2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Madison K-8
Address:	2939 Mission Street
CDS Code:	6042683
District:	Stockton Unified School District
Principal:	Felicia Bailey-Carr
Revision Date:	January 11, 2018
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Felicia Bailey-Carr
Position:	Principal
Phone Number:	209-933-7420
E-mail Address:	fbaileycarr@stocktonusd.net

Contents

SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

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

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

☐ State Compensatory Education Advisory Committee

☑ English Learner Parent Involvement Committee

☐ Special Education Advisory Committee

☐ Gifted and Talented Education Program Advisory Committee

☐ District/School Liaison Team for schools in Program Improvement

☐ Compensatory Education Advisory Committee

☐ Departmental Advisory Committee (secondary)

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on January 11, 2018.

Attested:

Felicia Bailey-Carr
Typed Named of School Principal — Signature of School Principal — January 11, 2018

Mailee Moua SSC Chairperson
Typed Named of SSC Chairperson — Signature of SSC Chairperson — January 11, 2018

Mission

Insert the school site's mission.

> Our mission is to empower students to reach their full potential with opportunities for rigor, enrichment, intervention, and remediation as necessary to build high self-esteem and drive for continuous growth prepared to become responsible members of our society with college, career, and life success.

Vision

Insert the school site's vision.

> Our vision is to inspire learning, confidence, dreams, self-awareness, and prepare all students for their future.

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

> Madison is a K-8 School with an enrollment of approximately 850 students. The school has a high Special Education (SPED) student population (225) comprised largely of Autistic students. The school is demographically diverse: 64% Hispanics, 13% Black, 10% White, 7% Asian, 5% 2 or more races, Filipino 2%, American Indian/Alaskan Native 2% and Hawaiian 1%. Additionally, 18% English Learners, 15 Foster Youth, and 27% SPED.
>
> A comprehensive high-quality education is a high priority. Lesson delivery and instructional practices are designed to meet the needs of both remedial and high-performance students and provide powerful learning opportunities and experiences that engage and challenge our students. A focus on literacy-key details, central ideas, using evidence to support opinions and writing are core initiatives. All teachers are implementing the Units of Study ELA and math curriculum as well as ST Math. The Open Court Reading program is taught in our K-2 classrooms and Imagine Learning is the intervention program utilized in our K-5 classrooms. Music, P.E., PLUS…

The staff is comprised of regular education teachers, one Program Specialist (who oversees technology, EL, intervention, and enrichment programs), one full time counselor (who oversees SAP, 504, PBIS, SSC, Care Team, Parent Coffees), a PE teacher, and Music teacher. Additionally, we're staffed with one full time psychologist, speech therapist, and resource teacher. The intervention programs include: Step-Up program, vertical RTI, Khan Academy, ST Math, and Imagine Learning. Enrichment programs: 5th grade science camp, Y.E.S. Stem Program.

The campus includes 38 classrooms, an extensive library, auditorium, computer lab, parent resource room. Each classroom is equipped with whiteboards, projectors, document camera and computer. Each classroom has one mobile cart to ensure all students have daily access to technology. All classrooms have supplemental intervention programs from students who require additional support in ELA and Math.

Here at Madison, we are committed to improving the culture and climate by implementing the PBIS- MTSS strategies with intense fidelity. Establishing instructional coherence via school wide implementation of instructional norms: student engagement, learning objectives, corrective feedback/CFU, and Bell to Bell/DI. We're in the initial phase of developing a collaborative PLC culture.

Madison K-8 is a school on the rise. Improved culture/climate/discipline initiatives, improved communication with stakeholders via School Messenger, Parent Newsletter - Madison Messenger, community outreach projects, added support for students and families to achieve our mission and vision goals.

Madison serves the parent community via Parent Coffees, SSC, ELAC, Parent Information Meetings, Parent Conferences, Back to School Night, Fall Festivals, Calvary Church Sponsored activities targeting at-risk students, After School Program, Harvest Food Bank, School Garden, Science Camp, Y.E.S. Stem, Scholastic Book Fair, PLUS leadership forums, end of year carnival and Fall Festival.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Reading intervention specialist - tier 2
- EL Monitoring/Reclassification - SST for students not making growth
- PBIS
- Instructional Coach

Identify the major expenditures supporting these priorities.
- Intervention Teacher
- Program Specialist
- Counselor

