

# The Single Plan for Student Achievement

**School:** Madison Elementary School  
**CDS Code:** 10-73965-6006910  
**District:** Central Unified School District  
**Principal:** Christine Pennington  
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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.

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

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## School Vision and Mission

### Madison Elementary School's Vision and Mission Statements

Vision: Every student is prepared for success in college, career, and community.

Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

Madison operates under the same Guiding Principles as Central Unified School district. It holds to the belief that all students can learn.

## School Profile

Madison Elementary School, with an attendance area of approximately 14 sq. miles, lies in a rural setting. The campus is situated on 17.5 acres in Fresno County, surrounded by farms, a dairy, and single family residences. The school is over 100 years old and has been at its current site for over 50 years. The attendance area has expanded to include the full spectrum of housing, i.e. trailer courts, migrant farm housing, apartment complexes, and affordable, entry level housing. The demographics of the student population reflect a low socioeconomic level school with 96% of the students qualifying for free or reduced lunch. The ethnic/racial composition of the student body is 69% Hispanic, 11% Caucasian, 10% Asian, 7% African-American.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent surveys are conducted annually. The survey is organized into three areas Parent Communication, Quality Instruction, and School Climate. The Parent Communication results this year included over 89% of parents marking agree or strongly agree that the parent receives regular communication and is informed of important issues regarding their child. An area of growth for Madison would be that 75.6% of parents agreed that they received ideas on how to help their child though this is a 2% growth from last year. There is a need to put into place more parent support workshops to provide resources to parents of students who are struggling academically. Under the area of Quality Instruction we had over 90.3% of parents marking agree or strongly agree that students have access to technology. An area of growth would be that 77.9% of parents marked agree or strongly agree that their child opportunities to participate in a variety of clubs and/or school activities, which is a 2% gain from last year. Currently, through professional development, coaching cycle and professional learning communities, teachers are learning to implement research-based effective instructional practices. The final area on the survey is School Climate. Under this area, we had over 96% of parents marking agree or strongly agree that they feel welcome at Madison. This is a 6% growth from the previous year. An area of growth would be that 81.7% of parents feel that students are discipline in a fair consistent manner, though this is a 6% drop from the previous year. Madison has received the Bonner Character Awards as well as has been recognized as a Gold Level Model Positive Behavior and Intervention and Support school by Fresno County.

### Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted weekly by the principal and vice principal. Feedback is provided electronically using Central Unified's Classroom Observation Form. Teachers are surveyed annually identify areas of support needed regarding the Madison Expectations for classroom instruction. Madison is currently focusing on integrating new strategies including Writer's Workshop,

Guided Reading and Literature Circles into classroom instruction. Classroom implementation is being supported by Madison's Instructional Coach and Administration.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

#### **1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)**

The following assessments are used to monitor and report student and program improvement and/or needs:

Smarter Balance Common Core Assessment  
CUSD Benchmark Assessments  
California English Language Development Test (CELDT)  
English Language Proficiency Assessment for California (ELPAC)  
Fountas and Pinnell  
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)  
Renaissance Star Reading Assessment  
Student projects and portfolios  
Student's daily work, anecdotal records, and classroom assessments

Central Unified School District and Madison Elementary have clearly identified performance benchmarks that are standards based for each grade level. All student achievement is charted and tracked to ensure that teachers can identify standards mastered and those that still need support.

At the beginning of each school year, teachers access data from the DIBELS and Fountas and Pinnell assessments that allows them to create both classroom and individual profiles for their students. They are then given time to collaborate and plan for differentiated instruction to meet those prescribed needs. The annual CELDT assessment administered to EL students provides teachers with information to assist them in providing content area instruction commensurate with the EL students' English language proficiency level and ensure universal access to the grade level core curriculum. The CELDT results are reviewed annually to identify students who meet the reclassification criteria for identification as Fluent English Proficient (FEP) and placement into the mainstream program. Students will take the English Language Proficiency Assessment for California (ELPAC) in the spring of this year for the first time.

Madison Elementary teachers administer District Benchmark Assessment performance tasks which are given three times a year to track student achievement. Teachers give common math assessments to organize a portfolio of ongoing work and checklists in both language arts and math that provide evidence of mastery and /or remedial efforts to allow students to meet grade level standards.

Madison Elementary have also implemented the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Fountas and Pinnell reading assessments to help determine which students need intervention. The DIBELS Benchmark and Fountas and Pinnell assessments are used to determine the intervention necessary for each 3rd- 6th student in language arts and reading. The DIBELS progress monitoring assessment is used to monitor the progress of students in interventions every two weeks.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic such as Fountas and Pinnell; progress monitoring such as DIBELS, including frequent formative and curriculum-embedded; and summative assessments such as SBAC, CAHSEE, CELDT, ELPAC are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All of the certificated classroom teacher are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All classrooms are staffed with highly qualified teachers per the requirements of the ESEA.

The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development, referred to as Teacher Collaboratives, to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Madison Elementary is committed to developing the skills of our staff, administration, paraprofessionals, parents and all other staff to enable every student in achieving content and performance standards. Every Wednesday is an early release day for students in order to provide the time necessary for ongoing professional development. Several areas for specific emphasis include: professional development to promote effective teaching for diverse and special needs students, new teacher orientation/support (provided by the district BTSA program), ongoing professional education, best practice review, student engagement activities, opportunities for participation in curriculum development including collaborative inter-disciplinary programs, and programs which foster integration/articulation at a variety of instructional levels from pre-school through sixth grade. Teachers also meet every week in Professional Learning Communities to analyze assessments, discuss effective strategies to be implemented, and monitor student success.

Madison Elementary teachers are given the opportunity to participate in Central Unified sponsored trainings to assist them with the implementation of state adopted, standards-based instructional language arts and math materials. Site administrators have completed the AB75 sponsored trainings enabling them to provide the leadership, infrastructure, and support for those teachers enrolled in the AB466 trainings. AB75 trainings provide administrators with the skills and knowledge to guide teachers and staff in their focused and concentrated efforts to improve student achievement.

Accelerated Reader - Some of the staff members in 1st through 6th grade have received professional development in Accelerated Reader.

Cognitively Guided Instruction - Some of the staff has been trained on the CGI mathematics instruction.

English Language Development Training- Some of the staff has been trained on supporting English Learners through key Specially Designed Academic Instruction in English (SDAIE) strategies.

ST Mathematics Program - The entire staff was trained on the ST Mathematics software program last year.

Literature Circles - Some of our 3rd through 6th grade teachers have received professional development in the implementation of Literature Circles.

Guided Reading - All of our Kindergarten through 2nd grade teachers have received professional development in Guided Reading.

\*BTSA - All new teachers must complete 2 years of District BTSA training with an assigned BTSA mentor.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. A trained instructional support coach who is knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The school facilitates and supports a one-hour structured PLC meeting weekly which provides time for the PLC team to meet in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In addition, the district provides PLC time three times during the year when teachers are together for Teacher Collaboratives. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

## Teaching and Learning

### 8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The Madison Elementary School staff is committed to providing all of its students a broad-based curriculum with rigorous academic content. The focus of the school's academic program is the engagement of all students in learning the District's core curriculum and meeting or exceeding grade level standards. As part of the school's plan for developing and delivering a high quality instructional program, the school's curricula for all subject areas are continually aligned, as needed, with the California Department of Education's (CDE) curriculum frameworks and model curriculum guides. The instructional program at Madison is supported with up-to-date textbooks and related materials which are adopted and purchased in accordance with the CDE's seven-year textbook adoption cycle, thus ensuring that textbooks are always current and aligned to grade level content standards.

High expectations for student achievement reflect the school-wide belief that all students can learn. Curriculum and instructional practices and grouping arrangements are varied in order to address the academic, social, and personal needs of each student. A variety of teaching strategies and materials, including technology-based materials, are utilized to meet the needs of the students. Students who experience difficulty in learning the core curriculum are provided special support via classroom intervention measures (e.g., differentiated instructional techniques; specialized instructional strategies; modification of the instructional program; peer- and cross-age tutoring, etc.) and/or special programs/services (e.g., Title 1 Program, State Program for English Learners, Special Education Program, Migrant Education Program, and psychological services).

