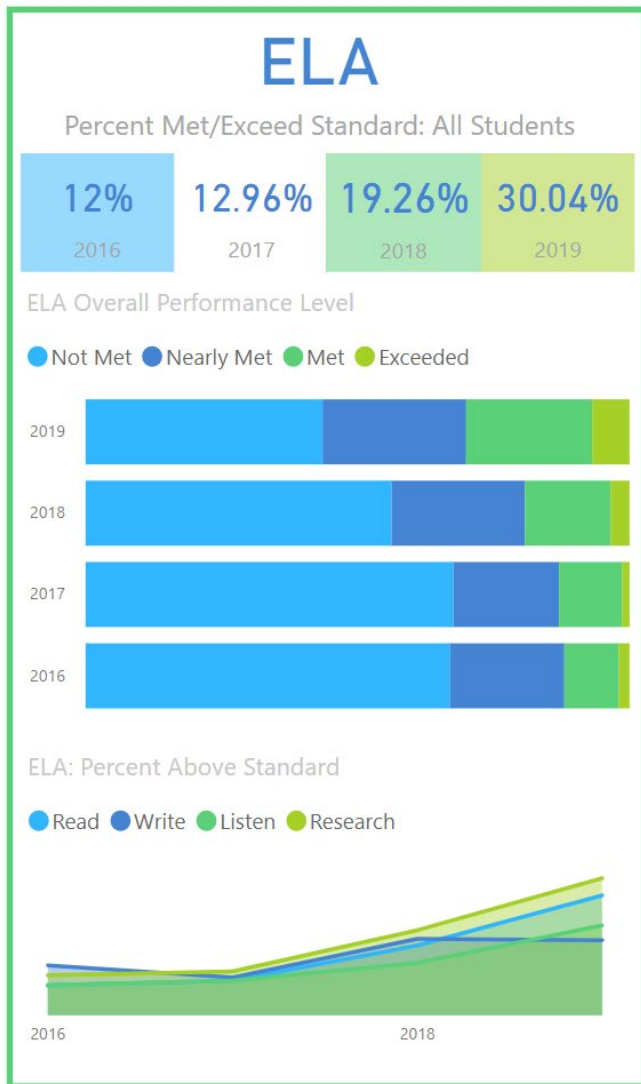
Winter 2019

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

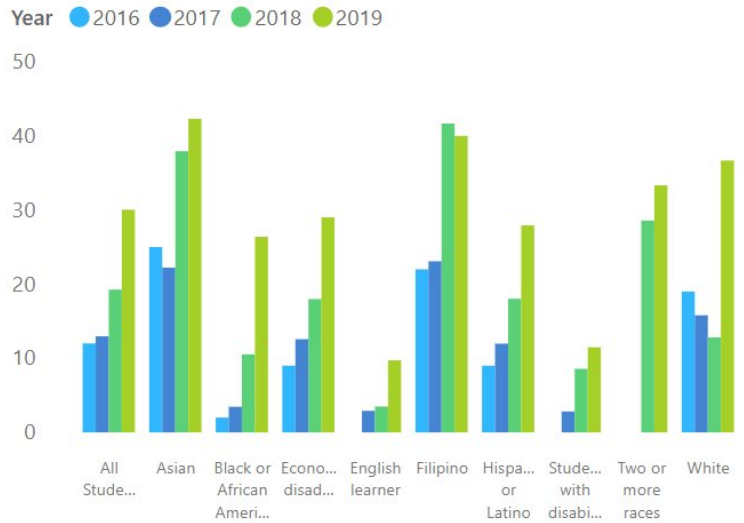
Analysis: Overall from the fall 2019-2020 school year to the spring of 2019-2020 there was a 7% increase in achievement in Math of students moving from below grade to on or above

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

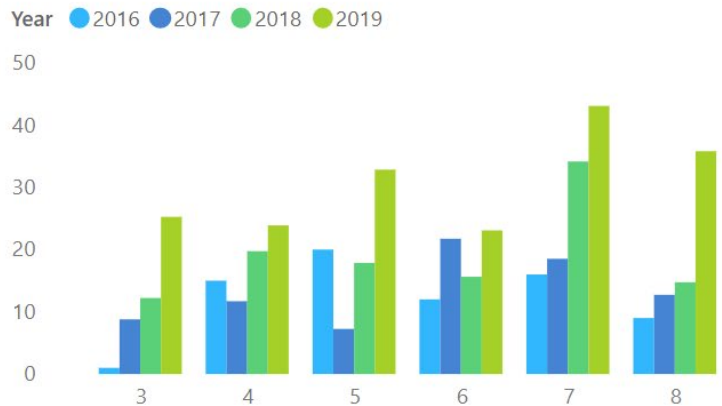
PSAT Math Data - 3-year Comparison



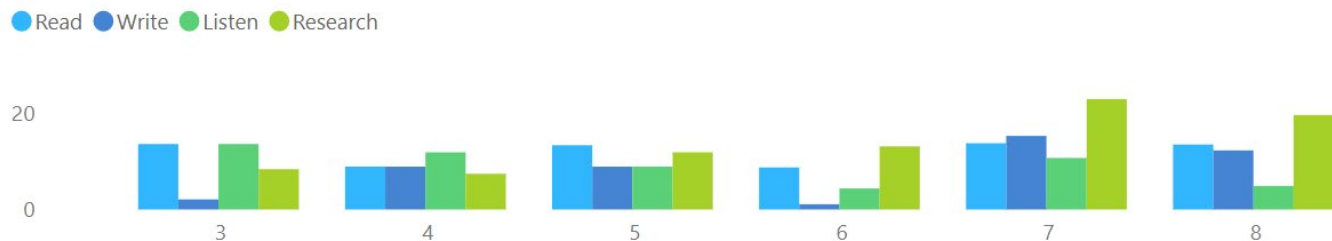
ELA CAASPP: Percent Met/Exceed Standard



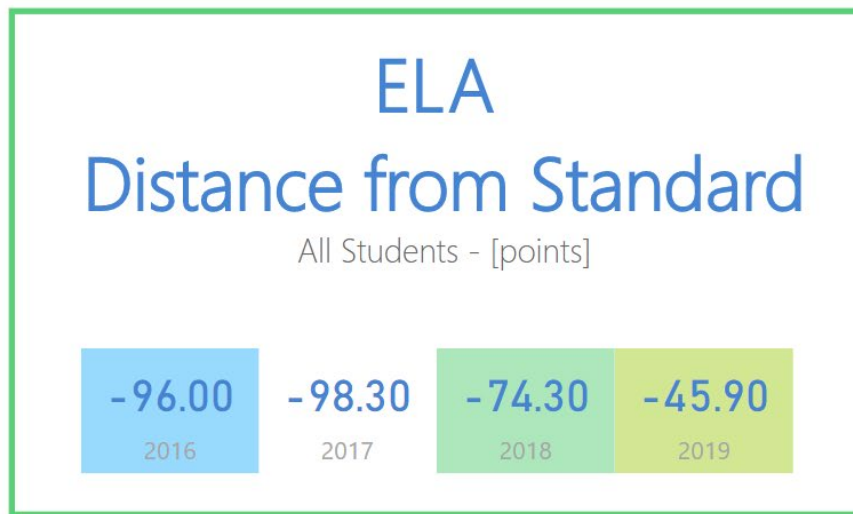
ELA CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Prelim ELA CAASPP: Area - Percent Above Standard

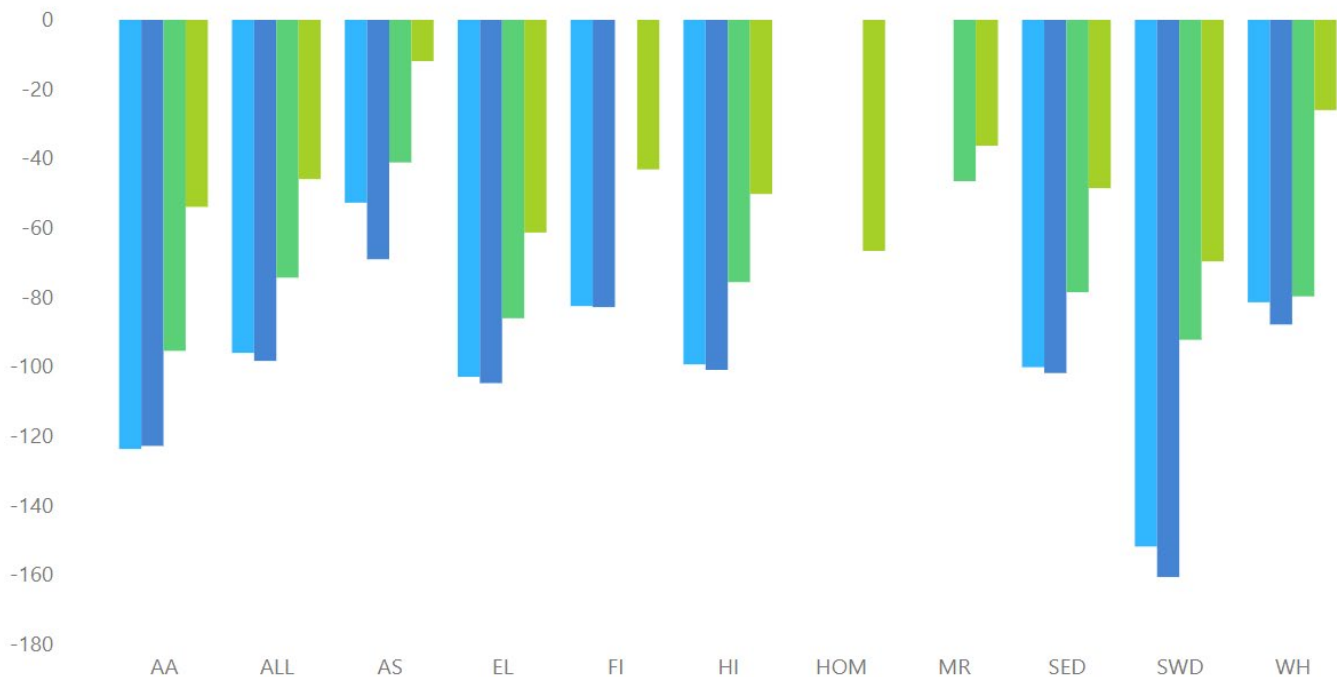


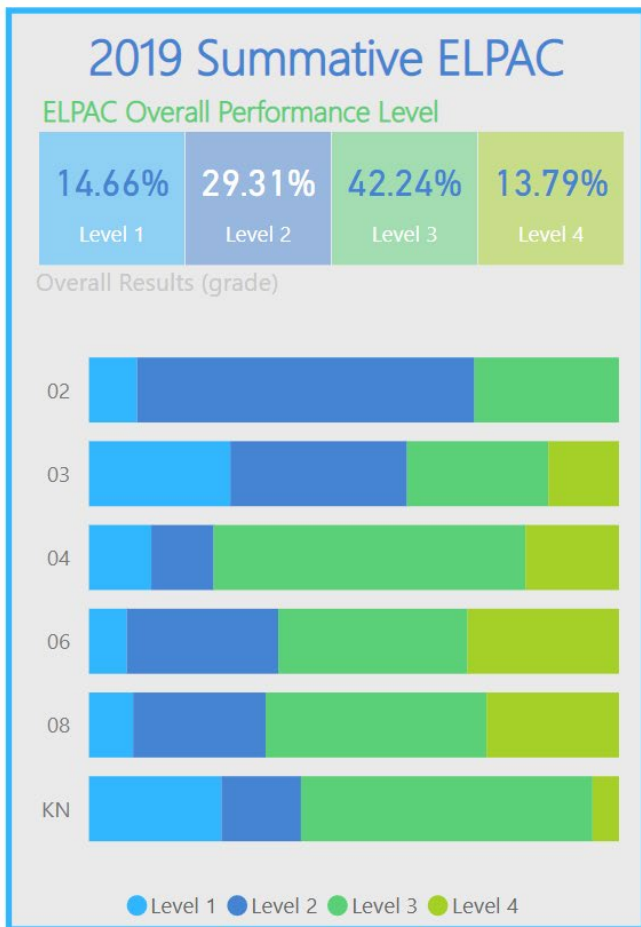
page 2 SUSD RA 12122019 v3r1



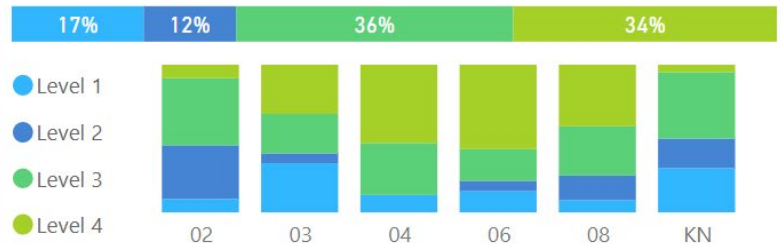
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

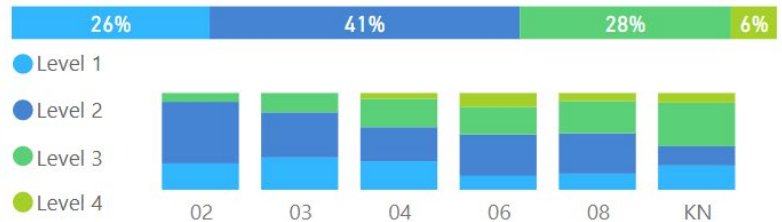




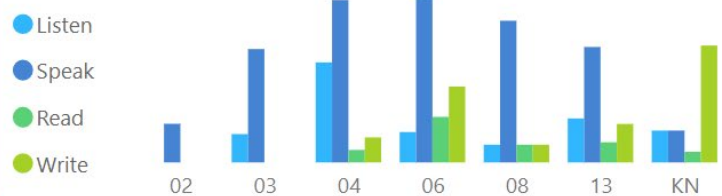
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



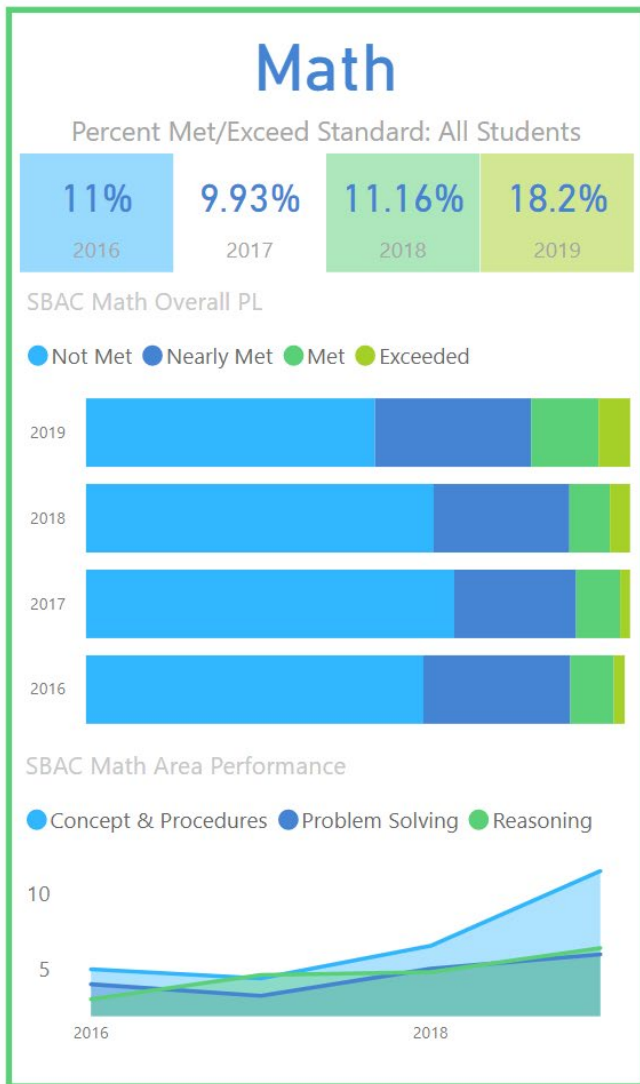
English Learner Progress Reclassification Rates



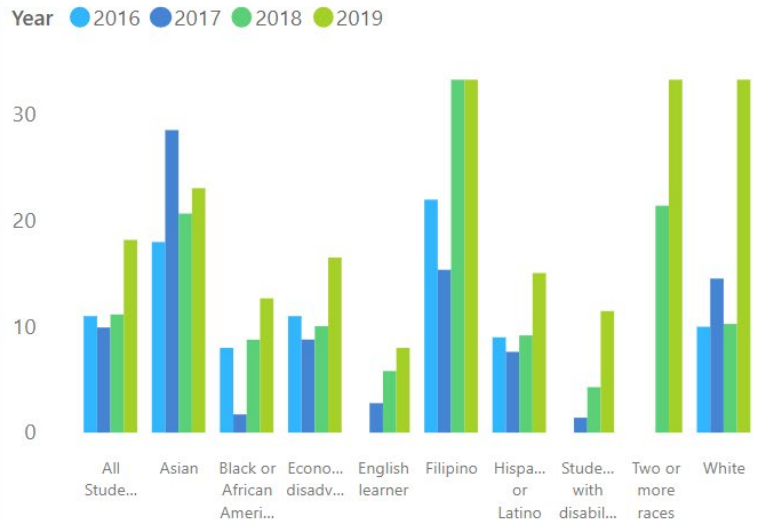
English Learner Progress Indicator (ELPI)

73.8%

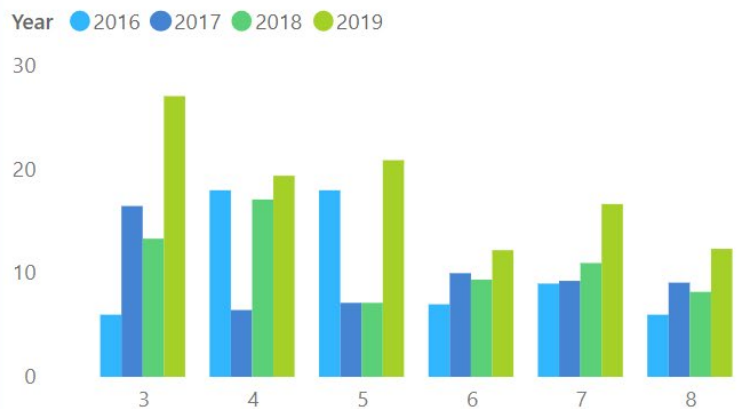
ELPI 2019



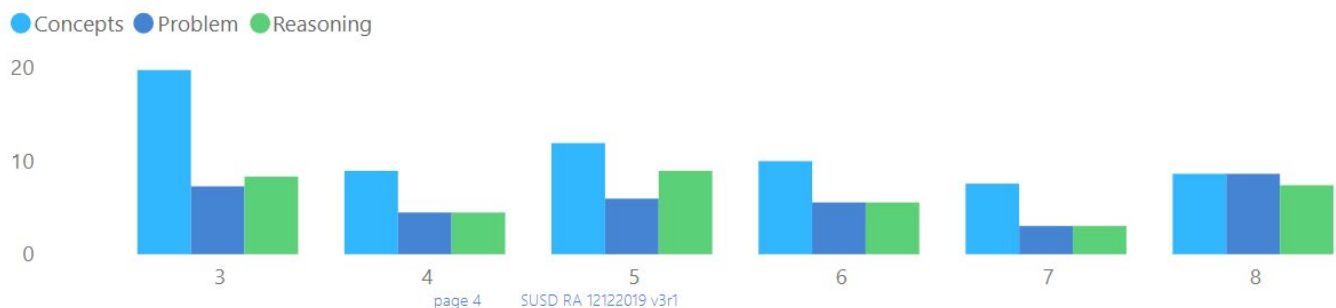
Math CAASPP: Percent Met/Exceed Standard