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Fully Implemented
- Care Team **Tier 2** - Several actions were used to support teachers in successfully meeting the expected goals. Monthly Care team meetings in which we discuss tier 2 supports.
- EL monitoring/curricular **Tier 1** - support by program specialist
- Reading Intervention **Tier 2** - Intervention specialist works with students in need of Tier 2 supports

Not Fully Implemented
- **Tier 1** - Instructional coach providing model lessons and corrective feedback on teacher delivered lessons- lack of substitutes
- Instructional Rounds - **Tier 1** - not fully implemented due to substitute shortage
- Pilot A-Z trainings 8 days - **Tier 1** - Instructional coach and program specialist attended
- Restorative Justice
- Coast to Coast P.E. program

Actions Eliminated or Modified
- Pilot A-Z ended and allowed program specialist and Coach to access more teachers

Identify Barriers to full or timely implementation
- Lack of Substitutes for Academic Conferences
- Lack of Substitutes for Instructional Coaching

- High suspension rates
- Lack of training

Actions Undertaken to Mitigate Barriers
- Academic Conferences were done as a grade level instead of individual
- Increase in Administrators conducting action walks
- Increased monitoring of students on near proficiency

Impact of lack of full or timely implementation of strategies and student outcomes
- MAP assessment indicated low gains
- Drop in math SBAC scores

What data did you use to come up with this conclusion
- Fall and Winter MAP assessments
- SBAC

Strategies and Activities
- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Effective strategies in improving student achievement
- Student academic conferences/incentives
- MAP assessment data and Illuminate data on units of study

Evidence of direct/indirect impact of strategies or activities on student achievement
- Professional development
- Student academic conferences
- Reading intervention specialist

Strategies/activities that were ineffective or minimally effective in improving student achievement
- Small group setting for assessment

Reason strategies/activities were ineffective in improving student achievement data
- Availability of support of proctors due to professional development schedule
- Not implemented with fidelity across the entire school
- Not appropriately matched to student needs/student population

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

How was the SSC involved in the development of plan?
- Collaboration with direction and support from site Principal

How were advisory committees involved in providing advice to SSC?
- ELAC meetings provide input to Principal who brings this to SSC to discuss

How was the plan monitored during the school year?
- The plan is monitored throughout the school year at least 5 times

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
- Snacks and raffles may provide motivation and comfort. Post the goals so they are visual to all stakeholders.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

Identify goals in the current SPSA that were met.
- Parent involvement goals was met
- Reduction in suspension infractions have been met

Identify any goals in the current SPSA that were not met, or were only partially met.
- Reading, Math, and ELD have not been met but are making positive progress

List any strategies related to this goal that was identified above as not fully implemented or ineffective or minimally effective
- Instructional Rounds - not fully implemented
- Increase in academic conferences - not fully implemented
- Appropriately matching students to their needs/student during the make-up window - minimally effective
- Pulling Instructional Coach and Program Specialist off site for trainings on a regularly basis - ineffective

Based on this information, what might be some recommendations for future steps to meet this goal?
- Increase in number of substitutes
- Appropriately matching student needs/student population
- Not implementing with fidelity

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Our school is most proud of the progress we made on our EL reclassification rates. As a result, the English Learner Progress indicator is at the yellow level on the California School Dashboard. EL reclassification increased +13.3. We intend to build upon this area of success by increasing the use of effective EL strategies within our instruction as well as increasing student understanding of the goals they need to meet in order to be reclassified as fluent English proficient.

Another area we are proud of is a significant decrease in our out-of-school suspension rate. As a result of the PBIS initiatives a significant suspension decline in our progress indicator is at the yellow level on the California School Dashboard. A significant decline was identified in the following subgroups: Foster Youth 27.8%, Homeless 30.4%, American Indian 16.7%, Filipino 17.7%, White 12%, African-American 9.3%, and students with disabilities. To further this effort to reduce all student suspensions, we will continue to build our PBIS program with a focus on Tier 1 and Tier 2 behavioral interventions.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

The following indicators are in the "Red" performance category on the California School Dashboard:

- Suspension Rate
- ELA (3-8)
- Math (3-8) - Build PLC Teams - Leadership Team, PBIS, SSC - what will they do to help us build on our success- (takes a village mindset)

Build capacity within our leadership, PBIS, and SSC Teams by conducting action walks, and attending Solution Tree PLC trainings.

Build our PBIS program with a focus on Tier 1 and Tier 2 behavioral interventions in an effort to reduce both our In School and Out of School student suspension rate.