#### Language Arts and ELD:

Madison's language arts program is driven by California's grade level standards. The language arts program provides students varied opportunities, within a thinking, meaning-centered curriculum to develop proficiency in the integrated processes of listening, speaking, reading, and writing in English. The program is developmental, within a systematic, articulated curriculum that is aligned with the California Language Arts Framework. The school uses the following District adopted language arts and ELD materials to deliver core curriculum instruction: Grades K - 6 McGraw-Hill Wonders curriculum

#### Mathematics:

Madison's mathematics program is based upon the rigorous grade level standards contained in California's Mathematics Framework. Important mathematical ideas and their interconnections are at the heart of the mathematics program. Madison's mathematics program emphasizes a balanced mathematics curriculum through conceptual understanding, computational and procedural skills, and problem solving and reasoning. Curricular continuity is established from grade to grade both through a systematic, articulated mathematics curriculum and through the use of the District adopted Pearson Math materials.

#### Science:

Madison's science program provides a systematic, articulated curriculum that is derived from the California Science Grade Level Content Standards. Students learn science through a balanced curriculum based on the life, earth, and physical sciences. The District adopted Scott Foresman Science materials are utilized in kindergarten through sixth grades.

#### Social Science/History:

Madison's social science/history program is based upon a balanced, integrated curriculum that is aligned to the California History-Social Science Framework. The District adopted Houghton-Mifflin: History-Social Science series is used in kindergarten through sixth grades. These materials assist teachers in providing rich, relevant history lessons, geographic literacy, and lessons in active citizenship.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

R/LA:Core---Grade K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours

R/LA Strategic---Grades K-6 30 minutes

R/LA Intensive---Grades 4-6 2.5 hours

ELD Grade K 30 minutes---Grades 1-6 45 minutes

Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour

Mathematics Strategic---Grades K-6 15-30 minutes

Mathematics Intensive---Grades 4-6 15-30 minutes

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district and school prepare, distribute, and monitor the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade six) for the standards-aligned, basic core RLA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core, strategic, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

The basic core course pacing guide is the foundational pacing guide for the strategic support class. The teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD and/or mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Central Unified School District

K-6 Core Curriculum

2017-18

Subject Grade Level District Adopted Materials

Language Arts K-6: McGraw-Hill Wonders

ELD K-6 McGraw- Hill Wonders

Social Studies K-6 Houghton-Mifflin

Mathematics K-6 Pearson

Science K-6 Scott Foresman



12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD- CCSS) and for mathematics (CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student.

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The staff at Madison Elementary is committed to empowering all students through education. The majority of our students come from families that are economically disadvantaged and have few educational resources at home to support learning. Many of our students are learning English as a second language. Madison Elementary is a participant of Title 1 School wide Program (SWP). Our school's academic focus in ELA is on reading fluency, vocabulary development, reading comprehension and the writing process. For Math our intervention focuses on foundational Math skills as well as the conceptual understanding of Math using ST Math in a classroom setting. Our intervention in reading intervention is done in the Warrior Learning Center using key intervention practices using the Inside intervention program from National Geographic. There is intervention held after school from supporting math fluency and reteaching key concepts and skills.

Madison's parents, teachers, support staff, and administrators have reviewed and analyzed data related to student achievement (SBAC- Smarter Balance, California English Language Development Test, CUSD Benchmark Assessments, DIBELS, and the Reading and Oral Language Assessment). Subsequent planning meetings are held to focus on the identification of school and district barriers to learning and the discussion of research-based strategies to overcome the barrier, the selection of strategies, and the allocation of resources to support and maximize improvement efforts and achievement results.

Results of the review indicated that students at Madison Elementary needed ongoing support to achieve mastery of reading/language arts standards at all levels. To meet the needs of our students, Madison Elementary has implemented the following interventions for students reading below grade level: 1) Instructional Aide support is provided in each Kindergarten room for 3 hours a day 2) 3) Fourth - 6th grade math tutorial after school by certificated teachers; and 3) Provide 1st and 2nd grade teachers a Teaching Fellow to support literacy. 4) The Warrior Learning Center is utilized for grades with students who are performing well below grade level. When appropriate, students who have scored at the basic level on the common grade level assessments or CUSD Benchmark Assessments are targeted for supplemental intervention services in an effort to advance them to the proficient or advanced level. Those students scoring below the basic level on the CUSD Benchmark Assessments receive daily remediation in small groups within their regular classrooms.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measurable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

## Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The Madison staff provides a wide variety of opportunities for parents and community members to become involved at the school. Parents are kept informed of these opportunities through regular written communications such as the monthly school newsletter and classroom communications. There is also a weekly dialer sent out by the principal communicating with parents about key school information. Parents are welcome to visit Madison's website as well in order to locate events. Some activities and committees that parents can become involved with include the following:

- School Site Council, English Learner Advisory Committee, and Title 1 meetings.
- Parent Student Teacher Association and its activities including the Halloween Trunk or Treat, and annual school Spring carnival
- Fundraisers such as the Walk-a-thon, Healthy Choice Sales, and Holiday Boutique
- Extra-curricular activities such as Red Ribbon Week, sports programs, and, spelling bee
- Kindergarten classes' special recognition days i.e. Grandparents' Tea, Mothers' Tea, Dad's Day
- Student performances such as the Winter Program, Spring Program, Patriotic Sing-a-long, Peach Blossom Festival

The Madison staff encourages parents and community members to be involved in the improvement of student achievement by:

- Signing and agreeing to carry out their responsibilities listed on the Madison's School-Family Compact
- Volunteering to work in classrooms with small groups of students to facilitate class instruction
- Participating in the School Site Council, English Learner Advisory Committee, Title 1 and Pre-school Parent Advisory Committee meetings for the opportunity to receive training and be involved in the decision making process regarding the school's programs
- Attending school events such as Back to School Night, Parent-Teacher Conferences, Open House, Science Fair, History Day, and other student-centered academic activities
- Attending and participating in parent education and involvement activities such as Parenting Partners, Literacy Support Classes, and English Learner Parent Support Classes

Madison utilizes a number of outreach strategies to keep non-English speaking families informed and involved in their children's education. The following efforts have been very effective in meeting the needs of our non-English speaking families:

- Parents are invited to attend the English Learner Advisory Committee (ELAC) meetings to provide input and suggestions on the school's EL Program.
- Interpreters and childcare are provided at all school meetings.
- Written home-school communications are translated to the extent possible.
- Our bilingual staff assists by interpreting at meetings and making phone calls home when necessary.
- On-site training through the Parenting Partners Program that provides parents with tools and techniques that they can use to assist their children academically.
- Parents are invited to attend the Pre-school Parent Advisory Committee meetings to provide input and suggestions on the school's Pre-school Program.
- The administration makes an effort to personally communicate to non-English speaking parents that their input is important and valued by the staff.

The School Site Council (SSC) is intended to be representative of all segments of the school community. Being composed of the school principal, teachers, other school personnel, and parents, it provides a forum for all members of the school community to come together to identify common goals and establish a plan to achieve these goals. The SSC has the responsibility of developing a comprehensive Single Plan For Student Achievement including a budget, to ensure that all of the resources available to the school are coordinated and focused on providing a high quality educational program in which all students can succeed in learning. The SSC, following approval of the Single Plan For Student Achievement by the Central Unified School District Board of Education, has the on-going responsibility to review the implementation of the Single Plan For Student Achievement and to assess periodically the effectiveness of the program. Modifications or any improvement to the plan or budget are developed, recommended, and approved or disapproved in the same manner. The SSC carries out all other duties and responsibilities assigned to it in California's Education Code.

The primary task of the SSC is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access to and success in that program. The core program embodies the District's curriculum, which reflects the California academic content standards outlined in the State curriculum frameworks. The SSC is also charged with the task of developing a plan for using supplemental resources to increase student understanding of and success in learning the core curriculum

The role of the English Learner Advisory Committee (ELAC) is to advise the principal and staff regarding matters pertaining to the English Learner Program; the school's needs assessment; the school's language survey (R-30 Report); and efforts to make

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

## Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Madison offers English Language support for our EL students. Accelerated English Language Development (AELD) as well as our Transitional students are receiving English Language Development (ELD) by a teacher with a CLAD or BCLAD certification. The special needs of our EL students are addressed by utilizing the CELDT and assessment to ensure that students are given ELD by a teacher who is designated to teach either AELD or Transitional students. EL students are placed in regular classrooms with other EL students as well as English only (EO) students. In the afternoon EL students go to the classroom of the teacher who will deliver ELD at their language acquisition level. All EL students are provided universal access to the core curriculum through standards based differentiated instruction designed to meet their individual needs and facilitate their achievement at the highest level. Teachers provide access to core curriculum for EL students, at their ability level, during the course of the day by using district adopted curriculum and employing generous use of research based Specially Designed Academic Instruction in English (SDAIE) teaching strategies designed to accommodate the EL students' needs. Strategies used to shelter core curriculum include: Link Word/Semantic Webbing, Semantic Feature Analysis, Concept Definition Mapping, Question and Answer Response, Sequential Sequence and Morphology, Word Study, Language Experience Reading & Writing, Modeled and Interactive Writing, Guided Reading, and systematic explicit word study. Madison's regular school day also partners with the After School Program as they utilize some of the academic activities that occur during the day. The after school program rotates students through the computer lab using ST Math as well as participates in Academic Vocabulary activities and follows grade level curriculum map.

