



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 |
|--------------------------|-----------------------------------|--|---------------------------|
| James Madison Elementary | 20-65243-6023980 | 5/14/19 | 6/11/19 |

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.

District Mission Statement

We are deeply committed to: 1) the highest student achievement, 2) orderly learning environment, and 3) financially sound and effective organization.

District Vision Statement

Where the futures of children are driven by their aspirations, not bound by their circumstances.

School Name

James Madison Elementary

School Mission Statement

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities : 1, 2, 4,7,& 8

Math Assessments, ELA Assessment, K-3 Early Reading Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards

Local Priorities: 1. Math Assessments, ELA Assessment, K-3 Early Reading Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards
Identified Need: 1. Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

Goal 1

Statement of Goal: Equitable Access to Rigorous High-Level Programs

3-Year District Specific Goal: Madera Unified will obtain an ELA academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

Madera Unified will obtain an mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

Madera Unified will obtain an English Learner progress score of [medium-high (green)] performance for all EL and recent RFEP students as measured by the California Dashboard.

3-Year School Specific Goal: Madison elementary will obtain an ELA academic score of medium (yellow), performance for all students as measured by the California Dashboard.

Madison elementary will obtain an mathematics academic score of (yellow), performance for all students as measured by the California Dashboard.

Madison elementary will obtain an English Learner progress score of medium-low (orange), performance for all EL and recent RFEP students as measured by the California Dashboard.

Identified Need

Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| CAASPP SBAC ELA Distance from Level 3 (DF3) | Color (Projected): Red DF3: -87.09 | Color: (Projected):Yellow DF3: -35 |
| Local Interim Assessment ELA | 23% of students met or exceeded standard in ELA | 53% of students met or exceeded standard in ELA |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| Scholastic Next Step Guided Reading: K to 2nd | 15% of students are projected to read at or above grade level. | 43% of students will be reading at or above grade level. |
| Scholastic Reading Inventory: 3rd to 6th | 20% of students are projected to read at or above grade level. | 50% of students will be reading at or above grade level. |
| CAASPP SBAC Math Distance from Level 3 (DF3) | Color (Projected): Yellow DF3: - 92.18 | Color: (Projected)Yellow DF3: -10 |
| Local Interim Assessment Math | 29% of students met or exceeded standard in math | 50% of students met or exceeded standard in math |
| English Learner Progress | Color (Projected): Status: Pending | Color: (Blue or Green): Status: Pending |
| ELPAC | NA | NA |
| Reclassification Rate | 6.8% | 20% |

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)

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:

Certificated Substitutes

- Coverage during the duty day

Certificated Extra Time

- Paid Time before and after the duty day

Who:

- Administration
- Administrative Assistant
- Classroom Teachers
- Curriculum and Instruction Teacher on Special Assignment (C&I)
- Curriculum and Instruction Teacher on Special Assignment Dual Language Instruction (C&I DLI)

- Primary Literacy Support Specialist (PLSS)
- Response to Intervention Teacher (RTI)

Tasks & Due Dates:

- Teacher, Leadership Team, and Collaborative Team meeting time
- * Analyze student achievement data
- * Review priority standards
- * Update pacing guides
- * Plan Lessons
- * Create assessments
- * Research instructional resources
- * Plan and set goals for instruction and interventions
 - Professional Development
 - Instructional Rounds/Peer Observation
 - Teacher Coaching
 - Lesson demonstrations

Dual Language Instruction

- In the initial stages of program implementation. Kindergarten will continue being supported and first grade teachers will be trained in implementation and pedagogy of classroom instruction utilizing Spanish as the target language.
- Foundational training will be provided for 1st through 2nd grade teachers.

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 | Certificated Release Time (subs) |
| 10,000 | Certificated Extra Time |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:

Supplemental Instructional supplies, Books and Reference Materials and Duplication/Print shop.

- Purchase bilingual books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations..
- Purchase materials to use their creativity and higher order thinking skills to solve complex problems.
- Purchase materials, books, and supplies that supplement the core program.
- Copies of materials that support the core curriculum for all students.

