

# 2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: \_\_\_\_\_

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 School 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:

English Learner Advisory Committee

\_\_\_\_\_  
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 \_\_\_\_\_  
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

\_\_\_\_\_  
Committee

\_\_\_\_\_  
Date of Meeting

\_\_\_\_\_  
Committee

\_\_\_\_\_  
Date of Meeting

\_\_\_\_\_  
Committee

\_\_\_\_\_  
Date of Meeting

Attested:



\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

# School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Madison Elementary	39686766042683	05/25/2023	

## Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Madison K-8 is implementing a schoolwide program. We are identified as an ATSI school site.

The purpose of this plan is to guide services and supports to students so that rigorous instruction in academics and social/emotional supports and programs are in place to assist students and staff in meeting their needs and ensuring that ALL students learn at high levels.

## Description

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 K-8's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal can be referenced to the LCAP's intent.

## Engaging Educational Partners

Refer to comprehensive needs assessment.

## Resource Inequities

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

Refer to comprehensive needs assessment.

# Comprehensive Needs Assessment Process

## Comprehensive Needs Assessment Process Summary

### Surveys

Madison developed its 22-23 school plan which aligned to the district's goals and incorporated strategies specific to its school. Throughout the school year, we met leadership groups and stakeholders were engaged to solicit feedback from the A-Team/Student Council/AVID Team/Leadership Team/AVID Team/SSC/ELAC and PTA.

The development of this process We began with the current Comprehensive Needs Assessment (CNA) and Decision Making Model tool (DMM) data reports and 3 surveys. The Leadership Team, AVID Team, A-Team, and Student Council met four times for feedback and review. The AVID Team and Leadership Team met to discuss high priority site needs focused on building learning systems for support. The A-team discussed the high leverage foci using the Fishbone and 5 whys. Student survey's were generated based on feedback from the Leadership Team. Student Council met on April 20th and 27th. AVID Team met on April 11th, 18th, 25th, and May 16th. Leadership Team met on May 1, 2023. ELAC Committee met on May 19, 2023.

A Team- jigsaw and 5 Whys

A Parent Needs Assessment Survey

Student Council discussion/Survey

Teacher PLC Survey AVID/Leadership Team

AVID Team feedback

Leadership Team PLC Survey

Guiding Coalition Survey

### Classroom Observations

AVID coaches visited twice to observe AVID strategies in 6-8, monthly site student AVID walks were conducted and calendared by both teacher and students for AVID.

Core District Math Instructional Coaches visited grades 5th-8th - assessed a positive climate conducive to learning but recommended more program fidelity.

Formal evaluations - 20 inclass evaluations with varying levels of tier 1 instructional proficiencies

SIPPS action walks were scheduled with the District Instructional Coach

### Analysis of Current Instructional Program

The development of the Comprehensive Needs Assessment is an ongoing process. We began with the current Comprehensive Needs Assessment (CNA) and Decision Making Model tool (DMM) data reports and 3 surveys. The Leadership Team, AVID Team, A-Team, and Student Council met four times for feedback and review. The AVID Team and Leadership Team met to discuss high priority site needs focused on building learning systems for support. The A-team discussed the high leverage foci using the Fishbone and 5 whys. Student survey's were generated based on feedback from the Leadership Team. Student Council met on April 20th and 27th. AVID Team met on April 11th, 18th, 25th, and May 16th.

#### Committee Outcomes:

A Team- Construction and safety issues shifted administrative focus to site safety management. (Lack of manpower with two noon duty positions unfilled until February and one counselor out for maternity leave.)

A Parent Needs Assessment Survey was conducted - families believed the highest priority was additional Mental Heath Services and increased training on how they can provide academic support. Parent Liaison position was recommended to increase parent involvement - develop game room and more parent trainings - family restorative circles, and math support training. They also want to be trained on look fors for school success and high to formulate the right questions when talking to their child's teacher.

Student Council discussion/Survey - students want more voice/choice and complained of boredom/disengaged, not challenged and wanting more connectivity. Students claimed that homework was not meaningful.

Teacher PLC Survey AVID/Leadership Team - need support with PLC coherence, foundation and establishing systems.

AVID Team feedback - More scaffolding with PD training on site, more collective work and weekly meetings, mapping out calendar and more

learning

Leadership Team - More time to process the PLCs intentional and purpose products, 4th/5th need more direction and expertise with PLCs, Primary want more supports with literacy based interventions/SIPPS support

SSC - supported waiver/minimum days, a focus on literacy based interventions, and more parent empowerment support.

## Standards, Assessment, and Accountability

CAASPP, ELPAC, iReady, CA Dashboard, CORE Screeners serving the basis for all committee conversations and goals

SBAC 21-22 ELA 21% -88 Students are proficient

348 Students below grade level - all students distance from standard -71.4% totaling 427 students

8th-35%25%40% - 22

7th-26%33%41% - 17

6th-23%33%41% - 20

5th 20%17%62% -14

4th 7%23.5%69% -5

3rd 14%18%67% -12

SBAC 21-22 Math 10% - 45

395 Students are below grade level in math -104.4 distance from standard

8th-15%14%70% -9

7th-9%26%63% - 6

6th-7%20%71% - 7

5th 7%18%74% - 5

4th 7% 25% 67%-5

3rd 15%28%57%-13

SBAC Math 10%

Science Cast 7%

Grade 5 -6 students

Grade 8 - 3 students

EL on SBAC 10% ELA with -73 from standard, Math 4.4% -99 distance from standard 114 students

128 enrolled

126 tested

125

Reclassification #12

22-23 - 5 students

21-22 - 9 students

20-21 - 4 students

Chronic Absenteeism - 21% to 55% to 40%

Suspension 50 Days

Subgroup Data

Students with Disabilities ELA SBAC 6.78% - 101 students with a -84 distance from standard totaling 101 and Math 5.08% with a -103 distance from standard totaling 101 students

AA - African American ELA 15% - 50 Students; Math 10% with -139 distance from standard

Hispanic ELA 22% -280 Students with -69 from standard, Math 10% with -104 from standard

Socioeconomically Dis ELA 18% with -75 distance from standard, Math 9.39% with -109 distance from standard

White ELA 19% - 43 students and -88 distance from standard, Math 9.76% with -108 distance from standard

Asian ELA 15% -24 students with -48 distance from standard, Math 11.54% -71 distance from standard

SPED and EL are the most struggling subgroups

Counselors completed 177 SSTs

Mental Health Clinician is servicing 22 additional students

Psych referrals 15

iReady Overall Growth in ELA 56 % and proficiency 34% and Math 49% and proficiency 24%

K ELA 44% and math 50%

1 ELA 44% and math 36%

2 ELA 60% and math 42%

3 ELA 47% and math 33%

4 ELA 45% and math 43%

5 ELA 68% and math 60%

6 ELA 72% and math 60%

7 ELA 81% and math 67%

8 ELA 47% and math 65%

# Staffing and Professional Development

## Staffing and Professional Development Summary

Madison has stabilized staff retention in the last 6 years with an average of 2 teachers per year leaving because of relocation/resignation for pregnancy or retirement. We have retained our Program Specialist for over 8 years and Media Specialist for over 4 years. Madison has had some of the best PD PLC speakers in the nation during the past two years scheduled to support its 38 Faculty/Collaboration meetings per year. The speakers last year include 6 hours of Anthony Muhammad, 6 days of PLC training with Janel Keating through CAPS program - 5 teachers forming our first official Guiding Coalition (master teachers with 7 years or less of experience). In 22-23, 9 staff members received PD with Luis Cruz. A PLC agenda was created that has been an efficient product to guide the PLC process. District tools from the Principals' meetings have value added to the process. Three PLC collaborations from SJCOE are being facilitated during trimester 2 with 3rd-grade team. During collaboration, 3 sessions of Step-Up-to Writing - On-Demand writing preparation, 3rd-grade paragraphs/opinions, 6th-8th- research, and on-demand persuasive. . There are two new 1st-year teachers to the site - one meeting for emotional support was scheduled and several check-ins are conducted throughout the year. They are paired with additional mentors from strong sites as well as their Induction mentors. Primary and Intermediate teams are especially strong. The training is aligned with high-leverage best practices for scaffolding, collaboration, teacher clarity, and high levels of student engagement. This is overall a deeply caring staff that works together to provide as many encouraging touchpoints with students as possible.