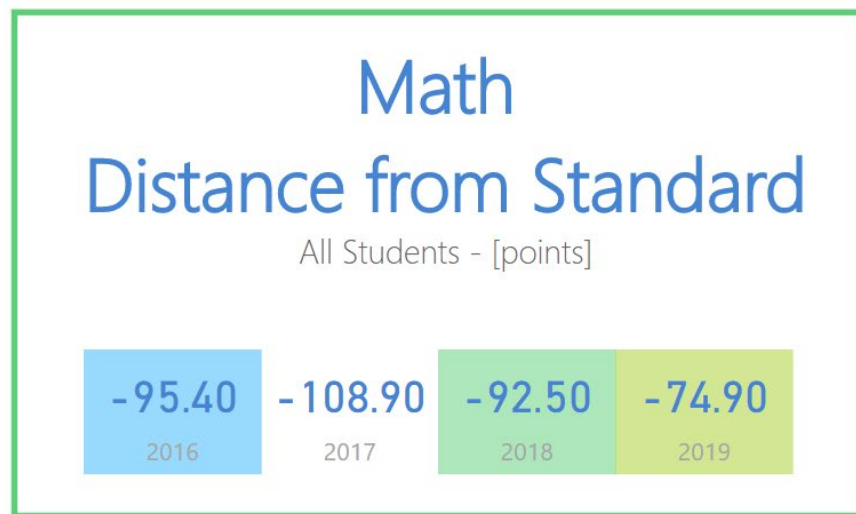


Math CAASPP: Percent Met/Exceed Standard by Grade Level

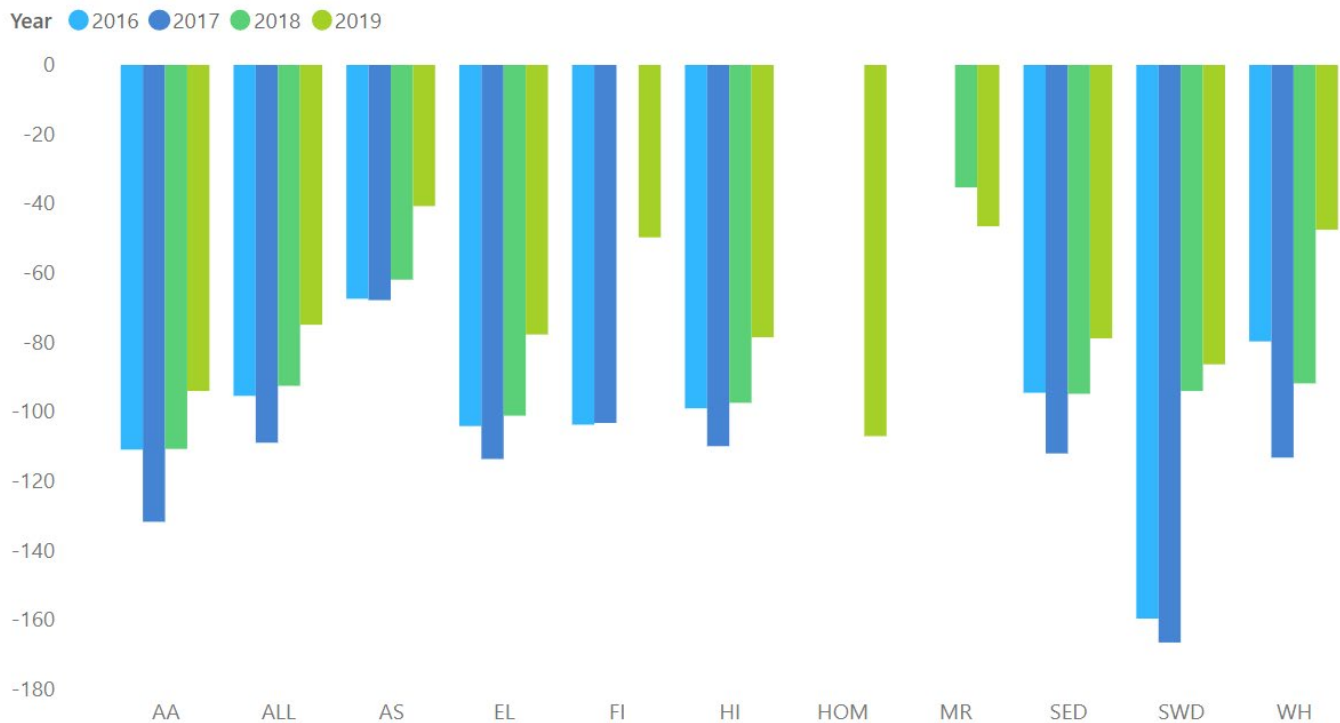


2019 Math CAASPP: Percent Above Standard





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

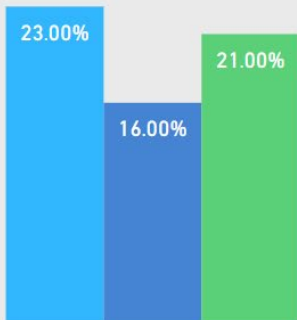
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

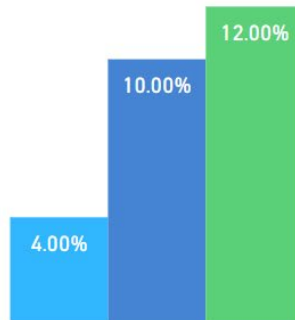
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



2.00%

2016

2017

2018

7.00%

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 2019-2020 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



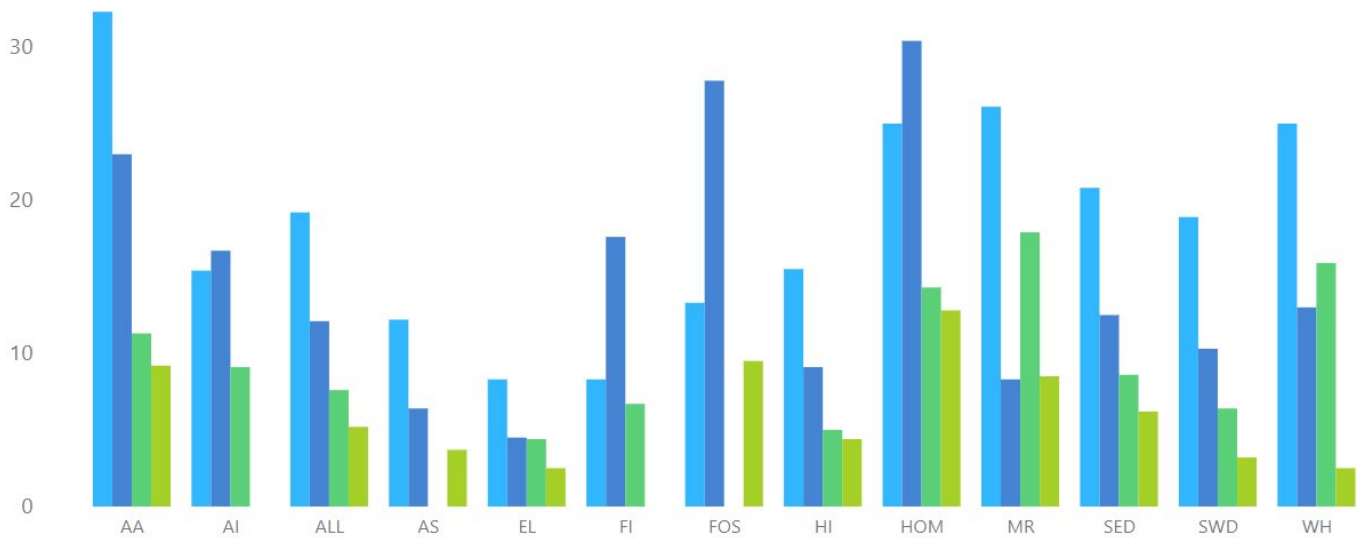
Expulsion

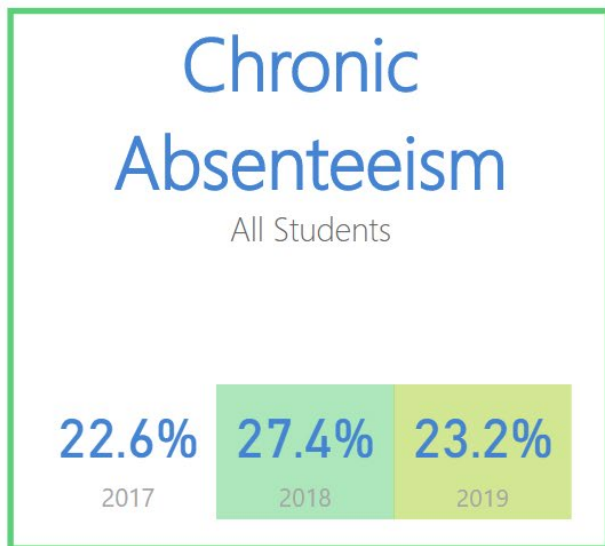
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



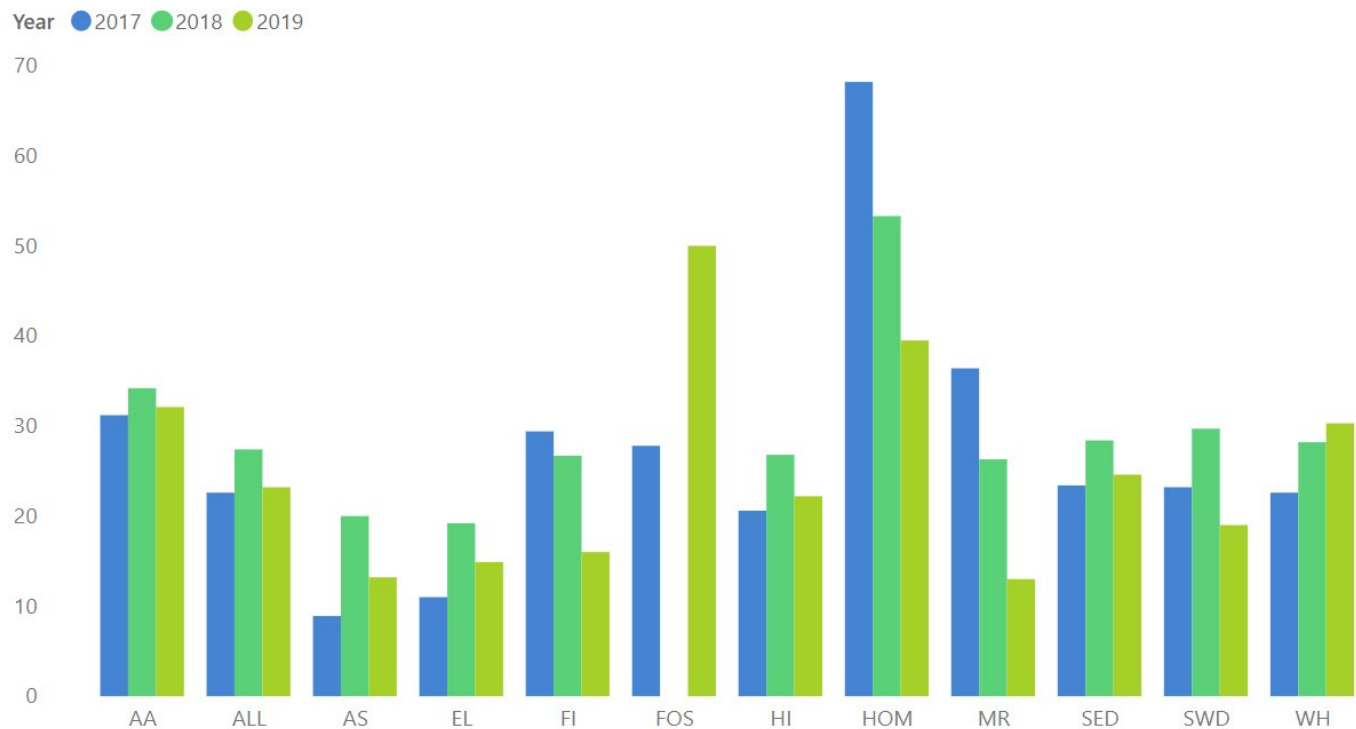
Suspension Rate: Student Group

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

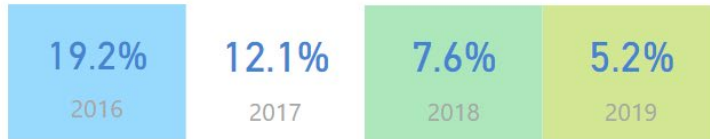
of students making academic growth

of parents attending parent/teacher conferences

of parents attending trainings/conferences

Suspension Rate

All Students
percent of unduplicated suspension



Expulsion

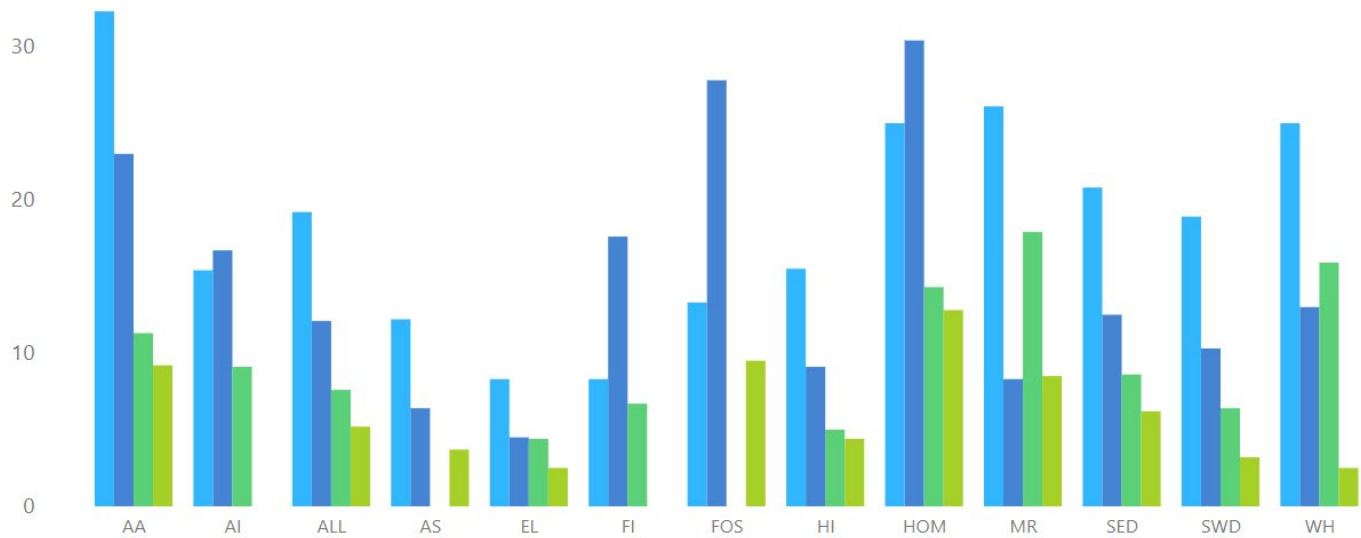
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available

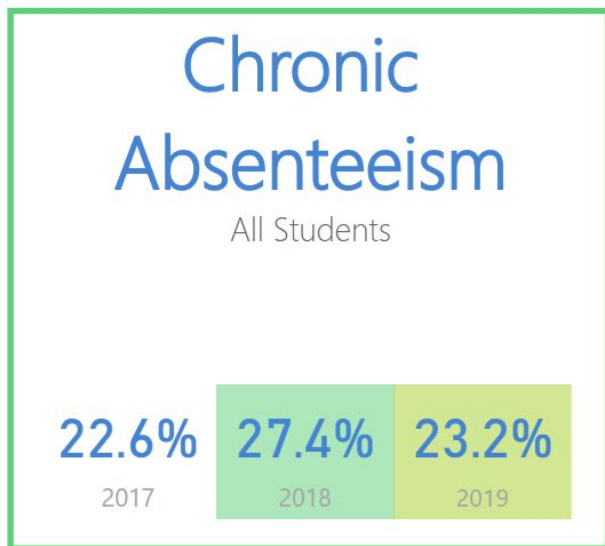


2017

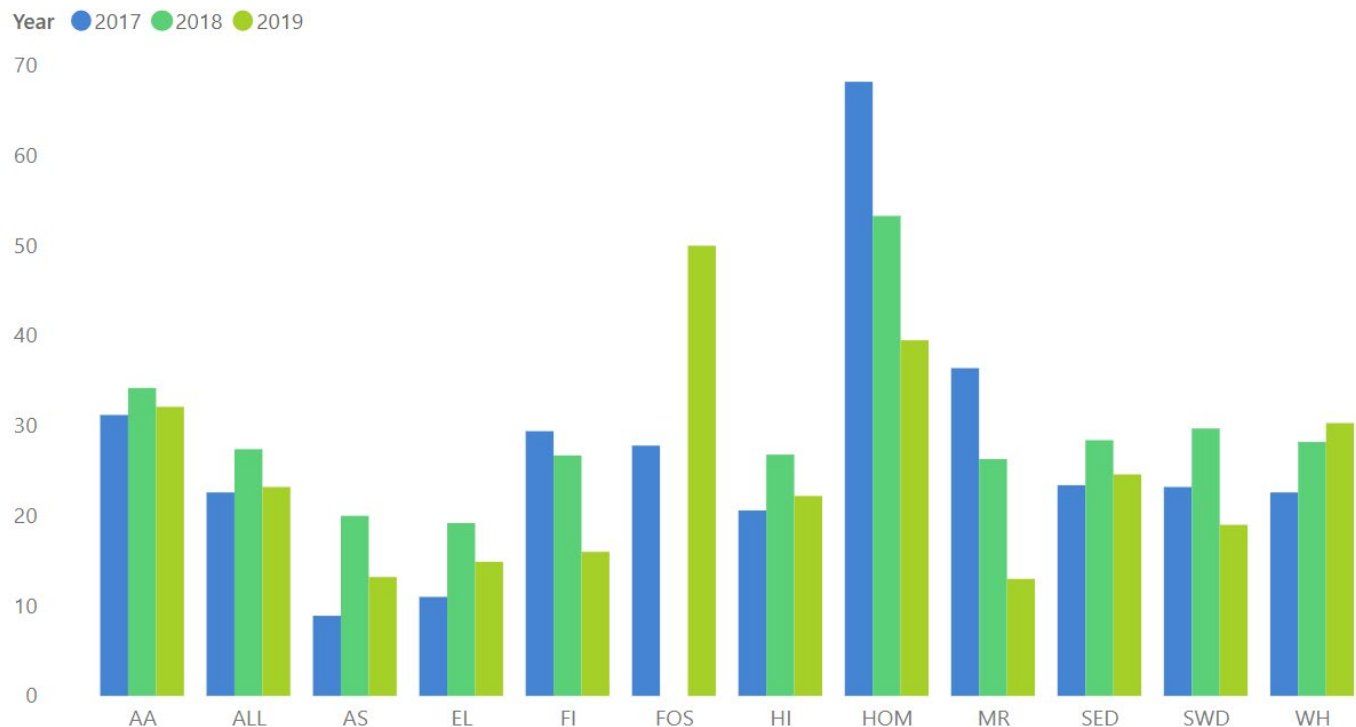
Suspension Rate: Student Group

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 GOAL #1	23020 GOAL #1	23034 GOAL #2	23035 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

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	ACHIEVEMENT				LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET						
			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	
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	\$	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	\$	26,298			
12151	Counselor	0.000			0.000			0.000		0.450	0.000	\$	-	0.000	0.000	0.000	\$	-	0.450	\$	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	
12500	Counselor-add Comp (incl benefits)	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	
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	
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	
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	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	
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	
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	\$	-
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	
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	\$	-
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	\$	-
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
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
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	\$	-
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
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
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	0.438	\$	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	Lb 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
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	\$	-
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
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
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	\$	-
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
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	\$	-
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		

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

ELA:

By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 32 students.

EL:

By EOY 2022, per ELPAC, increase the number of students who reclassify by 10 students.

Math:

By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 32 students.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional Collaboration time to plan - PLC Grade level Teachers, PLC Guiding Coalition - In-Depth Data Analysis and Evaluation of iReady data and instructional practices that accelerate learning, scope and sequence planning for SLA and 21-22 school year, Stakeholder involvement planning hours, an in depth analysis planning. 416 hours X \$60 rate of pay = \$25,000

Attend conferences and webinars that build site capacity to address learning loss, retention, and rebound learning need for primary, intermediate and Middle school grade levels. \$15,710

Teachers will be offered professional workshops that will increase their capacity to deliver instruction that addresses chronic learning loss, trauma caused by COVID19, and develop RTI systems.

2021-2022 Strategy Update

PLC Training and Support: Teachers will participate in monthly in-depth professional development that focuses on increasing schoolwide understanding of the Professional Learning Communities (PLC) process.

Teachers will be supported by administration, coaches (2 @ .5 FTE Instructional Coaches - Centralized Service), and other district support personnel to improve the implementation of PLCs at Madison.