Who:

- Administration
- Administrative Assistant
- Classroom Teachers
- Curriculum and Instruction Teacher on Special Assignment (C&I)
- Curriculum and Instruction Teacher on Special Assignment Dual Language Instruction (C&I DLI)
- Primary Literacy Support Specialist (PLSS)
- Response to Intervention Teacher (RTI)

Tasks & Due Dates:

Beginning of the year and Monthly as needed

- Purchase instructional supplies, books, and materials
- Review, approve, and submit print shop/duplicating requests

May

- Request next school year print shop/duplicating needs from grade level leads

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) |
|-----------|------------------------------|
| 25,194 | Instructional Supplies |
| 5,000 | Book and reference materials |
| 10,000 | Duplicating / Printshop |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

- School-wide
- Students with Disabilities

- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:

Response to Intervention Teacher on Special Assignment

- 1 teacher
- Full-Time, 7.5 hours
- 50% Title I
- 50% District
- Focused on 3rd-6th grade students

Who:

- Administration
- RTI TSA

Tasks & Due Dates:

Daily, Monthly, Quarterly

- Review and analyze student achievement data (district, state, and classroom).
- Identify the academic needs of at-risk students and place students in appropriate interventions.
- Collaborate with administration and staff to determine the appropriate interventions for at-risk students during Cooperative Conference Review (CCR) meetings three times a year.
- Provide reading intervention, targeting students' identified needs.

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)

50,506

RTI TSA

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:

Travel and Conference

Who:

- Administration
- Classroom Teachers
- C&I TSA and CNI DLI TSA
- PLSS
- RTI TSA

Tasks & Due Dates:

Annually

Participate in professional development, as funding becomes available.

- Professional Learning Communities (PLC)
- ELD
- ELA/SLA
- 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)

8,000

Source(s)

Travel and Conference

Annual Review

SPSA Year Reviewed: 2018-19

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.

Strategy 1

For the 2018-2019 school year, grade level teams were provided four planning days. Substitutes were paid to cover classes. In order for teachers to meet as a grade level and do the following:

Certificated Substitutes- Planning Days and Data Reviews

Review and analyze state and district assessments, and common formative assessments to identify student needs in ELA and Mathematics.

Guided Reading- support staff (PLSS and C & I TSAs) provided Professional Development, demonstrations, and implemented an instructional coaching cycle. This work was done with every teacher on an individual basis and included a planning meeting, co-teaching, and debriefing session. In addition, all teachers received one to two coaching sessions. This process is ongoing throughout the 18-19 school year.

Implemented a site based reading assessment 1st - 6th by providing training of the Next Steps to Guided Reading Assessment, K/ Sistema de Evaluación

Collaborate with Curriculum and Instructional coach to create a coaching cycle for professional development in Guided Reading

Write from the Beginning K-6 Setting the Stage and Narrative Writing training.

Identify and deconstruct standards based on the priority standards, create a pacing guide, develop units of study, and rigorous common formative assessments

Work collaboratively to analyze data and identify students needing additional support in reading

Allow for one-on-one teacher testing for students to monitor student progress

Certificated Extra Time:

Teachers provided after school Math and ELA tutoring during Spring semesters.

Besides the SAP days planned for the district's SAP meeting days, our site SAP leadership team met throughout the year to engage in data analysis and to create an ongoing action plan for the identify site initiative (Balanced Literacy:Guided Reading) and Mathematics).

Effectiveness of the strategies have shown a 5% growth in NSGR (Next Steps to Guided Reading)/Sistema de Evaluacion. We are projected to increase both in ELA and Math CAASPP for 2018/2019 assessments based on the SPSA dashboard.

After school tutoring: Based on data from NWEA and reading NSGR assessments, teachers have provided tutoring for students that are not mastering grade level content and/or are reading below grade level. The goal is to build teacher efficacy by deepening teachers' level of understanding of grade level standards to improve first best instruction driven by data/evidence of priority standards and that all students will learn at high levels.

