



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

MADISON ELEMENTARY

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School Year: 2019-2020 - Revision

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	39686766042683	Original – 01/11/2018 Revision – 05/23/2019	Original – 04/10/2018 Revision – 06/25/2019

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)

Madison Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI).

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Madison Elementary’s school plan aligns with the district’s Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP’s intent.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Madison Elementary developed a three-year (2017-2020) school plan which aligned to the district’s goals and incorporated strategies specific to its school. The original plan was reviewed by the school’s School Site Council on January 11, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Madison Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions

1 and 2. Discussion and review of the evaluation has been notated in the January 31, 2019, February 28, 2019, March 28, 2019, School Site Council meeting.

In school year 2018-2019, also Year 2, As a result of the stakeholder involvement and data reviews, Madison Elementary has been able to complete the Decision Making Model (a component of the CNA) in March 2019.

In summary, we needed to retain all staffing of two CSAs, Media Assist, Program Specialist, Instructional coach, full time VP. There is a school wide gap in standards based/task aligned instruction.

Resource Inequities

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

This section is not applicable for Madison Elementary.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By June 30, 2020, decrease the distance from 3 (meeting standards/proficiency) in ELA for All Student by 15 points to 64 points.

By June 30, 2020, decrease the distance from 3 (meeting standards/proficiency) in ELA for Student with Disabilities by 3 points to 127 points.

By June 30, 2020, decrease the distance from 3 (meeting standards/proficiency) in ELA for African American/Black by 3 points to 99 points.

By June 30, 2020, decrease the distance from 3 (meeting standards/proficiency) in ELA for English Learners by 3 points to 88 points.

By June 30, 2020, decrease the distance from 3 (meeting standards/proficiency) in ELA for White by 3 points to 88.2 points.

Math SMART Goal:

By June 30, 2020, decrease the distance from 3 (meeting standards/proficiency) in Math for All Student by 3 points to 94.8 points.

By June 30, 2020, decrease the distance from 3 (meeting standards/proficiency) in Math for English Learners by 3 points to 103 points.

By June 30, 2020, decrease the distance from 3 (meeting standards/proficiency) in Math for Students with Disabilities by 3 points to 120.4 points.

By June 30, 2020, decrease the distance from 3 in Math for African American/Black by 3 points to 114.3 points.

By June 30, 2020, decrease the distance from 3 (meeting standards/proficiency) in Math for White by 3 points to 99.2 points.

Identified Need

ELA/ELD:

California Dashboard

All Students 2018 - 79.3 points below standard (increased 19.1 points) - Orange for All Students

ELs 2018 - 91.3 (13.4 increase) - Orange for English Learners

SWD 2018 - 130 (30.6 increase) - Orange for Students with Disabilities

AA/B 2018 - 102.5 (20.3 increase) - Orange for African-American/Black

Math:

All Students 2018 - 97.8 points below standard (increased 11.1 points) - Orange for all students

ELs 2018 - 91.3 (7.6 increase) - Orange for English Learners

SWD 2018 - 123.4 (43.1 increase) - Orange for all Students with Disabilities

AA/B 2018 - 117.3 (14.4 increase) - Orange for all African American/Black

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	79.3 points below	76.3 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	97.8 points below	94.8 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Deeper (monthly) professional developments that offer professional learning opportunities that unpack the use of higher standards, rigor, research/evidence based (Hattie) strategies, fluency, knowledge, vocabulary, comprehension, conceptual/procedural/application levels in math, and standards aligned delivery as a driving force of accelerating learning for tier 1 instruction.

Program Specialist/Instructional Coach to promote strategies that support classroom teachers in - critical reading/close reading/volume 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, Step-Up-to Writing interventions/supplemental, etc.

Consultant: To provide teacher support in lesson design and delivery of math content.