86% of our teachers are fully credentialed - 5 probationary and 31 credentialed. Professional development during the 21-22 school has been inconsistent from previous years due to the impact of construction and constant institutional pivoting. After years of building a cohesive culture and site team, major regression took place in the culture as a result of a major site construction project that has disrupted our social culture, as well as unprecedented trauma evident in students caused by Distance Learning (DL). Primary and Intermediate teams work collaboratively in their Professional Learning Community (PLC) grade-level teams to create common formative assessments, common lessons, analyze their data, and make decisions for instruction based on this data. Teachers assess and analyze student performance on content standards based on SMART Goals, iReady scores, BPST, and writing CFAs. Vertical articulation and inclusive meetings with SPED Team have been difficult due to time constraints and a disproportionate number of parent conferences because of discipline. Staff believes they need more quality time to process their training - Waiver process is being initiated. Each life level has agreed to focus on lesson mastery of one high-leverage principle for each life level. High leverage practices from the district-adopted curriculum and scaffolding from Daily Five, Step-Up-to-Writing, and AVID.

## Staffing and Professional Development Strengths

Teachers were provided grade level and whole staff collaboration time for 35 minutes each Tuesday with the new Waiver. Additional compensaton for collaboration outside of contract hours is also scheduled

### Strength of our PD and Staffing 22-23

AVID implementation for grades 6th-8th was implemented , during summer 22 aprox. 8 teachers attended Summer Institute

Daily Five - Primary Team 3 virtual sessions

Step-Up-to-Writing - Intermediate Team virtual sessions

SIPPS - Primary Team from District with Emily Brown/SCJOE with Bri for data cycles - 3 meetins

PLC - CAPS (9 Teachers) - Guiding Coalition has been established to lead the PLC work to fidelity - Waiver process and collaborative work with PLC specialist modeled/Guiding Coalition purpose statement and PLC guide book were produced.

Math PLC Team - RTI/Completed foundational work with creating math instructional norms/shared best practice strategies

Book Study - 9 staff members - Time for Change and Taking Action

### Primary Team:

K-2nd - RTI Development, PLC implementation is strongest life level additional hours of PLC time is utilized bi-monthly to engage in data analysis, CFA, Common lessons and analysis

Daily Five training has been a consistent focus for four consecutive years - instructional routines for reading comprehension/Word Work, Step-Up-to-Writing scaffolding support, and seeking training in SIPPS

Benchmark training - all teachers have received additional support from Curriculum office with different levels of literacy proficiency, Phonics/Literary deep dive, creating instructional norms for supporting the different phonemic levels

Volume reading goals - Library is an important part of school culture and Media Assist attends all training offered and reinforces literacy strategies, good fit books and language of the initiative (2 Book Fairs and Literacy Weeks per year).

### Intermediate School Team

3rd-Grade Team - Guiding Coalition member - building a foundation for working as a team - Substitutes are utilized to support tier 2 and 3

4th-Grade Team - Guiding Coalition and works in sync to plan common lessons - need to teach with more rigor - lowest performing proficiency levels - Step-Up-to-Writing routines/Benchmark lessons

5th-Grade Team - Guiding Coalition - platoons and consistently works together/mentor teachers leaders on site

Volume reading goals - Library is an important part of school culture and Media Assist attends all training offered and reinforces literacy strategies, good fit books and language of the initiative (2 Book Fairs and Literacy Weeks per year).

## Middle School Team

6th-8th - AVID Team - Focused Notes, College and Career Fridays - 3 site AVID PDs on Focused Notes, Teachers are understanding the need to engage students in more collaborative instruction.

## Needs Statements Identifying Staffing and Professional Development Needs

**Needs Statement 1 (Prioritized):** PLCs- Professional Learning Communities did not adapt to address the complicated needs caused by stressors/triggers of will/norming and developing a solid plan for instructional rebounding, addressing learning loss effectively and internalizing roles/needs. **Root Cause/Why:** Ill-equipped to address the lack of teacher stamina will/student motivation/stress/boredom/enemies/ of engagement due to high absenteeism and substitute availability.

**Needs Statement 2 (Prioritized):** Coaching model was disrupted resulting in lack of teacher support with their understand the principles of high leverage instructional methodology - teacher clarity, surface, deeper, and transfer learning - learning systems well enough to implement them independently. **Root Cause/Why:** Inability to develop actionable definitive moves to rebuild the "will and skill" of the staff - and move forward with different teaching practices and the execution of site initiatives with fidelity and impact.

**Needs Statement 3 (Prioritized):** Teachers unable to implement learned strategies and produce the effect size of .4 and above gains as promised by the researchers. **Root Cause/Why:** Multiple training has been facilitated without time to apply skills, provide timely feedback, and engage in coaching conversations with exemplars. Efforts to rebuild teacher collective efficacy from Distance learning/Hybrid to In-school efforts were undermined. Phase 2 construction shifted site focus to safety and management - lack of manpower with two noon duty short and no Instructional Special

# Teaching and Learning

## Teaching and Learning Summary

Madison has engaged in six years of conversations centered on the development of subject-based instructional vision and instructional norms in tier 1 ELA and Math spaces based on Hattie's High Impact strategies that change every year! Operationalizing the RTI system during during for both behaviors and skill gaps have created the foundation for systems for support. We have implemented the waiver to create conditions for consistent weekly PLC time. We are developing a Guiding Coalition for Teacher Academic Conferences and unpacking our vision for "the skill and will of each student to know and be able to do" have been undertaken but not implemented this year. We have developed the vision for all Madison teachers to be knowledgeable in the principles of best practices for surface (EDI/Direct instruction), deeper (Collaborative conversations), and transfer learning (Projects). We have focused on supplemental training per life level: Primary - Daily Five/ SIPPS, Intermediate - Step-Up-to-Writing/GLAD, 6th-8th - AVID, After school program - VTS. We have received training from the national experts in PLCs, Benchmark Curriculum/Savvas, iReady, Step-Up-to-Writing instructional coaches, AVID training, Watershed VTS, A2Z Math Consultants, and the District Curriculum office. The next phase is to develop systems of support, feedback, and monthly/Northstar benchmarks based on CFAs and designated instructional strategies. Also, systems of meta-analysis to monitor PLCs, walkthrough data, and electronic products will be created to help (Yearly Instructional Support and Culture Planning as well as an electronic instructional guide. Teams need to be developed by life levels for the walkthrough, lesson demo, and progress monitoring support. SPED has purchased Read 180 for instructional support for our SWD. The instructional coach was placed in the classroom due to staffing shortages. Staff shortages begin after day 3 of school and persisted throughout the year.

Formal Observation Process/AVID certification walks/Williams Act/Instructional minute reduction from 20-21/Interventions - Tutoring

In the past 6 years, Madison achieved the following deliverables: SBAC - 2018 in ELA 6% growth and math 1%, 2019 11% ELA and math iReady 8%, 2022 20% ELA and 10% math. 2020 Winter iReady 7+ in ELA (Pandemic year 1- no SBAC), **2021 Fall and Winter ELA increased 8+ in ELA and 6+ increase in math**, 2022 iReady increased by 20% and math by 20% and reclassification rates in 2022 were their highest 12, in previous years have had a steady decline averaging 5. Again we have centered our academic focus around mastering the use of highly impactful evidence-based strategies with an effect size higher than .4 (Hattie). We've anchored our academic culture in literary aspirations using our Media Assist to demonstrate best-practice literary initiatives in the library and promote volume reading goals. (Our program specialist helps support highly impactful holiday events that are grounded in literary inspiration - 2 book fairs per year and one literacy night.) Our instructional program utilizes collaborative efforts to create priority standards. Math Vertical PLCs have been the most developed on-site as they create SMART Goals, Priority Standards, 15 Day challenges for essential math skills, and share different methods of teaching. ELA has begun to develop these practices with reflection phases and collaboration time used to share writing samples and instructional approaches that produce them. Flocabulary, Newsela, SIPPS was purchased as supplementary supports but not monitored effectively. The Master Schedule is set up with classes that support AVID STEM, financial literacy, AVID, Drama, Music, ELD, PLUS but not remedial or intervention supports.

Student increased rates of chronic absenteeism jumped from 22% to 55%, to 42%. Professional development was limited in the support of ELD instructional practices.

The development of a Blueprint for RTI , effective ELD high-leverage practices/norms, AVID site goals, and classroom interventions were interrupted. Plan to future-proof our school never actualized on a surface level.

## Teaching and Learning Strengths

All Madison K-6th teachers adhere to the required 300 minutes of daily instruction.

All Madison's 7th/8th teachers adhere to the 309 minutes of daily instruction

All Madison teachers use the district adopted curriculum (Benchmark, Person Learning, and Rady Math) following the district's guidelines.

All Madison students receive ELD (K-6th -30 minutes of designated daily instruction and 7th/8th - 50 minutes of daily instruction , newcomers are provided with additional time after school for support.

One full time Program Specialist provides support for all teachers including teacher student technology, curriculum and programs, El coordinator and assessments

PLC Team efficacy is growing along with the expertise of each team. Teacher are growing in their proficiency level of best practice strategies.