Teachers will work through the vision, mission, and collective commitments to create high functioning teams that will then practice data cycles creating and using common formative assessments to drive high quality first instruction and tier 2 support.

Teams will increase their capacities and create roles within the PLC teams and through site based professional development.

Substitute Pay Calculation (Object Code 11700): 25 substitutes x 6 days x \$200 rate of pay = \$30,000
Title I

Substitute Pay Calculation (Object Code 11700): 13 substitutes x 9 days x \$200 rate of pay = \$23,400
Title I

Training/Webinar/Conference – Site Based: \$9,500

Staff Professional Development: Staff members (Certificated & Classified) will be compensated to participate in professional development (PD) outside their contracted time which includes on-site PD provided by district staff and sending teachers to workshops and training provided by outside agencies. Professional development will focus on evidence-based instructional strategies for reading, implementing the standards for mathematics practice, and utilizing the district adopted curriculum for high quality tier 1 instruction. Teachers will conduct peer classroom walk-throughs to provide coaching and support to each other on lesson delivery and curriculum implementation. Purchase books for staff teams to use during book studies.

Teacher Additional Comp Calculations (Object Code 11500): 108 hrs x \$60 rate of pay = \$6,480 - (LCFF)

Classified Additional Comp Calculations (Object Code 22500): \$1,000 - LCFF

Books/Supplies (Object Code 43110): \$1,000 - (Title I)

Staff Collaboration: Certificated and Classified personnel will be compensated for collaborating outside contract hours and provided subs during school to develop capacity around unwrapping standards to provide rigorous first instruction. Staff will be guided through the data analysis process, lesson design and planning. Staff will identify priority standards and create a system for tier 2 support using common formative assessments that are aligned to the priority standards.

Collaboration will also focus on Daily 5 and Systematic Instruction on Phonics (SIPPS) for K-2, Step Up to Writing and Designated ELD Instruction for 3-5, and Advancement Via Individual Determination (AVID) for 6-8.

Teacher Additional Comp Calculations (Object Code 11500): \$1,000 - LCFF

Classified Additional Comp Calculations (Object Code 22500): \$1,000 - LCFF

Academic Conferences: Academic conferences will be held 3 times per year. Academic conferences will focus on creating grade level SMART goals around academic achievement. As a team we will be walking through grade level data analysis, reflecting on teaching strategies, and identify areas of need for the grade level and struggling students.

Teachers will walk through SBAC test prep to fully understand the depth of knowledge required of students. The team will backwards map the standards and skills needed to be taught throughout the year. The team will also identify students in need of additional support through tier 2 and tier 3 interventions and create a plan to meet their needs and reflect on the implementation of the plan.
Substitute Pay Calculation (Object Code 11700): \$2,500 - Title I

Conferences/Trainings/Workshops/Webinars (Virtual): Staff members will attend conferences and workshops that will support instructional practices such as SIPPS. To develop capacity in the area of PLC practices, unpacking priority standards, and data analysis, staff will attend conferences and workshops such as the Hattie Conference, Unbound Ed, Corwin-Virtual Teacher Clarity Playbook Certification, Virtual PLC Institute, Solution Tree, and County Office of Education Workshops. Staff members will attend AVID, CAPS, Daily Five and other conferences that provide staff members with professional learning opportunities that support the implementation of supplemental programs that are implemented on site.

Staff members will attend conferences such as Stanford Fellows, ASCD/Mindsetinc/Builders Lab 360 Experience, ACSA Institutes and other Continuous Support or coaching conferences to build knowledge around school and team leadership.

Conferences/Workshops (Object Code 52150): \$35,000 - Title I

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
55,900	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
1,000	4000 Series	Books & Supplies
44,500	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
7,480	1000 Series	Certificated Personnel Costs (including benefits)
2,000	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Madison students will be literate in literacy. They will become familiar with authors, comprehend stories and participate in discussions about stories. Independent Reading is important for building students' vocabulary, fluency and overall passion for reading. School wide students will participate in goal setting based on minutes being read and volume of books read. A key component is ensuring that all students have access to the literacy support and books they are interested in.

Library Media Assistant (.4375 FTE Library Media Assist (Salary and Benefits) -- \$18,207 – LCFF: Organizes the library so students can easily find books at their Lexile level, makes sure books are labeled properly, orders books that go along with the Daily Five Strategies, and schedules times for each class to visit the library. The Library Media Assistant will support literacy at the school site through:

- Working directly with teachers and students to support students finding good fit books.
- Reading to all classes K-2 using elements from common core standards and Daily Five reading strategies.
- Organizing the library so students can easily find books at their AR level.
- Support students to develop and meet reading goals through progress monitoring and modeling using a growth mindset.
- Schedule times for each class to visit the library to check out books and participate in read-alouds where students will have the opportunity to practice the Daily Five Reading strategies and practice making connections to various genres of text.
- Provide teachers with lists of individual and class sets of books sorted by Lexile levels to support core curriculum.
- Run and organize the book fair
- Participate in family nights

Library Media Assist. Additional Duties: Additional compensation for duties completed outside normal working hours such as preparing the library for the new year, extending the library hours, checking out textbooks to students, participating in family nights, preparing school wide goal setting, opening the library for before and after school culturally responsive book clubs and managing the book fair. Library Media Assist Additional Comp Calculations: 100 hours x \$50 rate of pay = \$5,000 - LCFF

Print Rich Environment & Learning

Resources: Instructional materials that support a print rich environment such as chart paper, markers, laminate to make posters, large colored paper to make signs and posters. Instructional materials that support students with writing and speaking such as sentence strips, tape, pencils, crayons.

Personalized whiteboards and markers to support students when practicing spelling, writing, and quick checks for understanding. Planners to help students stay organized. Maintenance agreements to cover the cost of maintenance on machines used to support a print rich environment throughout the school year. Folders, Sleeves, and Binders to support student organization and AVID. Notebooks, remedial writing resources, student manipulatives and other student interactive resources. Flexible learning resources such as clipboards and easels.

Instructional Supplies (Object Code 43100): \$21,402 – LCFF; \$3,642 – Title I

****General supplies are unallowable using State & Federal funds.****

Maintenance Agreement (Object Code 56590): \$2,300- Title I

Academic Conferences. Teams will vertically align to determine rubric guidelines and calibrate writing expectations. Writing will be celebrated on the school's website with featured projects and prizes. Step-up to writing will be used to assist teachers and students to reach school wide writing expectations.

STEP-Up to Writing: Staff will enhance and align all instruction on campus to utilize the Step-Up to Writing strategies as a supplemental instructional resource. Staff will use the color coding strategies when writing and paragraphs to illustrate the different purpose of sentences. Each life level will create SMART goals for the 3 writing genres during

NewsELA: Provide teachers access to NewsELA as supplemental support. NewsELA provides leveled reading articles and writing prompts to strengthen student comprehension of informative text and their written responses to the articles. Articles can be adjusted to meet the levels of the students so all students in the same class can read the same content but at their level.

AVID Site licensing.

License Agreement (Object Code 58450): \$4,200 - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
2,300	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
23,207	2000 Series	Classified Personnel Costs (including benefits)
7,774	4000 Series	Books & Supplies
4,200	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Program Specialist: Teachers and staff will be provided direct support from the Program Specialist with day to day needs in various capacities.

The PS ensures teachers have access to curriculum materials, working laptops, projectors, Chromebooks, printers, document cameras, iPads(LCFF).

AVID - Support the implementation of the AVID program. Coordinate with the district to secure tutors, ensure that documentation is collected for AVID certification. (Title I)

Technology- Core curriculum consists of varied multimedia materials that teachers will use during instruction and the PS supports integration and accessibility through troubleshooting and professional development on utilizing the program and reports(LCFF).

ELD-monitor and discuss EL student progress with each teacher. Program Specialist develops the schedule for EL Designated time with teachers and has monthly check-ins with teachers to monitor student progress. Ensure fidelity to the new ELD curriculum will be maintained school wide. (LCFF)

Assessment- Coordinate and execute district and state mandated testing for all qualifying students which includes: CAASPP, ELPAC, PSAT, i-Ready. (LCFF)

Parent Meetings/Events- The PS will support all parent meetings through attendance, preparations, communicating with parents, and providing presentations. Parent meetings include: ELAC, SSC, parent workshops, coffee hour, school wide assemblies, and lunch on the lawn.

Instructional Coaching Support- Provide direct instructional coaching support to teachers by modeling, co-planning and co-teaching, on a need by need basis. (Title I)

Data- Present and provide summary reports to all teachers from student achievement assessments. This includes iReady, SBAC, and ELPAC. Reports will be provided to the instructional team to be shared with teachers at specific times throughout the year, that indicate student progress including academic levels, areas of need, and areas of progress. The PS also supports the evaluation of the data to create SMART goals for teachers and students. (Title I)

Academic Conferences - The PS will participate and assist the Principal in Teacher academic conferences, with data analysis directly related to instructional use within the classroom. (Title I)

ELA Reading Groups - provide pull out and push in reading groups for English Learners utilizing GLAD Strategies, SIPPS, Kate Kinsela vocabulary routines and ELD intervention strategies. (Title I)

After School Tutoring- Identify, make, distribute permission slips for tutoring. Recruit and organize teachers, establish a schedule and complete planning and prep. Gather materials as needed. (Title I)

.549 FTE Program Specialist (Salary and Benefits): \$75,879 - LCFF

.451 FTE Program Specialist (Salary and Benefits): \$62,334 - Title I

EL Collaboration: Monthly collaboration with ELD teachers to review student work samples, discuss student progress, develop vertical teaching strategies (life levels), analyze student work, prioritize standards and establish benchmark goals. During collaboration with the program specialist, teachers will create EL SMART Goals that mirror school wide goals and make a plan to meet those goals.

Substitute Pay Calculation (Object Code 11700): 15 Substitutes x \$200 rate of Pay = \$3,000 - Title I

Teacher Additional Comp Calculations (Object Code 11500): 50hrs x \$60 rate of pay = \$3,000 - LCFF

English Language Development Professional Development: Teachers who are instructing Designated ELD will attend the San Joaquin County Office of Education Guided Language Acquisition Design (GLAD) training. GLAD is an instructional model that supports the vision of the California English Learner Roadmap policy by strengthening educational programs and practices for English Learners. The instructional model provides full and meaningful access to the 21st century education that results in attaining high levels of language proficiency and mastery of grade level standards.

Conferences/Workshops (Object Code 52150): \$3,000 - Title I

Tier 2 After School Support for English Learners: Utilizing a current school teacher to assist underachieving English Learners in ELA and Math. The focus will be on current English Learners who are considered far below grade level. Students will be working with a fully credentialed teacher on site in a small group for 2-12 week cycles, 2 days per week, 1.5 hours per day. English Learners who are also Students with Disabilities will receive priority placement. The after school teacher will have 1 hour of prep time for every 2 weeks of tutoring for curriculum preparations, collaboration and family communications.

Teacher Additional Comp Calculations (Object Code 11500): Tutoring: 3 Teachers x 3 hours x 24 weeks x \$60 rate of pay = \$12,960 - LCFF

Tutoring Prep: 3 Teachers x 1 hours x 12 weeks x \$60 rate of pay = \$2,160 - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
65,334	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
3,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
94,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Math PLC Team: The team will continue to participate in vertical collaboration onsite and with teachers at the feeder high school. The PLC will focus on the math frameworks, procedural fluency, and team infrastructure. The team will participate in 15-Day challenges that focus on Response to Interventions, Common Formative Assessments and math tutoring. The team will establish youth empowerment opportunities through the creation of a lunch time math center, math competitions between students and against other schools.

Teacher Additional Comp Calculations (Object Code 11500): \$2,500 - LCFF

Tier 2 After School Support: Utilizing a current school teacher to assist underachieving students in Math. The focus will be on students who are considered far below grade level. Support will also focus on learning loss students experienced last year due to distance learning. Students will be working

with a fully credentialed teacher on site in a small group at their level for a 12 week cycle 2 days per week, 1.5 hours a day. The after school teacher will have 1 hour of prep time for every 2 weeks of tutoring. African American Students and Students with Disabilities will receive priority placement. Support will be offered for 3 groups; Tk-2nd, 3rd-5th, 6th-8th.

Teacher Additional Comp Calculations (Object Code 11500): Tutoring: 3 Teachers x 3 hours x 12 weeks x \$60 rate of pay = \$6,480 - LCFF

Tutoring Prep: 3Teachers x 1 hours x 6 weeks x \$60 rate of pay = \$1,080 - LCFF

A2Z Consultants: Kindergarten through 2nd grade teachers will participate in professional development coaching through A2Z Consultants. They will conduct math focused lesson studies, observe each other's teaching and receive feedback to improve teachers' ability to provide high quality first instruction in math.

Consultants-Instructional (Object Code 58100): \$20,000 - LCFF Math and Science Integration.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
2,500	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
7,560	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
20,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide students with hands-on experiential learning opportunities to supplement core instruction through science and social studies field trips. All students will participate in a hands-on experiential learning opportunity, outside of school grounds. Students will have one pre-assessment and one post-assessment that allows them to demonstrate their understanding of real life experience connected with core instruction.

Field Trips: K-2 opportunities for students will include: Fog Willow farms in the fall where they will learn about the life cycle of various plants and animals. Hilmar Cheese factory in the winter where students learn about how cheese is manufactured. WOW museum in Iodi to practice STEM lessons. Other science and/or social studies related places which might become available for students.

3rd-8th opportunities for students will include: Exploratorium and San Jose Tech museum in the spring where students can experience science through hands-on experiences and observations. The Rosicrucian Egyptian Museum with the largest collection of Egyptian artifacts on exhibit. Sutter's fort where students can experience life during the gold rush. Valley Days in conjunction with San Joaquin historical society where students become a part of colonial life. Lawrence Livermore Labs to participate in science experiments with real scientists and observe what real scientists and labs look like.

Other science and/or social studies related places which might become available for students.

6 flags discovery kingdom so students can experience physics in motion.

Drama students will attend plays that demonstrate various culturally relevant topics that students are interested in.

AVID students will visit local colleges to become familiar with college campuses and learn about the process and expectations that colleges have of their students.

Transportation (Object Code 57250): \$15,000 - Title I

****Incentives/gifts/appreciation "events"/entertainment is not allowable using State and Federal funds.

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
15,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 6

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Technology: Distance learning created a need for new technologies to provide the best possible first instruction. Teachers rely on their doc cameras, projectors, bulbs, student chromebooks, and printers now more than ever. Funding is being allotted to replace, repair or update current technology tools used by students and teachers during high quality first instruction.

Technology (Object Code: 43100): \$16,732 - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
16,732	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 7

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

2021-2022 Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

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

By June 30, 2022, reduce suspension for All Students by 2% By June 30, 2022, reduce suspension for English Learners by .3% to 4.1%.

By June 30, 2022, reduce suspension for Students with Disabilities by 1% to 5.4%

By June 30, 2022, 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, 2022, reduce chronic absenteeism for All Students by 2%

By June 30, 2022, reduce chronic absenteeism for English Learners by .5% to 18.7%

By June 30, 2022, reduce chronic absenteeism for Students with Disabilities by .5% to 29.2%.

By June 30, 2022, reduce chronic absenteeism for African American students by .5% to 33.7%

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Madison will continue to emphasize internalizing the mission, vision, and commitments during all student, parent, and teacher meetings. The school will utilize restorative circles to build a positive community, culture and climate with consistent reminders through greetings at the door with first bumps, high fives, elbow bumps and student check-ins. The morning formation will focus on character traits and the school pledge. Teachers will continue their training, collaboration and modeling during faculty meetings to emphasize effective ways to strengthen social and emotional growth during restorative circles using the district's Second Step Curriculum.

PBIS Leadership Team/Classcraft: The team will develop Positive Behavior Interventions and Supports (PBIS) school wide plan for Tier 1, Tier 2, and Tier 3 behaviors. Classcraft online website will be used to align points with Expected Schoolwide Learning Expectations Results (ESLERS) that are pre-established with teachers and staff members. The team will establish the vision for students to model and the systems that need to be in place to build students with solid character, who are resilient, have a healthy self-esteem, and practice a growth mindset.

Teacher Professional Development: Teachers will receive explicit training and professional development on trauma informed teaching, restorative practices, cultural proficiency, equity, executive functions and attendance incentives. Restorative school leadership training for leadership team to build capacity to strategically transform culture and address trauma caused by COVID-19. Angela Buyers Consultant-Instructional (Object Code 58100): \$3,000 - LCFF

Students will participate in the Raising Youth Resilience mentoring program that provides wrap around services for tier 3 students with discipline issues and chronic attendance concerns. Mentoring will be provided for about 235 students.

Raising Youth Resilience Consultant-Non-Instructional (Object Code 58320): \$20,000 - LCFF

PBIS/PAWs: Provide tier 3 intervention through a running club that focuses on proactive discipline and morning routines.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
23,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Classified Support Staff Training: Classified support staff will be provided training on implementation of the PBIS school incentives and interventions. The focus will be on developing staff capacity to work as a team and increase the number of positive interactions they have with students daily to decrease the escalation of student behaviors. Classified staff will also be trained on how to support the flow of traffic in the morning to ensure all students and staff are safe.

Elective Classes: We will continue to build time into the daily schedule to provide 6th-8th grade students with the opportunity to participate in mentoring and leadership programs. Peer leaders Uniting Students (PLUS) will create structures and opportunities for students to teach other students and serve as a role model and peer mediators. PLUS students will hold grade level forums allowing student modeling and teaching of social responsibility and other skills to students such as “No Child Eats Alone”. PLUS and Leadership students will participate in peer mentoring programs such as attendance buddies. Students Council will be established to provide the student body with a voice to make change. Students and teachers will participate in the BLOCK conference, NAACP Delta College Conference and trainings offered at UOP.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Proactive Counselors/Mental Health Clinician/Wellness Team: School safety/student support/teacher/staff/student support with program development to support a positive student culture - chronically absent (CA School Dashboard) This was a large basis for our goal this 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 to 17%. 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 2022 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. Counselors will facilitate and build capacity with antiracist equity work and suggested training.

Developing capacity for site to understand how to proactively work with trauma plagued students Mental Health Clinician developing a vision to support. Counselors, Mental Health Clinician, Admin, and Program specialist will participate in a book study of the book, “Culturally Responsive discussions and goal setting” by Hammond.

Supplies (Object Code 43110): \$1,000 - LCFF

Social-Emotional Learning and Support: Counselors will use tier 2 and tier 3 strategies to help students with de-escalation. Funding is needed to purchase manipulatives for students to support the de-escalation process such as therapeutic sand trays, video, and workbooks. Classrooms will be provided with flexible seating options to help students who struggle to remain seated for long periods of time. Examples include wiggle chairs, chair bands, bean bags, pillows, small tables and stools. Supplies (Object Code 43110): \$1,000 - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
2,000	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Discontinue strategy – merged with Goal 2, Strategy 3.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

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

By June of 2022, Madison will increase their partnership with community organizations, and Improve parent attendance to Parent Conferences 3 times a year in conjunction with Literacy and Math Night

By June 2022, Madison will increase parent volunteers in school by 5% 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 2022, 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.

Madison will build/maintain community relationships with UOP, Stockton Scholars, Community Foundation of San Joaquin, Madison Park governing Board, and local businesses /Amazon High school alignment with Chavez Music drumming program

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Total Goal 3, Strategy 1 – Title I Parent Involvement allocation is \$3,907.

2021-2022 Strategy Adjustment

Parent Conferences 3 times a year in conjunction with Literacy and Math Night: Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences, communication, after school and academic focused activities. Materials will be used to show parents how they can support their child's academic success through make and take math and ELA games/activities that parents can play with their children at home. Madison will provide parents an opportunity to join the PTA/PTO.

Parent Meetings: Provide additional support staff for meetings outside normal working hours to help monitor students at the meetings. Provide parents with meaningful topics during Parent Coffee/Café Hours and supportive resources that empower 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.

Light snacks and refreshments will be provided. Materials such as chart paper, markers, whiteboard markers, toner, paper etc. will be used to support student engagement activities through strategies such as gallery walks and other take and make activities. Parent meetings will include SSC, ELAC, PTA meetings and events and Parent Coffee hours.