Conferences:

- *PLC Conferences - June 2020 - grade level representation - leadership team and grade level K-8
- *AVID Conference - Summer Institute and winter focusing on organization 6-8
- *Daily Five Conference - K-3
- *Standards Institute K-8
- *ELD Institute
- *Online resources/licenses for Daily Five

Book Study:

Teachers will participate in book study on specific high impact strategies with significant effect sizes to be used within the classroom - John Hattie/ Visible Learning ELA/Math

Teacher Clarity/PLC/Goal Setting/Self Report Grades - clear learning intentions, success criteria, exemplars for student to determine their understanding of content. John Hattie Visible Learning

Norming to transform the culture of PLCs - The Art of Coaching Teams - Elena Aguilar

Deepening Restorative Justice Circles - Fostering Resilient Learners

Formative Assessment Observations Unit Assessments

35 teachers attended the first Step-up-to-Writing training; 2nd training were 18 attendees

Two AVID strategies school wide are being utilized - Binders/organization and Cornell Notes
60% of students meeting independent reading goal

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)
\$21,892 - 52150 (Conferences)	Title I - 50643
\$500 - 42000 (Books)	LCFF - 23030
\$29,236 - 19101 - (.30 FTE Program Specialist)	Title I - 50643
\$13,032 - 30000 (Statutory Benefits)	Title I - 50643
\$68,218 - 19101 - (.70 FTE Program Specialist)	LCFF - 23030
\$30,408 - 30000 (Statutory Benefits)	LCFF - 23030
\$1,000 - 58450 (Daily Five Licenses)	Title I - 50643
\$15,000 - 58100 (Consultant - Math Content)	Title I - 50643

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

Teachers/After school Program Workers will enhance/enrich tier 1, 2, and 3 ELA/ELD and Math curriculum delivery using color coded Step-Up-to-Writing strategies as a supplemental instructional resource to write precise paragraphs and stretch essays. Tier 1, 2, and 3 interventions supports such as tutoring, small group instruction addressing close/volume reading, writing, Cornell Notes, writing routines - sentence stems, word banks/graphic organizers/background knowledge, group discussion - draft-writing manual. AVID strategies for writing in math will also be utilized.

Trainings:

Step Up to Writing - Fall 2019 (2-days) - All Staff (District identified PD day.)

Consultant: To provide teacher support in lesson design and delivery of math content.

Instructional Assistant will support small group work - Common Core Shift to Knowledge and Daily Five structure - NEWSELA leveled reading articles and writing prompts to strengthen their comprehension and writing. Teachers will enhance integrated/designated ELA/ELD curriculum through Interactive KWL, Quick writes, Text Type Chart, Close Read, Sentence Pattern Chart, split dictation, jointly constructed sentences and paragraphs, Signal sentences, Text Puzzles, Comparing Paragraphs, Verb Chang, Expert Groups, Give One, Get One, Rate Your Knowledge, Vanishing Text, Observation Chart, Interactive Notebooks

Teachers will use various equipment, applicable supplemental instructional materials include: novels/books, clipboards, Dry Erase markers, Folders/Sleeves, Construction Paper, Post It chart, glue sticks, file folders, pencil sharpener, paper clips, sentence strips, composition books, technology, and resources to implement strategies such as projectors, document cameras, white boards, interactive Notebooks, Smart Boards, poster machine, state testing practice materials, remedial writing resources, maintenance agreements, math manipulatives.

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)

[Add Amount(s) here]

[Add source(s) here]

Amount(s)	Source(s)
\$5,000 - 58100 (Consultant Step Up To Writing)	Title I - 50643
\$2,500 - 42000 (Books - Classroom Library/Novels)	LCFF - 23030
\$13,611 - 43110 (Instructional Materials) \$15,112 - 43110 (Instructional Materials)	Title I - 50643 LCFF - 23030
\$5,000 - 44000 (Equipment)	Title I - 44000
\$20,000 - 21101 (.4375 FTE Instructional Assist)	LCFF - 23030
\$2,617 - 57150 (Duplicating)	Title I - 50643
\$2,300 - 56590 (Maintenance Agreements)	Title I - 50643
\$2,000 - 43200 (Non-Instructional Materials)	Title I - 50643
\$30,000 - 11700 (Substitute) \$20,000 - 11700 (Substitute)	Title I - 50643 LCFF - 23030

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

Library Media Assist/Library books - to provide guided support to students finding good fit books, using Daily Five reading strategies and driving independent reading goals. Checking out library books and increase students access to books at home will help students accomplish their volume reading and close reading goals. Library will foster an intellectual atmosphere of learning conducive to building capacity to promote and increase foundational reading and fluency skills - through skyping authors, book fairs, guest readers, staffing, furniture improvement, books, and reading intervention resource.