SBAC 21-22 ELA 21% -90

8th-35%25%40% - 22

7th-26%33%41% - 17

6th-23%33%41% - 20

5th 20%17%62% -14

4th 7%23.5%69% -5

3rd 14%18%67% -12

SBAC 21-22 Math 10% - 39

8th-15%14%70% -9

7th-9%26%63% - 6



6th-7%20%71% - 7

5th 7%18%74% - 5

4th 7% 25% 67%-5

3rd 15%28%57%-13

SBAC Math 10%

Science Cast 7%

Grade 5 -6 students

Grade 8 - 3 students

EL

128 enrolled

126 tested

125

Reclassification #12

22-23 - 5 students

21-22 - 9 students

20-21 - 4 students

#### **Whole Staff Strengths:**

Collective Efficacy is strong/PLC Teams: Staff consistency and building upon current initiatives

Leadership Team

Guiding Coalition

#### **Primary Team Strengths:**

PLC Teams -Collaborations are most aligned with PLC practices/fidelity to the process, team connections/relational trust is strong and high collective efficacy/  
Common Instructional Practices/Willingness to risk take

Tier 1 Instructional Practices in Math: Math Talks/Student centered classrooms, restorative circles practiced daily

Tier 1 Instructional Practices in ELA:Instructional Practices: Daily Five instructional routines

Tier 2 - Afterschool Tutoring

#### **Intermediate Team:**

PLC Teams - 3rd-Grade developing, 4th/5th grade are strong

Tier 1 Instructional Practices in Math: Math Talks/RTI Packets in Multiplication/Fractions

Tier 1 Instructional Practices in ELA: Step-Up-to Writing, Common Formative Assessments in Writing, Benchmark and iReady implementation lesson design is strong/consistent

Tier 2 - Afterschool Tutoring

#### **Middle School Team:**

PLC Teams -Collaborations are most aligned with PLC practices/fidelity to the process, team connections/relational trust is strong and high collective efficacy/  
Common Instructional Practices/Willingness to risk take

Tier 1 Instructional Practices in Math:Math RTI packets for Math Team

Tier 1 Instructional Practices in ELA:Instructional Practices: AVID Student Note-taking/Questioning/Writing

Tier 2 - Afterschool Tutoring

Library has the highest circulation of books.

8th-Graders are mentors for younger students

## **Needs Statements Identifying Teaching and Learning Needs**

**Needs Statement 1 (Prioritized):** Students were not able to fully actualize instruction to close foundational learning gaps in ELA and Math. **Root Cause/Why:** Construction made it difficult to focus on the instruction trajectory as safety became the site focus. Teacher stress from constant pivoting of building movement interfered with agency and innovation -more wellness activities should have been used to focus on teachers and support staff. Restorative Circles

**Needs Statement 2 (Prioritized):** Student subgroups are not growing equitably with current access to the curriculum. **Root Cause/Why:** White (ATSI), AA, SWD, SPED , and ELs levels are still not growing in significant numbers. Lack of culturally responsive teaching strategies. Lack of cultural proficiency - not fully understanding your audience.

**Needs Statement 3 (Prioritized):** Effective systems for support of struggling readers were not adequately developed for all subgroups including English Learners and SPED students. **Root Cause/Why:** Not making time to backwards map a PLC focus for year, calendar the monthly PDs & align with suggested collaborations. High absenteeism interrupted planning/training/PD to support ELD instructional practices. Lack of an instructional guide/electronic version to guide consistent systems. Lack of consensus on instructional norms, instructional vision, and expertise in high-impact strategies.

# Parental Engagement

## Parental Engagement Summary

Community, district, and school resources were provided to parents to increase involvement and engagement with their child's learning pathway. Trimester progress report cards, iReady diagnostic results were provided to parents to update them on their academic progress.

To support parents in their understanding of grade level content and instruction, they have access to lessons, assignments, and their child's progress on in class and homework assignments through Google Classroom, Classroom Dojo. Parent and teachers can also communicate regularly through

This school welcomes feedback from staff, parents, and students. We have a diverse faculty and staff. A culture of problem-solving is fostered and stakeholders are encouraged to develop action plans in response to their observations regarding opportunities for improvement. Stakeholders take pride in the campus and value supporting initiatives that improve our environment so that authentic learning can occur. School goals for meaningful partnerships are the following: Increased parent volunteers and parents attending Parent orientations, Back to School Night, and Parent Conferences each year by using 3 pathways - inviting room parents, inviting parents to tech training, and PTA involvement. This will support classroom activities targeting 1 parent per grade level for a total of 9 volunteers. Monthly Parent Coffees, SSC, ELAC, and PTA meetings are conducted. UOP offers a mentoring program for 6th-8th servicing over 50 students. More intentional relationship-building with parents is targeted. Parents have requested more relevant topics for parent needs. More intentional training on brain trauma and how it affects emotions and perspectives were requested in last year's CNA. More intentional training on math support was requested in CNA last year. Parent conferences are conducted three times a week and embedded in the yearly schedules. Three parent orientation meetings are scheduled at the beginning of the school year. Literacy night-Fairytale Film Festival, Harvest Carnival, Turkey Trot, Two-Book Fairs and Literacy Read Week/Rotary Reader, and carnival. Two churches have adopted the school and donated turkeys, backpacks, donuts for staff, Michaels Pizza, and provide garden maintenance. Surveys to staff about additional training that can be provided in regard to culture, mental health, and different populations.

## Parental Engagement Strengths

Overall, the students, staff, and parents feel positive about the culture of the school, according to stakeholder feedback. Parent conferences are conducted three times a week and embedded in the yearly schedules. Stellar monthly meetings are offered to parents via hybrid for 7th/6th/5th mandatory parent meetings - SSC, Parent Coffee, ELACs, and PTA meetings. UOP offers a mentoring program for 6th-8th servicing over 50 students. More intentional relationship-building with parents is targeted. Communication is consistent - weekly Blackboard Messages every Sunday night at 7:00 PM. The website is updated weekly, Marquee is updated monthly, Parent Newsletter is updated each trimester. Physical flyers are distributed as event reminders. Progress reports and report cards are submitted electronically as well as physically. Parents expressed love for Classroom Dojo. They have voted for an additional position to be added to the staff - Parent Liaison.

SAP Process/Care Team/SST/IEP and 6-week follow-up is consistent.

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** Parents are missing skills/techniques to be reading and math instructional coaches at home. **Root Cause/Why:** Shift of academic training focus to vaping, trauma, and other internal issues became the immediate priority for parent training. Increased inappropriate student behaviors. Students need extended support at home focusing on academics. Disconnect between the feedback parents provide at the end of the year with what we implement

throughout the year. Advanced scheduling and alignment disconnected.

**Needs Statement 2 (Prioritized):** Inconsistency of parent participation at school activities such as Back to School Night, Parent Conferences, Character of the Month Assemblies, Honor Roll Assemblies, and Harvest Carnival, Basketball games, Music Assemblies was challenging. **Root Cause/Why:** Construction focus made meetings difficult to maintain this interrupted our connection with parents on a consistent basis. The inability to offer meals and enriching activities compromise the substance of the experience.

**Needs Statement 3 (Prioritized):** Madison was not able to recruit a significantly high enough number of SPED, AA and EL parents to significantly improve instruction. **Root Cause/Why:** Constructional pivoting, moving into the new building and reestablishing security REMs and unstructured procedures became the norm.

# School Culture and Climate

## School Culture and Climate Summary

The school staff consistently provides a comprehensive system of support (e.g., counseling, coaching, goal setting, time management, problem-solving) to maximize the personal growth and development of nearly all students. The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff. Site attendance 2018 -22%, 2019 -27%, 2020 - 23%, 21 - 28%, 22- 55%. A total number of discipline incidences was 141 and suspension data 71 out of school/ISS suspensions during 2021-2022 (a disproportionate number of suspensions came from 6th-grade and one 7th-grade student). Site's vision and goals have been to create a restorative culture where all students feel they belong here and connect with at least one trusted adult. Our equity imperative strives to create an inclusive environment where all students love themselves more as a result of attending this school/learning about themselves. Our mission is in alignment with the focus on "self-awareness and agency". Providing the wrap-around services necessary to address all the trauma from DL has been the greatest challenge. Two counselors that are RAMPed are devoted to modeling tier 1 SEL/2nd Step curriculum but have had difficulty meeting with admin to engineer a pathway that helps support consistent teacher implementation (embed SEL/Restorative time in the master schedule). According to our teacher efficacy classroom management survey, 80% believed that it was within their capacity to control disruptive behaviors, get them to follow classroom rules, and establish a management system. However, questions related to motivation, and valuing learning had low scores of efficacy. Indicating there may be a cultural proficiency gap that teachers are acknowledging. Significant numbers of all staff have been formally trained on Restorative Circles or experienced them as the staff. PLUS survey data between 88% and 72% of students feel like they belong, have friends and adults that care about them, and feel comfortable talking to an adult/believe they have friends that care. Teachers have engaged in PD that discussed an emphasis on relationships during the 21-22 school year and reminders of techniques to deal with trauma/ACES. PBIS team not as active/low attendance than in the past. The CSA/Safety Team needs to work with the teachers to define behavioral expectations, review, and model these expectations daily, and acknowledge and reinforce appropriate student behavior daily. Student Council and counselors need to be a part of the Honor Roll assemblies. Tier 3 mentoring services were provided from October through December.