#### Migrant English Language Learners

Supplemental English Language Acquisition and Language Arts instruction will be provided to migrant students in after school settings for a prescribed amount of minutes per week.

#### Educationally Disadvantaged Students (EDY/Below Grade Level or Title I):

Madison's classroom teachers as well as the Student Success Team (SST) will service Educationally Disadvantaged Students (EDY/Below Grade Level or Title 1). If a student is noted to be below grade level based on SBAC or meets other District identified criteria, he/she is identified as Title 1/At Risk of Retention. A Plan to Modify Services is then completed by the teacher based upon the student's areas of weakness. The prepared Plan To Modify Services includes intervention programs and instructional strategies to assist the student improve his/her academic performance. Upon completion and implementation of the Plan To Modify Services, the teacher may elect to convene a SST on behalf of the struggling student. The SST consists of teachers, school psychologist, and an administrator. The team meets with parents and the classroom teacher to document strategies that address areas of diagnosed weakness in student achievement. The classroom teacher is able to give the SST detailed information regarding individual student needs based on the results from district benchmark exams in reading, writing, and math, the previous years' SBAC results, and DIBELS. The SST makes recommendations in regard to best practice strategies, curriculum modification/accommodations and expectations to ensure that struggling students continue to have access to core curriculum. The classroom teacher monitors the student throughout the year and based on feedback from ongoing formative assessments, revisits the Plan To Modify Services and updates the plan as necessary.

Teachers are provided support materials for each curricular area with the district adopted materials for their students that need extra support in accessing the core curriculum. Most of the Madison Elementary teachers have been trained in research based learning strategies that have proven effective for helping students who are struggling to acquire the skills they need to achieve at or above grade level standards. Think Aloud, Story Mapping, Personal Dictionaries, and Semantic Feature Analysis in an effort to facilitate their return to grade level standards mastery and give them additional support in becoming independent learners.

Students are also placed at their instructional levels in the standards-based supplemental Accelerated Reader program. This program is individualized and allows for additional student support in learning the grade level standards taught within the language arts curriculum. Additional classroom assistance is provided by instructional aides whom work with "at-risk" students individually and/or in small group settings under the direct supervision of a certificated classroom teacher.

#### Gifted and Talented (GATE):

The formal identification process of gifted and talented students in CUSD may begin as early as third first grade. Gifted and Talented (GATE) students are identified through parent and/or teacher referrals and are given a battery of mandated tests for eligibility screening. This year, there are eleven students in the 4th – 6th grades who meet the GATE program standards. The thrust of the elementary GATE program occurs within the regular classroom and extends the core grade level curriculum. Classroom teachers have received training on how to provide challenging instruction within the classroom for the GATE student. Depending on the GATE students' exceptional abilities and skills, they are provided instruction within their classroom that utilizes differentiated materials and strategies. These strategies provide greater depth and complexity to the grade level standard-based curriculum, thus making instruction more challenging for GATE students. Supplemental materials such as Accelerated Reader and ST Math have been purchased to help provide challenging, individualized learning opportunities for GATE students. Additional available supplemental resources include technology such as the internet, audio-visual equipment and challenging computer software. The site GATE coordinator monitors the placement of students in the GATE Program,

verifies that qualitatively differentiated instruction is taking place, and meets with teachers to address questions or concerns.

## 18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LEA Plan.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

## Description of Barriers and Related School Goals

Madison Elementary is a K - 6 school that lies in a rural setting and has an attendance area of approximately 14 square miles. The campus is situated on 17.5 acres in Fresno County, surrounded by farms, a dairy and single-family residences. During the 2016-2017 school year, the school has had an average enrollment of approximately 700 students. The current ethnic background of the student population is 69% Hispanic, 11% White (not Hispanic), 10% Asian, and 7% African American. Approximately 30% of the students are English Learners, 2% participate in the Gifted and Talented Program, 3% receive services through the Special Education Program, and 5% have been identified as migrant students. The school's Free and Reduced Price Lunch Program supports 96% of the student population. There is a rich diversity at Madison and meeting the multiple needs of our students such as the academic growth of our EL population can be a challenge. Communication with our community and engaging them in the education process as a partner is also a barrier. In addition our school lacks the proper infrastructure to support many of the more recent computer based learning tools that are being used.

These needs are being addressed in the following ways. Our EL population receives ELD five days a week using Wonders which is a component of the core adopted ELA curriculum. The use of this tool provides extra support by front loading material in the classroom as well as develops the use of academic language among our EL students. In addition best first teaching including the direct instruction model, posting and teaching to an objective, checking for understanding through out the lesson, student engagement with opportunities to collaborate and justify their thinking, as well as instruction in Marzano's six step for acquiring academic vocabulary. The use of Instructional Coach to support teacher effectiveness all serve to support our students. Currently with the increased use of Accelerated Reader and ST Math at our site..

Additional barriers include student attendance and the lack of preparedness for school in the home. There is no city transportation to Madison, so many parents are unable to attend meetings or parent workshops.

The Madison administration, staff, and parents work together in an effort to improve student performance and achievement. This year the major school-wide changes being planned in order to improve student achievement includes providing expanding the site's core English Language Development support based on identified need according to CELDT; the continued implementation of additional supplemental instructional programs such as ST Math to support our core academic program; staff Professional Learning Communities focusing on the data cycle process for math and writing; the offer of additional staff development for teachers of English learners.

The professional development that has been occurring for our teachers include Professional Learning Communities, Literature Circles, Guided Reading, the use ST Math, Common Core, Unit Planning, and technology integration.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	100	93	112	98	91	108	98	89	108	98.0	98.9	96.4
Grade 4	98	103	89	96	102	88	93	102	88	98.0	99	98.9
Grade 5	100	94	104	90	90	100	90	90	100	90.0	95.7	96.2
Grade 6	99	94	101	98	90	97	98	90	97	99.0	94.7	96
All Grades	397	384	406	382	373	393	379	371	393	96.2	97.1	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2372.5	2360.3	2381.9	6	3	12.96	14	16	14.81	32	27	22.22	48	54	50.00
Grade 4	2403.8	2410.9	2425.9	3	8	7.95	16	12	26.14	27	23	22.73	51	58	43.18
Grade 5	2430.5	2446.8	2446.5	0	3	3.00	21	22	25.00	21	27	17.00	58	48	55.00
Grade 6	2439.0	2475.7	2481.7	0	7	4.12	14	19	26.80	23	28	29.90	62	47	39.18
All Grades	N/A	N/A	N/A	2	5	7.12	16	17	22.90	26	26	22.90	55	52	47.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	6	11.11	42	33	32.41	52	62	56.48
Grade 4	2	7	5.68	44	43	53.41	54	50	40.91
Grade 5	0	9	6.00	50	36	48.00	50	55	46.00
Grade 6	1	7	7.22	40	37	37.11	59	57	55.67
All Grades	2	7	7.63	44	37	42.24	54	56	50.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	1	11.11	44	38	42.59	50	61	46.30
Grade 4	2	5	9.09	53	44	46.59	45	51	44.32
Grade 5	3	3	9.00	40	47	46.00	56	49	45.00
Grade 6	1	11	9.28	35	47	39.18	64	42	51.55
All Grades	3	5	9.67	43	44	43.51	54	51	46.82



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	4	9.26	69	58	63.89	27	37	26.85
Grade 4	4	7	10.23	66	63	55.68	30	30	34.09
Grade 5	4	4	7.00	59	67	56.00	37	28	37.00
Grade 6	2	10	4.12	54	62	62.89	44	28	32.99
All Grades	4	6	7.63	62	63	59.80	34	31	32.57