Parent Meetings (Object Code 43400): \$700 - Title I - 50647

Classified Staff Additional Comp Calculations:

2 Counselors x 6 hours x \$60 rate of pay = \$1,440 Title I - 50647

4 classified staff X 5 hours X \$50 rate of pay = \$1000 – LCFF - 23035

Madison Parent Support Group- offers training that builds capacity for parenting efficacy. Increased 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. Parents will be provided books with current strategies around parenting and supporting students in ELA and Math at home.

Supplies (Object Code 43110): \$1,000 – Title I - 50647

Parent Trainings: Parents will be provided with information and resources to support their child's journey from elementary school to high school and beyond to college. Madison will have 2 AVID parent night that will provide parents with valuable information they need to prepare their children for college. Parents will also be send to the 2021-2022 California Association for Bilingual Education CABA conference. Madison will send members of the PTA to the California State PTA Regional Leadership Conference.

Conferences/Workshops (Object Code 52150 \$767 - Title I - 56047):

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
1,440	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
1,700	4000 Series	Books & Supplies
767	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
1,000	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Discontinue – merged with Goal 3, Strategy 1.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Discontinue – merged with Goal 3, Strategy 1.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

MADISON 258

MADISON 258

7/28/2020

INITIAL BUDGET/DATE

3/9/2021

REVISED BUDGET/DATE

50647 inc. by \$393

TITLE I		TOTAL ALLOCATION		\$ 209,676		LCFF		TOTAL ALLOCATION		\$ 173,600		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 3,907			
		TOTAL BUDGET DISTRIBUTED BELOW		\$ 209,676				TOTAL BUDGET DISTRIBUTED BELOW		\$ 173,600				TOTAL BUDGET DISTRIBUTED BELOW		\$ 3,907			
		TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0			
Object	Description	FTE	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET	
			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/PARE NTS	FTE			23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS
Personnel Cost-Including Benefits																			
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 71,700	0.000	\$ 188	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 71,888
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	\$ 26,298
12151	Counselor	0.000		0.000		0.000		0.450		0.000	\$ -	0.000		0.000		0.000	\$ -	0.450	\$ 0
30000	Statutory Benefits	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	\$ 1,000	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	\$ -
30000	Statutory Benefits	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		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	
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	
19101	Instructional Coach	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	
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	\$ -
21101	Instructional Asst/CAI	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	
21500	Inst Asst/CAI-Add Compl incl benefits	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	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Bl Asst-Add Comp (incl benefits)	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		0.438	\$ 14,942
30000	Statutory Benefits	0.000	\$ -	0.000	\$ 979	0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Lib Med Asst-Add Comp (incl benefits)	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	\$ -
30000	Statutory Benefits	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	
29101	Parent Liaison	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	
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	\$ -
Sub Total - Personnel/Benefits			\$ 92,700	\$ 163,709	\$ -	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 211,777	
Books & Supplies																			
42000	Books			\$ -				\$ -								\$ 2,113		\$ 2,113	
43110	Instructional Materials			\$ 1,591		\$ -		\$ -				\$ -			\$ -			\$ 1,591	
43200	Non-Instructional Materials	\$ -		\$ -		\$ -		\$ -				\$ 1,000			\$ 1,094			\$ 2,094	
43400	Parent Meeting											\$ -		\$ -				\$ -	
44000	Equipment			\$ 7,300												\$ 700		\$ 8,000	
Sub Total - Books & Supplies			\$ 8,891	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,907			\$ 13,798	
Services																			
57150	Duplicating	\$ 2,600																\$ 2,600	
57250	Field Trip-District Trans																	\$ -	
56590	Maintenance Agreement	\$ 2,300				\$ -												\$ 2,300	
52150	Conference	\$ 15,710								\$ -								\$ 15,710	
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	\$ 51,072																\$ 51,072	
Sub Total - Services			\$ 95,976	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 115,976	
GRAND TOTAL			\$ 188,676	\$ 172,600	\$ -	\$ -	\$ 21,000	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ 3,907						

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
MADISON - 258 - M1
PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION		\$	209,676	LCFF		TOTAL ALLOCATION		\$	173,600	TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$	3,907			
TOTAL BUDGET DISTRIBUTED BELOW				\$	209,676	TOTAL BUDGET DISTRIBUTED BELOW				\$	173,600	TOTAL BUDGET DISTRIBUTED BELOW				\$	3,907			
TO BE BUDGETED (Should be \$0.)					0	TO BE BUDGETED (Should be \$0.)					0	TO BE BUDGETED (Should be \$0.)					0			
Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET	
		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
Personnel Cost-Including Benefits																				
11500	Teacher - Add Comp (incl benefits)	0.000		0.000	\$ 29,180	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 29,180	
11700	Teacher Substitute (incl benefits)	0.000	\$ 58,900	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 58,900	
12151	Counselor (incl benefits)	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		0.000		0.000	\$ 1,440	0.000	\$ 1,440	
13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000		0.000	\$ -	
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000		0.000	\$ -	
19101	Program Specialist (incl benefits)	0.000	\$ 62,334	0.000	\$ 75,879	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 138,213	
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -	
19101	Instructional Coach (incl benefits)	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	\$ -	
21101	Instructional Asst/CAI (incl benefits)	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	\$ -	
21101	Bilingual Assistant (incl benefits)			0.000				0.000				0.000				0.000		0.000	\$ -	
21500	Bl Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000		0.000	\$ -	
22601	Library Media Assistant (incl benefits)			0.000	\$ 18,207			0.000				0.000				0.000		0.000	\$ 18,207	
22500	Lib Med Asst-Add Comp (incl benefits)			0.000	\$ 7,000			0.000				0.000			\$ 1,000		0.000	\$ 8,000		
22901	Community Assistant (incl benefits)	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	\$ -	
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -	
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -	
Sub Total - Personnel/Benefits			\$ 121,234		\$ 130,266		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 1,000	\$ 1,440	\$ 253,940	
Books & Supplies																				
** 43110	Books/Supplies/Materials (less than \$500 per item)		\$ 3,642		\$ 21,402												\$ 1,000		\$ 26,044	
43400	Parent Meeting																\$ 700		\$ 700	
44000	Equipment (\$500 - \$4999.99 per item)				\$ 16,732														\$ 16,732	
Sub Total - Books & Supplies			\$ 3,642		\$ 38,134		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 1,700	\$ 43,476	
Services																				
57150	Duplicating																		\$ -	
*** 57250	Field Trip-District/Non-District Trans		\$ 15,000																\$ 15,000	
56590	Maintenance Agreement		\$ 2,300																\$ 2,300	
**** 52150	Conference		\$ 47,500															\$ 767	\$ 48,267	
58450	License Agreement				\$ 4,200														\$ 4,200	
58920	Pupil Fees																		\$ -	
***** 58100	Consultants-Instructional/Non-Instructional		\$ 20,000																\$ 20,000	
Sub Total - Services			\$ 84,800		\$ 4,200		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 767	\$ 89,767	
GRAND TOTAL			\$ 209,676		\$ 172,600		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 1,000	\$ 3,907		

Assumptions:
* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.
** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.
*** State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.
**** State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.
***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: M1

MADISON K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27208896	PROGRAM SPEC	0090	12303021M1	19101	1.0000	1.0000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64169497	LIBRARY MEDIA ASSISTANT	0090	12303024M1	22601	0.4375	1.0000
TOTALS, THIS LOCATION:										258	1.4375

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN 27208896 New Fund 90 LCFF/10 Title I
 Fund Change for PCN _____ New Fund _____
 Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On 1/24/2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021-2022 school year.

Site Administrator's Approval: _____

DATE: 7/21/2021

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
 Report Location: CDD \ Accounting\ State and Federal
 User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
 Current Time: 04:05:14
 Page #: 21

2020-2021 SPSA Evaluation

Area of Focus	Year 2 2018-19-Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?	<div>Step 1: Review the SPSA Year 2 (2018-19) Strategies and identify the components within the strategy. In the example, above the various components are highlighted in different colors.</div> <div>Step 2: <i>(optional)</i> Label the different components using an alpha or numeric system and continue with color coding from step 1.</div> <div>Step 3: Begin answering each component starting with column A, next B, next C, and finally D. Be sure to address all tasks/activities described in the strategies column.</div> <div>Step 4: Review responses and obtain applicable clarification and feedback with the following groups:<div><input type="checkbox"/> School Leadership Team</div><div><input type="checkbox"/> Director</div><div><input type="checkbox"/> ELAC</div><div><input type="checkbox"/> School Site Council</div><div><input type="checkbox"/> Parent/Community groups</div><div><input type="checkbox"/> Student groups</div></div>
Goal 1, Strategy 1	Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., AVID, MTSS, MAP, Common Core, UoS, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, CAFE, phonics, etc.			<div>Describe implementation of each component and include applicable data</div> <div>a. coaching model</div> <div>b. PLC process</div> <div>c. training/professional learning</div> <div>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</div>	<div>Describe effectiveness of each component and include applicable data</div> <div>a. coaching model</div> <div>b. PLC process</div> <div>c. training/professional learning</div> <div>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</div>	<div>Describe the significant material difference</div> <div>a. coaching model</div> <div>b. PLC process</div> <div>c. training/professional learning</div> <div>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</div>	<div>Describe the changes made or proposed for the future</div> <div>a. coaching model</div> <div>b. PLC process</div> <div>c. training/professional learning</div> <div>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</div>	

Goal 1 – Student Achievement

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
	<p>PLC- Deeper (monthly) professional development that offer professional learning opportunities that unpack higher standards, rigor, research/evidence based 9Hatties) strategies, fluency, knowledge, vocabulary, comprehension, conceptual/procedural/applic ation levels in math, and standards aligned delivery as a driving</p> <p>PLCs - literacy/math collective efficacy-vision, mission, commitments, common formative assessments, values</p> <p>High impactful PLCS with a focus on ELA and Math Shifts, CFA, - PD Structure and collaboration infrastructure with rubrics,</p>	<p>i-Ready Spring 20-21 ELA 32% - At or Above 28% ½ years below 40% - □ grade levels below</p> <p>i-Ready Winter 20-21 ELA 28% - At/above 29% - ½ years below 45% - 3 below</p> <p>i-Ready Fall 20-21 ELA</p>	<p>Fall and Winter Notes from Teacher Academic Conferences.</p> <p>PLC document shared of Priority Standards and Smart goals for the year identified by all teams</p> <p>Teacher evaluations and classified/para assist evaluations and feedback.</p>	<p>Partial implementation of deeper PD due to PLC training cancellations from Solution Tree because of the pandemic and cancellation of PD solution tree conferences and support,</p> <p>Adherence to AB77 Minutes All teachers submitted instructional schedules to administration ending their day at 1:15 pm for office hours - enabling webinar and end of day PLC meeting time.</p> <p>PLC Workshops for Corwin had a different focus than workshops from Solution Tree. 5 Questions - Where are we going? Where are we now? How do we move learning forward? What did</p>	<p>PLC training accessibility was effective</p> <p>It was difficult to complete every phase of the Dufour questioning process, due to lack of training from PLC experts and priority shift to DL</p> <p>Student achievement improved in ELA by 4% points and 3% points in math.</p> <p>i-Ready Spring 20-21 ELA 32% - At or Above 28% ½ years below 40% - □ grade levels below</p> <p>i-Ready Winter 20-21 ELA 28% - At/above 29% - ½ years below</p>	<p>Barriers - Teacher time devoted to the implementation of the Common Core Adoptions varied significantly according to the amount of synchronous time spent compared to asynchronous time.</p> <p>Lack of PD in PLC school wide collaborative practices rubric, (goal setting 1.44), PD trajectory</p> <p>Cause factors public health crisis (COVID) and distance learning.</p> <p>Uncertain of Best Practice Strategies for student engagement/equity/high</p>	<p>Further development needed to develop instructional vision around PLCs that build capacity with ELA and Math shifts providing training specific to grade level content by experts of the new adoptions K-8 using writing as a core focus. (1.57 collective efficacy)</p> <p>Using CAPS, SJCOE Solution Tree/Anthony Muhammad to support next level PLC cohesive Focus</p> <p>Focus on building capacity, competency, coherence, and creating conditions for team trust for implementing structure of PLC. Focus on culture and creating an</p>	

	<p>priority work, PSAT Alignment</p> <p>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)</p> <p>Less is More - focus on one thing and go deep, focal practice, name what the practice is how will it be measured? Rubric? Look fors? Common Formative Assessments for Writing and Phonics</p> <p>Instructional Video - Teacher Clarity, feedback, S-S, S-T, T-S, Classroom Discussion practices identified as improving student outcomes, learning objectives, success criteria</p> <p>Collaboration rubric and peer observation, observe and expert teacher trying the practice</p> <p>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</p>	<p>24% - At/above 28% - ½ years below 48% - 3 below</p> <p>Math- Spring 25% At/Above 36- ½ year below 39 - 3 below</p> <p>Math- Winter 18% - At/Above 39% - ½ year below 43% - 3 below</p> <p>Math Fall 15% - At/Above 38% - ½ year below 48% - 3 below</p> <p>Monthly Attendance reports from Synergy 2020 November 24.48% 25.23% October 26.08% 26.61% September</p>	<p>Monthly PDs on site and presentations by Coaches</p>	<p>we learn today? Who benefited and who did not? Accessibility allowed a wider variety - focused on providing strategies to students through distance learning - funds were reduced because virtual workshops were cheaper than in person workshops, more teachers were able to attend due to reduction in cost</p> <p>Targeted PLC training for Intermediate 3rd/4th - 6 sessions of PLC training on visualizing, norming, data analysis, target 5th-8th - Norming</p> <p>PLC Math Team -completed Priority Standards/CFA for fractions RTI Team meeting notes math tutoring</p> <p>Corwin District Learning Playbook Training Success Criteria PLC Teacher Clarity AVID Team meetings for best practices and student engagement VTS - encourage academic conversations</p> <p>Vertical Collaborations with Stagg - priority standards, common instructional strategies</p>	<p>45% - 3 below</p> <p>i-Ready Fall 20-21 ELA 24% - At/above 28% - ½ years below 48% - 3 below</p> <p>Math- Spring 25% At/Above 36- ½ year below 39 - 3 below</p> <p>Math Winter 18% - At/Above 39% - ½ year below 43% - 3 below</p> <p>Math Fall 15% - At/Above 38% - ½ year below 48% - 3 below</p> <p>Delivery of CFA and best practice strategies on student instruction and achievement was difficult due to the following priorities:</p> <ul style="list-style-type: none"> Number of students with chronic absenteeism and/or missing. <p>Monthly Attendance reports from Synergy 2020 2020-2021 Monthly Breakdown for chronic attendance Mar -26.14%</p>	<p>interest via distance learning is unclear - Inquiry based learning strategies need to be explored</p> <p>Teachers experienced a lot of inputs but not as many opportunities for outputs and practice.</p> <p>Technology shift due to Pandemic with teaching and tier 2 and 3 services needed to be the focus -Train the site with distance learning/digital learning/technology Develop model lessons for the virtual and hybrid platforms.</p> <p>Limited access to coaching support. Instructional coaches needed to be trained on technology like the teachers.</p> <p>Due to virtual learning, Madison suffered significant loss in attendance increasing it's chronic absenteeism rate from 18% - 29%.</p> <p>Focus on technology and many technical changes impacted the focus to a more operational task and duties.</p> <p>There is hope that we will have more valid scores from</p>	<p>academic and emotional pathway for higher levels of team trust.</p> <p>With the return to on-campus full-time instructional minutes in August, 2021, we will have the opportunity to implement the strategies that were proposed for the 2020 - 2021 school year, along with additional supports identified in need of. We will be able to deliver the common core curriculum adoptions with fidelity and consistency across all grade levels.</p> <p>PLC growth goals will be narrowed with a strategic targeted focus. Instructional coaches will be used to facilitate the process. PLC PD trajectory will be created - for the cycle of CFA, data team, common strategies, and priority standards</p> <p>PLC with regional schools with the same grade level</p> <p>Madison will continue to motivate student participation in My Pathways meeting their weekly minutes or higher with a token system for awarding their actions. Grades K, 1st,</p>
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	<p>1st and 3rd Tuesdays - whole staff learning Mini Lessons/PLCs</p> <p>2nd and 4th PD Tuesdays - whole learning Mini-Lessons</p> <p>Licensing for accessing the online professional development components (Global digital library) for Solution Tree/PLC Framework</p> <p>Phase 3 of PLC Conferences - 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.</p> <p>Conferences/Training/Works hops (virtual) 10,000 Hattie Conference Corwin - Virtual Teacher Clarity Playbook Certification \$1500 per person, virtual leadership and coaching summit \$399 per person for the leadership team, virtual PLC Institute \$299 per person-leadership team</p> <p>RTI -Solution Tree/WIN (K-3) 2020-2021 (administrator, program specialist, instructional coach, teachers)</p> <p>Virtual PD with Solution Tree - Attendees - administrator,</p>	<p>25.34% 21.84% August 31.63% Placed on ATSI for White subgroup for only 1 year growth 18-19 –removal has 2 year requirement</p>		<p>All teachers attended twice monthly collaboration meetings. Grade level meetings occurred through December then moved to vertical collaboration.</p> <p>Coaches, program specialist, counselor, assistant principal and principal took turns with different grade levels to provide support, answer questions, and guide SMART goals.</p> <p>Administrators received guidance in leadership through meetings with PIVOT CORE and New Leaders.</p>	<p>Feb -28.88% Feb-29.57% Jan-28.61% Dec-28.07% Nov-24.48% Nov-25.23% Oct -26.08% Oct-26.61% Sept-25.36% Sept-21.84% Aug-31.63%</p> <p>Placed on ATSI for White subgroup for only 1 year growth 18-19 –removal has 2 year requirement</p> <ul style="list-style-type: none">• Inconsistency in participation for distance learning and attendance shifts• Invalid assessment results demonstrating students very likely to have had additional “help” from home.• Emotional disconnect as evidenced by student alerts and student feedback to teachers.• Inability to guarantee student active engagement as majority of students in grades 6-8 kept monitors off.	<p>the spring iReady as more than 30% of students will be assessed on the school campus versus distance learning where assessment is difficult to monitor.</p> <p>Teachers became more and more competent in their skill sets with technology. Teachers mastered google classroom, padlet, google meet, zoom, break-out and break-out sessions. They learned how to share documents, collaboration protocols, and take proof of attendance during meetings. Teachers utilized Benchmark and Ready Math, and Savvas via on-line with increased competence.</p> <p>No time for teachers to share the information from the training, lack of time and willingness</p> <p>With the current STA MOU not requiring a specific number of minutes for Synchronous instruction versus Asynchronous instruction student achievement varied significantly.</p> <p>Weekly My Pathways growth was posted on the school website and the district also ran a 9 week Race to</p>	<p>7th, and 2nd showed marked growth in achievement.</p> <p>Continue with vertical collaborations</p> <p>Lack of common definition of rigor - Teacher Academic Conferences and Faculty Meetings need to clarify rigor</p> <p>Continued support with new curriculum from instructional coaches</p> <p>Literacy Heavy Curriculum</p>
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	<div>program specialist, instructional coach</div> <div>Leadership Development for Admin - ACSA Institute and Stanford Fellows</div>					<div>Success to motivate student participation and academic growth in both reading and mathematics. The highest gains are from K, 1st, 2nd, and 7th grades ranging from to 50 minutes a week or greater.</div> <div>Uncertain of Best Practice Strategies for student engagement/equity/high interest via distance learning is unclear - Inquiry based learning strategies need to be explored.</div>	

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 2					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S2	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	i-Ready Spring 20-21 ELA 32% - At or Above 28% ½ years below 40% - □ grade levels below	Fall, Winter, and Spring for iReady Assessments	Partial implementation of this goal due to pandemic and reduced instructional hours. Volume reading declined, , reduced instructional time made it difficult to produce hard deliverables and innovative instructional practices	Partially effective due to Media Clerk implementing an adaption and scheduling via Zoom with K-6 classrooms and presentations during Madison Live morning assembly.	It was difficult shifting students to virtual and audio books. No library access to hardback books.	Adding additional hours for Media Assist and more training to help support Daily 5, RTI, VTS, AVID academic conversations will yield high leverage result with strategies being reinforced in another context
			i-Ready Winter 20-21 ELA 28% - At/above 29% - ½ years below 45% - 3 below	ELPAC results in Spring/Summer	Shift to audio and online books through Madison Live presentations and weekly in class presentations of Media Assist reading to students. Classrooms were trained on Sora, Epic and free platforms	Sora 2147 ebooks/ audio books were checked out by 191 students this year.	Media Clerk implementing an adaption and scheduling via Zoom with K-6 classrooms and presentations during Madison Live morning assembly.	After School Program Coordinator will also be trained in Daily 5, RTI, VTS, and AVID
				End of unit assessments follows number of Units in Core Curriculum			Teacher time devoted to the implementation of the Common Core Adoptions varied significantly according to the amount of synchronous time spent compared to asynchronous time.	Literacy Heavy curriculum
			i-Ready Fall 20-21 ELA 24% -	Throughout lesson delivery	\$2700 books were purchased to increase relevance	With the current STA MOU not requiring a specific number of minutes for Synchronous instruction versus Asynchronous instruction student achievement varied significantly. It was difficult to complete		Develop capacity and systems with media assist to promote volume and close reading Before and after school Book clubs and enrichment clubs for
				August Distribution and as needed				
				Monthly updated resource				