## School Culture and Climate Strengths

There are ongoing monitoring, evaluation, discussion, and adjustments surrounding school culture and climate issues based on the expectations of a safe, nurturing, and disciplined school environment that is conducive to teaching and learning. The PBIS team oversees the key areas of school culture and climate of the campus: safety, discipline management, staff culture, student culture. The same PBIS ESLEP (Expected school-wide learning results) have been established and communicated with teachers/staff for behaviors (Positive, Respectful, Responsible, and Safe). A vision for what type of inputs would build a student with a solid character, resilient, self-confident, empowered with a spirit of agency, internalized growth mindset, healthy self-esteem, and internally strong. Trimester leadership/discipline assemblies are conducted to reward behaviors. Initial assembly for all students is held during the first trimester to review site expectations. We have formally discussed the 10 things to do daily to transform the culture - Morning formation - ESLEP review, discussion of how to embed Restorative Circles, and 2nd-Step curriculum in all we do. SAP/Care Team, SST, and IEP are stellar. Admin has high expectations for engineering the social culture - promotes the consistent use of restorative circles, defines behavioral expectations, teaches behavioral expectations, reviews and models behavior expectations and school rules, acknowledges and reinforces appropriate student behavior, provides corrective feedback, and utilizes data in collaboration. A discipline pathway prior to referring a student to the office is in place. Noon Duty received PD in CHAMPS/STOIC, Anger Management, Conflict Resolution, ACES by Counselor and Mental Health Clinician. We've engaged in vision-driven discussions on how to develop student voice/agency using PLUS, Student Council and AVID leaders, and Student Council. PLUS creates structures and opportunities for students to teach other students and serve as role models/peer mediators. Continue grade level forums allowing the student to student modeling/teaching social responsibility skills to other students and "no child eats alone" campaigns. We offer PLUS and AVID classes as an elective. Counselors participate in morning announcements and support student and staff morale.

## Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** Increased discipline and student conflicts during lunch recess due to construction and limited play area - playground was reduced from 120,000 square feet to 80,000, and then 8,000 front yard space on both sides of the front yard. **Root Cause/Why:** Insufficient security/support staff prevents us from adequate support services to deal with tier 1, 2 needs and outside unstructured time. Students are missing consistency of structure and mirroring behavior in their outside environment. The construction project has added to a lack of organized outside activities/choices that lead to lots of conflict during lunch recess. Shifts in students leaders.

**Needs Statement 2 (Prioritized):** Mental health tools have not been developed for trauma plagued students needs to be addressed through tier 1 systems and practices. **Root Cause/Why:** No time has been available for intentional training and support for ways to change the narrative for students of trauma and deliver that impact classroom culture for all students - 6th-grade responsible for most suspensions. Resources/tools have not been fully developed. Trauma is "non-traditional".

**Needs Statement 3 (Prioritized):** Social-emotional curriculum has not been integrated into tier 1 instruction in 7th-grade. Significant behavior problems in 7th-grade. SSTs -177 became the site focus for middle school. **Root Cause/Why:** No time to plan out the year calendar, add SEL and restorative circles to the

master schedule, and review lessons. Integrated lessons have not been embedded or developed.

**Needs Statement 4 (Prioritized):** Student absenteeism has increased from preCOVID patterns. Difficult to change family patterns of keeping students home for insignificant reasons. **Root Cause/Why:** COVID impacted student natural development and ability to socially interact in emotionally mature ways. Need to belong is not actualized. Staff has been absent to manage the site with consistency. Students are not getting adequate support services to deal with tier II social emotional needs. Students lack of coping mechanism in day to day social engagement.

**Needs Statement 5 (Prioritized):** Extreme student behaviors risk safety of students/staff. **Root Cause/Why:** Tier 2 and 3 students need monopolized site resources, focus, and time and retracted from the time counselors typically spend with tier 1 initiatives. Extreme student behaviors caused by distance learning - compounded ACES required more time to creatively problem-solve with the Wellness team.

# 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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

## Goal 1.1

ELA: All students will increase percentage of met/exceed from 20% to 25% on SBAC. By EOY 2024, Per iReady Diagnostic 3 Results Report, the total number of students performing at proficiency will increase from 34% to 40%. Per iReady Diagnostic 3 the number of students performing 2 or more grade levels below will decrease by 12. EL: By EOY 2024, per ELPAC, increase the number of students who reclassify by 12 to 15 students. Math: All students will increase percentage of met/exceed from 10% to 15% on SBAC. By EOY 2024, Per iReady Diagnostic 3 Results Report the total students performing at proficiency will increase from 24% to 28%. Per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 12 students.

## Identified Need

PLCs- Professional Learning Communities did not adapt to address the complicated needs caused by stressors/triggers of will/norming and developing a solid plan for instructional rebounding, addressing learning loss effectively and internalizing roles/needs.

Coaching model was disrupted resulting in lack of teacher support with their understand the principles of high leverage instructional methodology - teacher clarity, surface, deeper, and transfer learning - learning systems well enough to implement them independently.

Teachers unable to implement learned strategies and produce the effect size of .4 and above gains as promised by the researchers.

Student subgroups are not growing equitably with current access to the curriculum.

Effective systems for support of struggling readers were not adequately developed for all subgroups including English Learners and SPED students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of students reclassified	12	20
% of Students Performing Grade level or Above	ELA 34% Math 24%	ELA 40% Math 30%
iReady Diagnostic Student Growth Goal Met	ELA 56% Math 49%	ELA 65% Math 55%

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

## Strategy/Activity 1.1.1

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

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

All Students  
English Learners  
Foster Youth  
Low Income

## Strategy/Activity

This strategy focuses on adult learning and building team agency with the PLC learning systems design framework. The goal is to provide professional development opportunities for teachers to master lesson designs and practices that produce quality first instruction and rigorous learning support systems/RTI to assure access to learning for all students. PLC Training and Support: Teachers will participate in weekly in-depth professional development that focuses on increasing schoolwide understanding of the Professional Learning Communities (PLC) process and aligning all meetings around the 4 questions - What do I want students to learn? (priority standards), How do I know they have learned them? (CFAs for reteaching), What do I do if they haven't learned them? (RTI, differentiated assistance), What do I do if they have learned them? (Rigorous, project-based opportunities). Conferences/Training/Workshops/Webinars (Virtual/In-Person): Staff members will attend conferences and workshops that will support instructional practices such as PLCs/SIPPS/WIN/RTI/AVID. To develop capacity in the area of PLC practices, unpacking priority standards, and data analysis, staff will attend conferences and workshops such as the Corwin/Hattie Conference, UnboundEd, Corwin-Virtual Teacher Clarity Playbook Certification, Virtual PLC Institutions, Solution Tree PLC/RTI, and County Office of Education Workshops. Peer Leader Teachers will also attend Step-Up-to-Writing, AVID, CAPS, Daily Five, SJCOE, SCOE and other conferences that provide staff members with professional learning opportunities that support the implementation of supplemental programs that are implemented on-site. 15 staff are scheduled to attend the PLC Institute. Overview is to build a school culture where learning thrives. "After several months of research and dialogue with practitioners throughout the nation it became apparent that the hype was real. PLCs are the most powerful strategy for sustained substantive school improvement. This institute gives you and your teams the tools to implement this powerful process in your school district. For three days we have the opportunity to network with some of the most insightful minds in education. The presenters are all educators who successfully led their schools through the process and are accessible to you throughout the event. The program includes time for questions during the breakout sessions, a panel of experts to address questions from the audience, time for teams to reflect, plan and seek advice from the presenters. At the end of team time, you will focus on the next action steps with presenters on hand to guide you. As you delve deep into the 3 big ideas for a PLC - focus on learning, build a collaborative culture, and results orientation - you will gain specific, practical, and inspiring strategies for transforming your school into a place where all students learn at high levels. Calculation LCFF Conferences/Webinars \$10,000. Teachers will be supported by administration, peer PLC Lead