34 of teachers/923 students using library facilities/scheduling

Lexile range /independent reading and progress monitoring will increase library/media assist position monitoring students making their reading goal modeling best practice reading strategies

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)
\$13,151 - 22601 (Library Media Clerk)	LCFF - 23030
\$4188 - 30000 (Statutory Benefits)	LCFF - 23030
\$2,000 - 42000 (Books - Library)	LCFF - 23030

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

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 for targeted standard schoolwide, specific subject content training, book study, 15 Day Challenge, work samples from all targeted groups, proficient, struggling, EL, AA, SPED/Resource

18 staff members attended trainings year 1; year two 10 grade level teachers to attend PLC Conference for site based led training topics Conference Debriefs/lessons learned reflections

Initiating phase 2 of PLCs is to vertically breakdown Common Core State Standards, Create Common Formative Assessments, Exemplars, Learning Objectives, and Success Criteria- 15 Day Challenges - PLC process using data from subgroups - proficient, ELs, SPED, AA, Leadership Walks (A-Team/Leadership Team), Mustang Walks (Grade Level Teams)

Additional Hourly Pay Calculation for teachers:

30 teachers X 8 hours X \$60 = \$14,440 (Allocating \$15,000)

Additional Hourly Pay Calculation for Program Specialist:

1 Program Specialist X 16 hours X \$60 = \$960 (Allocating \$1,000)

Additional Hourly Pay Calculation for Instructional Coach:

1 Instructional Coach X 16 hours X \$60 = \$960 (Allocating \$1,000)

Additional Hourly Pay Calculation for Classified Staff:

1 staff X 40 hours X \$50 = \$2,000

Licenses for accessing the online professional development components for Solution Tree/PLC framework.

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 - 11500 (Teacher Additional Time)	Title I - 50643
\$5,000 - 11500 (Teacher Additional Time)	LCFF - 23030
\$1,000 - 19500 (Program Spec Additional Time)	Title I - 50643
\$1,000 - 19500 (Inst. Coach Additional Time)	Title I - 50643
\$2,000 - (Classified Additional Time)	Title I - 50643

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All targeted subgroups: Tier 1, African-American, ELs

Strategy/Activity

Provide students with hands on, experiential learning opportunities to supplement ELA/ELD, Math and Science instruction/college and career readiness goals through assemblies, field trips, guest speakers - College and Career Thursdays, traveling exhibits, equity training, culturally responsive speakers/poet, Native American, African-American, Hmong, Latinx, Museum Exhibits,

Field Trips:

1. Tech Museum
2. Monterey Bay Aquarium

13 of field trips; CBOs

of guest speakers

of exhibits pre/post assessment culminating project

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 - 58720 (Field Trip Non-District Trans)

Title I - 50643

\$1,000 - 58920 (Pupil Fees)