Continue to refine our Tier 1 and Tier 2 instruction through professional development and coaching in order to increase student achievement in English and Math. We will also continue our efforts to increase parent involvement to further support student achievement.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

All subgroups are marked red with a very low performance status: ELs, socioeconomically disadvantaged, students with disabilities, African-American, White, Filipino, Asian, and Hispanics are red.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

Map/SBAC/CELDT results was shared with the staff and Parent during Title I, Parent Coffees, Mandatory Parent Grade Level Meeting (Parent Informational meetings) and Academic conferences. The staff analyzed the data and developed SMART goals for the semester and the year. The data is then shared with parents during the SSC and Leadership Team. Leadership team members are offered substitute coverage to offer feedback on the plan. SSC parent feedback meetings are held to solicit additional ideas and feedback. The school plan is developed as a result of the feedback from the Leadership and School Site council teams. ELPIC or ELAC participated by reviewing EL sections and recommended more parent conferences throughout the year to monitor student learning. We will continue sharing out data via Coffee Hour, ELAC, SSC, PBIS, PLUS, AVID, and Leadership.

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement
- Tier 1
  - English Language Arts and English Learners
  - Mathematics
  - Social Studies
  - Science

Student Interventions
- Tier 2
  - English Learners
  - After School
  - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities
- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement - ELD/AVID/ELA/ Math	Program Specialist to promote strategies that support classroom teachers in - critical reading and evidence-based comprehension strategies that build capacity across subjects/programs such as AVID, Integrated/designated ELD strategies/GLAD, math content, via conferences, professional services, extended collaboration, etc.	Formative Assessment Observations Unit Assessments # of teachers attending trainings # of Avid strategies being utilized #of students meeting independent reading goal	9 week cycle	$40,335 $93,669 (Salary/Benefits) $3,000 $8,274 (Teacher Additional Comp) $18,000 $8,000 (Substitute Pay) $17,000 (Conferences) $15,000 (Professional Services)	Title I LCFF	19101 11500 11700 52150 58320
1.2 Academic Student Achievement in ELA Math and English Learners	Supplemental instructional materials, technology, and resources to implement strategies such as projectors, document cameras, white boards, interactive TVs, poster machine, state testing practice materials, remedial writing resources, maintenance agreements	Observation feedback increase technology usage Fall to Winter growth proficiency	Trimester	$20,000 $16,000 (Equipment) $23,892 (Instructional Material) $2,000 (Software) $8,000 (License Agreement)	Title I LCFF	44000 43110 43150 58450
1.3 Academic Student Achievement	Library Media Assist/Library books - to provide guided support to students checking out library books	# of teachers/students using library facilities/scheduling	Monthly progress monitoring	$12,000 $5,000 (Books)	Title I	42000

	and increase students access to books at home. Library will foster an intellectual atmosphere of learning conducive to building capacity to promote and increase foundational reading and fluency skills - through staffing, furniture improvement, books, and reading intervention resource, e.g. A to Z, etc.	lexile range /independent reading and progress monitoring will increase library/media assist position monitoring students making their reading goal modeling best practice reading strategies				
1.4 ASA/PLCs	Initiating phase 1 of PLCs to increase capacity to create formatives and build common lesson, implement tier 2 RTI instruction -thru trainings such as PLC Conference, Formative Assessment training, specific subject content training, book study, etc.	# of teachers attending trainings # of grade PLC site based led training topics Conference Debriefs/lessons learned reflections	9 week cycle	$33,000 (Conferences)	LCFF	52150
1.5 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction/college and career readiness goals through field trips, guest speakers, traveling exhibits, etc.	# of field trips # of guest speakers # of exhibits pre/post assessment culminating project	Monthly	$16,359 (Field Trip Non-District Transportation) $2,000 (Pupil Fees)	Title I LCFF	58720 58920