Teacher, program specialist, Instructional Coach Centralized Service) 1 FTE funding -Centralized Services, and other district support personnel to improve the implementation of PLCs at Madison. PLC Teacher leads will work teams through the vision, mission, core values, collective commitments and develop systems for feedback/common instructional lens 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. PLC Teams will develop feedback systems/architecture to guide learning walks and provide teacher feedback for will/skill and lesson studies (Danielson Rubric/CSTP) - providing strategic and deliberate feedback. Teams/differentiated feedback will increase their instructional capacities and create roles within the PLC teams through site-based professional development. PD focus on crucial conversations (no one size fits all feedback structures). Facilitating feedback conversations about instruction. Long-terms substitutes will be compensated for PD training after hours. Substitute Pay Calculation (Object Code 11700): 10 substitutes x 10 days x \$200 rate of pay = \$20,000 Title I Premeeting and debrief meeting from training (Teacher Additional Comp Title I) \$15,000 Training/Webinar/Conference - Site Based: Title I \$5,500 Collaboration aligning all curriculums and processes - Staff Professional Development for Rigor and Student literacy Intervention will be aligned to the PLC process: Minimum day Tuesdays will allow for weekly PLC development and PLC guide book and master schedule will be aligned to Staff members (Certificated & Classified) will be compensated to participate in professional development (PD) and collaboration 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 RTI/WIN/SIPPS/AVID instructional norms for interventions for tier 2/3, implementing the standards for mathematical practice, and utilizing the district-adopted curriculum for high-quality tier 1 instruction. Monitoring systems will inform immediate needs for PD for growth in with the planning process. Teachers will conduct peer classroom walk-throughs to provide peer coaching and support to each other on lesson delivery and curriculum implementation. Feedback on novice (missing steps in practice/lack understanding of prerequisite skills/lack content/lack knowledge of appropriate instructional strategies), apprentice (inconsistent/incomplete/doesn't understand conceptual relationships), practitioner (gaps - solid knowledge of content and strategies, relationships among concepts/anticipates learning pitfalls), and master teacher (best practice, content across grade/ disciplines, empowers student ownership)level matrix will be developed. Framework for diagnosing students and teachers - self-reflection of stage. Coherent pacing, monitoring to close knowing but doing gap and assessing of the 4 questions will be facilitated. Master schedule for RTI for both academic/behavior intervention on Mondays for 1 hour and 30 minutes Tuesday-Thursday will generated. Staff Collaboration PLC Rigor- Common Formative Assessments: 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/RTI/WIN. 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 Interventions will also focus on Daily 5, WIN/RTI 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. Solution Tree Global Library will be purchased for video access. Teacher Additional Comp Calculations (Object Code 11500 Title 1) : 96 hrs x \$60 rate of pay = \$5760 - (Title 1) Classified Additional Comp Calculations (Object Code 22500Title I): \$2,000 - LCFF Books/Supplies (Object Code 43110): \$2,000 - (Title I) Teacher Additional Comp Calculations (Object Code 11500): \$2,000 - Title 1 Classified Additional Comp Calculations (Object Code 22500): \$2,000 - LCFF Program Specialist Comp Calculations (Object Code 11500): \$2,000 -Title 1 Teacher PLC/CCSS/AVID Academic Conferences for Rigor and Interventions: Academic conferences will be held 5 times per year. Academic conferences will focus on creating grade-level SMART goals around academic achievement for life level goals. As a team we will be walking through grade-level data analysis, reflecting on teaching strategies, and identifying 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 backward 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 Solution Tree Global PD Digital Library/License Agreement- \$3000 - LCFF All Staff members will attend conferences such as Mastermind Groups, Breakthrough Coach, SAM, ASCD/Mindsetinc/Builders Lab 360 Experience/Buildership University, ACSA Institutes, CAAASA and other Continuous Support or coaching conferences to build professional capacity and knowledge around school and team leadership operations for help with technical and adaptive institutional navigation and professional efficiency. Conferences/Workshops (Object Code 52150): \$7,000 - LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$22,000	50643 - Title I
\$2,000	23030 - LCFF (Site)
\$2,000	50643 - Title I
\$2,000	23030 - LCFF (Site)
\$22,417	50643 - Title I
\$5,500	50643 - Title I
\$17,000	23030 - LCFF (Site)
\$3,000	23030 - LCFF (Site)

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students  
English Learners  
Foster Youth  
Low Income



## Strategy/Activity

Literacy Student Agency - This strategy focuses on all students improving literacy proficiency. Madison students will increase proficiency in literacy standards as critical thinkers by internalizing reading routines, comprehension strategies, and goal setting to double reading volume, partnered student leader/reader mentor/buddies, featured readers at month character of the month assemblies. They will become familiar with authors, a monthly focus on hearing an influential role model read/or student. comprehend stories using high-impact strategies, and participate in rigorous discussions about stories. Independent Reading is important for building students' vocabulary, fluency and overall passion for reading. Reading book buddies will be implemented schoolwide for 5th/K, 6th/1st, 7th/2nd, 8th/3rd, and 4th grade will be focused on 100% standards reading proficiency systems and wrap around services. School wide students will participate in goal setting based on minutes being read and volume of books read with major incentives. A key component is ensuring that all students have access to the literacy support and books they are interested. Library book investment for relevant and high interest authors will be the focus. Library word walls and reading incentives will be posted. 5000 new book per year is the annual literacy standards for targeted subgroups that are underperforming AA, EL, and SPED . \$10,000 a year in new books will be purchased to update library - Student Books Title I \$10,000 Library Media Assistant (.4375 FTE Library Media Assist (Salary and Benefits) -- \$24,902 - 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 - Parent Agency with literacy goals based on exemplar AVID - Critical Reading and ELD Institute Reading Assessment - BPST 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): \$7000 - LCFF; \$3,000 - Title I \*\*\*\*General supplies are unallowable using State & Federal funds.\*\*\*\* Maintenance Agreement (Object Code 56590): \$2,300- Title I Daily Five Coaching Training for two primary teacher leads will focus on developing PD/RTI with SIPPS/Benchmark using high performing reading/literacy routines, student conferences for primary teams. LCFF \$3000 webinar/workshop/training 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/FLOCABULARY vocabulary Site licensing. License Agreement (Object Code 58450): \$4,200 - LCFF Flocabulary license will be used to to decrease academic word poverty and increase vocabulary proficiency domains on iReady in both reading and math.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$24,902	23030 - LCFF (Site)
\$7,000	23030 - LCFF (Site)
\$3,000	50643 - Title I
\$2,300	50643 - Title I
\$4,200	23030 - LCFF (Site)
\$5,000	23030 - LCFF (Site)
\$10,000	50643 - Title I

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

## Strategy/Activity 1.1.3

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

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

All Students  
English Learners  
Foster Youth  
Low Income

## Strategy/Activity

Student Agency for Rigorous/deeper thinking trajectory- and high impactful EL strategies This strategy supports team needs for direction for the specific needs for each life level - primary, intermediate, and middle - RTI/SIPPS/Heggerty/ELD/Step-Up to Writing/AVID 6-8, 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,. AVID - PS will support the implementation of the AVID program. Coordinate with the district to

secure tutors, and ensure that documentation is collected for AVID certification. (Title I). The AVID focus will be incorporated into each elective - AVID 8/Drama, AVID Elective 7th, ELD/AVID- pathways for vocabulary, Math Intervention 1 /AVID, AVID Math Intervention 2, Music. AVID will meet bi-weekly to review strategies and walkthrough data. AVID PLC/partner school, AVID Team, and AVID Leadership Team will meet monthly with district AVID coaches for checking and site learning. Biweekly focus on PLCS will share work and reflect on student growth with AVID goals. AVID monthly virtual PD/Conferences \$3000 Title I The 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. 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. Assessment- Coordinate and execute district and state-mandated testing for all qualifying students which includes: CAASPP, ELPAC, PSAT, and i-Ready. 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- PS and lead teacher will provide direct instructional coaching support to teachers by modeling, co-planning and co-teaching, on a need-by-need basis. 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. 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. ELD Reading Groups - provide pull-out and push-in reading groups for English Learners utilizing GLAD Strategies, SIPPS, Kate Kinsella vocabulary routines and ELD intervention strategies. (Title I) \$3000 After School Tutoring- Identify, make, and distribute permission slips for tutoring. Recruit and organize teachers, establish a schedule, and complete planning and prep. Gather materials as needed. .549 FTE Program Specialist (Salary and Benefits): \$83,151 - LCFF .451 FTE Program Specialist (Salary and Benefits): \$68,033 - Title I EL Collaboration: PS and lead teacher will facilitate 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 utilizing ELD instructional norms. ELD with partner site to truly understand what success looks like- exemplar - AVID EL. 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 - Title 1 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 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 Bilingual Aid/Paraprofessional recommended from ELAC committee. District LCAP funds will cover. Tier 2 After School Support for English Learners and Tier 2/3 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. Flocabulary supplement will be utilized for vocabulary support. Teacher Additional Comp Calculations (Object Code 11500): Tutoring: Teachers x 3 hours x 24 weeks x \$60 rate of pay = \$12,960 - LCFF \$9774 Title 1 \$3186 Tutoring Prep: 3 Teachers x 1 hours x 12 weeks x \$60 rate of pay = \$2,160 - LCFF SPED Autism Program certificated Title I - Read 180 training/Flocabulary PD \$2000 RTI - Reading acceleration systems of support will be developed and added to the Master Schedule Primary K/1 uses Heggerty Primary 2/3 uses SIPPS 4th-8th/SPED uses READ 180/Step Up to Writing and Flocabulary Differentiated Assistance will be provided to students with low achievement patterns based on SBAC scores. ILP - Individualized Learning Programs will be developed for each student with incentives and culturally responsive individualized projects. STEP-UP to Writing for building supplemental support for writing structure and routines: 2 Teacher Peer Lead will be trained as writing coaches to facilitate writing initiatives/ monthly benchmarks. 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 paragraphs to illustrate the different purpose of sentence structure - main idea, supporting details, closing sentences. Each life level will create SMART goals for the 3 writing genres during . Writing Academic Conferences for students will be scheduled and staff will be trained on effective feedback systems. 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. Webinars/conferences Title 1 \$3000

