

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Madison Elementary	37-67991-6037691	May 16, 2019	July 30, 2019

Purpose and Description

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

Schoolwide Program

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.

The overall academic performance of students at Madison Elementary is at the orange level for both English language arts and mathematics identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers Madison will assess student reading levels at the beginning, middle, and end of the school year. This will provide all instructors data on student reading levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year.

To meet the English language arts needs of all students across the curriculum Madison will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum. Teachers will implement visible learning strategies, focus on language acquisition and literacy development in all content areas, and effectively use of technology to enhance instruction. Teachers will be offered high quality professional development and technology to ensure learning activities are rigorous and appropriately aligned to CCSS. Lessons will be engaging and will support student learning and growth. A school wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for the World of Work.

Madison shall commit to a team based approach to learning for our students. Teacher teams allow for staff to more effectively meet the dynamic academic, social, and emotional needs of students by creating consistency throughout their academic day. They foster the development of deep and meaningful relationships between staff, students, and families while creating consistency in expectations for students both academically and socially across classrooms. Madison's six student

sub groups will have access to targeted intervention to support their academic progress in the area of mathematics and English language arts.

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on May 16, 2019 was the accumulating input meeting for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on May 16, 2019 was the accumulating input meeting when the SPSA was approved.

The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain "actions" that show student growth

B. We refine an "action" that shows minimal growth, but progress

C. We eliminate an "action" and replace it with a different way of approaching the need

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. A Title I meeting: This meeting was held on September 13, 2018 and information was shared with SSC as they developed and approved the SPSA.

This meeting is held to provide a focus of overall academic and social-emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	0.16%	0.17%		1	1
African American	7.6%	6.94%	7.67%	48	43	46
Asian	1.9%	3.87%	3.67%	12	24	22
Filipino	1.3%	1.13%	0.67%	8	7	4
Hispanic/Latino	34.2%	34.52%	31.33%	217	214	188
Pacific Islander	1.6%	0.97%	1.83%	10	6	11
White	38.9%	40.00%	43.17%	247	248	259
Multiple/No Response	11.2%	8.23%	6.83%	71	51	41
Total Enrollment				635	620	600

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	109	105	123
Grade 1	95	103	84
Grade 2	107	92	96
Grade3	93	109	91
Grade 4	106	103	105
Grade 5	125	108	101
Total Enrollment	635	620	600

Conclusions based on this data:

1. We are showing a decrease in enrollment in grades 1 and 2. It is important to determine why we are not retaining students at Madison in those grade levels.
2. We have had a slight drop in our Hispanic population at 2.87% and a rise in our white population at 4.27% over the last three years.
3. A slight decline in enrollment at Madison has occurred over three years with a decrease of 35 students overall.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	221	240	230	34.8%	38.7%	38.3%
Fluent English Proficient (FEP)	33	33	34	5.2%	5.3%	5.7%
Reclassified Fluent English Proficient (RFEP)	35	38	19	14.6%	17.2%	7.9%

Conclusions based on this data:

1. The English Learner population is remaining somewhat consistent each year only dropping 10 students from the previous year.
2. The number of students reclassified as Fluent English Proficient has decreased from 38 last year to 19 this year.
3. Madison needs to be more consistent school wide with designated ELD to support our English Learners. There is a significant drop in the number of reclassifications from 2016 to 2019.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	100		95	97		93	97		93	97		97.9
Grade 4	102		99	98		97	98		97	96.1		98
Grade 5	134		99	130		95	130		95	97		96
All Grades	336		293	325		285	325		285	96.7		97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2399.		2384.	12.37		11.83	18.56		20.43	31.96		27.96	37.11		39.78
Grade 4	2446.		2446.	19.39		22.68	21.43		13.40	24.49		26.80	34.69		37.11
Grade 5	2488.		2507.	18.46		27.37	26.92		25.26	21.54		18.95	33.08		28.42
All Grades	N/A	N/A	N/A	16.92		20.70	22.77		19.65	25.54		24.56	34.77		35.09