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement - ELD/AVID/ELA/ Math	Program Specialist to promote strategies that support classroom teachers in - critical reading and evidence-based comprehension strategies that build capacity across subjects/programs such as AVID, Integrated/designated ELD strategies/GLAD, math content, via conferences, professional services, extended collaboration, etc.	Formative Assessment Observations Unit Assessments # of teachers attending trainings # of Avid strategies being utilized #of students meeting independent reading goal	9 week cycle	$40,335 $93,669 (Salary/Benefits) $3,000 $8,274 (Teacher Additional Comp) $18,000 $8,000 (Substitute Pay) $17,000 (Conferences) $15,000 (Professional Services)	Title I LCFF	19101 11500 11700 52150 58320
2.2 Academic Student Achievement in ELA Math and English Learners	Supplemental instructional materials, technology, and resources to implement strategies such as projectors, document cameras, white boards, interactive TVs, poster machine, state testing practice materials, remedial writing resources, maintenance agreements	Observation feedback increase technology usage Fall to Winter growth proficiency	Trimester	$20,000 $16,000 (Equipment) $23,892 (Instructional Material) $2,000 (Software) $8,000 (License Agreement)	Title I LCFF	44000 43110 43150 58450
2.3 Academic Student Achievement	Library Media Assist/Library books - to provide guided support to students checking out library books	# of teachers/students using library facilities/scheduling	Monthly progress monitoring	$12,000 $5,000 (Books)	Title I	42000

	and increase students access to books at home. Library will foster an intellectual atmosphere of learning conducive to building capacity to promote and increase foundational reading and fluency skills - through staffing, furniture improvement, books, and reading intervention resource, e.g. A to Z, etc.	lexile range /independent reading and progress monitoring will increase library/media assist position monitoring students making their reading goal modeling best practice reading strategies				
2.4 ASA/PLCs	Initiating phase 1 of PLCs to increase capacity to create formatives and build common lesson, implement tier 2 RTI instruction -thru trainings such as PLC Conference, Formative Assessment training, specific subject content training, book study, etc.	# of teachers attending trainings # of grade PLC site based led training topics Conference Debriefs/lessons learned reflections	9 week cycle	$33,000 (Conferences)	LCFF	52150
2.5 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction/college and career readiness goals through field trips, guest speakers, traveling exhibits, etc.	# of field trips # of guest speakers # of exhibits pre/post assessment culminating project	Monthly	$16,359 (Field Trip Non-District Transportation) $2,000 (Pupil Fees)	Title I LCFF	58720 58920

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement - ELD/AVID/ELA/ Math	Program Specialist to promote strategies that support classroom teachers in - critical reading and evidence-based comprehension strategies that build capacity across subjects/programs such as AVID, Integrated/designated ELD strategies/GLAD, math content, via conferences, professional services, extended collaboration, etc.	Formative Assessment Observations Unit Assessments # of teachers attending trainings # of Avid strategies being utilized #of students meeting independent reading goal	9 week cycle	$40,335 $93,669 (Salary/Benefits) $3,000 $8,274 (Teacher Additional Comp) $18,000 $8,000 (Substitute Pay) $17,000 (Conferences) $15,000 (Professional Services)	Title I LCFF	19101 11500 11700 52150 58320
3.2 Academic Student Achievement in ELA Math and English Learners	Supplemental instructional materials, technology, and resources to implement strategies such as projectors, document cameras, white boards, interactive TVs, poster machine, state testing practice materials, remedial writing resources, maintenance agreements	Observation feedback increase technology usage Fall to Winter growth proficiency	Trimester	$20,000 $16,000 (Equipment) $23,892 (Instructional Material) $2,000 (Software) $8,000 (License Agreement)	Title I LCFF	44000 43110 43150 58450
3.3 Academic Student Achievement	Library Media Assist/Library books - to provide guided support to students checking out library books	# of teachers/students using library facilities/scheduling	Monthly progress monitoring	$12,000 $5,000 (Books)	Title I	42000

	and increase students access to books at home. Library will foster an intellectual atmosphere of learning conducive to building capacity to promote and increase foundational reading and fluency skills - through staffing, furniture improvement, books, and reading intervention resource, e.g. A to Z, etc.	lexile range /independent reading and progress monitoring will increase library/media assist position monitoring students making their reading goal modeling best practice reading strategies				
3.4 ASA/PLCs	Initiating phase 1 of PLCs to increase capacity to create formatives and build common lesson, implement tier 2 RTI instruction -thru trainings such as PLC Conference, Formative Assessment training, specific subject content training, book study, etc.	# of teachers attending trainings # of grade PLC site based led training topics Conference Debriefs/lessons learned reflections	9 week cycle	$33,000 (Conferences)	LCFF	52150
3.5 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction/college and career readiness goals through field trips, guest speakers, traveling exhibits, etc.	# of field trips # of guest speakers # of exhibits pre/post assessment culminating project	Monthly	$16,359 (Field Trip Non-District Transportation) $2,000 (Pupil Fees)	Title I LCFF	58720 58920