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	9	16.67	44	46	41.67	49	45	41.67
Grade 4	8	10	19.32	51	45	56.82	42	45	23.86
Grade 5	12	14	20.00	41	59	34.00	47	27	46.00
Grade 6	7	10	19.59	49	54	61.86	44	36	18.56
All Grades	8	11	18.83	46	51	48.09	45	38	33.08

**Conclusions based on this data:**

1. According to the data, 30% of our students scored at or above grade level in English Language Arts. This is an 8% growth from last year.
2. Overall students scored highest with 67% of students scoring above, at, or near standard in the area of Listening.
3. Overall, students scored the lowest in areas of Reading with 50% students scoring above, at or near the standard. This is a 6% growth from last year.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	100	94	111	98	92	108	98	91	108	98.0	98.9	97.3
Grade 4	98	103	89	96	102	88	93	101	88	98.0	99	98.9
Grade 5	100	94	103	90	90	100	90	89	100	90.0	95.7	97.1
Grade 6	99	94	101	98	92	99	98	91	99	99.0	96.8	98
All Grades	397	385	404	382	376	395	379	372	395	96.2	97.7	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2383.3	2376.3	2395.7	0	3	8.33	22	11	14.81	32	30	34.26	46	56	42.59
Grade 4	2398.6	2404.4	2440.8	1	0	5.68	10	9	29.55	33	40	28.41	52	51	36.36
Grade 5	2447.2	2447.9	2435.4	2	6	2.00	11	7	7.00	32	34	29.00	54	54	62.00
Grade 6	2440.8	2468.7	2490.3	0	4	11.11	9	13	17.17	23	33	31.31	67	49	40.40
All Grades	N/A	N/A	N/A	1	3	6.84	13	10	16.71	30	34	30.89	55	53	45.57

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	7	17.59	38	27	28.70	59	66	53.70
Grade 4	2	2	12.50	15	21	31.82	83	77	55.68
Grade 5	6	6	6.00	34	26	23.00	60	69	71.00
Grade 6	2	9	16.16	22	27	35.35	76	64	48.48
All Grades	3	6	13.16	27	25	29.62	69	69	57.22

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	7	12.04	41	37	51.85	53	56	36.11
Grade 4	3	1	12.50	44	40	54.55	53	59	32.95
Grade 5	2	3	2.00	31	31	30.00	67	65	68.00
Grade 6	1	5	10.10	33	40	40.40	66	55	49.49
All Grades	3	4	9.11	37	37	44.05	60	59	46.84

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	10	12.04	54	44	52.78	45	46	35.19
Grade 4	2	0	6.82	38	36	56.82	60	64	36.36
Grade 5	1	3	2.00	44	44	32.00	54	53	66.00
Grade 6	0	5	9.09	40	56	51.52	60	38	39.39
All Grades	1	5	7.59	44	45	48.10	55	51	44.30

**Conclusions based on this data:**

1. According to the data, 45% of our students are not meeting grade level standard in Mathematics.
2. Overall, students scored highest with 56% students scoring above, at or near standard in the area of Communicating Reasoning. This is a 6% gain from last year.
3. Overall, students scored the lowest in area of Concepts and Procedures with 43% of students scoring above, at or near standard. This is a 12% gain from last year.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>K</b>	14			14	29	25	43	57	38	29	14	25			13
<b>1</b>	20	28	4	40	34	52	37	25	35	3	9	9		3	
<b>2</b>				10	13	30	40	56	40	50	13	20		19	10
<b>3</b>			13	6	13	7	65	25	60	18	13	13	12	50	7
<b>4</b>	5		9	40	14	18	40	71	27	15	14	18			27
<b>5</b>	4		10	42	36	30	46	43	50	4	14		4	7	10
<b>6</b>				29	8	20	52	46	50	14	31	30	5	15	
<b>Total</b>	7	9	5	31	23	28	46	43	42	13	14	16	3	11	8

#### Conclusions based on this data:

1. There are 42% of our students scored Intermediate on the CELDT. Of these students, the majority of the students are in 4th - 6th grade.
2. There are 24% of our students who are either beginning or early intermediate levels.
3. There is a need to identify why students are performing at their current level by looking at a variety of data including reading, writing, attendance etc. There is a need to provide focused support to students who are in the upper grades and are not progressing beyond the Intermediate level.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	2			13	11		27	26		25	34		33	29	
1	21	29		35	37		35	23		2	9		7	3	
2				8	11		54	56		38	11			22	
3				18	9		50	27		14	9		18	55	
4	7			33	24		40	65		13	12		7		
5	3			38	35		45	41		7	12		7	12	
6	7			26	6		48	41		15	29		4	24	
Total	7	7		25	20		39	37		15	18		14	18	

#### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### Goal: English Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Arts</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
<b>SCHOOL GOAL:</b>
Goal Statement: By June of 2018, every Madison student will grow one grade level proficiency or beyond as measured by multiple assessments including Smarter Balanced assessment, District ELA benchmarks, DIBELS and Fountas & Pinnell data.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• DIBELS Benchmark (3 times annually for 4th - 6th Grade)</li><li>• Fountas and Pinnell Data (K - 2nd Grade)</li><li>• District ELA Benchmark (3 times annually)</li><li>• Smarter Balance Assessment (Annually for 3rd -6th Grade)</li><li>• CELDT</li></ul>
<b>Findings from the Analysis of this Data:</b>
<p>Intervention Data from 2016/2017</p> <p>3rd Grade 11/11 – Grown 1 or more levels on F&amp;P 8/11 – Grown 3 or more levels on F&amp;P 8/9 – Grown 9 or more words 4/9 – Grown 25 or more words</p> <p>4th Grade</p>

8/9 – Grown 1 or more levels on F&P  
 7/9 – Grown 3 or more levels on F&P  
 5/9 – Grown 4 or more levels on F&P  
 8/10 – Grown 11 or more words  
 6/10 – Grown 14 or more words  
 5/10 – Grown 24 or more words

5th Grade  
 10/10 – Grown 2 or more levels on F&P  
 9/10 – Grown 3 or more levels on F&P  
 3/10 – Grown 4 or more levels on F&P  
 6/11 – Grown 14 or more words  
 5/11 – Grown 18 or more words  
 4/11 – Grown 35 or more words

#### Fountas and Pinnell End of Year Data 2016/2017

NM	AS	Met	Above
TK/Kinder Grade –	23	16	22 62
First Grade -	29	6	12 41
Second Grade –	10	3	6 62

CAASP - Madison students 3rd through 6th grade students grew 8 percentage points on the Smarter Balanced English Language Arts assessment.

#### Findings

1. Eighty-four percent of the second students in 2016-2017 scored at or above standard on the F&P Reading Assessment.
2. Thirty-three percent of our 1st grade students did non meeting standard according to the F&P Reading Assessment.
3. There is a need to provide additional support in reading and writing to students who are performing below grade level.

#### Means of evaluating progress & group data needed to measure gains:

Means of evaluating progress:

DIBELS Benchmark (3 times annually for 4th - 6th Grade)

- Fountas and Pinnell Data (K - 2nd Grade)
- District ELA Benchmark (3 times annually)
- Smarter Balance Assessment (Annually for 3rd -6th Grade)
- CELDT/ELPAC (Annually)
- Curriculum Embedded Assessment Data

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Madison will implement an intervention process that providing identification, support and progress monitoring to assure each student attains grade level reading mastery.</p> <p>All students students will receive Tier 1 support in the classroom. This includes instructional strategies such as guided reading, literature circles and writers workshop.</p> <p>Tier 2 support is provided in the classroom by the classroom teacher through small group differentiation.</p> <p>Tier 3 support is provided by a certificated intervention teacher during the school day or credentialed teacher as an extended learning opportunity.</p>	10/1/2017 - 10/1/2018	1. Site Administrators 2. Classroom Teachers 3. Certificated Intervention Teachers 4. Instructional Coaches	Reading Intervention Teacher for Tier 3 students in 3rd through 6th grade.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	30000.00
			Guided Reading Books for Tier 2 and Tier 3 support practices	4000-4999: Books And Supplies	Title I Part A: Allocation	2000
			Reproduce materials to support Guided Reading and Intervention for Tier 2 and Tier 3 students	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1000
			Purchase intervention materials and supplies such as assessment and small group support materials to work with Tier 2 and Tier 3 students	4000-4999: Books And Supplies	Title I Part A: Allocation	1814.44
			Substitute provided for time to assess students in order to identify and monitor students who are in need of Tier 2 or Tier 3 support .	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6502.8
			Pay for staff to provide extended day Tier 3 reading and writing tutoring	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	34000.00
Teachers will be provided differentiated professional development to support the implementation of effective literacy practices for example guided reading, literature circles, and writers workshop. Support needs will be determined by teacher self reflection and through classroom drop in data.	10/1/2017 - 10/1/2018	1. Administration 2. Instructional Coach 3. Classroom Teacher	Substitute coverage for peer observations, planning and PD on differentiation strategies for unduplicated students.	1000-1999: Certificated Personnel Salaries	LCFF	3735.15



Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Substitute coverage and extra pay for co-teach and co-planning professional development to support at-risk students.	1000-1999: Certificated Personnel Salaries	LCFF	10000.00
			Conferences and professional books to support differentiation of unduplicated students.	5000-5999: Services And Other Operating Expenditures	LCFF	1000
			Coverage for building PLCs to analyze data and collaborate on best instructional strategies to support unduplicated students.	1000-1999: Certificated Personnel Salaries	LCFF	4000
Create a culture of literacy at Madison through the creation of literacy rich classrooms and a focus on the promotion of literacy school-wide.	10/1/2017 - 10/1/2018	1. Administration 2. Instructional Coach 3. Classroom Teachers	Purchase AR Books to increase student access to high interest books at the appropriate level to support at-risk students.	4000-4999: Books And Supplies	Title I Part A: Allocation	10663.18
			Purchase library and informational magazines for classrooms and for the library for unduplicated students.	4000-4999: Books And Supplies	LCFF	7000
			Brainpop subscription	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1900
			Reading progress motivation and awards for unduplicated students.	4000-4999: Books And Supplies	LCFF	2000
			Purchase library books and materials for the library	4000-4999: Books And Supplies	LCFF-SLIP	1,385.21

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Support student learning through fieldtrips aligned to grade level units.	10/1/2017 - 10/1/2018	1. Administration 2. Instructional Coach 3. Classroom Teachers	Transportation for fieldtrip	5000-5999: Services And Other Operating Expenditures	LCFF	2000
			Field trip entry costs for students	5000-5999: Services And Other Operating Expenditures	LCFF	1000
Madison will implement small group reading support in kindergarten, 1st, 2nd, and 3rd grade classroom. Guided reading will be implemented in each classroom by the classroom teacher. Teaching Fellows literacy support staff and kindergarten aides will be pushed into classrooms.	10/1/2017 - 10/1/2018	1. Administration 2. Instructional Coach 3. Classroom Teachers	Teaching Fellows Contract	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	90255.36
			Kindergarten Aides	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	22062.45
After School program literacy support	10/1/2017 - 10/1/2018	1. After School Director 2. After School Teacher	Books and supplies for family literacy class	4000-4999: Books And Supplies	21st Family Literacy Grant	2,939.00
			Lexia Reading Program	5800: Professional/Consulting Services And Operating Expenditures	21st Family Literacy Grant	8,500.00
			Literacy Presenter for Parent Training	1000-1999: Certificated Personnel Salaries	21st Family Literacy Grant	5790.00
Teachers will provide differentiated instruction to students based on assessed need.	10/1/2017 - 10/1/2018	1. Classroom Teacher	Technology to support differentiation for key to support at-risk students.	4000-4999: Books And Supplies	Title I Part A: Allocation	20000
			Classroom differentiation materials such as books, realia, and small group instructional supplies for unduplicated students.	4000-4999: Books And Supplies	LCFF	7131.9

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Items such as headphones and other materials to support differentiation of unduplicated students.	4000-4999: Books And Supplies	LCFF	3000
Provide extended library access to parents and students to support literacy.	10/1/2017 - 10/1/2018	1. Librarian	Librarian pay for extended hours	2000-2999: Classified Personnel Salaries	LCFF	6000

## Planned Improvements in Student Performance

### Goal: Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics</b>		
<b>LEA GOAL:</b>		
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.		
<b>SCHOOL GOAL:</b>		
Goal Statement: By June of 2018, every Madison student will increase a grade level math proficiency as measured by multiple measures Smarter Balance assessment, fluency assessments, curriculum embedded assessments.		
<b>Data Used to Form this Goal:</b>		
<ul style="list-style-type: none"><li>Curriculum Embedded Assessment Data</li><li>ST Mathematics Reports</li><li>Classroom Fluency Assessments</li><li>Mathematics Benchmarks</li><li>Smarter Balance Mathematics Assessment 3rd - 6th Grade</li></ul>		
<b>Findings from the Analysis of this Data:</b>		
ST Math Data		
Grade Students	Progress	Progress Per Login
Kindergarten	72.7%	.6%
First Grade	62.3%	.5%
Second Grade	70.4%	.4%
Third Grade	39.8%	.5%
Fourth Grade	57.8%	.5%
Fifth Grade	59.7%	.5%
Total	55.9%	.5%
CAASP - Madison students 3rd through 6th grade students grew 11 percentage points on the Smarter Balanced Mathematics assessment.		
1. There is a need for PLCs to assess, analyzed, support and monitor student mastery of grade level mathematics standards.		

2. There is a need to provide additional student support based on identified need.

**Means of evaluating progress & group data needed to measure gains:**

Means of evaluating progress:

- Smarter Balance Math Assessment (Annually)
- Curriculum Embedded Assessment Data
- Growth on Mathematics Fluency Assessments
- Growth on Mathematics Benchmarks (K-6th)

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Madison will implement an effective PLC for mathematics using the data cycle. Student need will be identified through grade level common assessments.</p> <p>Tier 1 students will receive best first instruction including from the classroom teacher.</p> <p>Tier 2 students will receive Tier 2 small group instruction in the classroom from the classroom teacher.</p> <p>Tier 3 students will receive Tier 3 instruction from a credentialed teacher through extended learning opportunities.</p>	10/1/2017 - 10/1/2018	1. Admin 2. Classroom Teachers 3. Instructional Coach	Pay staff to provide tutorial to Tier 3 at-risk students during extended day.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	30000.00
			ST Math program to support math conceptual understanding for at-risk students.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4583.32
			Duplication for differentiation material to support Tier 2 and Tier 3 students	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1000
			Provide math motivation and recognition to students	4000-4999: Books And Supplies	Title I Part A: Allocation	1000
			Materials for mathematics differentiation for Tier 2 and Tier 3 students	4000-4999: Books And Supplies	Title I Part A: Allocation	2000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Madison teachers will participate in PLC data cycle. and receive support in implementing best practices in math instruction including best practices for supporting Tier 2 and Tier 3 students. Support needs will be determined by teacher self reflection and through classroom drop in data.	10/1/2017 - 10/1/2018	1. Admin 2. Classroom Teachers 3. Instructional Coach	Teacher conference coverage expenses to learn to support the needs of unduplicated students.	1000-1999: Certificated Personnel Salaries	LCFF	1000
			Teacher Conference Expenses to learn strategies to support the needs of unduplicated students.	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1000
			Teacher planning time to learn key practices to support the needs of unduplicated students in the classroom	1000-1999: Certificated Personnel Salaries	LCFF	1000
			Teacher materials to provide math support in small group	4000-4999: Books And Supplies	LCFF	2000
Classified support to assist primary students (guided reading, small group instruction in math, differentiation, and teacher support).	10/1/17 - 10/1/18	1. Admin 2. Classroom Teachers 3. Instructional Coach	Classified support to assist primary students.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	22062.45

## Planned Improvements in Student Performance

### Goal: English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

#### **SUBJECT: English Language Development**

##### **LEA GOAL:**

LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.

LCAP Goal 4: Assure 1 year of growth in language acquisition for every EL student.

##### **SCHOOL GOAL**

By June of 2018, all Limited English Proficient (LEP) students will progress at least one proficiency level as measured by curriculum embedded assessments, CELDT, and ELPAC.

##### **Data Used to Form this Goal:**

- CELDT
- Fountas and Pinnell Data for EL students
- DIBELs Data for EL students
- English Language Development Benchmarks

##### **Findings from the Analysis of this Data:**

- There is a need to monitor progress and support each English Learner.
- There is a need to provide information to parents of English Learners on strategies to support their children.
- There is a need to provide support to teachers on lesson differentiation for English Learners.