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	14.43		12.90	42.27		41.94	43.30		45.16	
Grade 4	21.43		17.53	44.90		50.52	33.67		31.96	
Grade 5	16.15		25.26	51.54		44.21	32.31		30.53	
All Grades	17.23		18.60	46.77		45.61	36.00		35.79	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.46		9.68	47.42		53.76	37.11		36.56
Grade 4	19.39		19.79	53.06		41.67	27.55		38.54
Grade 5	28.46		30.85	43.08		45.74	28.46		23.40
All Grades	21.85		20.14	47.38		47.00	30.77		32.86

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.40		11.83	63.92		60.22	22.68		27.96
Grade 4	15.31		16.49	57.14		64.95	27.55		18.56
Grade 5	12.31		22.11	63.85		56.84	23.85		21.05
All Grades	13.54		16.84	61.85		60.70	24.62		22.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.37		16.13	57.73		45.16	29.90		38.71
Grade 4	20.41		15.46	48.98		50.52	30.61		34.02
Grade 5	25.38		29.47	46.92		43.16	27.69		27.37
All Grades	20.00		20.35	50.77		46.32	29.23		33.33

Conclusions based on this data:

1. About 40% of Madison's students either met or exceeded standards in English language arts.
2. Grades 5 made huge gains in the percent of students Above Standard in Reading and Writing. Grade 3 and 4 also made gains in the percent of students Above Standard in Research/Inquiry.
3. Grades 3 and 4 made gains in the percent of students At or Near Standard in Writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	100		94	99		94	99		94	99		100
Grade 4	102		98	100		96	100		96	98		98
Grade 5	134		99	132		97	132		97	98.5		98
All Grades	336		291	331		287	331		287	98.5		98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2408.		2392.	10.10		5.32	29.29		24.47	25.25		26.60	35.35		43.62
Grade 4	2454.		2447.	11.00		13.54	35.00		17.71	24.00		36.46	30.00		32.29
Grade 5	2493.		2499.	20.45		26.80	20.45		18.56	25.00		23.71	34.09		30.93
All Grades	N/A	N/A	N/A	14.50		15.33	27.49		20.21	24.77		28.92	33.23		35.54

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	22.22		17.02	33.33		35.11	44.44		47.87	
Grade 4	29.00		19.79	29.00		32.29	42.00		47.92	
Grade 5	26.52		29.90	34.09		31.96	39.39		38.14	
All Grades	25.98		22.30	32.33		33.10	41.69		44.60	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.20		10.64	50.51		44.68	29.29		44.68
Grade 4	17.00		14.58	42.00		45.83	41.00		39.58
Grade 5	15.15		24.74	43.94		36.08	40.91		39.18
All Grades	17.22		16.72	45.32		42.16	37.46		41.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.16		12.77	48.48		41.49	35.35		45.74
Grade 4	20.00		19.79	42.00		44.79	38.00		35.42
Grade 5	20.45		20.62	37.88		47.42	41.67		31.96
All Grades	19.03		17.77	42.30		44.60	38.67		37.63

Conclusions based on this data:

1. About 42% of our students met or exceeded standards in mathematics. This represents a 9 percent increase from the previous year.
2. Again, the percent of students scoring in the "Standard Exceeded" category increased at all grade levels. Students at all three grade levels improved with Problem Solving/Modeling/Data Analysis.
3. In looking at the data over the past 3 years, our next focus will be on concepts and procedures with 41.9% of students below standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1393.2		1407.9		1359.0		41	
Grade 1	1430.8		1421.3		1439.8		52	
Grade 2	1469.2		1468.1		1469.7		35	
Grade 3	1466.6		1458.4		1474.3		46	
Grade 4	1482.7		1488.6		1476.3		23	
Grade 5	1465.9		1450.1		1481.2		38	
All Grades							235	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		29.27		*		26.83		41	
1	36.54		25.00		*		26.92		52	
2	*		45.71		*		*		35	
3	*		41.30		*		34.78		46	
5	*		34.21		*		*		38	
All Grades	22.13		34.04		17.87		25.96		235	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	29.27		26.83		*		*		41	
1	44.23		25.00		*		25.00		52	
2	48.57		31.43		*		*		35	
3	26.09		36.96		*		28.26		46	
5	*		31.58		*		*		38	
All Grades	34.89		30.64		13.19		21.28		235	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		*		29.27		41.46		41	
1	32.69		25.00		*		34.62		52	
2	*		48.57		*		*		35	
3	*		34.78		*		47.83		46	
4	*		*		*		56.52		23	
5	*		34.21		*		28.95		38	
All Grades	15.74		28.94		17.02		38.30		235	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	51.22		31.71		*		41	
1	61.54		*		23.08		52	
2	57.14		37.14		*		35	
3	36.96		43.48		*		46	
4	*		73.91		*		23	
5	28.95		44.74		*		38	
All Grades	45.11		37.45		17.45		235	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		46.34		29.27		41	
1	36.54		36.54		26.92		52	
2	45.71		42.86		*		35	
3	28.26		45.65		26.09		46	
4	47.83		*		*		23	
5	42.11		34.21		*		38	
All Grades	36.17		40.85		22.98		235	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		51.22		34.15		41	
1	40.38		28.85		30.77		52	
2	*		48.57		*		35	
3	*		41.30		52.17		46	
4	*		*		52.17		23	
5	*		52.63		31.58		38	
All Grades	19.57		43.40		37.02		235	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.71		26.83		41.46		41	
1	40.38		30.77		28.85		52	
2	*		65.71		*		35	
3	*		39.13		41.30		46	
4	*		52.17		*		23	
5	31.58		44.74		*		38	
All Grades	26.81		41.28		31.91		235	






Conclusions based on this data:

1. Our English Learners scored higher in the speaking and listening domains compared to the reading and writing domains.
2. Our English learner population have the lowest performance level in the area of reading with 31.58% at the beginning level.
3. There are more third graders scoring in the begging levels across the bands than any other grade level.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. We scored higher in mathematics than in reading.
2. We continue to have concerns regarding our chronic absenteeism.
3. Our suspension rate falls within the green band.

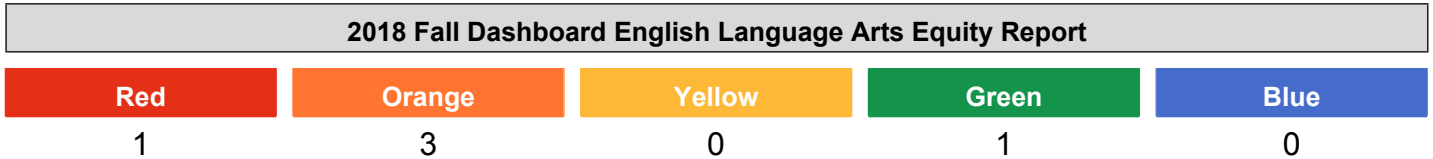
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 21 points below standard Declined -3.7 points 280 students	<p>English Learners</p>  Orange 39.9 points below standard Declined -5.9 points 127 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	<p>Socioeconomically Disadvantaged</p>  Orange 36.2 points below standard Declined -18.9 points 208 students	<p>Students with Disabilities</p>  Red 110.9 points below standard Declined -8.6 points 43 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 48.7 points below standard Declined -4.6 points 19 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 40.2 points below standard Declined -15.5 points 104 students	 No Performance Color 57.5 points below standard Declined -59.8 points 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 3.2 points above standard Increased 14.5 points 116 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
78.8 points below standard Increased 14.4 points 86 students	41.9 points above standard Increased 3.2 points 41 students	6.2 points below standard Maintained -1.1 points 152 students

Conclusions based on this data:

1. Our English learner population is performing 39.9 points below standard, declining 5.9 points.
2. Our English only students, maintained their performance level although still 6.3 points below standard.
3. Students with disabilities is our lowest sub group at 110.9 points below standard and showing a decline of 8.6 points.