Strategy 2

Materials and supplies were purchased to support ELA instruction and learning activities.

Leveled reading books for Guided Reading for K-6,

Supplemental Materials DLI Kinder: Estrellitas, Benchmark Supplemental Resources, Read Aloud book-Scholastic, Social Studies, Language Arts, & Science book sets, Read aloud start up Set-Santillana, Manipulatives: lower & upper case letters, audio CD with books, Early literacy sets of books, Spanish chart sets, Books-Mi Biblioteca de Ciencias, Leer y Aprender Alfabetismo, Leer y Aprender Matemáticas, Literacy Centers, Music CDs

Read Alouds class sets for grades 3rd-6th grade

Effectiveness of action: Materials were purchased to support strategic initiatives and provide effective targeted reading instruction that leads to student growth and in teacher implementation in the guided reading process (Close Reading Strategies, active student engagement in Vocabulary instruction (ie., Frayer Model, communication in writing, Thinking Maps, test-taking strategies) Questioning to develop DOK/higher order thinking skills

Duplicating

Funds were utilized to duplicate and print materials to support the core curriculum in the areas of ELA, Writing, ELD, Science, and Social Studies. This includes Common Core State Standards Bookmarks (ELA/Math), Next Steps to Guided Reading Running Records, HWF cards, decodable

readers, DLI parent resource booklet, handouts for DLI parents, small reproducible books, and PBIS implementation.

Effectiveness: Besides core curriculum, materials were duplicated based on correlation to site initiatives and focus standards.

Strategy 3

Currently we have a full time RTI (Response to Intervention) teacher that works with 27 of 4th-6th grade students. These students have been identified as needing Tier 3 support . Some of her responsibilities include providing guided reading instruction pre, mid year, and post assessments. Besides direct small group instruction, she keeps track of student progress by updating green intervention folders, RTI tracker, and gathering all data needed for SST (Student Success Team) and COST meetings. Our RTI teacher is a part of our SAP (Strategic Academic Plan) team and played a vital part in analysing data to create our school wide initiative.

Effectiveness: Full Time RTI TSA provided intense literacy skills and intervention to students in grades 4-6th. Students were supported at their instructional reading level. The Rtl TSA also was a part of our SSTs which allowed for a team approach to supporting students individual academic/behavioral needs.

Strategy 4

Professional Development, Travel and Conferences:

Registration Fees and other expenses for conferences funded both by a collaboration between site and district funds.

Professional development based on pedagogy and current best practices in the area English Language Arts.

Professional development for school leadership team and administration to enhance grade level PLC collaboration as it relates to behavior. A team of 7 was sent to Solution Tree's Professional Learning Communities conference.

Association Two-Way Dual Language Education (ATDLE) Conference- Summer 2017 & Spring 2018, La Cosecha Conference Fall 2017,

Effectiveness: The goal is to eventually have all site staff trained in professional learning communities. Staff that have attended have implemented what we have learned and this in turn has strengthen our team collaboration.

Site Visitation: Teams visited Anne Leaveanworth and Osborn Two-Way Immersion Academy in the Fall 2018 and Spring 2019- Not funded by Title 1

DLI Consultant comes monthly to support DLI instruction, hold coaching sessions with the Kinder/1st/2nd DLI team, and aid with the assessment pacing calendar for 2017-2018 school year

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

Strategy 1 Planning Days were supported mainly by district academic coaches since we lost our CNI coach for the monolingual program. Since it was difficult to get all grade levels supported by district academic coaches, we had to reduce one planning day to 1/2 a day for all grade levels.

Strategy 2 We purchased instructional materials for all grade levels to support our site initiatives in ELA, Math, AELD, ELD in support of both DLI and monolingual programs. Money was transferred into the duplicating account. This was 1st grade's first year implementing the Dual Language

Instruction program. Duplication of materials were mostly concentrated in the start-up of the program.

Strategy3 No differences were reported for the RTI TSA. IT was funded 50% from Title 1 and 50% from District funding.