Title I - 50643

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 Program Specialist was able to collaborate with admin to prep and support all Teacher Academic Conferences, Student led conferences, ELD strategies, differentiated PD, Independent reading and writing programs, and RTI. Implemented support for site based development of AVID strategies to develop critical thinking/critical reading and organizational skills via AVID critical thinking PD-partial implementation. Staff attended the AVID Institutes. Information was shared during faculty meetings which lead to the need of an AVID committee and strategic planning focusing on critical reading. Established an AVID committee consisting of support staff, counselor, admin and program specialist and the avid course teacher. Focus was on development of the AVID pathway, planning for next year, and integrating AVID culture throughout, including generating buy-in schoolwide. Used substitute pullouts focusing on reading/writing using AVID weekly articles Support for miscellaneous projects such as intervention substitute pullout 3rd grade students for supports with on demand writing training, small group reading proficiency with individualized instruction, critical thinking strategies, deconstructing articles implemented for three months. Implemented support for site based development of ELD/GLAD – two times a year for CELDT prep- implemented by PG and once for GLAD- implemented by admin. Recognized the need to improve first instruction during ELD times. developed norms during ELD. Discussed GLAD and ELD during academic conferences and provided examples of strategies as resources. LDO provided ELD training during a faculty meeting. 3 teachers participated in the ELD summer school, which included intensive professional learning using ELD strategies. teachers were expected to bring back strategies and use the teacher training teacher model. Implemented support for admin with organization and justification to attend PLC Conference in Las Vegas/County Office Math trainings, LDO – done by admin Established a math committee to come together and develop rtl remediation skills. Used a program to breakdown the step on foundational skills. Discussed how to use performance tasks and norms to help prepare student on performance tasks. Identified the gaps of needs to bring in a math focused Instructional Coach. Staff attended training, Math Talks and Fraction - different areas of math content knowledge. Implemented support for site professional services through the facilitation of Teacher Academic Conferences, Student led conferences, site PDs, grade level collaborations four times a month-implemented collaboratively with admin Implemented and supported extended/vertical collaboration for Math content- implemented by admin Met with teachers during academic conferences, reviewed school site data and classroom data. Focused on data levels targeting students: on level students growing and below level students growing. Established pullout support for students using close reading routines, avid articles, and standards identified during academic conferences. Provided teachers time to meet focusing on vertical collaboration. All grade levels met to discuss out to approach math performance tasks and looked at most effective starting points, building students confidence and providing students with multiple approaches to problem solving. Completed a book study on best practices and high leverage strategies.

- 1.2 Teachers use of technology to present lessons with video support increased, greater student visibility and comprehension of teaching lesson modeling
- 1.3 Position was not funded during the 2018-2019 school year. Library was opened but usage inconsistent. Due to the lack of Library Media Assist the Program Specialist and teachers were trained to use the library and assist students with locating and checking out books. Inconsistency has lessened as more teachers became familiar with the process. Students are also encouraged to read independently. Also provided students with journals to document reading. Provided teachers with data to support the conversation. Piloted a free reading program; however, it was cumbersome with a limited book selection for quizzes and relied on teacher quiz input. Purchased additional books for library to reflect the diverse student demographics' high interest. Inventory was completed and identified there were books that were never checked and library content was outdated. Worked with the district's librarian to identify relative books. Established a teacher committee and developed a goal for each class in grade 3 through 6 to have at least one class set of anchor novels. Used substitute pullouts focusing on reading/writing using AVID weekly articles Support for miscellaneous projects such as intervention substitute pullout 3rd grade students for supports with on demand writing training, small group reading proficiency with individualized instruction, critical thinking strategies, deconstructing articles implemented for three months
- 1.4 PLC- started cycle of creating a schoolwide focus on PLCs – vision, mission, commitments, common formative assessments. Provided teachers the big picture. Focused on understanding on the PLC process and its potential. Focused on understanding target to build their experience. Aided in building relationships, trust, etc. A guiding coalition was formed. Check in with them on key initiatives, goals, etc. Assisted opening their mindset to work with the district in furthering the PLC understanding and implementation within their classrooms and as a whole. This strategy was not implemented. Focused on ELA and math. Discussed in strategy 1. Discussed/referenced in strategy 1.
- 1.5 A to Z consultant provided a survey to parents. Parent feedback identified the gaps in providing students with field trip opportunities. Due to the timing, not all grade levels were able to participate. As a result, Year 2 will include opportunities for all grade levels to participate in field trips.