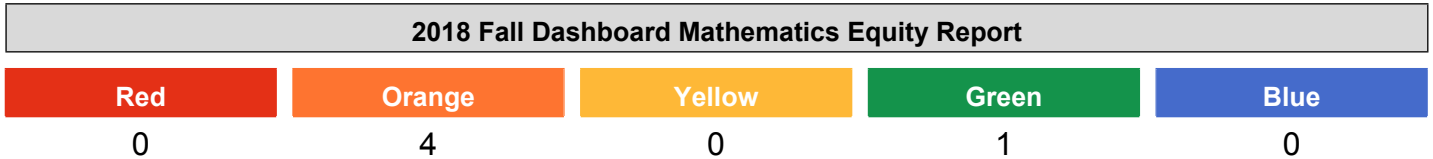
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 23.2 points below standard Maintained -1.6 points 280 students	<p>English Learners</p>  Orange 43.4 points below standard Declined -5.6 points 127 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	<p>Socioeconomically Disadvantaged</p>  Orange 39 points below standard Declined -17.5 points 208 students	<p>Students with Disabilities</p>  Orange 94.5 points below standard Declined -12.6 points 43 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 46.6 points below standard Declined -8.5 points 19 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 50.6 points below standard Declined -14.2 points 104 students	 No Performance Color 37.9 points below standard Declined -16.3 points 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 3.7 points above standard Increased 12.1 points 116 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
73 points below standard Increased 8.4 points 86 students	18.9 points above standard Increased 3.2 points 41 students	7.4 points below standard Maintained 2.2 points 152 students

Conclusions based on this data:

1. Our English learners and those who were reclassified as English Learners showed an increase in their performance levels in mathematics.
2. Our English only students maintained their performance level in mathematics.
3. The Hispanic subgroup had the largest decline at 14.2 points and 50.6 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
235	22.1%	34%	17.9%	26%

Conclusions based on this data:

1. We have 56% of our English learners scoring either in the well developed or moderately developed category compared to 44% scoring either somewhat or beginning.
2. We have students at risk of becoming long term English learners in the Moderately Developed band at 34%.
3. With our low reclassification rates we need to focus supports on students in the moderately developed band in order to move them into the well developed band.

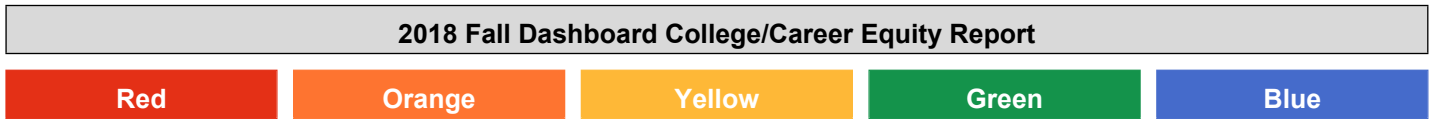
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

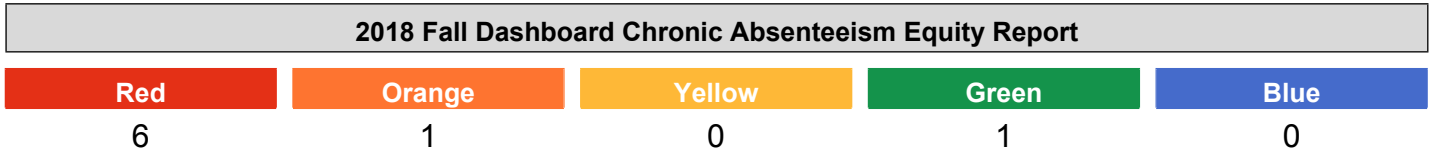
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 15.1% chronically absent Increased 2.3% 680 students	<p>English Learners</p>  Orange 11.5% chronically absent Increased 1.9% 261 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
<p>Homeless</p>  Red 50% chronically absent Increased 7.7% 62 students	<p>Socioeconomically Disadvantaged</p>  Red 17.7% chronically absent Increased 4.9% 531 students	<p>Students with Disabilities</p>  Red 28.8% chronically absent Increased 10.5% 104 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 24.5% chronically absent Increased 0.5% 49 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 9.1% chronically absent Increased 1.9% 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 17.5% chronically absent Increased 6.9% 234 students	 Red 22.6% chronically absent Increased 1.5% 84 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 Green 9.2% chronically absent Declined 0.7% 273 students

Conclusions based on this data:

1. We are seeing an increase in our students who are chronically absent across all subgroups, other than the white subgroup.
2. 24.5% of 49 African American students are chronically absent which is an increase of .5% from the previous year.
3. The Hispanic subgroup had an increase in chronic absences by 6.9% in which 17.5% of 234 students are chronically absent.