##### **Means of evaluating progress & group data needed to measure gains:**

- Fountas and Pinnell Data for EL students
- DIBELs Data for EL students
- ELPAC/CELDT
- ELD curriculum assessments
- Curriculum Embedded Assessments.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Students who are English Learner will be assessed and receive ELD support based on identified area of need. Student success will be monitored with multiple assessments including ELPAC, CELDT, DIBELS and Fountas and Pinnell assessment.	10/1/2017 - 10/1/2018	1. Admin 2. Classroom Teachers 3. Instructional Coach	Purchase ELD materials to support implementation of small group ELD	4000-4999: Books And Supplies	LCFF	850
			Aide to support classroom ELD and literacy support for students who are English Learner	2000-2999: Classified Personnel Salaries	LCFF	10000
			Brainpop ESL to provide support level 1 students who are English Learners	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	150
			Classroom differentiation materials such as books, realia, and small group instructional supplies	4000-4999: Books And Supplies	LCFF	1000
			Pay for staff to provide Tier 3 extended day tutorial to Long Term English Learners	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	10000
			Purchase bilingual books for the Madison library to support EL students.	4000-4999: Books And Supplies	LCFF	4000
Teachers will receive professional development on supporting student ELD need. Classroom observations will be used to monitor progress. Professional development will focus on the following: 1. Key strategies to support vocabulary development for English learners. 2. Key strategies to develop student speaking and writing from Basic Interpersonal Communication Skills to Cognitive Academic Language Proficiency. 3. Key strategies to develop reading	10/1/2017 - 10/1/2018	1. Admin 2. Classroom Teachers 3. Instructional Coach	Purchase professional development materials such as videos and books focused on best practices to support English Learners	4000-4999: Books And Supplies	Title I Part A: Allocation	500



Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
comprehension skills with English Learners.			Principal and Instructional Coach will seek out resources such as District personnel, professional videos, and professional literature on best practices such as SDAIE strategies to support the language development of English Learners.  Instructional coach will work with classroom teachers to provide professional development with key ELD strategies to support the needs of English Learners			

## Planned Improvements in Student Performance

### Goal: School Culture

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School Culture</b>
<b>LEA GOAL:</b>
<p>LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</p> <p>LEAP Performance Goal 5: All students will graduate from high school.</p> <p>LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, &amp; community.</p> <p>LCAP Goal 2: Connect every student to school by providing equity of access to education opportunities and creating an environment conducive to learning for all students.</p> <p>LCAP Goal 3: Engage families in system-wide programs assuring student/families access to support for academic, social/emotional and physical well-being.</p>
<b>SCHOOL GOAL</b>
By June of 2018, we will provide an opportunity for every 4th through 6th grade student to be prepared for college career and community. Students will be connected to the school through opportunities including co-curricular activities such as the following lunchtime activity groups, after school activities, leadership, athletics, and cheer.
<b>Data Used to Form this Goal:</b>
Surveys
<b>Findings from the Analysis of this Data:</b>
<p>Findings</p> <ol style="list-style-type: none"> <li>1. There is a need to survey students regarding our school culture goals.</li> <li>2. There is a need to communicate co-curricular opportunities to new students in order to connect students to school.</li> </ol>
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
<p>Means of evaluating progress:</p> <ul style="list-style-type: none"> <li>• Student Survey</li> <li>• Program sign up sheets</li> </ul>

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Students will be offered a variety of activities during lunch as well as	10/1/2017 - 10/1/2018	1. Admin 2. Classroom	PBIS student activities support	2000-2999: Classified Personnel Salaries	LCFF	11774.91

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
receive PBIS training opportunities.		Teachers 3. Instructional Coach				
Sixth grade students will be offered opportunities to visit colleges and/or have guest speakers focusing on college and careers.	10/1/2017 - 10/1/2018	1. Admin 2. Classroom Teachers 3. Instructional Coach	Transportation cost	5000-5999: Services And Other Operating Expenditures	LCFF	2000
			Guest speakers brought in to motivate students	5000-5999: Services And Other Operating Expenditures	LCFF	5522.62
PBIS Incentives for making positive choices.	10/1/2017 - 10/1/2018	1. Admin 2. Classroom Teachers 3. Instructional Coach	Purchase PBIS motivational materials for activities	4000-4999: Books And Supplies	LCFF	3000
Students will be taught positive behavior choices and recognized in a variety of areas including academics, behavior and co curricular activities.	10/1/2017 - 10/1/2018	1. Admin 2. Classroom Teachers 3. Instructional Coach	Student agendas purchased with imbedded positive behavior and organizing lessons.	4000-4999: Books And Supplies	LCFF	2000
			Purchase positive support materials for academics, behavior, and co-curricular activities	4000-4999: Books And Supplies	LCFF	730.82
			Purchase SWIS program to monitor at risk students behavior	5000-5999: Services And Other Operating Expenditures	LCFF	700
Develop leadership skills through Safe School Ambassador Training	10/1/2017 - 10/1/2018	1. Admin	Safe School Ambassador Training cost	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1000
			Supplies and materials for student training	4000-4999: Books And Supplies	LCFF	500

## Planned Improvements in Student Performance

### Goal: Parent Engagement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Parent Engagement</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.
<b>SCHOOL GOAL</b>
By June of 2018, we will provide a variety of support opportunities to parents including technology classes, English learner support classes, literacy support classes, and general parenting support classes.
<b>Data Used to Form this Goal:</b>
Parent Survey
<b>Findings from the Analysis of this Data:</b>
There were 75.6% of parent that marked agree for the survey question regarding teacher and/or principal providing ideas on how to help their child.
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
<ul style="list-style-type: none"> <li>• Parent Workshop attendance</li> <li>• Parent Surveys</li> </ul>

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide parent support training and resources to support student academic development.	10/1/2017 - 10/1/2018	1. Admin 2. Classroom Teachers 3. Instructional Coach	Provide Parent Literacy support training to support at-risk students.	5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement	2769

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Materials for supplies for parent training to support unduplicated students.	4000-4999: Books And Supplies	LCFF	500
			Pay for staff members to implement training to support unduplicated students.	1000-1999: Certificated Personnel Salaries	LCFF	500
Provide parent with support training and resources to support student academic success.	10/1/2017 - 10/1/2018	1. Admin 2. Classroom Teachers 3. Instructional Coach	Extra pay for staff members to implement training.	1000-1999: Certificated Personnel Salaries	LCFF	1069.00
			Parent Support materials and supplies for parent support night.	4000-4999: Books And Supplies	LCFF	1500
			Translation for parent training	2000-2999: Classified Personnel Salaries	LCFF	1500
Provide parents of English learner students strategies to support English development.	10/1/2017 - 10/1/2018	1. Admin 2. Classroom Teachers 3. Instructional Coach	Extra pay for staff members to implement training.	1000-1999: Certificated Personnel Salaries	LCFF	1700
			Parent Support material and supplies for meeting.	4000-4999: Books And Supplies	LCFF	1500
			Translation for parent training	2000-2999: Classified Personnel Salaries	LCFF	1083.80
Certificated teacher will provide support with co-curricular academic events. Parent resources and materials purchased to support parents for events such as History Day and Science Fair.	10/1/2017 - 10/1/2018	1. Admin 2. Classroom Teachers 3. Instructional Coach	Purchase and duplicate parent support materials.	4000-4999: Books And Supplies	LCFF	1000
			Pay for staff members to implement training	1000-1999: Certificated Personnel Salaries	LCFF	1000
Parent Support Class	10/1/2017 - 10/1/2018	1. Administration 2. After School Program Director 3. Classroom Teachers	Parenting Support Training including speakers and presenter costs	5800: Professional/Consulting Services And Operating Expenditures	LCFF	4500

## Summary of Expenditures in this Plan

### Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	110,798.20	0.00
21st Family Literacy Grant	17,229.00	0.00
LCFF-SLIP	1,385.21	0.00
Title I Part A: Allocation	291494.00	0.00
Title I Parent Involvement	2769.00	0.00