Effectiveness

- 1.1 Measured by SBAC – School increase 6% in ELA and 1% in math on annual CAASPP. 1.1a- 8th grade scores dropped from 2016-2018 school year in ELA proficiency an increase in rigorous text and internalization of AVID critical reading strategies is needed. 1.1b Supporting 7th grade EL teacher with best practice strategies yielded an increase of 16.7% with a total number of 96 students, reclassified ELs increased 34.2 points. 1.1c SBAC math data increased in every subgroup - African-American subgroup increased by 14.4 % 47 students, EL increased by 7.6% 96 students, Hispanic increased by 8.6% 254 students, students with disabilities 43.1% 67 students; Socioeconomically disadvantaged 12.7% 334 students, white 10.2% 36. 1.1d Both ELA and Math scores increased on SBAC 6% ELA and 1% in math; 389 students tested 19.1%. 1.1e High leverage strategy – created strategy for intervention substitute site academic direction. 1.1.f High leverage strategy resulting in increases in ELA and Math. 1.1g Implemented during three months of testing supported a significance increase in student achievement in 3rd grade ELA and math. Unable to track # of students meeting independent reading goal- mandatory parent meetings was an important part of this launch. This year was a planning year and there was an increase in the general understanding of AVID. Data was not able to be provided to determine if the strategies were effective. However, the observational and quantitative data indicated a need

for ELD and GLAD strategies. Math content knowledge did not drop as evidence by a 1% increase in math on the SBAC. The math committee was effective as it opened the dialogue on strengths and weakness of instructional knowledge. Strengthened the PLC process. Addressed the gaps. 6% in ELA and 1% in math increase evidence by the SBAC. teachers were on the same page and consistent with instructional norms.

- 1.2 As measured by SBAC – school increased by 6% in ELA and 1% in math
- 1.3 Measured by SBAC – school increased by 6% in ELA and 1% in math. Random classroom visits during 2017-2018 school year. Unable to measure effectiveness as there were too many variables. Data was not available as this was a planning and development year. 6% gain in ELA on SBAC.
- 1.4 Measured by SBAC – school increased by 6% in ELA and 1% in math. Leadership Team read Multipliers and fully engaged- Teachers were involved and engaged during debriefs setting the stage for next steps. N/A. 6% gain in ELA and 15 in Math on the SBAC. Discussed/referenced in strategy 1.
- 1.5 Measured by SBAC – school increased by 6% in ELA and 1% in math

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

Material Changes

- 1.1 Increase in new teachers requires more instructional coaching. Originally intended for A to Z to provide teacher support; however, it changed based on availability to focus on parent involvement.
- 1.2 No binders to implement AVID strategies.
- 1.3 None.
- 1.4 None.
- 1.5 None.
- 1.6 None.

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

Future Changes

- 1.1 Purchase of an Instructional Coach-3 days a week/ELA Coach Fridays only. LDO facilitated ELD training and GLAD strategies discussed during Teacher Academic Conferences. More in class support for ELD strategies will be implemented. Coteach with LDO coaches. More AVID training and schoolwide support. Culturally responsive teaching plan for African-American Subgroup. District supported action walk from AVID staff for feedback on AVID implementation in the classrooms. Increase targeted implementation of binders for 6-8th. Establish college/career Thursday using notetaking strategies. Identify incentives for proficient implementation of AVID. Organize a field trip for teachers to an avid demonstration school. Coordinate 3 trainings from AVID staff on critical reading, student voice and notetaking. AVID-Writing in Math. Provide teachers support to train fellow teacher in ELD strategies. Arrange an EL training plan for all ELD teachers ELD Institute, Writing Across Text Types, Close Reading, Argument Writing. Obtain an Instructional Coach with a strong focus on math to provide support. Culturally Responsible Math Practices. Writing in Math, AVID. Continue to build expertise with best practices identified

from book studies. Continue to clarify best practices - high impact strategies - including implementation, such as book study, field trip to highly successful schools.