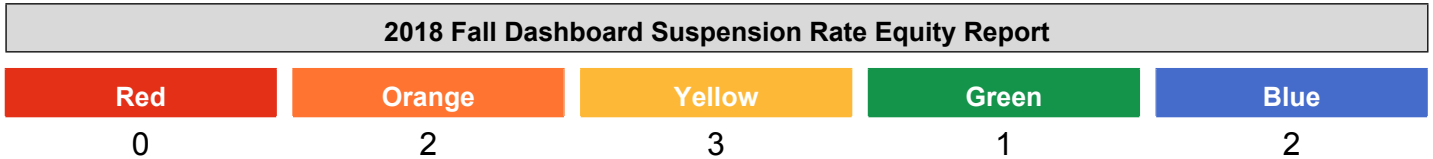
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 1% suspended at least once Maintained -0.1% 717 students	<p>English Learners</p>  Yellow 0.7% suspended at least once Increased 0.4% 270 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 8 students
<p>Homeless</p>  Orange 1.3% suspended at least once Increased 1.3% 76 students	<p>Socioeconomically Disadvantaged</p>  Yellow 1.1% suspended at least once Maintained -0.1% 563 students	<p>Students with Disabilities</p>  Orange 2.8% suspended at least once Increased 1% 109 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least once Declined -1.9% 51 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0% suspended at least once Maintained 0% 24 students	 No Performance Color Less than 11 Students - Data 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.4% suspended at least once Maintained 0% 248 students	 Green 1.1% suspended at least once Declined -0.7% 94 students	 No Performance Color 0% suspended at least once Maintained 0% 13 students	 Yellow 1.4% suspended at least once Maintained 0% 279 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.6% suspended at least once	1.1% suspended at least once	1% suspended at least once

Conclusions based on this data:

1. Madison's suspension rate at 1% has remained somewhat consistent over the the last three years.
2. There was an increase of 1.3% in suspensions among our homeless subgroup.
3. 2.8% of students with disabilities were suspended at least once, with an increase of 1%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Access to, and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

Goal 1

Teacher collaboration, professional development, technology, and other key resources will provide all Madison students with access to high-quality teachers and a broad range of educational programs to pursue areas of interest as they prepare for college and career success. Students will be provided personalized instruction in Core Academic areas to target each student's needs. Madison students will be provided career exploration, exposure and Social and Emotional lessons through the World of Work and Sanford Harmony programs. Madison will reinforce PBIS to support the needs of all students in relation to the positive climate of the school.

Identified Need

Based on the data, our students are performing below standard in the orange performance group in both English language arts and mathematics. This deficit requires the school site to invest in continued professional development and educational programs to help improve student performance. In order to better met the needs of our students Reading intervention will be provided for all students in grades K-5 who are significantly below grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard data College and Career Readiness - Observation of World of Work activities	75% of students participated in World of Work activities	100% of students will participate in at least one World of Work unit this year
Principal observations and classroom walkthroughs	Principal spent approximately 5 hours a week in classrooms observing teacher practice and providing feedback	Principal will spend 7 hours a week in classrooms observing teacher practice and providing feedback
Annual Review of: Professional learning opportunities Observation of professional development specific to EL's	Twenty teachers attended and were certified in GLAD training this year 80% of teachers had confirmed designated ELD time in their schedules	All teachers will be certified and GLAD trained by the end of the 19-20 school year. There will be a focus on reading within ELA for all students with specific target

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Designated ELD classroom schedules		<p>goals for our EL and students with disabilities subgroups in order to move these groups up to the next performance color and to reclassify our students at risk of becoming long term English learners.</p> <p>100% of EL students will receive designated ELD instruction 30 minutes a day</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental materials will be purchased as needed to support personalized access to the Common Core and Next Generation Science Standards, to include books and science supplies.

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)

3,000

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Additional Hourly

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development
A. Provide personalized PD opportunities for all staff throughout the year. Such as Winter & spring academies, after-school collaboration time, badging, etc.
B. Travel and conference fees to attend professional development opportunities involving Common Core standards, 21st-century skills, Next Generation Science Standards, technology, project-based learning, effective instruction, and/or supporting English learners.