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$83,151	23030 - LCFF (Site)
\$68,033	50643 - Title I
\$0	50643 - Title I
\$0	50643 - Title I
\$0	50643 - Title I
\$0	50643 - Title I
\$0	23030 - LCFF (Site)
\$0	23030 - LCFF (Site)
\$0	23030 - LCFF (Site)
\$6,000	50643 - Title I
\$7,263	50643 - Title I Salary Contingency

\$8,842	23030 - LCFF Salary Contingency

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

## Strategy/Activity 1.1.4

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

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

All Students  
English Learners  
Foster Youth  
Low Income

### Strategy/Activity

Math PLC Team Agency: The math team lead will continue to lead and participate in vertical collaboration onsite and with teachers at the feeder high school. District tools and powerpoints with core instruction will be utilized and backwards mapped. The PLC will focus on the math frameworks, procedural fluency, IReady systems of support and team infrastructure. The team will participate in 15-Day challenges led by a Math Peer Lead/8th-grade that focus on RTI/Response to Interventions, math monthly Common Formative Assessments, and math tutoring. The team will establish more engagement, math anxiety strategies, Math Clubs, Coding afterschool opportunities. The development of a lunchtime math centers that focus on mastering one particular operation, and math competitions between students and other schools. Touch Math will be supplemented for Tier 3 or 2 math intervention for grades K-4. Tier 2 After School Support/Tutoring/Saturday School Zoom Support: Utilizing a current school teacher to assist underachieving students in Math/iReady domain focus. The focus will be on students who are considered far below grade level. Support will also focus on the learning loss of students and instructional deficiencies using an iReady tier 2 system and Khan Academy. 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: Teachers x 3 hours x 12 weeks x \$60 rate of pay = \$6,480 - Title 1 Tutoring Prep: 4 Teachers x 1 hours x 6 weeks x \$60 rate of pay = \$7,200 - LCFF SJCOE Consultants/A to Z will work with Math Team 5th-8th on lesson studies and math content and best practices/AVID Math instructional norms - title I \$12,000 SJCOE 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. Teachers and Program Specialists will participate in Science-based training at SJCOE.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$6,480	50643 - Title I
\$7,200	50643 - Title I
\$12,000	50643 - Title I

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

## Strategy/Activity 1.1.5

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

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

All Students  
Low Income  
Foster Youth  
English Learners

### Strategy/Activity

Student Agency/enrichment focus and building background knowledge/prior knowledge for each life level. This goal 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 Lodi to practice STEM lessons. Zoo field trip will be scheduled for primary grades in Lodi/Sacramento/Oakland. Other science and/or social studies-related places might become available for students. 3rd-8th opportunities for students will include Exploratorium and Steinhart Aquarium in the spring where students can experience science through hands-on experiences and observations. Washington D.C. Worldstrides 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. 6 flags discovery kingdom so students can experience physics in motion or Great America. Drama students will attend plays that demonstrate various culturally relevant topics that students are interested in- Lion King, Wizard of Oz, or Hamilton. 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): \$10,000 - LCFF \*\*\*\*Incentives/gifts/appreciation "events"/entertainment is not allowable using State and Federal funds.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10,000	23030 - LCFF (Site)

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

### Strategy/Activity 1.1.6

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

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

#### Strategy/Activity

Student Intervention for safety nets through Technology: Future proofing our instructional program 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): \$5000 - Title I

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$0	50643 - Title I

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

### Strategy/Activity 1.1.7

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

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

#### 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. 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

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

## Annual Review

**SPSA Year Reviewed: 2022-2023** 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.

1: 2: 3: 4: Partial implementation due to... 5: Due to COVID protocols/restrictions unable to implement field trips - unable to determine effectiveness at this time. 6: Delayed purchase of smartboard at the second half of the school year, pending delivery for implementation - unable to determine effectiveness at this time.

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

Example: Reallocated field trip funds to enhance visual/blended learning through the purchase of additional smartboard equipment.

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.

Example: Tutoring: Increase days from 2 to 4 per week for students to receive focused support of tier 1 instruction.

## LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

## Goal 2.1

School Goal for Suspension: (Must be a SMART Goal) By June 30, 2024, reduce suspension for All Students by 10% By June 30, 2024, reduce suspension for Students with Disabilities by 10% By June 30, 2024, reduce suspension for African American students by 10% By June 30, 2024 reduce suspension for White students by 10% School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By June 30, 2024, reduce chronic absenteeism for All Students by 2% By June 30, 2024, reduce chronic absenteeism for English Learners by .5% By June 30, 2024, reduce chronic absenteeism for Students with Disabilities by .5% By June 30, 2024, reduce chronic absenteeism for African American students by .5% By June 30, 2024, reduce chronic absenteeism for Whites by .5%

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Synergy Reports	40% chronically absent	26%
Synergy Reports	50 Suspension Days	42 Days

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

### Strategy/Activity 2.1.1

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

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

All Students

#### Strategy/Activity

Developing and sustaining Student/Adult agency to engage in mindsets and behaviors that produce healthy learning environments. This goal focuses on building a culture where high levels of learning can take place. Madison will continue to emphasize internalizing a positive, respectful, responsible, and safe culture- with strong student self-efficacy and a growth mindset. The school will utilize restorative circles embedding SEL and Mental Health tools into the circles to build a positive community. Culture and climate will continue to be the focus building it into the master schedule/utilizing systems and incentives. College Houses/teams/themes will build grade-level relational capacity/strong core values/a sense of belonging/personal resilience/student voice. The morning formation/announcement will focus on character traits/mindfulness, acknowledgments of kindness, bonding for teachers, House traits, and the school pledge. Student goal setting for will and skill, learning vision for the agency, personal "Why", advocacy, and relational capacity/AVID are the focus. Growth mindset 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. A culture and climate audit will be conducted. PBIS Lead teacher will develop a plan of action to focus on discipline/attendance/ PBIS Leadership Team/AVID College and Career Agency Goals/PBIS horizontal collaboration with exemplary school - The team will develop Positive Behavior Interventions and Supports (PBIS) school-wide plan for Tier 1, Tier 2, and Tier 3 behaviors. PBIS Rewards will be used to align points with Expected Schoolwide Learning Expectations Results (ESLERS) 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, resilience, healthy self-esteem, and a growth mindset. Teacher Additional Comp for Trainings/meetings \$2,265 Student agency is facilitated through the PLUS, Student Council/Leadership Team. The following college and career materials will provide students with relevant information to understanding the complex career development process; 43 classroom University flags, 43 PBIS Welcome mats, 800 "Madison students are college and career ready" t-shirts sizes with broad ranges, and University gear (lanyards, decals, water bottles, pennants, flags, etc., for classrooms, hallways, and students. PBIS District Funds 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 the leadership team to build capacity to strategically transform culture. Pre-planning a retreat will focus on backward mapping restorative and 2nd Step curriculum. PBIS/PAWs: Provide tier 3 intervention through a running club that focuses on proactive discipline and morning routines. PE Agency/FIT Factory Institute of Training will work to train students during lunchtime to demonstrate a positive, respectful, responsible, and safe attitude during unstructured safe play. Title I \$15,000 Differentiated Assistance - This goal supports deeper levels of connectivity for subgroups with extreme learning gaps. Differentiated Assistance - Subgroup targeted intervention for African-Americans, ELs, and SPED - Mentoring for identity work with personal self-efficacy and affirmations will be the focus in efforts to build the student's "will and confidence" to navigate their academic pathway. This strategy will provide struggling students with equitable access to the curriculum. Mentoring programs such as King Makers and AAAWLC will target 20 boys and 20 girls for wrap-around culturally responsive services. Title I \$12,000