- 1.2 Purchase of Step-up-to-Writing Training and two days of PD was implemented. Aging and broken technology will continue to need replacement and repair. Supplemental instructional materials for teachers will be needed to support curriculum due to UoS requirements.
- 1.3 Purchase of more library books due to increase independent reading initiative. Modeling of best practice reading strategies will be discussed. Leadership Team discussed implemented reading conferences. Launched Madison Book Club. Develop uniform reading logs. Pilot AR for a select grade level before adding additional grades. Seeking to partner with UOP to push reading conferences focusing on going deeper with reading comprehension. Continue implementation of a reading log. Library Media Assist to continue modeling reading and supporting independent reading through log reviews. Replicate substitute pullouts focusing on reading and writing strategies.
- 1.4 Purchase of a community liaison to support attendance initiative – chronic absenteeism 27.4% increased by 4.8%. Coordinated with district to further train on PLC process and implementation within the classroom setting. Comprehensive pullout including in-depth norming and transparency of knowledge. Streamline to what it looks like in a 30 to 90 minute period. Piloting how to transfer the process to the collaborations. Support actual application of process. Provide opportunity for staff/A Team to attend the PLC Conference and attending supporting trainings on leadership - Anthony Mohammad and Elena Aguilar. Instructional Coach to provide training. Develop teacher skills in high level questioning. Focus on intensive training on AVID, close reading, EngageNY, and ELD strategies. Facilitate STEP Up to Writing training. Discussed/referenced in strategy 1. More substitutes used for PLC implementation to build teacher capacity and skills for difficult conversations, pedagogical practices that empower student voice, critical and collaborative thinking, creating safety nets to. Guiding Coalition to conduct a gap analysis of best practices for subgroup support or culturally responsive teaching practices.
- 1.5 Schedule field trips for each class per grade level.

Goal 2 – School Climate

Suspension –

By June 30, 2020, reduce suspension for All Students by 2%

By June 30, 2020, reduce suspension for English Learners by .3% to 4.1%.

By June 30, 2020, reduce suspension for Students with Disabilities by 1% to 5.4%

By June 30, 2020, reduce suspension for African American students by .3% to 10.3%

Attendance/Chronic Truancy –

By June 30, 2020, reduce chronic absenteeism for All Students by 2%

By June 30, 2020, reduce chronic absenteeism for English Learners by .5% to 18.7%

By June 30, 2020, reduce chronic absenteeism for Students with Disabilities by .5% to 29.2%.

By June 30, 2020, reduce chronic absenteeism for African American students by .5% to 33.7%

Identified Need

Suspension –

Data via gender lens-

Disproportionately larger number of discipline referrals from males compared to females 136 out of 168

Suspension days have decreased this year compared to last from 125 to 85 days due to additional male CSA

Suspensions need to reduce by 18 students

Discipline incidents should be reduced by 30%

Attendance/Chronic Truancy –

Target goal is to decrease chronic absent by 10% (-5)- 50 total previous year. Need to decrease chronic absent students by 5.

* Average monthly target was to reduce to 5% or less total.

Need to decrease chronic absences by 2 students or more per month.

School Climate –

Safety vulnerabilities – school adjoins a park enabling trespassing, eloping and greater external issue accessibility

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	7.6%	7.3%
Chronic Absenteeism (All Students)	27.4%	27.1%

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

Continued emphasis on internalizing beliefs of vision/mission/commitments during all student/parent/teacher meetings. Utilizing Restorative Circles to build a positive community/culture/climate with consistent reminders through greetings at the doors w/fist bumps and check ins, morning formation focus on character traits and school pledge - I Matter and student validations. Continued teacher training/collaboration/modeling during faculty meetings on effective ways to strengthen social and emotional reinforcement during restorative circles using district Second Step curriculum. Refinement of PDs to train teachers on trauma, PBIS implementation of relationship building.

PBIS Conference

of student being referred for social/emotional issues

12 of students being referred to an outside counseling agency

of discipline referrals

of students suspended

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)

Funds not allocated.

Funds not allocated.

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

Establish a PBIS/ Safety team to collaborate with aligned staff members to create a set of values and systems to promote social-emotional skills such as resilience, self-awareness, and positive mindset. Continue a reward/incentive system for improved behavior and attendance via Attendance Poster on door for perfect attendance, Mustang miniature mascot and trophy for class with best attendance, field day, pizza party, attendance certificates. Use data at meetings to target behaviors that need PBIS interventions for all tiers - modeling for teacher/capacity building via district training/conference.