	<p>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</p> <p>Lexile range /independent reading and progress monitoring will increase library/media assist position monitoring students making their reading goal modeling best</p>	<p>At/above 28% - ½ years below 48% - 3 below</p> <p>Sora 1,199 audio books were checked out by 191 students this year.</p> <p>1:1 Student Technology Received</p>	<p>packets/materials to all grades</p>		<p>No way to track volume reading - reading contest and book report template were purchased and provided</p> <ul style="list-style-type: none">• Number of students with chronic absenteeism and/or missing.• Inconsistency in participation for distance learning• Inability to guarantee student active engagement as majority of students in grades 6-8 kept monitors off.	<p>Due to virtual learning, Madison suffered significant loss in attendance increasing it's chronic absenteeism rate from 18% - 29%.</p> <p>Focus on technology and many technical changes impacted the focus to a more operational task and duties.</p> <p>Boredom and lack of motivation has been compounded during distance learning and a pandemic</p> <p>1.07 RTI – Lack of understanding of how to approach tier 2 and 3 -diagnosing reading problems - lack of best practice for Guided reading/Daily Five with a focus on nonreaders .74 reciprocal teaching</p> <p>\$2700 dollars in new books were purchased for the library</p>	<p>application and talent development</p> <p>Culturally Responsive Book selection</p> <p>Culturally Responsive Book Clubs developed based on genre and interest</p>
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	practice reading strategies						
	Enhance library books... \$5,000						

<p>G1, S2</p>	<p>Extended Learning – Lunch Homework centers/Distance Learning tutoring targeting 3rd/4th-grade focusing on reading.</p> <p>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.</p> <p>Teacher Prep/Lunch Time pay for tutoring:</p> <p>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</p>	<p>CFA for fractions 5% improvement from pre and post test</p> <p>Math- Spring 25% At/Above 36- ½ year below 39 - 3 below</p> <p>Math 18% - At/Above 39% - ½ year below 43% - 3 below</p> <p>Math 15% - At/Above 38% - ½ year below 48% - 3 below</p>	<p>Monitoring weekly PLCs with Math team</p> <p>PLCs every Friday for one hour for math tutoring</p>	<p>Tutoring offered twice a week to students for grades 4th-8th focusing on fraction, but Zoom burnout kicked in and attendance was low. We attempted to make tutoring more relevant and appealing by calling it Madison’s Golden Ticket Tutorial, but struggled to maintain.</p> <p>Math Tutoring occurred after school for grades 4th-8th</p> <p>Teacher developed deeper commitment to priority standards, SMART goals, and CFA</p> <p>A2Z trained math team on fractions for two hours</p>	<p>Partially effective - Math Team offered tutoring twice a week and PLC time on Friday to discuss common teaching practices and develop CFA. Grades 4th-8th offered these classes to 2nd-8th grades. Approximately 20 students were serviced</p> <p>CFA for fractions 5% improvement from pre and post test</p> <p>Math- Spring 25% At/Above 36- ½ year below 39 - 3 below</p> <p>Math 18% - At/Above 39% - ½ year below 43% - 3 below</p> <p>Math 15% - At/Above 38% - ½ year below 48% - 3 below</p>	<p>Tutoring offered twice a week to students for grades 4th-8th focusing on fraction, but Zoom burnout kicked in and attendance was low. We attempted to make tutoring more relevant and appealing by calling it Madison’s Golden Ticket Tutorial, but struggled to maintain</p> <p>Teacher time devoted to the implementation of the Common Core Adoptions varied significantly according to the amount of synchronous time spent compared to asynchronous time.</p> <p>Boredom and lack of motivation has been compounded during distance learning and a pandemic</p> <p>Reallocate funds to purchase equipment to support and enhance visual and blended learning strategies. Equipment will include short throw projectors (first priority, estimated at</p>	<p>Add relevant component for application and interest - art, cooking and music- mini-lesson and exit ticket for tutoring</p> <p>More training on maintenance and optimal instruction usage with the projectors.</p>
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	<p>books, technology, and resources to implement strategies such as white boards, interactive Notebooks, remedial writing resources, math manipulatives, easels.</p> <p>Instructional Materials/Supplies: \$5,000</p> <p>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</p>	<p>Walkthroughs and evals</p> <p>Tech in monitored for</p>		<p>In preparation for return to on-campus instruction, teacher projectors and docucams needed to be replaced as many of the current technology was broken and/or outdated.</p> <p>3 - 3-D Printers 3 color printers 5 Interactive projectors 3 Laptops 20 Document Cameras 14 Projectors</p>	<p>Students who received hotspots have maintained successful connection to the internet allowing them to access virtual learning.</p> <p>About chromebooks were returned as defective. The district replaced these with new technology.</p> <p>projectors and docucams were purchased to replace broken and outdated ones. The projectors will be mounted in classrooms and counselor.</p>	<p>\$2,050), regular projectors, document cameras, classroom printers, interactive white boards.</p>	<p>Training on maintenance and best practice usage with the equipment</p>
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		best practice usage during evals and walkthroughs					
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G1, S2	<p>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</p>		Academic Conferences	<p>K-3 received asynchronous training from Daily Five to learn how to adapt the framework in the virtual world</p>	<p>Not effective because unable to get parent buy by the time the training was completed. Staff had to shift to school return.</p>	Pandemic and shift to DL without preparation or knowledge base to implement in the new platform	<p>Action walks among teachers and continued feedback for Daily Five implementation</p>
	<p>Daily Five– to provide K-2 students with guided reading and small group intervention support. K-2 (Learning to Read)</p> <p>Resources: License agreement for online supports \$1,000</p> <p>Conference from Daily Five</p>	<p>Reading logs and point system</p> <p>iReady K-3rd K- 0 performing 2 or more grade levels below</p> <p>1st-grade - 9% performing 2 or more grade levels below</p> <p>2nd-grade - 35% scored 2 or more grade levels below</p>		<p>Bitmojis used to offer options for word work, reading or writing</p> <p>Teachers implemented in hybrid by building reading stamina with roomies and Zoomies. Kids at home implemented it less to fidelity</p>	<p>K-3 grades implemented an asynchronous workshop on the Daily Five strategies</p> <p>Low implementation due to shift in distance learning and lack of knowledge of best practices to implement Daily Five</p>		<p>Continue license agreements for Daily Five</p> <p>Continued book study for Daily Five</p>

G1, S2	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	BPST and Fluency iReady K-3rd K- 0 performing 2 or more grade levels below 1st-grade - 9% performing 2 or more grade levels below	Three times a year during Teacher Academic Conferences	Partial Implementation - 3 levels for phonic mastery were decided during a PLC on last summer. Binders and assessment with BPST were created each. Teacher Academic Conferences and one RTI PLC was scheduled for review and monitoring	Madison spreadsheet for schoolwide monitoring and reflecting is created.	Pivot and Core was sought to help solidify the RT system but was unable to consult.	SIPPs training for primary will be the next step Scheduled monitoring and goal setting Benchmarks will be created BPST system for inputs Teachers want a focused work time with the instructional coach to receive training on

		2nd-grade - 35% scored 2 or more grade levels below		Intervention Substitute was used to support tier 3 and tier 2 struggling readers			Advancing the Phonics and Benchmark instruction Continue RTI with intervention substitute
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Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation	B. Effectiveness	C. Significant Material Difference	D. Future Changes
				Of the strategy identified, what was implemented and how was it implemented?	Of what was implemented, how effective was it?	Of the strategy identified, did something significant change?	Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 3				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

G1, S3	AVID-vision of a Madison college and career ready student looks like - what should they know and be able to do?	AVID certification	AVID Walkthroughs	Partial - AVID elective offered for 23 students -- Meets Expectation - it was a class that stood on its own and offered the curriculum	Instructional shift to DL triggered by the Pandemic hindered PD and lack of direction in adapting AVID strategies in the digital world - lack of teacher support	Counselor assisted with instruction on Fridays because program specialist needed to be relieved from teaching to support technology issues.	.
	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: teach the AVID elective, AVID Coordinator 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	AVID Meeting attendance	Monthly meetings	Three teachers actively used the strategies outside of the elective Former AVID elective teacher uses the language in PLCs and error analysis AVID Planners were created and distributed to school wide - binder checks were a challenge College and Career Thursdays had two speakers - UOP mentoring program and Staggs principal Year 2 certification from AVID was affirmative AVID Socratic Seminar trainings one for AVID team and one for staff. AVID team meetings - total 9 meetings AVID district check-ins twice a year. AVID Virtual training - 2 COP training	School Wide systems lacked momentum and implementation in 6th-8th grade levels due to need to shift instruction to platforms they were unfamiliar with. iReady for AVID elective students - increased 4 points on ELA and 7 points on math i-Ready Spring 20-21 ELA 32% - At or Above 28% ½ years below 40% - □ grade levels below i-Ready Winter 20-21 ELA 28% - At/above 29% - ½ years below 45% - 3 below i-Ready Fall 20-21 ELA 24% - At/above 28% - ½ Math Math- Spring 25% At/Above 36- ½ year below 39 - 3 below Math 18% - At/Above		AVID scheduled meetings after each faculty meeting - will pay for PLC More focus on relevant literacy AVID awards in Honor Roll assembly AVID showcases during parent conferences to showcase a student using the strategy Parent Coffee - is an AVID parent meeting Partnering with a school that are demonstration sites. Walkthroughs Two teachers will be attending the Summer Institute this year.

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 4					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S4	Step-Up-to-Writing/research genre				Partial Implementation due to writing online difficulties	Partially effective - very difficult to figure out methods to CFU writing in virtual world	Writing Proficiency training via Step-Up-to-Writing integration into Benchmark/SAVVAS (.88 microteaching) was never discussed	Writing Proficiency training via Step-Up-to-Writing integration into Benchmark/SAVVAS (.88 microteaching) are next steps with instructional coach
	Writing Instructional Norms/vision - Exemplars	Student writing samples			Teachers modeled and used scaffolding strategies to	Didn't attend Distance Learning Playbook with training on writing strategies until February		
	Writing PD trajectory	Monthly writing samples				4%increase in ELA on iReady schoolwide	With the current STA MOU not requiring a specific number of minutes for Synchronous instruction versus Asynchronous instruction student achievement varied significantly.	Continued focus on writing genre per life learning
	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	i-Ready Spring 20-21 ELA 32% - At or Above 28% ½ years below 40% - □ grade levels below	Teacher Academic COnferences - Three vertical collaborations with Stagg	3 one hour trainings was targeted for each life level	Writing vision was discussed but not solidified with Leadership Team			Creating SMART goals with writing genres
		i-Ready Winter 20-21 ELA 28% - At/above		Teacher Academic Conferences discussing shared writing targets - site writing instructional norms was discussed being developed	Vertical collaboration with Stagg High reading coach helpful for clarifying different approaches to the writing process			Using Teacher Academic Conferences to vet writing and determine rubric guidelines.
				Vertical writing PLCs with high school for 7th/8th-grade	School Wide systems lacked momentum and	Implementation using explicit direct instruction along with core concepts were a challenge for timelines using digital platforms.	Celebrating writing on website with featured projects and prizes Writing supports and topics with more relevancy and rigor	

	<p>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.</p> <p>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</p>	<p>29% - ½ years below</p> <p>45% - 3 below</p> <p>i-Ready Fall 20-21 ELA</p> <p>24% - At/above</p> <p>28% - ½ years below</p> <p>48% - 3 below</p>		<p>Step-Up-to-Writing training for each life level with a specific focus</p>	<p>implementation in 6th-8th grade levels due to need to shift instruction to platforms they were unfamiliar with.</p>	<p>Instructional shift to DL triggered by the Pandemic hindered PD and lack of direction in adapting AVID strategies in the digital world - lack of teacher support</p>	<p>More writing engagement and relevant topics for AA, ELs and Students with disabilities</p>
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Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 5				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

G1, S5	<p>GLAD strategies, SIPPS, SDAIE, Student Academic Conferences</p> <p>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</p> <p>NEWSELA (whole school license including extended day)ConferenceELD/GLAD Training - San Joaquin County Office of Education - \$10,100</p> <p>CABE - \$5,000</p> <p>Monthly ELD schoolwide meetings</p> <p>Program Specialist will be trained as ELD intervention Specialist/pulling, push-in for intervention and coaching</p>	<p>7 students reclassified</p> <p>ELD students 142</p> <p>ELPAC Testing</p> <p>ELD action walks with LDO</p> <p>2020-2021 Monthly Breakdown for chronic attendance</p> <p>Mar - 26.14%</p> <p>Feb - 28.88%</p> <p>Feb- 29.57%</p> <p>Jan- 28.61%</p> <p>Dec- 28.07%</p> <p>Nov- 24.48%</p> <p>Nov- 25.23%</p> <p>Oct - 26.08%</p> <p>Oct- 24.41%</p>	Struggling to test all students in digital platform	<p>Partial Implementation - of curriculum based lessons.</p> <p>ELD Program in DL designated time with a different Zoom link.</p> <p>ELD designated time is in the master schedule for all grade levels</p> <p>ELD Team established</p>	<p>Ineffective - ELD instructional time/minutes was fixed for designated but attendance suffered. No professional training from SIPPS, GLAD or Kate Kinsela was implemented for the team</p> <p>10% of students should be reclassified each year. Only 7 students were reclassified this year.</p> <p>Instructional shift to DL triggered by the Pandemic hindered PD and lack of direction in adapting ELD strategies in the digital world - lack of teacher support on site. District support from LDO</p> <p>Data is reflecting a stronger support need for our EL population. Redesignation rate is low.</p> <p>2020-2021 Monthly Breakdown for chronic attendance</p> <p>May 21%</p> <p>April 26%</p> <p>Mar -26.14%</p> <p>Feb -28.88%</p> <p>Feb-29.57%</p> <p>Jan-28.61%</p> <p>Dec-28.07%</p> <p>Nov-24.48%</p> <p>Nov-25.23%</p> <p>Oct-24.41%</p>	<p>With the current STA MOU not requiring a specific number of minutes for Synchronous instruction versus Asynchronous instruction student achievement varied significantly.</p> <p>Implementation using explicit direct instruction along with core concepts were a challenge for timelines using digital platforms</p> <p>Students aren't asking for help. Connecting with students is more impactful</p> <p>Conducted three home visits</p> <p>ELD Program in DL designated time with a different Zoom link that affected attendance.</p> <p>Conducted three home visits</p>	<p>Program Specialist will do push in and pull out groups, be trained on GLAD, SIPPS, ELD interventionist, and Kate Kinsela</p> <p>Parent liaison - recommended by ELAC</p> <p>guided reading groups recommended by ELAC</p> <p>Monitoring ELD students need to be more frequent.</p> <p>SIPPS training</p> <p>Kate Kinsella vocabulary books and vocabulary routines.</p> <p>Continue with ELD Team - Describe what it will look like over the course of the year.</p> <p>PLC common Formative assessment</p> <p>Monthly ELD meetings, new learning, goal setting</p>

G1, s6	Instructional vision - what does a competent math student know and is able to do ? Math focus - fluency and conceptual understanding	Math PLC Vertical team notes	Weekly	Partial Implementation - of curriculum based lessons.	Partially effective - 3% increase in iReady and 5% increase in Tutorial implementation and Original participation numbers were higher and each month would drop.	A2z model lesson would have been more effective with access to hands on manipulatives and all the math tools necessary for conceptual proficiency was a challenge	Focus on K-3 math content knowledge
		CFA		A2Z completed content trainings in fractions, algebra, ratio and proportions, and statistical reasoning.			Continued work with Training on CFA aligned and using SBAC and DOK 3 or 4 rigor
		iReady assessments in math		Qualified for Bill and Melinda Gates grant for math support.	A2Z Training with content - fractions, ratios/proportions, statistics, and equations and resources afterwards were helpful based on teacher reflections	Shifting to DL and virtual instruction with math was major learning curb-mentally, physically, and psychologically.	Continue Math Tutoring
		Google Classroom Resources and videos		Math PLC		With the current STA MOU not requiring a specific number of minutes for Synchronous instruction versus Asynchronous instruction student achievement varied significantly.	PLC focus on Math framework
	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 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-Spring 25% At/Above 36- ½ year below 39 - 3 below Math 18% - At/Above 39% - ½ year below 43% - 3 below Math 15% - At/Above 38% - ½		Math Tutoring for grades 4th-8th			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 weeks X \$60 = \$2,700 Training on Math Frameworks - fact and procedural fluency Youth Empowerment for Math Bowls to encourage math gaming competitions

G1, S7	Leadership Team Training - Developing vision for each team - peer coaches Book Club - Elena Aguilar - The Art of Coaching Teams Book Study - \$400 Retreat	Participation	Trimesterly	Partial Implementation - Books were purchased for entire staff and Wellness Team Limited time for implementation and consistent lead	Consistent meeting schedules were challenging due to Return to School managerial demands	School Return focus - site operational and managerial shift -	Staff equity retreat for July 30th and book club - Onward by Elena Aguilar Teacher book study
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Goal 2 – School Climate

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 1					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S1		<p>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</p> <p>PBIS Licensing: \$2,000</p> <p>Trimesterly -</p>	<p>9 student referrals out 767 students for the 2021 school year.</p> <p>4 student suspensions for showing toy guns in the virtual platform or threat were consequences for infractions</p>	Monthly Meetings	<p>Full Implementation of PBIS training was implemented with YD with training on CHAMPS,</p> <p>YD trained in CHAMPS</p> <p>STOIC</p> <p>PBIS by VP</p> <p>Anger Management</p> <p>Conflict Resolution</p> <p>ACES</p> <p>PBIS - Counselors and Mental Health Clinician</p> <p>Nuances of Return to school Plan was solidified and enforced</p> <p>No students on campus so under 20 discipline incidences</p> <p>No implementation of Reflective activity of 10 ways</p>	<p>PBIS focus on preparing site for return to school, creating powerpoint slides for fun zones</p> <p>Focusing staff on</p> <p>Phone calls to families</p> <p>Attendance and DL effected student accessibility</p> <p>YD uncomfortable with push in services</p> <p>2020-2021 Monthly Breakdown for chronic attendance</p> <p>May 21%</p> <p>April - 26%</p> <p>Mar -26.14%</p> <p>Feb -28.88%</p> <p>Feb-29.57%</p> <p>Jan-28.61%</p> <p>Dec-28.07%</p> <p>Nov-24.48%</p>	<p>No students on campus to use the tools</p> <p>With the current STA MOU not requiring a specific number of minutes for Synchronous instruction versus Asynchronous instruction limited student accessibility</p> <p>Distance learning was difficult for many families</p>	<p>Focus on equity and utilizing trauma informed practices</p> <p>Build on the vision of what a Madison student’s Will should encompass and look at the inputs.</p> <p>Build vision for student agency, advocacy, equity, and identify practices that may inadvertently effect student development</p> <p>Gamifying PBIS with Classcraft</p> <p>Using Raising Youth Resiliency to support tier 3 behaviors and attendance</p>

	Leadership/Discipline assemblies for 4th-8th grade; Initial assembly for all students PBIS Manual - Culture/climate manual to reinforce ESLERS			of changing mindsets and practices reflection due to DL priority shift	Nov-25.23% Oct -26.08% Oct-26.61% Sept-25.36% Sept-21.84% Aug-31.63% <ul style="list-style-type: none">• Number of students with chronic absenteeism and/or missing.• Inconsistency in participation for distance learning and picking up monthly curriculum support materials necessary to keep students on-track with current lessons/units.• Emotional disconnect with virtual platform		Staff will continue to use shared lesson from the PBIS team.
	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						Targeted equity training for SWD, ELs, AA, and White subgroups