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
21st Family Literacy Grant	17,229.00
LCFF	110,798.20
LCFF-SLIP	1,385.21
Title I Part A: Allocation	291,494.00
Title I Parent Involvement	2,769.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	140,296.95
2000-2999: Classified Personnel Salaries	74,483.61
4000-4999: Books And Supplies	80,014.55
5000-5999: Services And Other Operating Expenditures	111,111.30
5800: Professional/Consulting Services And Operating	17,769.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	21st Family Literacy Grant	5,790.00
4000-4999: Books And Supplies	21st Family Literacy Grant	2,939.00
5800: Professional/Consulting Services And	21st Family Literacy Grant	8,500.00
1000-1999: Certificated Personnel Salaries	LCFF	24,004.15
2000-2999: Classified Personnel Salaries	LCFF	30,358.71
4000-4999: Books And Supplies	LCFF	37,712.72
5000-5999: Services And Other Operating	LCFF	12,222.62
5800: Professional/Consulting Services And	LCFF	6,500.00
4000-4999: Books And Supplies	LCFF-SLIP	1,385.21
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	110,502.80
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	44,124.90
4000-4999: Books And Supplies	Title I Part A: Allocation	37,977.62
5000-5999: Services And Other Operating	Title I Part A: Allocation	98,888.68
5800: Professional/Consulting Services And	Title I Parent Involvement	2,769.00



## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	285,679.49
Goal: Mathematics	65,645.77
Goal: English Language Development	26,500.00
Goal: School Culture	27,228.35
Goal: Parent Engagement	18,621.80

## School Site Council Members

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Christine Pennington	X				
Leida Crumb				X	
Karen Kirkpatrick		X			
Susan Hamlin		X			
Jessica Martinez				X	
Robin Alcala		X			
Maria Villalobos				X	
Jackie Oliver			X		
Cindy Curry				X	
Ruby Rodriguez				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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.

# **MADISON ELEMENTARY SCHOOL**

## **Title 1**

### **Parent Involvement Policy**

A critical dimension of effective schooling is parent involvement. A major goal of the Title 1 Program is to encourage greater involvement of parents in the education of their children. The Madison Elementary School staff is committed to developing strong partnerships with the parents/guardians of our students. Parents and school staff working together as partners can positively affect student achievement, behavior, and attendance in addition to developing positive student attitudes about self and school. It is important to Madison's staff to maintain an open channel of communication between the home and school, thereby promoting a partnership of student, parent, and school. Madison's policy describes the means for carrying out the following Title 1 parental involvement requirements. (*Title 1 Parental Involvement, 20 USC 6318a-f*)

#### **Involvement of Parents In the Title 1 Program**

Madison staff does the following:

1. Convenes an annual meeting to communicate the Title 1 Program requirements to the parents of Title 1 students and inform them of their rights to be involved in the program.
  - Title 1 parents are invited to meet before the first SSC meeting by using Connect Ed. In addition, notices of the meeting are sent home with all students.
2. Offers a flexible number of meetings.
  - At the first Title 1 Program meeting, parents are given the option to schedule additional meetings for the purpose of providing suggestions and participating in improvement efforts.
3. Involves parents of Title 1 students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 Program and the Parent Involvement Policy.
  - All parents are invited to attend regularly scheduled SSC meetings to participate in the planning, review, and improvement of the Title 1 Program including the Parent Involvement Policy, School – Family Compact, and Madison's Single Plan For Student Achievement.
  - All parents are mailed an annual Title 1 Program Survey in order to rate the effectiveness of Madison's Title 1 Program and make suggestions for improvement.
4. Provides parents of Title 1 students with timely information about the Title 1 Program.
  - Parents are provided information about the school's Title 1 Program during Back to School Night, at parent-teacher conferences, and at the first Title 1 meeting during the first quarter of the school year. Title 1

brochures are also available in the school's front office. Madison's Title 1 Program is fully described in the Single Plan for Student Achievement (SPSA). Copies of the SPSA are distributed at the 1<sup>st</sup> School Site Council meeting and are available to all parents upon request.

5. Provides parents of Title 1 students with an explanation of the curriculum, assessments, and proficiency levels students are expected to achieve.
  - Parents are provided this information at various times throughout the school year including the annual Title 1 meeting, School Site Council meetings, English Learner Advisory Committee meetings, Back to School Night, and parent-teacher conferences.
  - Teachers provide curriculum descriptions, grade level standards, and grading policies to parents at the beginning of each school year during Back to School Night or parent teacher conference week.
6. Provides parents of Title 1 students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
  - All Title 1 parents are invited to attend School Site Council and English Learner Advisory Committee meetings. Notices of these meetings including the agenda items for the meetings are sent home with the students in Spanish and English. Agendas are posted in the office 3 days prior to the meetings in Spanish and English.

### **School – Family Compact**

Madison Elementary School has jointly developed with and distributed to parents of Title 1 students a School – Family Compact that outlines how parents, staff, and students will share the responsibility of improved student academic achievement. It also describes how the school and parents will develop a partnership to help students reach proficiency on the Common Core State Standards. By signing Madison Elementary School's School-Family Compact, teachers, students, and parents agree to carry out their responsibilities as listed on the compact.

### **Building Parents' Capacity For Involvement**

Madison Elementary School engages Title 1 parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title 1 parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children through:
  - the distribution of monthly newsletters, informational booklets, and other printed materials,
  - the posting of parent resources on the school's website,

- the distribution and discussion of grade level content standards during Back to School night or parent teacher conferences,
  - providing parents with reports on their children's progress at regular intervals. Parent-teacher conferences are scheduled during the 9<sup>th</sup> week of school for all students and during the 28<sup>th</sup> week of school for students at-risk of failing to meet grade level content standards. Student progress reports are provided to parents during these conferences. Parents may request additional conferences with their child's teacher if desired. Report cards are sent home during the 18<sup>th</sup> and 36<sup>th</sup> weeks of school, for 2<sup>nd</sup> through 6<sup>th</sup> grade students.
  - Parent training that is specific to Madison, including current academic and behavior data, as well as strategies to help students in academic area. The trainings have been offered during Saturday schools in order to allow parents to attend.
2. Provides materials and training to help Title 1 parents work with their children to improve their children's achievement by:
- providing on-site training opportunities through existing parent advisory groups such as School Site Council and the English Learner Advisory Committee, Parent Literacy events and Parenting Partners conducted in English and Spanish.
  - providing information to parents regarding trainings offered through the school district and other community organizations such as Birth -5 Parent Workshops,
  - making the school's library materials available to parents,
  - providing parents with information about the Fresno County Library where parents and their children can check-out reading material,
  - making accessible to parents the Spanish translations of student textbooks if available through the CUSD Instruction Office.
- Information regarding trainings and materials available to parents is made available through the school's monthly newsletter, postings on the site's website, as well as through notices sent home with students.
3. Educates staff, with the assistance of Title 1 parents, in the value of parent contributions and how to work with parents as equal partners through:
- reviewing the results of the Title 1 Parent Survey at a staff meeting and discussing how to reach out to and communicate with parents to improve the school – family partnership, and
4. Coordinates and integrates the Title 1 parental involvement policy program with other programs and conducts other activities that encourage and support parents in more fully participating in the education of their children. This is done by:
- providing on-site training opportunities through the series of Positive Parenting Workshops facilitated by Madison's After School Program which is funded by The After School Literacy Grant,

- encouraging and welcoming parents to participate in a wide variety of school functions and activities, as well as serve as volunteers in their children's classrooms.
5. Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
    - All school communications sent home and distributed at parent advisory meetings are translated into Spanish.
  6. Provides support for parental involvement activities requested by Title I parents by:
    - providing childcare and interpreters at all parent advisory committee meetings, and
    - scheduling meetings at times convenient for parents.
  7. Staff welcomes parents to volunteer on campus in the classrooms and for events on campus and fieldtrips throughout the school year.

### **Accessibility**

High achieving elementary schools provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. This is accomplished by:

- providing, to the extent possible, information related to school and parent programs, meetings, and other activities in the language parents understand;
- providing interpreters, childcare, and transportation, when necessary, for parent-teacher conferences and other school meetings and functions;
- providing accommodations, to the extent possible, to meet any special needs of our parents for participation including holding meetings in locations accessible to the disabled; and
- The students will all have access to tablets at school.
- In addition, Madison is provide more parent access to training by using funds from the 21<sup>st</sup> century grant with our after school program, as well as the Birth-3<sup>rd</sup> grade grant.

The Madison Elementary School staff, in collaboration with our students' parents, will continue efforts to enhance parent involvement that reflect the needs of our students and their families.

## Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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
- X English Learner Advisory 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):

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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 10/2/17.