Proposed Expenditures for this Strategy/Activity

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)

Funds not allocated.

Funds not allocated.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue implementation of Peer Leaders Uniting Students (PLUS) to create structures and opportunities for students to teach other students and serve as role models/peer mediators. Continue grade level forums allowing student to student modeling/teaching social responsibility skills to other students and “no child eats alone”, and initiative conflict mediation skills.

Continue PLUS class as elective in Master Schedule. Continue to attend BLOCK Conferences, NAACP Delta College conference, and trainings at UOP.

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)

Funds not allocated.

Funds not allocated.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Chronic Attendance

Strategy/Activity

Safety Team members will conduct Home Visits before school orientation and as needed providing alarm clocks, calendars, newsletter of school events and point person to contact for support for targeted 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)

\$2,000 - (Classified Additional Hourly)

LCFF - 23034

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, PLUS, counseling, structured student engagement activities, etc. that focus on attendance, check-in/conflict mediation strategies, behavior/discipline strategies, etc. a– social emotional supportive resources – implemented site training of restorative practices during final trimester with 33 staff participants; 1 PD training on trauma. b-PBIS- cafeteria and hallway routines have fully been implemented. c-Counseling- Discipline points systems for behavior, attendance, and grades implemented during last trimester. d-Student engagement activities- character education and weekly incentives being “caught” conducting actions that embody these traits, Fall Festival, Seuss-a-Palooza, Turkey Trot, Scholastic Books, Rotary Read in, College and Career Thursdays.

Effectiveness

1.1 Suspension data decreased by 4.4% out of 839 students 7.6% were suspended. Chronic absenteeism increased 4.8% and is 27.4% Data received from the survey decreased, which could be attributed to low numbers received as several classes and grade levels did not complete survey.

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

Material Changes

None.

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

Future Changes

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. b-PBIS- cafeteria and hallway routines have been implemented- 2 CSAs and 5 yard duties. c-Counseling- Discipline points systems for behavior, attendance, and grades- 2 counselors. d-Student engagement activities- character education and weekly incentives being “caught”

conducting actions that embody these traits. Trimester discipline point system. Fairy Tale Festival, Kaiser and Stockton King Assembly Yard Duty - Conflict Resolution Training. Incentives for attendance - Bus Passes, Alarm Clocks, Pizza, Spirit Gear, horse medal, Attendance posters, otter pops Mandatory Parent Meetings - SSC/ELAC/Parent Cafe/Parent Coffee Santa Pancake Breakfast, Tree Angel

Goal 3 – Meaningful Partnerships

By June 2020, increase parent volunteers in school using 3 pathways - room parents, parent techs, and PTA involvement. Room parents will support classroom activities targeting 1 parent per grade level for a total of 6 parent volunteers on site.

By June 2020, double the number of parents attending parent meetings via Honor Roll assemblies, Mandatory Parent 8th, 5th, and 3rd, parent/teacher conferences, orientation, back to school night, open house, literacy night - Fairytale/Film Festival, Harvest Carnival, and Turkey Trot.

Identified Need

Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent/teacher conferences, parent trainings/conferences (e.g. PLC, CAFE, etc.), grade level parent meetings (e.g. Parent Coffee/Cafe Hour, etc.), school messenger/newsletter communication, after school academic focused activities.

of meetings coordinated

of parents attending

of students making academic growth

of parents attending parent/teacher conferences

of parents attending trainings/conferences

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Volunteer Log	2	8
Meeting Sign-In Sheets	Establish baseline.	