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$15,000	50643 - Title I



\$12,000	50643 - Title I
\$2,265	23030 - LCFF (Site)

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

## Strategy/Activity 2.1.2

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

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

### Strategy/Activity

Classified Agency Support Staff Training: Classified support staff will be provided training on the implementation of the PBIS school incentives and interventions and restorative circles. 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. Classified Additional Comp LCFF \$2000 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 role models 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 a change. Students and teachers will participate in the BLOCK Conference, NAACP Delta College Conference, and training offered at UOP. Student Council and AVID leadership will also work to provide student support during unstructured time.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2,000	23030 - LCFF (Site)

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

## Strategy/Activity 2.1.3

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

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

All Students

### Strategy/Activity

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/or school safety goals this year. The School Counselor Program will focus on decreasing the chronic absenteeism rate. 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. Afterschool training will be provided to the staff during parent meetings Counselors additional comp \$2000 Title I Parent Funds Parent Liaison or Community Assist will support bridging communication between site and parents, parental wrap-around services, targeted tier 1, 2, and 3 activities for chronic absenteeism - Title I \$43,242 or \$27250 If this position is unfilled the funds will be used to attend the PBIS conference or Counselor California Association School Counselors (CASC) Conference 2022 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, and self-efficacy. counselors will give a minimum of 9 Intentional School Counselor Classroom Lessons by the end of April 2022 to all K-8 students. Conferences teachers and support staff will participate in the following professional developments American School Counselor Association (ASCA) 2023 to discover best practices, resources and evidence-based materials for our school, and PBIS Rewards Program virtual training session and summer conference to further support leadership, strengthen relationships and implement PBIS in our school. We plan to participate in the following professional development based on annual student outcome goals and our School Counselor's Professional Standards and Competencies and self-assessment. Counselors will facilitate and build capacity with antiracist equity work and suggested training through participation in California Association School Counselors (CASC) Conference 2022 Social-Emotional Learning and Support: School Counselors will implement PBIS rewards to encourage positive relationships and cultural climate through monthly pizza parties for perfect attendance, weekly positive behavior, and attendance raffles ( sensory manipulatives; stress balls, sand trays, Legos, Huberman Spears breathing tools, kick bands, footballs, basketballs, glitter bottles tool making kits -jars, clear glue, fine glitter) in the cafeteria. Social-Emotional Learning and Support: Developing capacity for the site to understand how to proactively implement healing-centered approaches in their classrooms in collaboration with School Counselors and our School-Based Mental Health Clinician to continue developing a vision to support all students. Counselors, Mental Health clinicians, Admin, and Program specialists will participate in a book study

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$43,242	50643 - Title I
\$0	50643 - Title I
\$2,000	50647 - Title I - Parent

## Annual Review

**SPSA Year Reviewed: 2022-2023** 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.

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

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



## LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

## Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal) By June 2024, Madison will increase the number of parents attending orientations, Back to School Night, Parent Coffees, and Parent Conferences by 50 parents. Parent Liaison position is being added to support parent involvement and empowerment to foster students' success with greater connectivity. By June of 2024, Madison will increase their partnership with community organizations, and Improve parent attendance at Parent Conferences 3 times a year in conjunction with Literacy and Math Night By June 2024, 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 2024, double the number of parents attending parent meetings via Honor Roll assemblies, Mandatory Parent 8th, 5th, 6th, and 3rd, parent/teacher conferences, orientation, back to school night, open house, 2 literacy nights - Fairytale/Film Festival, Harvest Carnival, Spring Carnival, and Turkey Trot. All events will have a language translation person upon entry available for support - ELAC recommendation. Madison will build/maintain community relationships with UOP, Stockton Scholars, Community Foundation of San Joaquin, Madison Park governing Board/Western League and local businesses /Amazon High school alignment with Chavez Music drumming program, Lutheran Church - Comfort Dogs, AAAWLC Parent Empowerment and Restorative Circles \$1000

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance for Back to School Night	200	300
Attendance for Parent Conferences	250	350

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

### Strategy/Activity 3.1.1

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

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

#### Strategy/Activity

Parent Agency will be guided by the work of Dr. Karn Mapp on parent and family engagement in education. Parent Conferences/Back to School Night - 3 times a year in conjunction with Literacy and Math Night: Provide parents with support and resources that empower 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 with 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/Cafe 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, and 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. Translation needs to be available at all events. Parent Meetings (Object Code 43400): \$700 - Title I - 50647 Classified Staff Additional Comp Calculations: 2 Counselors x 6 hours x \$60 rate of pay = \$1,399 Student Game Room - Parents will work to facilitate games and develop game room options during recess. 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 Training: 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 sent to the 2021-2022 California Association for Bilingual Education CABC 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):

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$700	50647 - Title I - Parent

\$0	23030 - LCFF (Site)
\$1,399	50647 - Title I - Parent
\$0	50647 - Title I - Parent

# Annual Review

**SPSA Year Reviewed: 2022-2023** 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.

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

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

# 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	\$248,534.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$419,894.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$237,172.00
50647 - Title I - Parent	\$4,099.00
50643 - Title I Salary Contingency	\$7,263.00

Subtotal of additional federal funds included for this school: \$248,534.00

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 (\$)
23030 - LCFF (Site)	\$162,518.00
23030 - LCFF Salary Contingency	\$8,842.00

Subtotal of state or local funds included for this school: \$171,360.00

Total of federal, state, and/or local funds for this school: \$419,894.00

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Karen Caligiuri	Leadership Team
Jeimy Chijate	ELAC
Nancy Maring	AVID Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. This SPSA was adopted by the SSC at a public meeting on 05/25/2023.

Attested:

Principal, Felicia Bailey-Carr on 05/25/2023

SSC Chairperson, Brittany Houston on 05/25/2023

# Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

## A

Acronym	Description
AB	Assembly Bill
ACE	<a href="#">American Council on Education</a> (Outside CDE Source)
ACSA	<a href="#">Association of California School Administrators</a> (Outside CDE Source)
ACT	<a href="#">American College Testing</a> (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	<a href="#">Audits and Investigations Division</a> – CDE
AIECE	<a href="#">American Indian Early Childhood Education</a>
AMARD	<a href="#">Analysis, Measurement, and Accountability Reporting Division</a> – CDE
AP	<a href="#">Advanced Placement</a>
API	<a href="#">Academic Performance Index</a>
ARP	<a href="#">American Rescue Plan Act of 2021 (Stimulus 3)</a>
APR	<a href="#">Accountability Progress Reporting</a>
ATSI	<a href="#">Additional Targeted Support and Improvement</a>
AVID	<a href="#">Advancement Via Individual Determination</a>

## B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

## C

Acronym	Description
CAASFEP	<a href="#">California Association of Administrators of State and Federal Education Programs</a> (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	<a href="#">California Association of Bilingual Education</a> (Outside CDE Source)
CALPADS	<a href="#">California Longitudinal Pupil Achievement Data System</a>
CalSTRS	<a href="#">California State Teachers' Retirement System</a> (Outside CDE Source)
CalWORKS	<a href="#">California Work Opportunity and Responsibility to Kids</a>

CARES	<a href="#">Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)</a>
CARS	<a href="#">Consolidated Application and Reporting System</a>
CASBO	<a href="#">California Association of School Business Officials</a> (Outside CDE Source)
CBEDS	<a href="#">California Basic Educational Data System</a>
CBEST	<a href="#">California Basic Educational Skills Test</a> (Outside CDE Source)
CCC	<a href="#">California Community Colleges</a> (Outside CDE Source)
CCCCO	<a href="#">California Community Colleges Chancellor's Office</a> (Outside CDE Source)
CCEE	<a href="#">California Collaborative for Educational Excellence</a> (Outside CDE Source)
CCI	<a href="#">College/Career Indicator</a>
CCR	<a href="#">California Code of Regulations</a>
CCSESA	<a href="#">California County Superintendents Educational Services Association</a> (Outside CDE Source)
CCSS	<a href="#">Common Core State Standards</a>
CCSSO	<a href="#">Council of Chief State School Officers</a> (Outside CDE Source)
CCTD	<a href="#">Career and College Transition Division</a> – CDE
CDC	<a href="#">Centers for Disease Control and Prevention</a> (Outside CDE Source)
CDE	<a href="#">California Department of Education</a>
CDS Code	<a href="#">County/District/School Code</a>
CEI	<a href="#">Community Engagement Initiative</a> (Outside CDE Source)
CFIRD	<a href="#">Curriculum Frameworks, and Instructional Resources Division</a> – CDE
CFR	<a href="#">Code of Federal Regulations</a> (Outside CDE Source)
CFT	<a href="#">California Federation of Teachers</a> (Outside CDE Source)
CHKRC	<a href="#">California Healthy Kids Resource Center</a> (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	<a href="#">California High School Proficiency Examination</a>
CLAD	<a href="#">Crosscultural, Language, and Academic Development</a> (Outside CDE Source)
CMD	<a href="#">Clearinghouse for Multilingual Documents</a>
CMT	<a href="#">California Department of Education Monitoring Tool</a>