Strategy 4Travel and Conference- a team of 8 attended the PLC conference in Santa Clara as planned.

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.

Strategy1 We have planned to implement 4 planning days for the next following year as well as start after school tutoring right after 1st quarter. We are planning to focus our planning days on our site initiatives and make a plan to incorporate the professional development that we had for 2018-2019 into our targeted lessons.

Strategy 2 Instructional materials will continue to be allocated for each grade level and to support both DLI and monolingual programs.

Strategy 3 We will continue to fund our Response to Intervention Teacher (Rtl) at 50% to support our struggling readers (Tier 3) as part of our MTSS (COST,SST). The Rtl teacher will continue to work alongside our other two General funded TSAs (PLSS, C&I).

Strategy 4 We will continue to send staff to professional learning communities conference to further strengthen our PLCs and send specific teachers to targeted conferences/trainings that they might need.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1 2 X3 4 5 6 7 8

Local Priorities Student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate

Identified Need Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Goal 2

Statement of Goal: Safe and Healthy Environment for Learning and Work

3-Year District Specific Goal: Madera Unified will obtain an Suspension score of [medium-low] performance for all students as measured by the California Dashboard, and will increase the school climate survey favorable index score each year.

3-Year School Specific Goal: Madison elementary will obtain an Suspension score medium-low performance for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score in comparison to the previous school year.

Identified Need

Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|------------------|
| Suspension | 4.2% (31 students were suspended one or more times.) | 2.0% |
| 5th Grade School Climate Favorable Index Score | 45% (94 student responses) | 80% |
| 6th Grade School Climate Favorable Index Score: | 65% (68 student responses) | 62% |

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)

- School-wide

- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned: See Goal 1

PBIS

Certificated Substitutes

- Coverage during the duty day

Certificated Extra Time

- Paid Time before and after the duty day

Who:

- Administration
- Classroom Teachers
- C&I TSA and CNI DLI TSA
- PLSS
- RTI TSA

Tasks & Due Dates:

Weekly, Monthly, Quarterly

- Professional Learning Community (PLC) and Positive Behavioral Interventions and Supports (PBIS) team meeting time
- Data Talk meetings aligned necessary supports that addressed specific student needs in regards to academics and behavior. The goal is to work as a team to provide support and have students eventually be able to self-manage his/her behavior, make positive decisions, and learn academically. This is a process that is tailored to each

individual student, and is fluidly amendable as students progress or regress in their academics or behavior.

Substitutes were used to cover planning Days and Data Reviews.

- Analyze student behavior, incident referral, and suspension rate data

* Site

* District

* State

- Plan interventions
- Plan character and kindness lessons/interventions
- Research classroom management, interventions, and best teaching practices resources

- Professional Development

Cost: See Goal 1 Action 1

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

Certificated Release Time (subs)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:

Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.

Who:

- Administration
- Classroom Teachers
- C&I TSA and CNI DLI TSA
- PLSS
- RTI TSA

Tasks & Due Dates:

As needed

Supplies, books, and materials that support the behavior response to intervention.

Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

Purchase materials and supplies to support the implementation of advanced thinking skills.

Purchase materials and supplies to support character and kindness education.

Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.

Cost: See Goal 1 Action 2

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 | Instructional Supplies |
| 0 | Duplicating / Printshop |
| 0 | Book and reference materials |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:

Outside Contracted Services

Who:

- Administration
- Classroom Teachers
- C&I TSA and CNI DLI TSA
- PLSS
- RTI TSA

Tasks & Due Dates:

Purchase materials (banners, books, instructional programs) and hire outside contracted services for positive school-wide assemblies that promote our PBIS expectations for the school.

Cost: Will be funded when money becomes available

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 | Outside Contracted Services |

Annual Review

SPSA Year Reviewed: 2018-19

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.

Strategy 1: Teacher Extra Time: PBIS staff met 4 times a year to revisit our mission, create quarterly incentives , and analyze discipline data. Teacher Ins
Strategy 2: Instructional Supplies: Besides duplicating of Maverick Bucks and Incident Referrals, no other instructional materials were purchased this year.
Strategy 3: Outside Contracted Services: Not funded 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.