	<p>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</p> <p>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</p>						
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	<p>protocols, Professional Development using PBIS interventions with staff, Share discipline data with staff,</p> <p>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,</p> <p>Discipline/Incident pathways,</p>						
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	protocols, and procedures - referral process, including interventions completed prior to referring a student to the office, follow up with teacher						
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Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 2					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S2	Establish a PBIS/ Safety team and training/PD for restorative questions, de-escalation strategies, SEL mindsets	9 student referrals 4 suspensions	2020-2021 Monthly Breakdown for chronic attendance May 21% April - 26% Mar - 26.14% Feb - 28.88% Feb- 29.57% Jan- 28.61% Dec- 28.07% Nov-		Partial Implementation of PBIS was implemented with YD with training on CHAMPS,		No students on campus No equipment during former recess time	Developing a vision for equitable practices on the yard and during unstructured times.
	YD Manual - Fun Zones, PBIS Tickets (not allowable using Title I or site LCFF				YD trained in CHAMPS STOIC PBIS by VP Anger Management Conflict Resolution ACES PBIS - Counselors and Mental Health Clinician Nuances of Return to school Plan was solidified and enforced noon duties, CSA, and office staff established a Professional Learning Community which was called the Safety and Wellness Action Team (SWAT). This group	Partially effective - Shift in focus for YD focus site PBIS team All students who attended virtual learning received monthly packets filled with student supplies and support materials to the common core. Such items included reading materials, practice work sheets, manipulatives, writing materials, notebooks, whiteboards and markers. Materials were distributed in a drive by, parent pick-up manner and student names were checked off to keep track of who received their materials and resources.	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	Build on PLCs, fun zones with structured play during recess and prepare of major construction site for next year. Raising Resilient Youth - Tier 3 wrap around services Angela Buyers Training - for teaching teachers how to manage and build self-efficacy and agency for traumatized youth and high aces. Angela Buyers training on brain research and addressing student behavior that has been adversely affected by distance learning

	<p>funds) YD PBIS/SE L/Restor ative Justice and Trauma training</p> <p>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.</p> <p>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.)</p>	<p>24.48% Nov- 25.23% Oct - 26.08% Oct- 26.61% Sept- 25.36% Sept- 21.84% Aug- 31.63%</p>		<p>met and attended the schoolwide Fostering Resilient learners training facilitated by the Counselors on 7/29. From 7/30 Noon duty and the CSA began core value work in preparation for a 4 session PLC process/ establishment training. Session one addressed the why and what of PLCs. Session two addressed bridging differences through understanding. Session three addressed using type theory to nullify the impact of “Blindspts.” Session four addressed the how of PLCs: within a type theory common framework.</p> <p>Trainings were scheduled based on the</p>	<p>From the week of August 10 through the week of Sept 7 the SWAT team met as a PLC for 3 days a week for 1 hour each day to work toward the established goal of reducing the number of students being cited for threatening and/ or attempting to do bodily harm.</p> <p>From the week of September 14 the team met once a week for one hour as a PLC.</p> <p>The following trainings occurred:</p> <ol style="list-style-type: none">1. PBIS STOIC: Addressing Misbehaviors2. Trauma- informed education practices3. Social and Emotional Learning	<p>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</p> <p>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</p>	
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	Use data at meetings to target behaviors that need PBIS interventions for all tiers - modeling for teacher/capacity building via district training/conference.			<p>PLC goal: We will reduce the number of students being cited for threatening and/or attempting to do bodily harm.</p>	<p>4. De-escalating student behaviors</p> <p>5. Restorative practices</p> <p>The SWAt team (Noon duty and the CSA) have utilized these strategies when conducting phone calls to students/families and with students on-campus during arrival/dismissal and recess supervision.</p> <p>2020-2021 Monthly Breakdown for chronic attendance May 21% April - 26% Mar -26.14% Feb -28.88% Feb-29.57% Jan-28.61% Dec-28.07% Nov-24.48% Nov-25.23% Oct -26.08% Oct-26.61% Sept-25.36% Sept-21.84% Aug-31.63%</p>	<p>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.</p>	
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G2, s3	<p>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.</p> <p>Continue PLUS class as elective in Master Schedule. Continue to attend BLOCK Conferences, NAACP Delta College conference, and trainings at UOP.</p> <p>Assembly launch with speeches</p> <p>Book Study - Reality Pedagogy</p>	Student Participation and attendance to trainings		<p>Our PLUS leaders created opportunities to teach other students and serve as role models through the following ways:</p> <p>1. Every Wednesday, the PLUS leaders did a presentation to students attending our Madison Live Morning enrichment. Their focus was on the monthly character trait, using quotes, definitions, experiential videos, and virtual games.</p> <p>2.PLUS leaders implemented PLUS forums in all classes grades 4-6. The forums focused on school culture and climate and anti-bully. PLUS leaders led group discussions to help build student leadership in the role of creating a safe school environment.</p>	<p>The effectiveness of our PLUS program is measured by our school climate/culture survey which is given to students in grades 4-8 3 times a year. Due to distance learning and the new requirement for 4-6th grade students to have parental permission to take the survey, we did not get accurate survey results this year as we have in the past years. However, there was a lot of participation in our PLUS activities throughout distance learning.</p>	<p>The ability to offer student incentives and rewards for positive reinforcement is crucial to PLUS. It helps to build a positive relationship among students. It also helps with promotion of school wide activities by being able to advertise events and decorate bulletin boards etc.</p> <p>Due to COVID restrictions and distance learning, we were not able to implement the PLUS program the way we have in the past. We look forward to next year with possibly 2 new PLUS advisors to run our program. We plan on offering more Forums and possibly partnering with Stagg High School Plus leaders to work with our 8th grade Plus leaders. We also plan to include 6th grade in our elective PLUS class.</p>	<p>possibly 2 new PLUS advisors to run our program. We plan on offering more Forums and possibly partnering with Stagg High School Plus leaders to work with our 8th grade Plus leaders. We also plan to include 6th grade in our elective PLUS class.</p> <p>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.</p>
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				PLUS Leaders also facilitated the following school wide tier 1 activities: Movie night, Yellow ribbon campaign, Red Ribbon Week, Anti-bullying day, Bully free month, See something say something campaign, No one eats alone day, White out day tobacco use prevention,			
G2,s4	<p>Counselors</p> <p>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</p>	<p>75 students served in the Care Team process this year.</p> <p>4083 students were served by your Counseling program 230 # of Core Counseling Instruction provided by Xello, High School Readiness and Bullying Prevention</p> <p>3,358 students were contacted</p>	Weekly A-Team meetings	<p>4083 students were served by your Counseling program 230 # of Core Counseling Instruction provided by Xello, High School Readiness and Bullying Prevention</p> <p>3,358 students were contacted through responsive services</p> <p>4 small groups held for Girls Empowerment</p> <p>2020-2021 Monthly Breakdown for chronic attendance May 21% April - 26% Mar -26.14% Feb -28.88% Feb-29.57% Jan-28.61% Dec-28.07%</p>	<p>Effective -RAMP certification 75 students served in the Care Team process this year.</p> <p>4083 students were served by your Counseling program 230 # of Core Counseling Instruction provided by Xello, High School Readiness and Bullying Prevention</p> <p>3,358 students were contacted through responsive services</p> <p>4 small groups held for Girls Empowerment</p> <p>173 Days of Madison Live</p> <p>15 parent engagement activities</p> <p>15 professional developments provided to Teachers and Staff</p>	<p>No students on campus to fully benefit from tools</p> <p>Not enough home visits conducted with CWA</p>	<p>Developing a vision for equitable practices to address the needs of all subgroups</p> <p>Counseling supports for students adversely affected by distance learning</p> <p>Creating MTSS for Will and Skill Focus for the Year including Counseling curriculum</p> <p>Continued training on restorative justice training, models of healing and social justice for tier 1 implementation</p>

	<p>of March 2019 from 21% to 17 % by May 2021.</p> <p>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.</p> <p>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,</p>	<p>through responsive services</p> <p>4 small groups held for Girls Empowerment</p> <p>173 Days of Madison Live</p> <p>15 parent engagement activities</p> <p>15 professional development s provided to Teachers and Staff for Fostering Resiliency, Bitmoji</p>		<p>Nov-24.48% Nov-25.23% Oct -26.08% Oct-26.61% Sept-25.36% Sept-21.84% Aug-31.63%</p>	<p>for Fostering Resiliency, Bitmoji</p> <p>2020-2021 Monthly Breakdown for chronic attendance May 21% April - 26% Mar -26.14% Feb -28.88% Feb-29.57% Jan-28.61% Dec-28.07% Nov-24.48% Nov-25.23% Oct -26.08% Oct-26.61% Sept-25.36% Sept-21.84% Aug-31.63%</p> <p>75 students served in the Care Team process this year.</p> <p>4083 students were served by your Counseling program 230 # of Core Counseling Instruction provided by Xello, High School Readiness and Bullying Prevention</p> <p>3,358 students were contacted through responsive services 4 small groups held for Girls Empowerment</p> <p>173 Days of Madison Live</p>		
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	<p>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.</p> <p>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.</p> <p>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.</p> <p>Non-Instructional Materials: \$1,000</p>				<p>15 parent engagement activities</p> <p>15 professional developments provided to Teachers and Staff for Fostering Resiliency, Bitmoji</p>		
S2, g5	<p>Equity Imperative</p> <p>Equity Training</p> <p>Culturally Responsive discussions and goal</p>	<p>District Training with Dr. Holt</p>		<p>Met with Equity Leadership Team to determine focus</p> <p>Implemented three schoolwide training on</p>	<p>Partially effective - with engagement and opening up new conversations</p>		<p>Creating a vision for equity</p> <p>Literacy Heavy focus</p>

	setting			Thursday and the final or Friday			Project-based learning
S2, g6	Developing capacity for site to understand how to proactively work with trauma plagued students Mental Health Clinician	Weekly Wellness Team Check Ins		Due to the pandemic, all trainings were completed on zoom however were interactive, welcomed feedback, and provided areas for collaboration with each other. There was also activities in both the Wellness Team Trainings and the Equity trainings that were helpful in understanding the material being reviewed. Ms. Vargas held discussions with the book club readings and I have personally spoken to teachers who have said that the book read over this school year was impactful to their teaching strategies.	Admin facilitated trainings, discussions, activities were partially effective. Staff engaged in trainings, discussions, and activities. Staff observed asking questions. Presenters offered to speak with staff members after trainings, provided emails/phone numbers for staff members who might need more of a private setting to ask question	a few teachers modified their own personal strategies with teaching and have specifically referenced the above interventions. thankful for the equity training being provided. The discussion on racism and privilege is so important and is a strong reminder to check your own privilege when working with students.	Intentional training and support on ways to change the narrative for students of trauma hold meetings, workshops and trainings in person might be more helpful with distributing this information. surveys to staff members about additional trainings that can be provided in regards to culture, mental health, and different populations.

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- 2) Insert cursor at the end of the last row and hit tab

Goal 3 – Meaningful Partnerships

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 1					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S1 – a	<p>School Goal for Meaningful Partnerships: (Must be a SMART Goal)</p> <p>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.</p> <p>By June 2021, double the number of parents attending parent meetings via Honor Roll assemblies,</p>		Monthly Parent Coffees-attendance range Monthly SSC Monthly ELAC Monthly PTA	Monthly	Parent Coffee - Distance Learning Playbook parent meeting had up to 10 parents Zoom Honor Roll Assemblies had up to 80 students and parents 45 for parents and students of primary grades Mandatory 8th-grade parent meeting over 30 parents Stockton Scholars will offer a Summer Bridge Program SSC/ELAC/Parent Coffee Monthly meetings	Zoom Honor Assemblies were partially effective Zoom SSC/ELAC/Parent Coffee Meetings Parent Coffee - Distance Learning Playbook parent meeting had up to 10 parents Zoom Honor Roll Assemblies had up to 80 students and parents 45 for parents and students of primary grades Mandatory 8th-grade parent meeting over 30 parents Stockton Scholars will offer a Summer Bridge Program	Attendance to family events was significantly lower than previous years.Virtual parent meetings had low attendance literacy and math night cancelled PTA parent activities cancelled Parent need for working to meet basic needs versus ability to keep students engaged/participating in distance learning.	More intentional relationship building with parents Topics for SSC, Parent Coffee, and ELAC relevant to parent needs. More intentional training on brain trauma More intentional training on adolescent parenting More intentional training on math support Movie nights to build relationships with parents to increase involvement

	<p>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.</p> <p>Build community relationships with UOP, Stockton Scholars, Community Foundation of San Joaquin, and local businesses</p> <p>Martial Arts with Merlo Counselor</p> <p>High school alignment with Chavez Music</p>			<p>Parent Conferences were conducted three times a year</p> <p>AVID parent meeting for academic coaching</p> <p>Maintained UOP Mentoring program and expanding to 6th-grade</p> <p>No implementation of Martial Arts with Merlo Counselor and relationship building with Chavez</p>	<p>SSC/ELAC/Parent Coffee Monthly meetings</p>	<p>Distance learning was difficult for many families</p>	<p>Better documentation of attendance to family outreach events</p>

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 2					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S2 – a					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S2 – b	s				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

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- 2) Insert cursor at the end of the last row and hit tab

Comprehensive School Profile Data:

Madison Academic Achievement DMM Continuous Improvement: Decision Making Model -- Essential Questions December 2020-2021

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
<p>i-Ready Spring 20-21 ELA 32% - At or Above 28% ½ years below 40% - □ grade levels below</p> <p>Math- Spring 25% At/Above 36- ½ year below 39 - 3 below</p> <p>i-Ready Winter 20-21 ELA 26% - At/above 30% - ½ years below 43% - 3 below</p> <p>Math Winter 18% - At/Above 39% - ½ year below 43% - 3 below</p> <p>i-Ready Fall 20-21 ELA</p>	<p>i-Ready data should be at 40% proficient in ELA and 29% in Math</p> <p>Monthly Attendance Report should average 94% but we set a goal to increase by 95%</p> <p>ELA/Math CAAASP Goal - to increase 10% on SBAC for students meeting standards.</p> <p>EL Reclassification goal - Increase another 10% of our ELs to 23% meeting standards.</p> <p>Increase our ELPAC scores from 13% to 23%</p>	<p>Cause factors public health crisis (COVID) and distance learning.</p> <p>Uncertain of Best Practice Strategies for student engagement/equity /high interest via distance learning is unclear</p> <p>- Inquiry based learning strategies need to be explored</p> <p>Relationship building and addressing student boredom and lack of motivation has been compounded during distance learning and a pandemic</p> <p>Cause factors PLC process</p>	<p>Technology -Train the site with distance learning/digital learning/technology</p> <p>Develop model lessons for the virtual and hybrid platforms.</p> <p>Develop a plan for relationship building via restorative circles and warm demander and PBIS gamifying PBIS - ClassCraft Program</p> <p>Arts Integration - Explore risk taking and arts integration program via Watershed-ed.org/ Project Zero for relevance and creativity - LCFF survey selected</p>	<p>Implement ongoing progress monitoring systems</p> <p>Safety nets...</p> <p>Afterschool Program focusing on Math Tutoring and Student Engagement/VTS iready pathway, writing, student agency and ideas</p> <p>Leadership Team/program specialist training on ELA Shifts/Learning Walks, CFA training Writing goals, PLC and setting PD trajectory for the year, data team accountability systems, progress monitoring, instructional</p>	<p>Progress monitoring and evaluation systems...</p> <p>Leadership Team dev progress monitoring system with iReady and data collection based on CFAs, student work samples, collaboration protocols, instructional rounds, and teacher feedback.</p> <p>A-Team and Leadership Team to monitor progress of instructional vision, RTI/WIN, ELD, Shift Focus</p> <p>Admin Feedback from CORE</p>

<p>24% - At/above 28% - ½ years below 48% - 3 below</p> <p>Math 15% - At/Above 38% - ½ year below 48% - 3 below</p> <p>Attendance Patterns Two Year Comparison 2019-2020 - Monthly ADA 604 August 96.7%-87.9 Sept. 94.87%-90.28 Oct. 94.25%-90.21% Nov. 92.69%-90.46%</p> <p>Placed on ATSI for White subgroup for only 1 year growth 18-19 –removal has 2 year requirement</p> <p>Monthly Attendance reports from Synergy 2020 2020-2021 Monthly Breakdown for chronic attendance Mar -26.14% Feb -28.88% Feb-29.57% Jan-28.61% Dec-28.07% Nov-24.48%</p>	<p>Increase EL reclassification rate by 8% to 16%</p> <p>PSAT goal increase scores by 10%</p> <p>Gap Analysis for CAAASP point distance from Standard: All students reduced the distance form standard by 27.96 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.</p> <p>GAP Analysis for % CAAASP ELA: All students increased met/exceeded proficiency in ELA by 17.08 in a two year comparison 17/18- 18/19 school year). GAP- See column 3)</p> <p>MAP Analysis ELA: spring to spring experienced a 4% growth 17/18-18/19 fall to fall increased</p>	<p>underdeveloped ELA/Math Instructional deficiencies</p> <p>Lack of knowledge base, focus, and implementation of research based instructional strategies –Hattie (prior knowledge .67 .75 teacher clarity, corrective feedback .75 self-efficacy – 1.44, expert vs experience, goal setting, success criteria)</p> <p>Failure to develop a staged plan for leadership/grade level team development/peer coaches (collective efficacy 1.57)</p> <p>Further development is needed to develop instructional vision around PLCs that build capacity with ELA and Math shifts providing training specific to grade level content by</p>	<p>careers in the arts with the highest percentage aspirations</p> <p>Initiatives for improvements...</p> <p>Daily Five</p> <p>RTI/WIN</p> <p>Targeted wrap around supports for ATSI school for the white subgroup – more targeted intervention/wrap around services, and equity training.- not labeling students .61</p> <p>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</p>	<p>leadership progress- develop infrastructure in meeting – staged learning/training</p> <p>ELD ongoing training, instructional vision readings and discussions of Cultural Competence, SEL, Restorative Practices. Hattie's high impact strategies -Eliminate conditions that marginalize students, (ex: dress code, culturally responsive pedagogy)-</p> <p>Give students voice/agenc y in the activities, subject matter, school culture, and practices that would create a safe, rigorous, and meaningful learning</p>	<p>walks/school wide instructional walks</p> <p>Systematize CFAs for RIT/WIN math and ELA</p> <p>A- Team Data collection for AVID, ATSI, PLC Data Analysis, Core Walk- throughs, and I- Ready Assessment formative and summative results.</p> <p>Monitor of coaching schedule Monitor Master EL schedule</p> <p>Evaluation system will be put in place</p>
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<p>Nov-25.23% Oct -26.08% Oct-26.61% Sept-25.36% Sept-21.84% Aug-31.63%</p> <p>Academic Progress ELA-30% on SBAC 19-20 increase by +11%</p> <p>2019-2020 Winter ELA 1iReady Above grade level Green - 17% On grade level Yellow – 37% Below grade level red-45%</p> <p>2019-2020 Fall ELA iReady Above grade level Green – 10% On grade level – 39% Below grade level 51%</p> <p>CAAASP ELA SBAC 4-year trend 18-19 30% 17-18 19% 16-17 12.96% 15-16 12%</p>	<p>by 7%</p> <p>iReady ELA Analysis: fall-winter 19/20 comparison showed an increase in 5% in ELA standards</p> <p>ELPAC Analysis – Significantly more students are scoring in the higher levels of 3 and 4 than lower.</p> <p>Reclassification Analysis: Over the course of four years all students have decreased by -3.4 in reclassification rates.</p> <p>CAAASP Math Analysis for %: All students increased +7.2 in 4 years. An +8.33 increase in a two year period between 17/18 - 18/19.</p> <p>CAAASP Math Points from standard Analysis: A reduction from distance totaling +27.47 resulted in in two year period</p>	<p>experts of the new adoptions K-8 using writing as a core focus. (1.57 collective efficacy) Lack of PD in PLC school wide collaborative practices rubric, (goal setting 1.44), PD trajectory</p> <p>Lack of school wide professional development in 1.07 RTI strategies for differentiation in ELA to address foundation reading skills, flexible movement within tiers of intervention math Lack of ongoing daily coaching/PD in the area of Math and Literacy is needed- corrective feedback .75</p> <p>1.07 RTI – Lack of understanding of how to approach tier 2 and 3 - diagnosing reading problems - lack of best practice for Guided</p>	<p>(dev meeting infrature/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</p> <p>A-Team/Guiding Coalition/program specialist to develop PLC rubric and PD trajectory using backwards design student centered method 1.57 collective efficacy</p> <p>Guiding Coalition/program specialist to develop RTI WIN time – book study this spring – RTI 1.07 A-Team/Program</p>	<p>environment – student government and AVID team projects building relational capcity- studen</p> <p>Vertical Teacher Teams leads for monitoring of RIT/Win systems</p> <p>Teacher Academic Conferences to review student data and pin-point strategic areas for student achievement/shifts superb alignment with College and Career standards /Hattie teacher clarity and feedback</p> <p>Calendar to prioritize and schedule coaching needs in Math and Reading/Writing</p> <p>Discussions around lesson study, observed instruction,</p>	
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<p>ELA Point Distance from standard 15-16: -96 16-17: -98 17-18: -79.3 18-19:-54.34</p> <p>Reading Map growth ELA 17/18-18/19</p> <p>Spring to Spring 17/18-43% 18-19 47%</p> <p>Fall to Fall 17/18 44% 18/19 51%</p> <p>EL Progress based on ELPAC 13% at level 4 42% at level 3 29% at level 2 14% at level 1</p> <p>Reclassification rate 8% for 2019 6% for 2018 15% for 2017 12% for 2016</p> <p>Math-18% on SBAC</p>	<p>17/18 -18/19. Over the course of 4 years we moved +14.87 points</p> <p>MAP Math Analysis two year; comparison: Increase in +9% experienced from 17/18 to 18/19</p> <p>Math iReady Analysis: Overall fall to spring comparison resulted in +7% growth.</p>	<p>reading/Daily Five with a focus on nonreaders .74 reciprocal teaching</p> <p>Writing Proficiency training via Step-Up-to-Writing integration into Benchmark/SAVVAS (.88 microteaching)</p> <p>Lack of efficacy and consistency in use of AVID strategies in 6th-8th – student/classroom discussions .82, study skills .63</p> <p>Lack of independent reading/volume and close reading training for Media Assist</p> <p>Afterschool Program- unaligned with needs of students – not project base or RTI based</p> <p>Lack of small group interventions/ESL/ELD -need more ELD</p>	<p>Specialist to develop PD trajectory for Step-Up to Writing program .45</p> <p>Program Specialist/VP/Principal to develop AVID trajectory training and best practices classroom discussion .82 and notetaking/concept mapping .60</p> <p>ELD instructional norms/vision - Program Specialist/VP/Principal Kate Kinsella – vocabulary development .67 and SIPPS .54 training</p> <p>Develop capacity and systems with media assist to promote volume and close reading</p> <p>Alignment intervention needs with afterschool program focus</p>	<p>and feedback from which to move forward. – A to Z- collective efficacy</p> <p>Use consultation for A to Z, Hattie, PLC, and Step-Up-to-Writing</p> <p>ACSA/Stanford Fellows Program for leadership development for Administrators</p>	
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<p>CAAASP Math SBAC 4-year trend 18-19 18% 17-18 11% 16-17 9% 15-16 11%</p> <p>CAAASP Point Distance from Standard</p> <p>18-19 -80.53 17-18 -97.80 16-17 -108 15/16 -95.4</p> <p>Math MAP two year Comparison Spring to Spring 17/18 40% 18/19 49% Fall to Fall 17/18 no data 18.19 54%</p> <p>Math iReady Winter 14% - above grade level -green 43% on grade level - yellow 42% below grade - red Math iReady Fall 6% - above grade level 44%- on grade level 50%-below grade</p>		integration			
--	--	-------------	--	--	--