Teachers and principal will collaborate to design lessons to provide personalized access to all California state standards in a project-based/problem-based format. All units will provide students with opportunities to practice the 21st-century skills of collaboration, critical and creative thinking, communication, and contribution. Units will be measured by project-specific matrices.

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)
18,985	Title I PD 1000-1999: Certificated Personnel Salaries Certificated Additional Hourly
2,000	Title I PD 5000-5999: Services And Other Operating Expenditures Travel and Conference

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will have access to adaptive, online learning tools for language arts and math to provide increased personalization for their learning

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)
6,925	Title I 5000-5999: Services And Other Operating Expenditures Software

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

Promote a positive school climate at Madison and offer programs and personnel that promote health and wellness. By June 2020, Madison will implement a Multi-Tiered System of Support that includes a social-emotional learning program to promote developing happy students, engaged in healthy relationships. All students will receive daily 15-30 minute Sanford Harmony Lessons in the classroom as measured by the school counselor. All students who are considered chronically absent will receive support with a counselor.

Identified Need

Based on the status of our students, 76.5 % considered socio-economically disadvantaged, Madison needs to decrease the chronic absenteeism rate, especially among all subgroups. A school-wide behavioral strategy and a solid PBIS plan with multi-tiered systems of support needs to be implemented.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 94.81%	Attendance Goal: 95% or above
SI&A Report: Chronic Absenteeism Rate, State 9% CA Dashboard	2017-2018: 10.56% 2017-2018: All students: Increased 2.3% Overall 15.1% Orange English Learners: Orange Low Income: Red SWD: Red Hispanic: Red White: Green Two or More Races: Red African American: Red	Decrease chronic absenteeism overall by 5% for all subgroups.
Dashboard: Suspension Rate 2016-2017: All students: 1.1% Orange	2017-2018: All students: Maintained -0.1% Overall 1% Green	Maintain or decrease a 1% suspension rate.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners: Green Low Income: Orange SWD: Orange Hispanic: Blue White: Blue African American: Orange	English Learners: Yellow Low Income: Yellow SWD: Orange Hispanic: Blue White: Yellow Two or More Races: Green African American: Blue	Decrease the suspension rate for students with disabilities in order to be in the yellow or green band.
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 3.92 Hope 4.00 Entrepreneurial 2.60 Career/Financial Literacy 2.82	Goal: Student Gallup Results Engagement 4.5 Hope 4.2 Entrepreneurial 2.7 Career/Financial Literacy 3
District Gallup Results: Q00 3.74	Staff Gallup Results: Q00 3.60	Staff Gallup Goal: 3.74

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Madison Elementary offers students a specialized Health and Wellness class once a week for 30 minutes to focus on breathing, stretching, yoga-like poses, healthy habits, and positive character traits.

Purchase additional equipment for students to practice skills during recess and lunch.

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)

39,000

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Health and Wellness Teacher Salary (.45 FTE)

650

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Additional Hourly

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to support students in building positive relationships with peers, lunchtime opportunities will be provided so students can participate in team building activities and cooperative play.

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)

15,000

Source(s)

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries
Classified: Additional Hourly

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Madison offers a School Counseling program for students in need of strategies and coping skills to help them be successful at school academically, socially, and emotionally.

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)

36,000

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Our counselor will work with small groups of students in areas like coping skills, friendship, goal setting, good decision making, etc.

300

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies & Materials

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Goal 3

With the support of a robust Response to Intervention model, informed through data analysis and augmented through the use of Support Teachers, all Madison students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies. All teachers implement evidence-based units of study that incorporate Common Core Standards and the World of Work curriculum. In order to support the meaningful application of a variety of skills, we will provide additional instructional supplies and materials that allow our students to close the achievement gap and apply knowledge in a variety of contexts. Madison will implement a strong reading instruction program. Students will receive push-in and pull-out reading intervention as data indicates is needed.