Strategy 1: Teacher Extra Time: PBIS staff met 4 times a year to revisit our mission, create quarterly incentives , and analyze discipline data. We had intention of providing at at least two half days of release time for PBIS team, however, our meetings were limited to after school meetings only. The Data Talks occurred once during the year due to a change in how we approached student data review. Support staff and teachers discussed these concerns during PLCs and on individual basis during SSTs.
Strategy 2: Instructional Supplies: Besides duplicating of Maverick Bucks and Incident Referrals, no other instructional materials were purchased this year. Character Counts Education was not implemented this year. We focused more on our Behavior Matrix and brought forth Kindness for a few weeks in the school year.
Strategy 3: Outside Contracted Services: Not funded at this time.

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.

Strategy 1: Teacher Extra Time: PBIS staff met 4 times a year to revisit our mission, create quarterly incentives , and analyze discipline data and provide at at least two half days of release time for PBIS team.
Strategy 2: Instructional Supplies: Instructional materials that pertain to School-wide Kindness and building culture in the classrooms will be purchased.

Strategy 3: Outside Contracted Services: PBIS signage for all site locations will be purchased to help promote our Behavior Matrix.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1 2 3 4 X5 X6 7 8

Local Priorities None

Identified Need Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Goal 3

Statement of Goal: Improve parent involvement programs making it an essential component of our educational program.

3-Year District Specific Goal: Madera Unified will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools.

3-Year School Specific Goal: Madison Elementary will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting as specified in the table below.

Identified Need

Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------|-------------------------|------------------|
| Back to School Attendance | 364 | 500 |
| Open House Attendance | 350 | 500 |
| School Site Council (AVerage) | 3 | |
| Title 1 (Average) | 9 | 35 |
| ELAC (Average) | 17 | 40 |
| Active Parent Portal Users | 442 | 420 |

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)

- School-wide

- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:

Certificated/Classified Extra Time

- Paid Time before and after the duty day

Who:

- Administration
- Classroom Teachers
- C&I TSA and CNI DLI TSA
- PLSS
- RTI TSA

Tasks & Due Dates:

On-Going

- Provide parents trainings on strategies for supporting their children's education at home in all subject areas.
- Provide translation services for parents (conferences and meetings)
- Providing child care for parents so they can attend the professional development

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

Certificated Extra Time Parent ED

500

Clerk/Office Extra Time Parent ED

499

Duplicating / Print shop Parent ED

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:

Instructional Supplies, Books, and Reference Materials, Print Shop/Duplicating, and Outside Contracted Services.

Who:

- Administration
- Classroom Teachers
- C&I TSA and CNI DLI TSA
- PLSS
- RTI TSA

Tasks & Due Dates:

Weekly, Monthly, as needed

- Purchase materials, books, supplies, copies/ duplication, and utilize outside contracted services to purchase supplies and materials to:
- * Support and increase parent involvement and participation.
- * Provide strategies for parents to support their children's education at home in all subject areas.
- * Increase school to home communication

night wi

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)

500

Source(s)

Supplies Parent ED

Annual Review

SPSA Year Reviewed: 2018-19

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.

Strategy1: Certificated Extra Time: Teachers were paid extra time to create, plan, and deliver math strategies using games for Math night and Literacy night. Math night was a success with 54 families in attendance. Literacy night is scheduled for the end of the year and preparation is underway.

Strategy 2: Classified Extra Time: Classified staff were paid extra time to help with childcare during our DLI parent meetings, literacy and math nights.

Strategy 3: Instructional Supplies and Materials: Instructional supplies were purchased for literacy and math nights to help broaden parents' knowledge of how to best support their students and create a partnership between home and school.

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

Strategy 1: Certificated Extra Time: Funds were used as intended and budgeted.

Strategy 2: Classified Extra Time: Funds were used as intended and budgeted.