CNIPS	<a href="#">Child Nutrition Information Payment System</a>
COE	County Office of Education
CPS	Child Protection Services
CSB	<a href="#">California School for the Blind</a>
CSBA	<a href="#">California School Boards Association</a> (Outside CDE Source)
CSEA	<a href="#">California State Employees Association</a> (Outside CDE Source)
CSI	<a href="#">Comprehensive Support and Improvement</a>
21CSLA	<a href="#">21st Century California School Leadership Academy</a>
CSU	<a href="#">California State University</a> (Outside CDE Source)
CTA	<a href="#">California Teachers Association</a> (Outside CDE Source)
CTC	<a href="#">Commission on Teacher Credentialing</a> (Outside CDE Source)
CTE	<a href="#">Career Technical Education</a>
CYA	<a href="#">California Youth Authority</a> (Outside CDE Source)

## D

Acronym	Description
Dashboard	<a href="#">California School Dashboard</a>
DASS	<a href="#">Dashboard Alternative School Status</a>
DHCS	<a href="#">Department of Health Care Services</a>
DOF	<a href="#">Department of Finance</a> (Outside CDE Source)
DOL	<a href="#">U.S. Department of Labor</a> (Outside CDE Source)
DSS	<a href="#">Department of Social Services</a> (Outside CDE Source)

## E

Acronym	Description
EANS	<a href="#">Emergency Assistance to Non-public schools</a>
EC	<a href="#">Education Code</a> (Outside CDE Source)
ED	<a href="#">U.S. Department of Education</a> (Outside CDE Source)
EDGAR	<a href="#">Education Department General Administrative Regulations</a> (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	<a href="#">Educator Excellence and Equity Division</a> – CDE
EL	<a href="#">English learner</a>

ELA	English-language Arts
ELCD	<a href="#">Early Learning and Care Division</a> – CDE
ELD	<a href="#">Expanded Learning Division</a> – CDE
ELPAC	<a href="#">English Language Proficiency Assessments for California</a>
ELPI	<a href="#">English Learner Progress Indicator</a>
EL Roadmap	<a href="#">English Learner Roadmap Policy</a>
ELSB	<a href="#">Early Literacy Support Block</a>
ELSD	<a href="#">English Learner Support Division</a> – CDE
ESEA	<a href="#">Elementary and Secondary Education Act of 1965</a> (Outside CDE Source)
ESSA	<a href="#">Every Student Succeeds Act</a>
ESSER	<a href="#">Elementary and Secondary School Emergency Relief Fund</a>
ETS	<a href="#">Educational Testing Service</a> (Outside CDE Source)
EWIG	<a href="#">Educator Workforce Investment Grant</a>

## F

Acronym	Description
FASD	<a href="#">Fiscal and Administrative Services Division</a>
FM	Fiscal Monitoring
FPM	<a href="#">Federal Program Monitoring</a>
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	<a href="#">Foster Youth Services</a>

## G

Acronym	Description
GAD	<a href="#">Government Affairs Division</a> – CDE
GATE	<a href="#">Gifted and Talented Education</a>
GED	<a href="#">General Educational Development Test</a>



GEER	<a href="#">Governor's Emergency Education Relief Fund</a>
GL	General Ledger
GMART	<a href="#">Grant Management and Reporting Tool</a>
GPA	Grade Point Average

## H

Acronym	Description
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## I

Acronym	Description
IB	International Baccalaureate
IDEA	<a href="#">Individuals with Disabilities Education Act</a> (Outside CDE Source)
IEP	Individualized Education Program
IS	<a href="#">Independent Study</a>
ISSPO	Integrated Student Support and Programs Office

## J

Acronym	Description
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## K

Acronym	Description
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## L

Acronym	Description
LAC	<a href="#">Legal, Audits, and Compliance Branch</a>
LASSO	<a href="#">Local Agency Systems Support Office</a>
LCAP	<a href="#">Local Control and Accountability Plan</a>
LCFF	<a href="#">Local Control Funding Formula</a>
LEA	Local Educational Agency
LTEL	Long-term English Learner

## M

Acronym	Description
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MSD	<a href="#">Multilingual Support Division</a> – CDE
MTSS	<a href="#">Multi-tiered System of Support</a> (Outside CDE Source)

## N

Acronym	Description
NBCT	<a href="#">National Board Certified Teacher</a>
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	<a href="#">National Education Association</a> (Outside CDE Source)
NGSS	<a href="#">Next Generation Science Standards</a> (Outside CDE Source)
NPS	Non-Public School
NSBA	<a href="#">National School Boards Association</a> (Outside CDE Source)
NSD	<a href="#">Nutrition Services Division</a> – CDE

## O

Acronym	Description
OMB	Office of the Management and Budget
OSE	<a href="#">Office of the Secretary of Education</a> (Outside CDE Source)
OSHA	<a href="#">Occupational Safety and Health Administration</a> (Outside CDE Source)

## P

Acronym	Description
PCA	Program Cost Account
PFT	<a href="#">Physical Fitness Testing</a>
PSAT	<a href="#">Preliminary Scholastic Achievement Test</a> (Outside CDE Source)
PTA	<a href="#">Parent Teacher Association (State)</a> (Outside CDE Source)

## Q

Acronym	Description
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## R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	<a href="#">Regional Occupational Centers and Programs</a>
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## S

Acronym	Description
SACS	<a href="#">Standardized Account Code Structure</a>
S and C Funds	Supplemental and Concentration Funds
SARB	<a href="#">School Attendance Review Board</a>
SARC	School Accountability Report Card
SASD	<a href="#">Student Achievement and Support Division</a> – CDE
SAT	<a href="#">Scholastic Achievement Test</a>
SB	Senate Bill
SBE	<a href="#">State Board of Education</a>
SBP	<a href="#">School Breakfast Program</a>
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	<a href="#">Special Education Division</a> – CDE
SELPA	<a href="#">Special Education Local Plan Area</a>
SELPA Content Leads	SELPA Content Leads <a href="https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp">https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp</a>
SES	<a href="#">Supplemental Educational Services</a> (Outside CDE Source)
SFSD	<a href="#">School Fiscal Services Division</a>
SIG	<a href="#">School Improvement Grant</a>
SIL	<a href="#">SELPA Systems Improvement Leads</a> (Outside CDE Source)
SNP	<a href="#">School Nutrition Program</a>
SnS	<a href="#">Supplement not Supplant</a>
SpED	Special Education
SPSA	<a href="#">School-Plan for Student Achievement</a>
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	<a href="#">Statewide Student Identifier</a>
SSO	<a href="#">(Statewide) System of School Support</a>
SSPI	<a href="#">State Superintendent of Public Instruction</a>
SSSSD	<a href="#">State Special Schools and Services Division</a>
STAR	<a href="#">Standardized Testing and Reporting Program</a>
STEM	<a href="#">Science, Technology, Engineering, and Mathematics</a>
SWD	Students with Disabilities
SWP	<a href="#">Schoolwide programs</a>

## T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	<a href="#">Technical Assistance</a>
TAS	<a href="#">Targeted School Assistance</a>
TSD	<a href="#">Technology Services Division</a>
TSI	<a href="#">Targeted Support and Improvement</a>
TUPE	<a href="#">Tobacco-Use Prevention Education</a>

## U

Acronym	Description
UC	<a href="#">University of California</a> (Outside CDE Source)
UCOP	<a href="#">University of California Office of the President</a> (Outside CDE Source)
UCP	<a href="#">Uniform Complaint Procedures</a>
UGG	Uniform Grant Guidance
USDA	<a href="#">U.S. Department of Agriculture</a> (Outside CDE Source)

## V

Acronym	Description
VAPA	<a href="#">Visual and Performing Arts</a>

## W

Acronym	Description
WASC	<a href="#">Western Association of Schools and Colleges</a> (Outside CDE Source)
WestEd	<a href="#">WestEd</a> (Outside CDE Source)
WIC	<a href="#">Women, Infants, and Children</a> (Outside CDE Source)

## X, Y, Z

Acronym	Description
YRE	<a href="#">Year-round Education</a>

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