Identified Need

Teachers collect student academic data using the following assessment tools: Achieve 3000, Imagine Learning, GO! Math, ST Math, CAASPP and ELPAC data. Data show that our students need to grow in all subgroups in English language arts and math. We have a significant number of students not meeting proficiency in English language arts and mathematics. We need to include integrated ELD strategies into every subject throughout the day in order to move our EL's into the Moderately Developed stage and Well Developed stage on the ELPAC. We can do this by using guided language and acquisition strategies and dedicating 30 minutes a day to designated ELD for all English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pupil Achievement Statewide Assessments CA Dashboard	Statewide Assessments - CA Dashboard ELA Student Groups Scoring Red: Students with Disabilities Student Groups Scoring Orange: English Learners Socioeconomically Disadvantaged African American Hispanic White	Statewide Assessment -CA Dashboard ELA <ul style="list-style-type: none"> 10% of EL, African American Students, and Students with Disabilities will score in the Yellow performance level as indicated on the CA Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Math Student Groups Scoring Orange: English Learners Socioeconomically Disadvantaged White Hispanic	Math <ul style="list-style-type: none"> 10% of all students in all subgroups will increase in performance level to the next color band.
ELPAC	ELPAC: Beginning Stage 26% Somewhat Developed 17.9% Moderately Developed 34% Well Developed 22.1%	ELPAC: <ul style="list-style-type: none"> Students scoring in the Beginning Stage will drop from 26% to 23%. <p>5% of students in the Somewhat Developed stage will move to the Moderately Developed or Well Developed Stage.</p>
Reclassification Criteria	Reclassification: 17.2%	Reclassification: Reclassification rates will rise to 20% with at least 5% of Moderately Well Developed and Well Developed student reclassifying.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide an alternative intervention in language arts through an evidenced-based program for 4th and 5th-grade students who are performing two or more years below grade level.

Collaboration time to develop lessons that provide access for at-risk students

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)
28,000	Title I 1000-1999: Certificated Personnel Salaries 45% Support Teacher
500	Title I 1000-1999: Certificated Personnel Salaries Certificated Additional Hourly: Collaboration
2,900	Title I 5000-5999: Services And Other Operating Expenditures Contracts: Software
650	Title I 1000-1999: Certificated Personnel Salaries Additional Hourly

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide two, 45% Support Teachers to intervene with struggling readers, writers, and mathematicians in grades K through 5 and to provide smaller class size for ELD instruction.

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)
54,600	Title I 1000-1999: Certificated Personnel Salaries Certificated Salary (.45 FTE)
600	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplemental Supplies & Materials
2,600	Title I 1000-1999: Certificated Personnel Salaries Additional Hourly

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Classroom teachers will provide after-school tutorial for multiple sessions throughout the school year

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)

22,100

Title I

1000-1999: Certificated Personnel Salaries
Certificated Additional Hourly: Tutoring after school

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide translation in Farsi and Pashto when requested by parents to communicate student proficiency and progress toward mastering standards and developing college and career readiness for global competencies.

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)

800

Title I Parent Involvement

2000-2999: Classified Personnel Salaries
Classified Hourly: Translations and interpretations

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

Goal 4

Madison fosters a sense of shared community and decision making for parents and stakeholders. By the end of the 2019-2020 school year Madison will increase parent engagement by providing more opportunities for parents to be a part of the decision process and to allow them opportunities to share their opinions as will be evidenced through the Parent Needs Assessment, a 20% increase in the number of Parent University attendees, and 30% increase in liaison contacts.

Identified Need

Based on our data, we see a continued need to increase parents and families connectedness to school. We see a need to work with our chronically absent families as part of our Home Visits Program. Overall, our data shows that identifying best practices for Multi-Tiered Systems of Support that include Positive Behavior and Intervention Support are important goals in ensuring that all students are happy, healthy and on the path to gainful employment. Parents report they need more opportunities to understand what their child is learning at school so that they can assist them at home. Parent involvement is also understanding school-wide structures will increase creating more active engagement in their student's overall academic achievement at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Teacher Team Events	5 sessions with approximately 17 parents per session	Goal: 20 parents
Parent University Courses	___ Parent University Courses / ___ parents	Goal: 6 Parent University Courses / 90 parents
Home Visits	Number of home Visits: 1	Site Home Visit Goal: 50
School Site Council Meetings	Average Number of SSC Parents and staff at meetings: 9	SSC Attendance Goal: 10
English Learner Advisory Meetings	Average Number at ELAC meetings: 12	Goal for ELAC Attendance: 18

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 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

An ELAC meeting is hosted at Madison eight times a year to inform our work with English learners.