<div>level</div> <div>College and Career Readiness</div> <div>PSAT Scores</div> <div>Reading and Writing</div> <div>2019 – 8%</div> <div>2018 – 21%</div> <div>2017 – 16%</div> <div>2016 – 23%</div> <div>Math</div> <div>2019 - 6%</div> <div>2018 – 12%</div> <div>2017 – 10%</div> <div>2016 - 4%</div>					
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

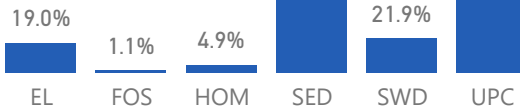
Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



736

Enrollment



December

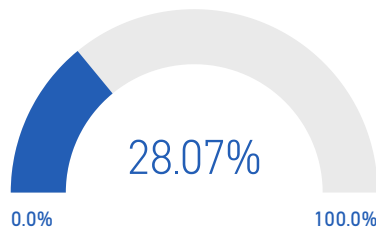


CWA

1

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics



Participation

95%

ELA: K-11

On-Track

30%

Percent



Participation

95%

Math: K-8

On-Track

20%

Percent



Participation

(Blank)

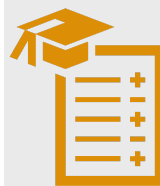
MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



English Learners

ELPAC IA

83%

Percent GL Tested

ELPAC IA

15

Total Tested

Reclassification



RFEP ● Eligible

Curriculum:

Tests Administered Through January

Benchmark

700

Total Test Count

Ready Class

1887

Total Test Count

Saavas

161

Total Test Count



Plus Survey

School Climate

16.4%

83.6%

At my school, there is a teacher or other adult who really cares about me.

22.1%

77.9%

I feel like I am part of this school.



Enrollment

school search

Madison Elementary

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

1 ↑

Dec-Jan change

01-Aug

743

Enrollment

06-Jan

737

Enrollment

02-Sep

733

Enrollment

03-Oct

741

Enrollment

04-Nov

735

Enrollment

05-Dec

736

Enrollment

SUSD RA v1.1

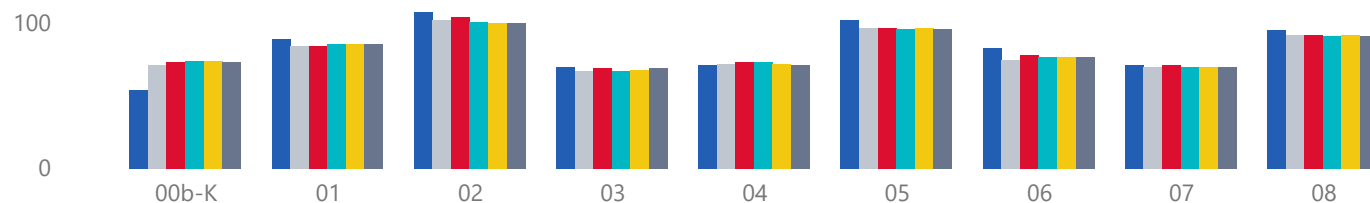
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

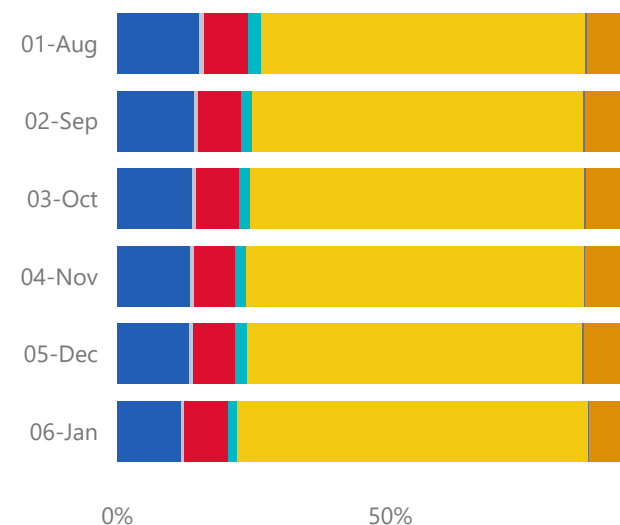
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



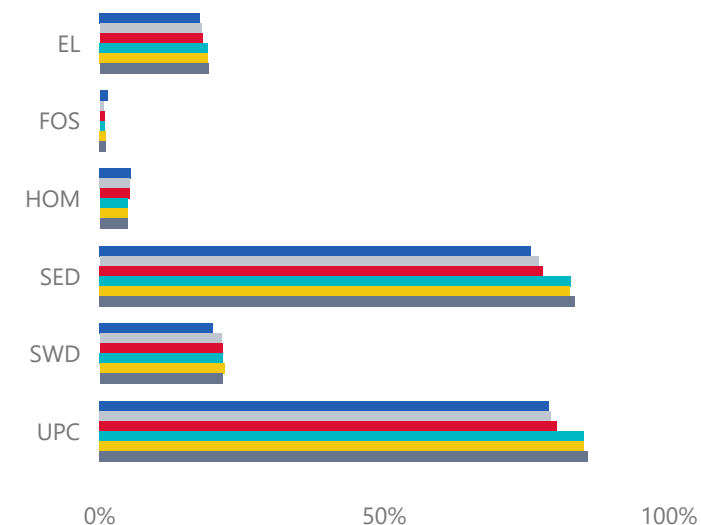
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

Madison Elementary

Month

All

2020-2021

Connections

Rate Change:
Chronic Abs

0.04↑

Nov - Dec change

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

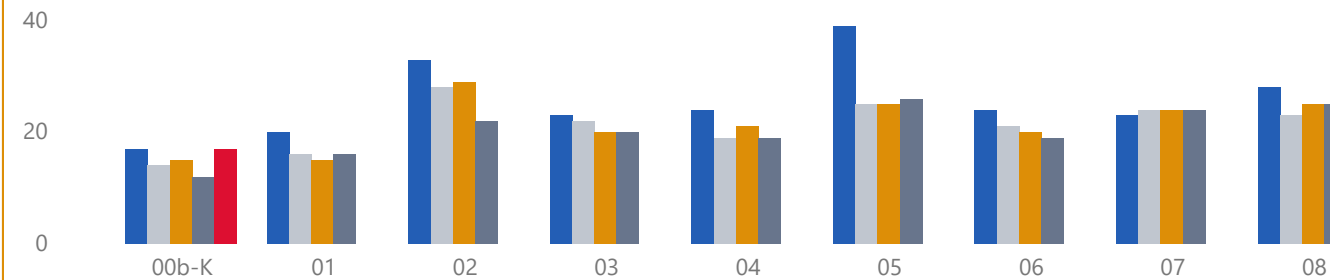
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

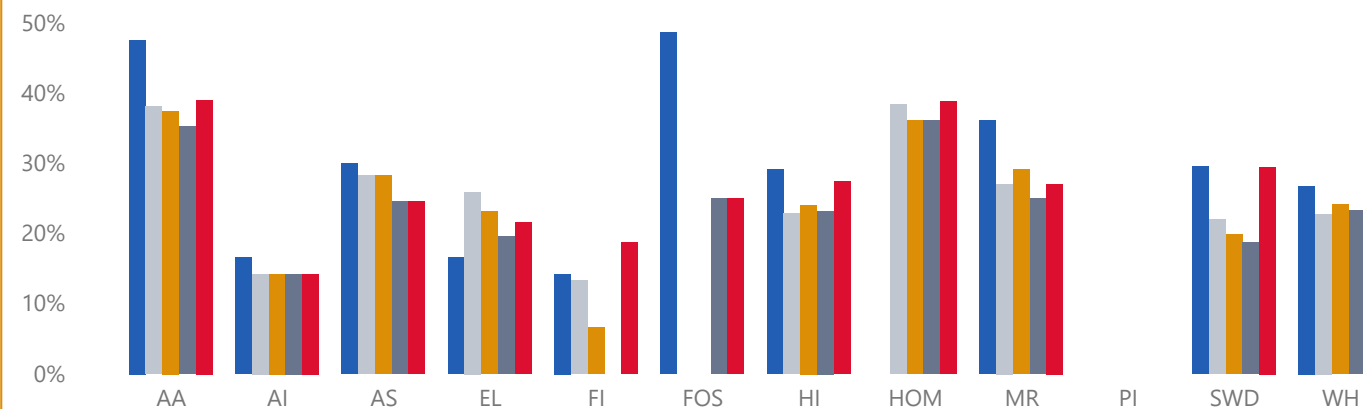
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



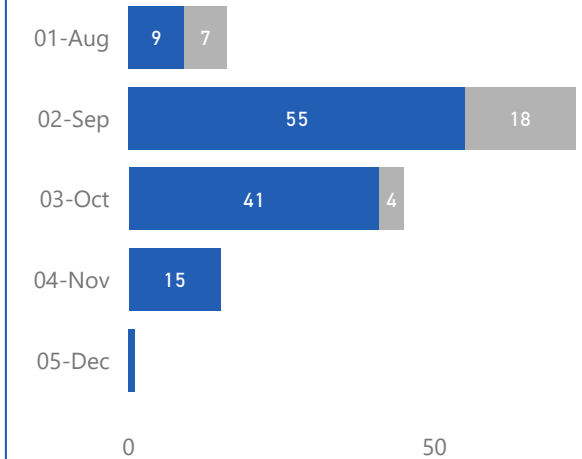
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!

Participation

90%

Fall

95%

Winter

Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:
* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:
1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.
3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation:

 Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source:

 Research; Program Exports

Frequency:

 Reports are updated after assessment administration;

Updated:

 January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

33%

Fall

30%

Winter

Spring

iReady Percent On-Track

Student Group	01-Fall	02-Winter
00	65%	63%
01	56%	33%
02	32%	28%
03	22%	19%
04	22%	
05	27%	24%
06		25%
07	16%	22%
08	32%	42%
AA	24%	27%
AI	20%	20%
ALL	33%	30%
AS	46%	38%
EL	19%	19%
FI	43%	31%
HI	32%	30%
MR	36%	37%
PI		
SBAC	23%	24%
SED	28%	27%
SWD	17%	
WH	35%	21%

iReady Percent Two or More Years Below Grade Level

Student Group	01-Fall	02-Winter
01		
02	27%	31%
03	54%	49%
04	51%	51%
05	70%	76%
06	84%	68%
07	80%	77%
08	68%	54%
AA	60%	46%
AI	80%	40%
ALL	48%	45%
AS	33%	40%
EL	62%	57%
FI	43%	44%
HI	49%	48%
MR	40%	35%
PI	50%	100%
SBAC	68%	63%
SED	48%	47%
SWD	62%	66%
WH	43%	38%

iReady Percent No Growth (since Winter 2019)

Student Group	01-Fall	02-Winter
00	33%	
01		
02		
03	18%	13%
04	23%	20%
05	36%	32%
06	49%	42%
07	44%	42%
08	33%	18%
AA	23%	21%
AI	50%	50%
ALL	27%	22%
AS	20%	14%
EL	26%	26%
FI	27%	15%
HI	29%	25%
MR	19%	
PI		
SBAC	34%	28%
SED	26%	23%
SWD	29%	22%
WH	25%	19%

F-W Growth

48%

All

F-S Growth

iReady F-W Typical Growth

Student Group	Typical Growth
00	46%
01	37%
02	41%
03	48%
04	47%
05	42%
06	64%
07	47%
08	63%
AA	46%
AI	75%
ALL	48%
AS	50%
EL	42%
FI	67%
HI	49%
MR	46%
PI	0%
SBAC	52%
SED	48%
SWD	47%
WH	35%

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

1887

Total Test Count

Saavas

161

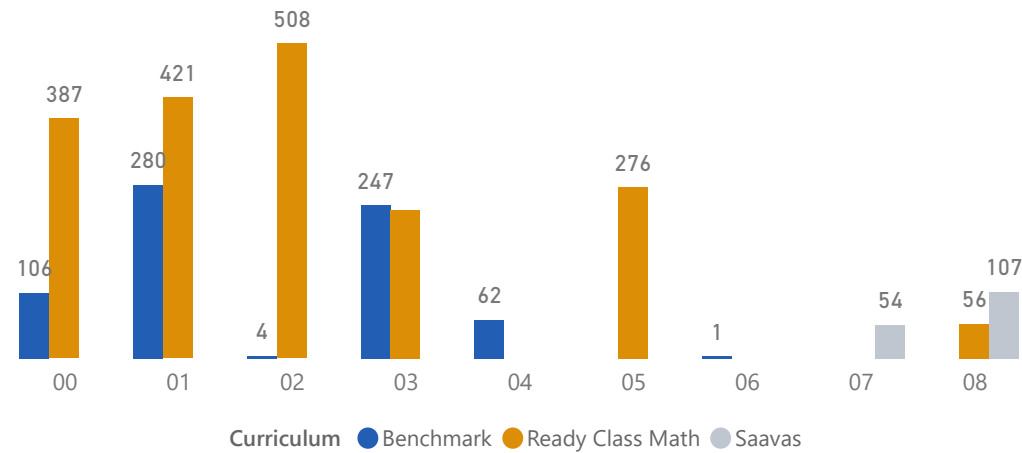
Total Test Count

Benchmark

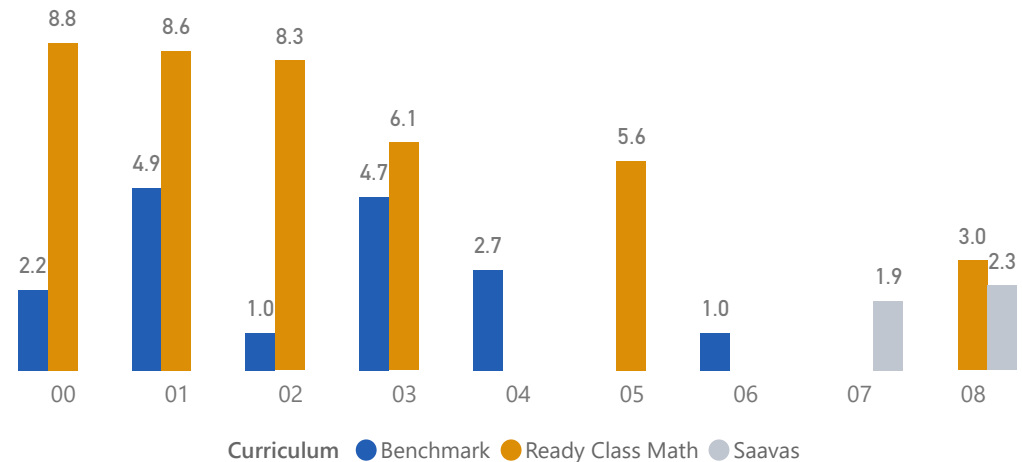
700

Total Test Count

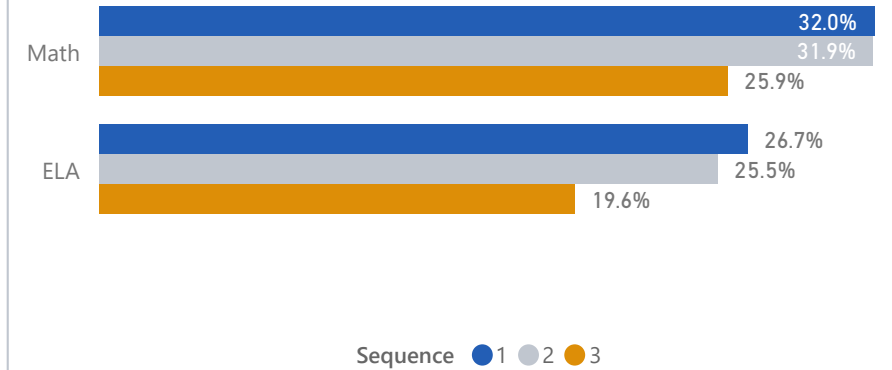
Curriculum: Test Count



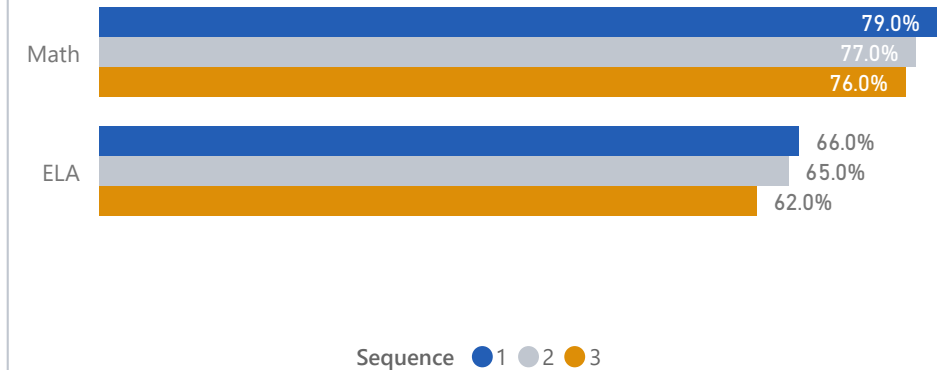
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