Strategy 3: Instructional Supplies and Materials: Funds were used as intended and budgeted.

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.

Strategy 1: Certificated Extra Time: Money has been allocated to provide parents with literacy and mathematics strategies. A multicultural night will bring our families together to create a sense of community sharing multicultural food and educational games.

Strategy 2: Classified Extra Time: Classified staff will continue to be paid extra time to help with childcare during our DLI parent meetings, literacy and math nights.

Strategy 3: Instructional Supplies and Materials: Instructional supplies will continue to be purchased for literacy and math nights to help broaden parents' knowledge of how to best support their students and create a partnership between home and school.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 1

Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Goal 4

Statement of Goal: Increase and improve technology.

3-Year District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.

3-Year School Specific Goal: Madison will maintain an average daily student device usage of 1-hour a day for each school year.

Identified Need

Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| Google API (per device usage data) | 48.7% of Chromebook devices met 75% of 2-hour daily threshold. | 70% of Chromebook devices will meet 75% of 2-hour daily threshold. |
| Google API (average daily usage of devices) | 1.6 hours per day | 2.0 hours per day |

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)

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:

Maintenance Contracts and Computer Hardware under \$500.00

Who:

Administration

Administrative Assistant

Tasks & Due Dates:

Purchase Technology and Resources

- Purchase/replace technology and hardware to support the core program implementation.
- Maintenance Contracts for copiers and rezos.

COST: Will fund when money becomes available

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)

Technology

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:

Purchase Computer Hardware/Software Maintenance & License

Who:

Administration

Tasks & Due Dates:

July and On-going as Needed

Software and hardware will be purchased in but not limited to the following:

- Prevention and intervention bilingual software programs to supplement ELA, SLA, ELD, and Math instruction.

- Computers, Printers, Listening Centers, and other computer hardware to support ELA & Math standards.

Cost: \$6,000

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)

6,000

Source(s)

Computer Hardware/Software Maintenance & License

Annual Review

SPSA Year Reviewed: 2018-19

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.

In order to support core programs, hardware and/or software was purchased this year as well. All grades must have access devices and software with the capacity to function intuitively. Programs such as Brain Pop, Starfall and Accelerated Reader allow for students to engage in content related items at an independent level.

Effectiveness of the strategy: Last year to date 5/2018, students had read 12,857,451 words form 2nd-6th. This year to date, 5/9/19, students have read 57,050,445. An increase of natural love for reading as pleasure. Almost 5 times an increase in total words read.

Funds were utilized for maintenance contracts for copiers and rezo machines.

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

Accelerated Reader was purchased for grades 2nd-6th grade. Incentives were put in place for these grade levels. Starfall and Brain Pop were not purchased as planned.

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.

Since we saw growth in the amount of word read compared to the previous year, we have planned to purchase Accelerated Reader for grades 1st-6th grade. Kindergarten will use a different criteria to encourage their students to read daily. We have included our DLI programs to the licenses.

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 | \$127,199.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$127,199.00 |

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 (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

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 (\$) |
|--|-----------------|
| Book and reference materials | \$5,000.00 |
| Certificated Extra Time | \$10,000.00 |
| Certificated Extra Time Parent ED | \$1,000.00 |
| Certificated Release Time (subs) | \$10,000.00 |
| Clerk/Office Extra Time Parent ED | \$500.00 |
| Computer Hardware/Software Maintenance & License | \$6,000.00 |
| Duplicating / Print shop Parent ED | \$499.00 |
| Duplicating / Printshop | \$10,000.00 |
| Instructional Supplies | \$25,194.00 |
| Outside Contracted Services | \$0.00 |
| RTI TSA | \$50,506.00 |
| RTI TSA | \$50,506.00 |
| Supplies Parent ED | \$500.00 |

| | |
|-----------------------|------------|
| Travel and Conference | \$8,000.00 |
|-----------------------|------------|

Subtotal of state or local funds included for this school: \$127,199.00

Total of federal, state, and/or local funds for this school: \$127,199.00