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 parents with meaningful topics during Parent Coffee/Cafe Hours such as cooking a nutritious meal in 15 minutes and supportive and resources that empowers them be engaged in their student’s learning such as parent/teacher conferences (including student academic focused resources), communication, after school & academic focused activities.

of meetings coordinated

of parents attending

of parent community meetings

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)
\$500 - (Classified Additional Hourly)	Title I - 50647
\$1,780 - 43200 (Non-Instructional Materials)	Title I - 50647
\$1,000 - 43400 (Parent Meeting)	Title I - 50647

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

We will develop a parent and family events calendar that will be accessible to parents in paper form and at the site. Volunteer opportunities will be posted at the site to offer parents and families more insight on ways to volunteer. We will also offer more guest speakers to address different topics. A bridge between our different committees- SSC, ELAC and PTA- will be discussed in initial meetings with these groups.

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)

Funds not allocated.

Funds not allocated.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

AVID Students

Strategy/Activity

AVID Parent Meeting with Make It and Take It activities for AVID students providing parent information regarding expectations, college and career behaviors, and field trips.

Proposed Expenditures for this Strategy/Activity

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)

Funds not allocated.

Funds not allocated.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Offering additional training and resources to attract ELAC parents

Strategy/Activity

Mobile Farmers Market and Latino Literacy training from LDO to support parent engagement and instructional support.

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)

Funds not allocated.

Funds not allocated.

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Provide parents with supports and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences, parent trainings/conferences (e.g. PLC, CAFE, etc.) parent meetings (e.g. Parent Coffee Hour, etc.) communication, after school academic focused activities

Orientation - K, 6th-8th, 5th

YES Coding

Chess Club

SSC- SPSA advisory

ELAC-

Parent Coffee

Parent Café'

PTA

Afterschool Program

Stockton Covenant Church- chaplain, Wednesday Youth Group, Harvest Carnival

Scholastic Book fair

Grade Level Mandatory Parent Meetings

Following MAP conferences are scheduled to meet contractual obligations. Notification is provided using school messenger, etc. Focusing on students who are not on level: 3s and Bs.

Parents attend conferences one-on-one with teachers. Conversations including support of reading homework and grade level focus. teachers, students, and parents make goals for improvement. Initially developed using a standard format. Developed by the leadership team. based on a survey completed by the parent.

Back to School night parents are introduced to SBAC and MAP. Academic worksheets.

A to Z assisted with a parent survey/forum on areas of improvement.

Teachers felt burnt out by the last round of parent conferences.

Opened the discussion of parent trainings and workshop expanding past CAFE.

Specific training was not implemented.

One Friday a month a parent coffee is conducted. Focus is on social emotional learning, self-esteem, attendance, bullying, and conflict resolution.

A community agency, CAPC, facilitates a parent cafe for the period of January through May.

Coding class is on Friday's facilitated by a community organization, YES Stem. Scheduled for after school. Students are welcome...several students receive math tutoring, others learn coding. Approximately 11 students are consistently in attendance.

Chess class - approximately 6 sessions.

Youth Night on Wednesday evening focusing on various game fun related activities. Attend on Tuesdays during the lunch period to play board games with students.

Effectiveness

Parent attendance is representative of the communication efforts. Increased communication on academics has helped to improve relationships.

N/A

Attendance appeared to have doubled with consistent attendance.

Parents are feeling more comfortable being at the school and engaging in activities.

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

Material Changes

None.

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

Future Changes

Additional partnerships with...

Target

Pepsi

Rotary Read In – Dictionaries for

North Stockton Rotary –doctors read to K
Toys for Tots
County Board of Supervisors – Chris Rouppe
College and Career Thursdays
Harvest Carnival
Scholastic Book Fair
Stockton Covenant Church
California Master Gardeners
Stockton Symphony

Add strategy that encompasses community focus.
Continue to obtain parent feedback using the A to Z process.
Look for parent centered workshops/trainings.
Establish a book club.

Establish a “grassroot” restorative justice centered event...such as fears with ICE and deportations, etc. Overcoming and dealing with stressors. Research a base/organization to assist in development and facilitation.

Research enrichment activities.

Continue chess.

More responsive resources for parents.

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	\$168,968
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	\$352,045

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	\$168,968

Subtotal of additional federal funds included for this school: \$168,968

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$183,077

Subtotal of state or local funds included for this school: \$183,077

Total of federal, state, and/or local funds for this school: \$352,045