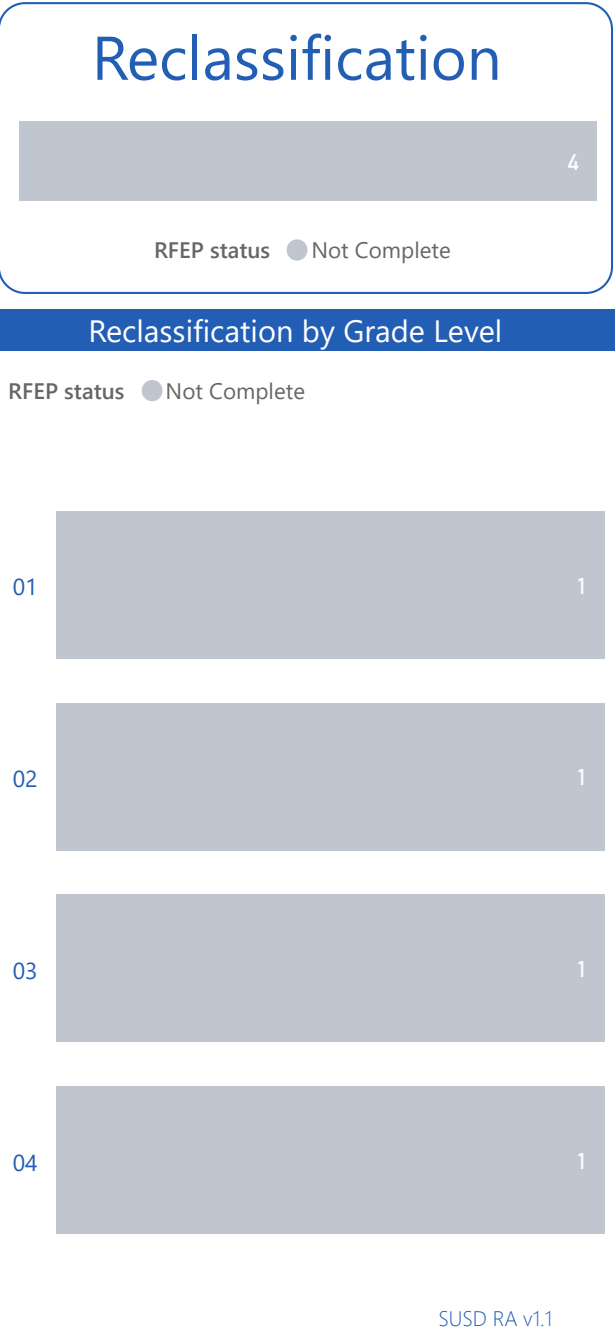
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner.**

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligible:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

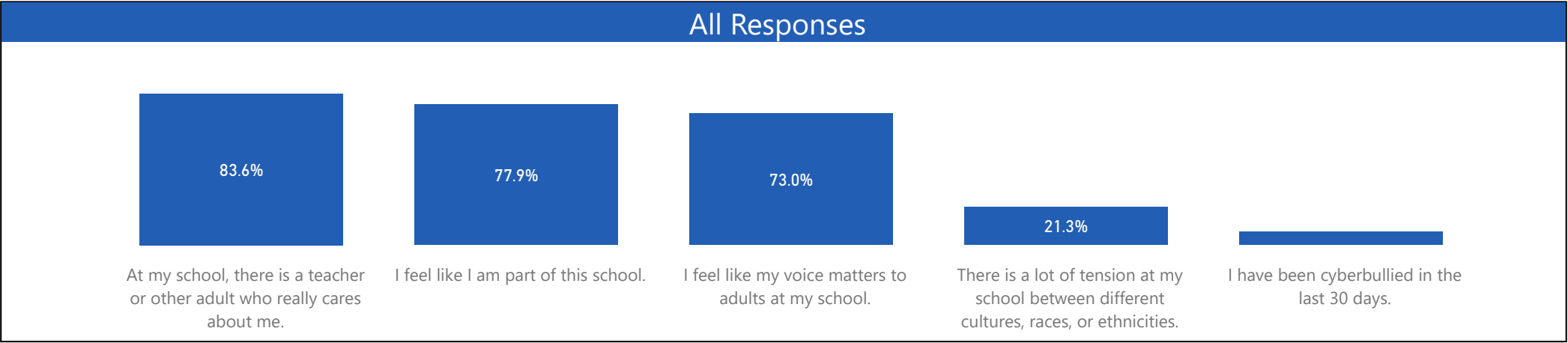


Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

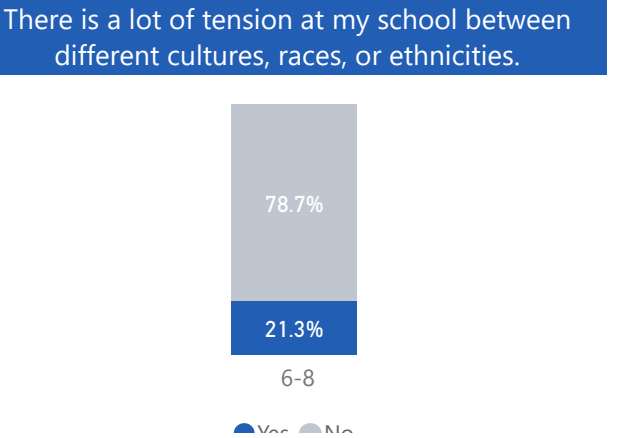
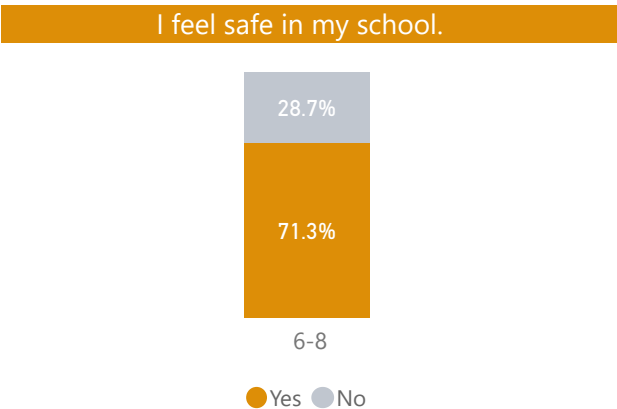
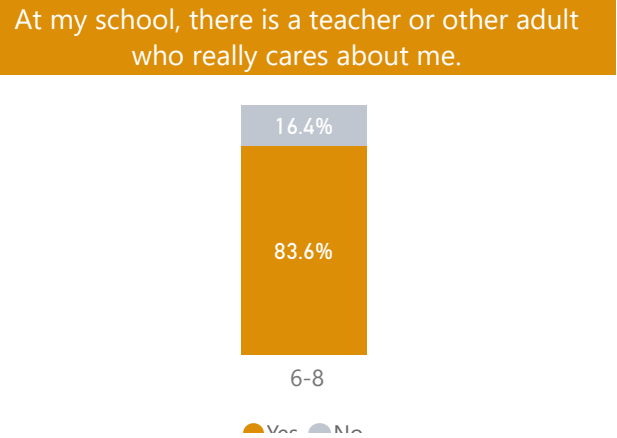
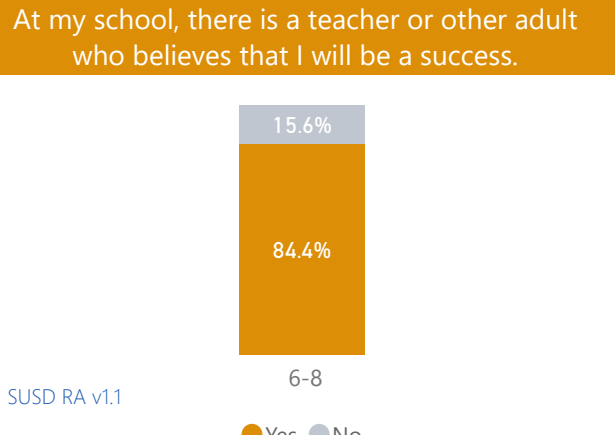
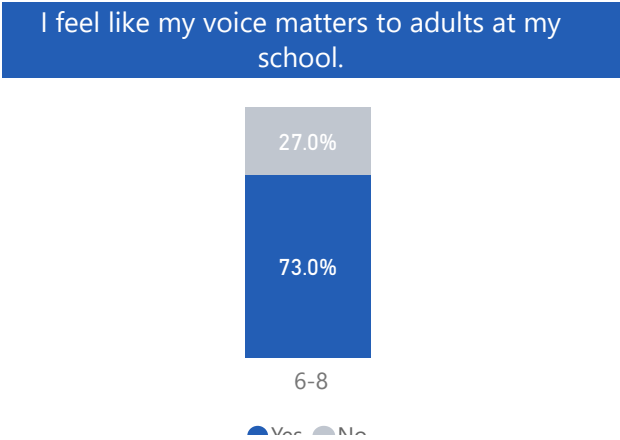
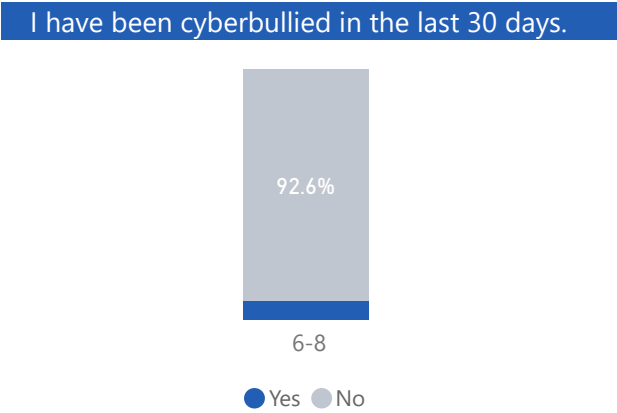
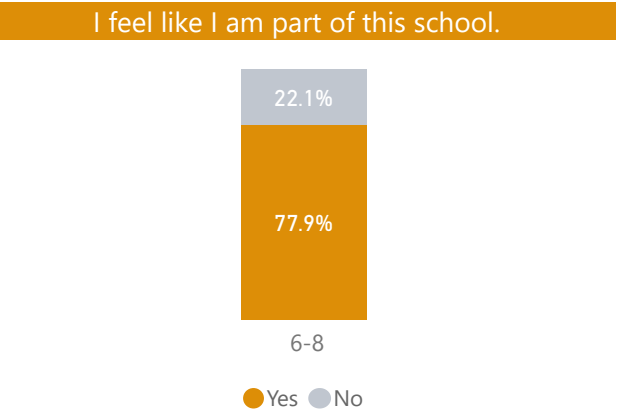
Navigation: NA

Source: Student Support Services - PLUS program

Frequency: Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020



Count	Count	Count
(Bla...	122	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12



Grade Distribution and Term

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)

* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.

* All: all credits attempted were earned

* Half: more than half of credits attempted were earned

* Less than half: less than half of credits attempted were earned

* None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after at end of term, test: Updated: January 2021

Participation Fall

Near/Ready

(Blank)

(Blank)

Percent

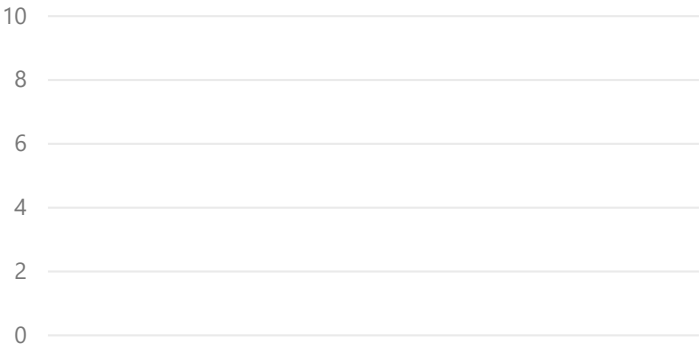
All

MDTP: Fall Diagnostic

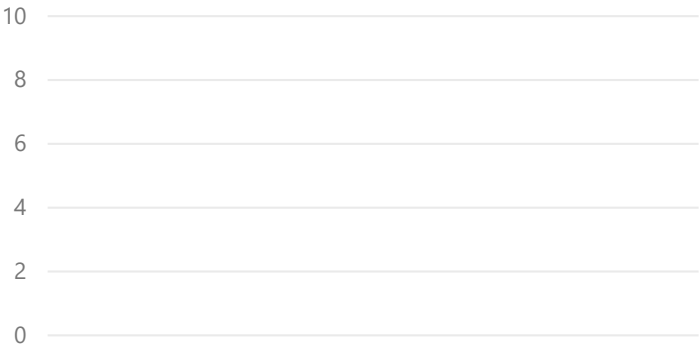
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Feedback Suggestions Comments
Questions Ideas

Share your thoughts with our team!

Participation

90%

Fall

95%

Winter

Spring

On Track

27%

Fall

20%

Winter

Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

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2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

2+ Below

47%

Fall

43%

Winter

Spring

No Gro...

33%

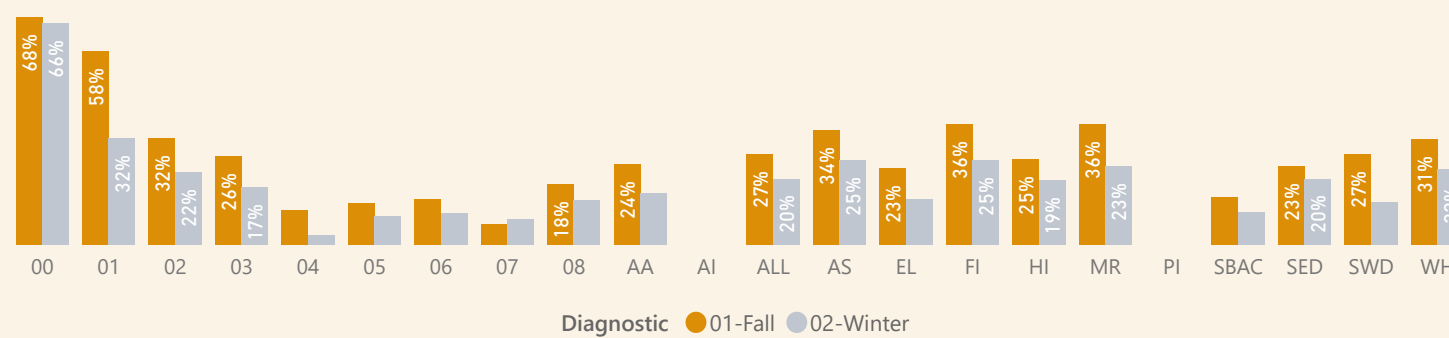
All

28%

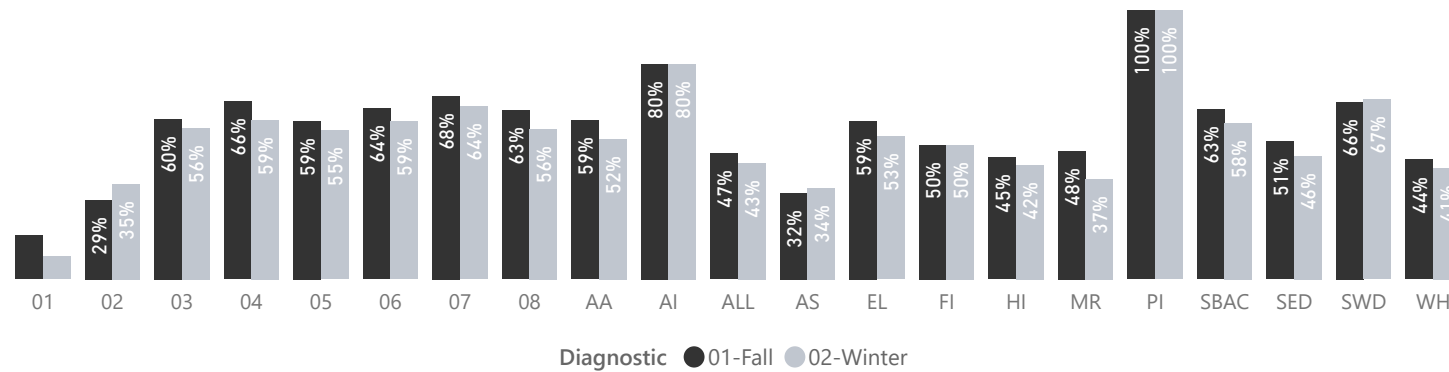
Winter

Spring

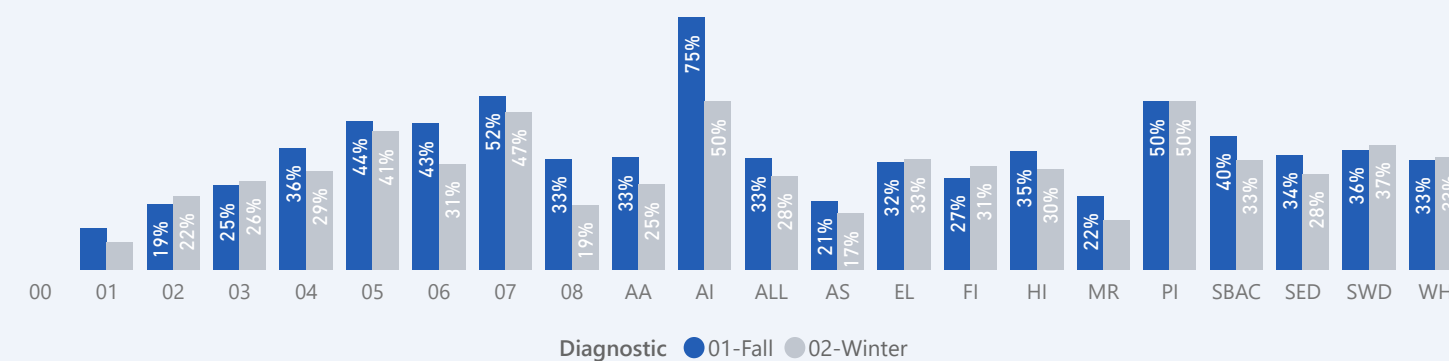
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level



iReady Percent No Growth (since Winter 2019)



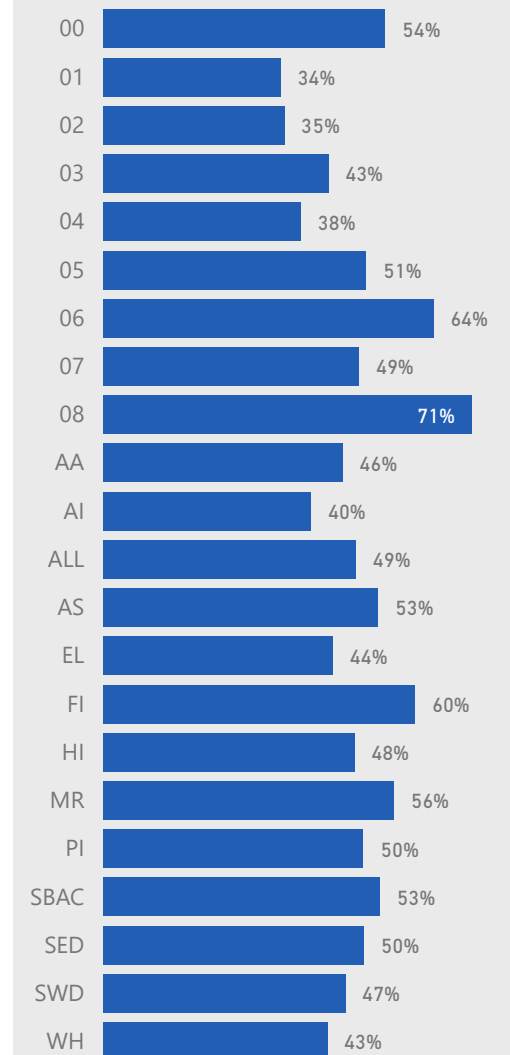
F-W Growth

49%

All

F-S Growth

iReady F-W Typical Growth



Recommendations and Assurances:

Site Name: Madison K-8

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Parent Involvement Committee

April 9, 2021

Date of Meeting

Other committees established by the school or district (list): _____

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 27, 2021

Date of Meeting

Attested:

Felicia Bailey-Carr

Typed Name of School Principal



Signature of School Principal

5/27/21

Date