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, PLUS, counseling, structured student engagement activities, etc. that focus on attendance, check-in/conflict mediation strategies, behavior/discipline strategies, etc.	# of student being referred for social/emotional issues # of students being referred to an outside counseling agency # of discipline referrals # of students suspended	Monthly	$30,000 (Salary/Benefits) $5,000 $3,000 (Non-Instructional Materials)	Title I	12151

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, PLUS, counseling, structured student engagement activities, etc. that focus on attendance, check-in/conflict mediation strategies, behavior/discipline strategies, etc.	# of student being referred for social/emotional issues # of students being referred to an outside counseling agency # of discipline referrals # of students suspended	Monthly	$30,000 (Salary/Benefits) $5,000 $3,000 (Non-Instructional Materials)	Title I	12151

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, PLUS, counseling, structured student engagement activities, etc. that focus on attendance, check-in/conflict mediation strategies, behavior/discipline strategies, etc.	# of student being referred for social/emotional issues # of students being referred to an outside counseling agency # of discipline referrals # of students suspended	Monthly	$30,000 (Salary/Benefits) $5,000 $3,000 (Non-Instructional Materials)	Title I	12151

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, parent trainings/conferences (e.g. PLC, CABE, etc.), parent meetings (e.g. Parent Coffee Hour, etc.), communication, after school academic focused activities.	# of meetings coordinated # of parents attending # of students making academic growth # of parents attending parent/teacher conferences # of parents attending trainings/conferences	Monthly	$2,058 (Training/ Conferences) $800 $34 (Parent Meeting) $500 (Non-Instructional Materials) $250 (Equipment)	Title I	52150 43400 43200 44000

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, parent trainings/conferences (e.g. PLC, CABE, etc.), parent meetings (e.g. Parent Coffee Hour, etc.), communication, after school academic focused activities.	# of meetings coordinated # of parents attending # of students making academic growth # of parents attending parent/teacher conferences # of parents attending trainings/conferences	Monthly	$2,058 (Training/ Conferences) $800 $34 (Parent Meeting) $500 (Non-Instructional Materials) $250 (Equipment)	Title I	52150 43400 43200 44000

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, parent trainings/conferences (e.g. PLC, CABE, etc.), parent meetings (e.g. Parent Coffee Hour, etc.), communication, after school academic focused activities.	# of meetings coordinated # of parents attending # of students making academic growth # of parents attending parent/teacher conferences # of parents attending trainings/conferences	Monthly	$2,058 (Training/ Conferences) $800 $34 (Parent Meeting) $500 (Non-Instructional Materials) $250 (Equipment)	Title I	52150 43400 43200 44000

Section V: 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 makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Felicia Bailey-Carr	2017		X			
Karen Caligiuri	9/25/17	8/1/19			X	
Renee Tuckwood	9/25/17	8/1/19			X	
Corey Young	9/25/17	8/1/19		X		
Moua Mailee	9/1/16	8/1/18		X		
Samantha McMurtrie	9/25/17	8/1/18		X		
Flores Mitchell	9/25/17	8/1/19		X		
Maria Olivares	9/1/16	9/1/18				X
Belinda Smith	9/25/17	8/1/19				X
Lily Delgado	9/25/17	8/1/19				X
Jasmine Espinoza	9/25/17	8/1/19				X
Celeste Aguirre	9/25/17	8/1/19				X
Mary Ann Foster	9/25/17	8/1/19				X
Numbers of members of each category:			1	4	2	7