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)
400	Title I Parent Involvement 4000-4999: Books And Supplies Supplies and Materials
100	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Classified Additional Hourly

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Hire a part-time bilingual community liaison to support student achievement by improving family engagement at the site and helping parents learn how they can support their children's education at home. (Arabic/English)

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)
2,561	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Classified Salary & Benefits
5,962	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Classified Salary & Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent engagement materials and supplies for parent functions, Parent University

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)

2,000

Source(s)

Supplemental Concentration Funding
5700-5799: Transfers Of Direct Costs
Supplemental materials copied at Print Shop

1,000

Title I
5700-5799: Transfers Of Direct Costs
Supplemental materials copied at Print Shop

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Stuedents

Strategy/Activity

Madison will be providing a Parent University Program for 6 cohorts of parent groups, helping to build their understanding and ability to support their students in developing their literacy skills.

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)

8,500

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Certificated: Teacher Additional Hourly

300

Title I
4000-4999: Books And Supplies
Supplies and Materials

200

Title I
2000-2999: Classified Personnel Salaries
Classified Salary: Babysitting

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Madison will pay additional hourly for teachers and classified staff to conduct home visits as part of to promote positive home/school relationships.

Teachers and classified staff (interpreters) will visit families in their homes in teams of 2 to learn more about the student's strengths and the families desires for the student.

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)

1,000

Title I Parent Involvement
1000-1999: Certificated Personnel Salaries
Certificated : Additional Hourly

250

Title I Parent Involvement
2000-2999: Classified Personnel Salaries
Classified Hourly

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Madison Teachers will participate in Family Teacher Teams two times during the school year to promote home/school relationships and provide resources for parents of ways to help support their students.

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)

1,561

Title I Parent Involvement
4000-4999: Books And Supplies
Supplies and materials

1000

Title I Parent Involvement
2000-2999: Classified Personnel Salaries
Babysitting: Classified Hourly

800

Title I

2000-2999: Classified Personnel Salaries
Translators: Classified Hourly after school

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	\$153,021
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$260,244.00

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 (\$)
Title I	\$129,075.00
Title I Parent Involvement	\$7,672.00
Title I PD	\$20,985.00

Subtotal of additional federal funds included for this school: \$157,732.00

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 (\$)
Supplemental Concentration Funding	\$102,512.00

Subtotal of state or local funds included for this school: \$102,512.00

Total of federal, state, and/or local funds for this school: \$260,244.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Supplemental Concentration Funding	\$102,512	0.00
Title I	\$129,075	0.00
Title I PD	\$20,985	0.00

Expenditures by Funding Source

Funding Source	Amount
Supplemental Concentration Funding	102,512.00
Title I	129,075.00
Title I Parent Involvement	7,672.00
Title I PD	20,985.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	215,585.00
2000-2999: Classified Personnel Salaries	26,673.00
4000-4999: Books And Supplies	3,161.00
5000-5999: Services And Other Operating Expenditures	11,825.00
5700-5799: Transfers Of Direct Costs	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	78,650.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	20,962.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	900.00

5700-5799: Transfers Of Direct Costs	Supplemental Concentration Funding	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	116,950.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	300.00
5000-5999: Services And Other Operating Expenditures	Title I	9,825.00
5700-5799: Transfers Of Direct Costs	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	1,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	4,711.00
4000-4999: Books And Supplies	Title I Parent Involvement	1,961.00
1000-1999: Certificated Personnel Salaries	Title I PD	18,985.00
5000-5999: Services And Other Operating Expenditures	Title I PD	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,910.00
Goal 2	90,950.00
Goal 3	112,750.00
Goal 4	25,634.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Stephanie Dodds	Principal
Kristin Kershaw	Classroom Teacher
Colleen Vigil	Classroom Teacher
Sonja Rice	Classroom Teacher
Ashley Cheesbrough	Other School Staff
Denise Pollard	Parent or Community Member
Iola Dotts	Parent or Community Member
Misty Gilliland	Parent or Community Member
Crystal Shelton	Parent or Community Member
Ericka Snow	Parent or Community Member

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