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.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: MADISON ELEMENTARY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 InstructionaL-General	Title 1 50645 Extended Day /Year	TOTAL BUDGET		SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp			3,000		$	3,000.00	Goal 1 - 1
11700	Teacher Substitute			18,000		$	18,000.00	Goal 1 - 1
12151	Counselor					$	-	
13201	Assistant Principal					$	-	
19101	Program Specialist			40,335		$	40,335.00	Goal 1 - 1
19101	Instructional Coach					$	-	
19500	Instr. Coach-Add Comp					$	-	
21101	Instructional Assistant					$	-	
21101	CAI Assistant					$	-	
21101	Bilingual Assistant					$	-	
24101	Library Media Clerk					$	-	
29101	Community Assistant					$	-	
	Additional Comp/Hourly					$	-	
	Montessori Assistant					$	-	
	TOTAL PERSONNEL COST		$ -	$ 61,335.00	$ -	$	61,335.00	
Books & Supplies								
42000	Books			12,000		$	12,000.00	Goal 1 - 3
43110	Instructional Materials					$	-	
43200	Non-Instructional Materials		500	5,000		$	5,500.00	Goal 3 - 1; Goal 2 - 1
43400	Parent Meeting		834			$	834.00	Goal 3 - 1
44000	Equipment		250	20,000		$	20,250.00	Goal 3 - 1; Goal 1 - 2
43150	Software					$	-	
	Sub-Total-Supplies		$ 1,584.00	$ 37,000.00	$ -	$	38,584.00	
Services								
57150	Duplicating					$	-	
57250	Field Trip-District Trans					$	-	
57160	Nurses					$	-	
57400	CorpYard					$	-	
56590	Maintenance Agreement					$	-	
56530	Equipment Repair					$	-	
52150	Conference		2,058	50,000		$	52,058.00	Goal 3 - 1; Goal 1 - 1, 4
59140	Telephone					$	-	
58450	License Agreement					$	-	
58720	Field Trip-Non-District Trans			16,359		$	16,359.00	Goal 1 - 5
58920	Pupil Fees					$	-	
58100	Consultants-instructional			15,000		$	15,000.00	Goal 1 - 1
58320	Consultants-Noninstructional					$	-	
	Sub-total-Services		$ 2,058.00	$ 81,359.00	$ -	$	83,417.00	
	Total		$ 3,642.00	$ 179,694.00	$ -	$	183,336.00	
	Differential		-	-			-	
	2016-17 Carryover		34	48,843			48,877	
	Revised 2017-18 Allocation		3,608	130,851			134,459	
			3,642	179,694			183,336	

SCHOOL NAME: MADISON ELEMENTARY
Preliminary Budget Allocation - LCFF
2017-2018

	Object	Description	FTE	LCFF/SCE 23030 InstructionaL-SCE/General	LCFF/SCE 23031 Extended Day/Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
	11500	Teacher - Add Comp		8,274		$ 8,274.00	Goal 1 - 1
	11700	Teacher Substitute		8,000		$ 8,000.00	Goal 1 - 1
	12151	Counselor		30,000		$ 30,000.00	Goal 2 - 1
	13201	Assistant Principal				$ -	
	19101	Program Specialist		93,669		$ 93,669.00	Goal 1 - 1
	19101	Instructional Coach				$ -	
	19500	Instr. Coach-Add Comp				$ -	
	21101	Instructional Assistant				$ -	
	21101	CAI Assistant				$ -	
	21101	Bilingual Assistant				$ -	
	24101	Library Media Clerk				$ -	
	29101	Community Assistant				$ -	
		Additional Comp/Hourly				$ -	
						$ -	
		TOTAL PERSONNEL COST		$ 139,943.00	$ -	$ 139,943.00	
Books & Supplies							
	42000	Books		5,000		$ 5,000.00	Goal 1 - 3
	43110	Instructional Materials		23,892		$ 23,892.00	Goal 1 - 2
	43200	Non-Instructional Materials		3,000		$ 3,000.00	Goal 2 - 1
	43400	Parent Meeting				$ -	
	44000	Equipment		16,000		$ 16,000.00	Goal 1 - 2
	43150	Software		2,000		$ 2,000.00	Goal 1 - 2
		Sub-Total-Supplies		$ 49,892.00	$ -	$ 49,892.00	
Services							
	57150	Duplicating				$ -	
	57250	Field Trip-District Trans				$ -	
	57160	Nurses				$ -	
	57400	CorpYard				$ -	
	56590	Maintenance Agreement				$ -	
	56530	Equipment Repair				$ -	
	52150	Conference				$ -	
	59140	Telephone				$ -	
	58450	License Agreement		8,000		$ 8,000.00	Goal 1 - 4
	58720	Field Trip-Non-District Trans				$ -	
	58920	Pupil Fees		2,000		$ 2,000.00	Goal 1 - 5
	58100	Consultants-instructional				$ -	
	58320	Consultants-Noninstructional				$ -	
		Sub-total-Services		$ 10,000.00	$ -	$ 10,000.00	
		Total		$ 199,835.00	$ -	$ 199,835.00	
		Differential		-		-	
		Allocations		199,835		199,835	