Attested:

Christine Pennington

Typed Name of School Principal

[Signature]

Signature of School Principal

10/2/17  
Date

Robin Alcala

Typed Name of SSC Chairperson

[Signature]

Signature of SSC Chairperson

10/2/17  
Date

Name \_\_\_\_\_

Grade \_\_\_\_\_

**Madison Elementary School**  
**SCHOOL - FAMILY COMPACT**

*It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.*

**Teacher Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Strive to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Provide a safe, positive, and healthy learning environment.
- Communicate regularly with families about student progress.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Participate in collaborative decision making and consistently work with families and my school colleagues to make our school accessible and welcoming places for families which help our students achieve the school's high academic standards.
- Respect the school, students, staff, and families.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

**Student Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Come to school on-time, ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and non-educational technology, instead study or read every day after school.
- Ask for help when I need it.
- Respect the school, classmates, staff and families.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**Parent/Guardian Pledge:**

I will continue to carry out the following responsibilities to the best of my ability:

- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Communicate the importance of education and learning to my child.
- Provide a quiet place & time for my child to complete his/her homework and monitor TV viewing and technology use.
- Communicate with the teacher or the school when I have a concern.
- Read to my child or encourage my child to read every day (20 minutes for grades K-3, and 30 minutes for grades 4-6)
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Respect the school, staff, and families.

\_\_\_\_\_  
Parent's / Guardian's Signature

\_\_\_\_\_  
Date



Nombre \_\_\_\_\_

Grado \_\_\_\_\_

Escuela Primaria de Madison  
ESCUELA – FAMILIA COMPACTA

Es importante que familias y las escuelas trabajan juntas para ayudar a estudiantes a conseguir altos estándares académicos. Por un proceso que incluyó a profesores, familias, estudiantes y representantes de comunidad, lo siguiente es concordado sobre papeles y responsabilidades que como compañeros realizaremos para apoyar el éxito de estudiante en la escuela y en la vida.

### Compromiso del Profesor:

Consiento en realizar las responsabilidades siguientes a la mejor de mi capacidad:

- Proporcione el plan de estudios de alta calidad y instrucción.
- Esforzarse por motivar a mis alumnos a aprender.
- Tenga grandes expectativas altas y ayude cada niño para desarrollar un amor del aprendizaje.
- Proporcione un ambiente de aprendizaje seguro, positivo, y sano.
- Comunique con regularidad con familias sobre progreso de estudiante.
- Proporcione las asignaciones de tarea significativas, diarias para reforzar y ampliar el aprendizaje (30 minutos para grados 1-3 y 60 minutos para grados 4-6).
- Participe en las oportunidades profesionales del desarrollo que mejoran la enseñanza y el aprendizaje y apoyan la formación de sociedades con familias y la comunidad.
- Participan en la fabricación de decisión de colaboración y consecuentemente trabajan con familias y mis colegas escolares para hacer nuestros sitios escolares accesibles y que dan la bienvenida para familias que ayudan a nuestros estudiantes a conseguir los estándares académicos altos de la escuela.
- Respetan la escuela, estudiantes, personal, y familias.

\_\_\_\_\_  
La Firma del Profesor

\_\_\_\_\_  
Fecha

### Compromiso del Estudiante:

Consiento en realizar las responsabilidades siguientes a la mejor de mi capacidad:

- Vienen a la escuela a tiempo, listo a aprender y trabajar mucho.
- Traen los materiales necesarios, asignaciones completadas y tarea.
- Sepa y siga las reglas de la escuela y clase.
- Comunique regularmente con mis padres y profesores sobre experiencias escolares de modo que puedan ayudarme a ser acertado en la escuela.
- Limitar mi televisión y la tecnología no educativa, y en cambio estudian o leen cada día después de la escuela.
- Pedir la ayuda cuando lo necesito.
- Respetan la escuela, compañeros de clase, personal y familias.

\_\_\_\_\_  
La Firma del Estudiante

\_\_\_\_\_  
Fecha

### Compromiso del Padre/Guarda:

Seguiré realizando las responsabilidades siguientes a la mejor de mi capacidad:

- Aseguran que mi niño asiste a la escuela cada día, consigue el sueño adecuado, la asistencia médica regular y la nutrición apropiada.
- Comunican la importancia de educación y aprendizaje a mi niño.
- Proporcionan un lugar tranquilo y el tiempo para mi niño para completar su tarea y supervise la vision de television y el uso de la tecnología.
- Se comunican con el profesor o la escuela cuando tengo una preocupación.
- Lea a mi niño o anime a mi niño a leer diario (20 minutos K-3, y 30 minutos para grados 4-6)
- Supervise regularmente el progreso de mi niño en la escuela.
- Participan en la escuela en actividades como fabricación de decisión escolar, ofrecerse voluntariamente y/o asistencia a conferencias del padre - profesor.
- Respetan la escuela, personal, y familias.

\_\_\_\_\_  
La Firma de los Padres / de los Guardas

\_\_\_\_\_  
Fecha

**Madison**

**School Site Council (SSC) 1<sup>st</sup> Quarter Meeting/s**

**Date of Posting: 9-12-17      Meeting Date: 9-18-17**

**Location: Room 22**

**Starting Time: 4PM      Ending Time: 5 PM**

**Outcomes: Participants will be able to:**

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of SSC, roles and responsibilities of the SSC members
- Elect officers and District Advisory Committee (DAC) representative
- Receive information on by-laws, academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning
- Discuss and begin to analyze school's academic instructional program
- Determine future meeting dates, times and training schedules

**Representatives & Staff:** SSC members Christine Pennington, Karen Kirkpatrick, Susan Hamlin, Robin Alcala, Jackie Oliver, Leida Crumb, Jessica Martinez, Maria Villalobos, Cindy Curry, Rubi Rodriguez.

**Guests:** Jodie Velasquez, All staff, parents, and members of the public are invited to attend the meeting.

<b>Agenda Item</b>	<b>Action Requested</b>	<b>Responsible Person(s)</b>	<b>Time Limit</b>
<b>Call the Meeting to Order</b>	None	Principal	2 minutes
<b>Roll Call—establish quorum</b>	None	Principal	1 minute
<b>Changes/Additions to the Agenda</b>	Approval/Modification of the agenda	Principal	1 minute
<b>Secretary's Report</b>	Approval/Amendments	Principal	5 minutes
<b>Report of Officers, Standing &amp; Special Committees</b>		DAC Rep	5 minutes
<b>Public Comment</b> (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	5 minutes
<b>Unfinished Business</b>	None	Principal until election of chairperson	0 minutes



**Madison ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES**  
**9-18-17**

**1. Call the Meeting to Order:**

- The meeting was called to order at 4:00 by Christine Pennington. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	Maria Villalobos		1	Susan Hamlin	Teacher	x
2	Cindy Curry	x	2	Karen Kirkpatrick	Teacher	X
3	Rubi Rodriguez	x	3	Robin Alcala	Teacher	X
4	Jessica Martinez	x	4	Jackie Oliver	Other	X
5	Leida Crumb	x	5	Christine Pennington	Principal	X

	Guest		Non member staff	Position
1	Enter name	1	Jodie Velasquez	After School Director
2		2		
3		3		
4		4		

**2. Roll Call:**

- (Sign in Sheet).
- Chairperson announced
  - 6 members are needed to establish a quorum
  - 9 members are present 1 members are absent
  - A quorum has been established

**3. Changes/Additions to the Meeting Agenda:**

- No changes or additions were made to the agenda.\* Motion- R. Alcala Second- J. Martinez  
 Unanimous to approve the agenda

**4. Secretary's Report:**

- . \* Motion- R. Alcala Second- S. Hamlin Unanimous to approve the Minutes

**5. Committee Reports:**

- None

**6. Public Comment:**

- Jodie Velasquez** After School Director explained this years events for students and families:
- Family Literacy Night Thursday 9/14/17 59 people attended with the Mother Goose Character presented the hardcover book "Pirates and Fairies" which each family was able to keep. Presenter shared learning about reading strategies, practiced reading the book and parents were able to participate in an interactive reading program. This program was presented in English and Spanish. Students received a hardcover book, pirate bandana and treasure map.*
- Next Months Family Literacy Night Book is "Where the Wild Things Are" which is in English and Spanish. October 12, 2017. 6PM*

**S. Hamlin** stated that she thought the improved attendance at the Family Literacy Night was in part to having the book previewed in the office and announced on daily announcements.

**J. Martinez** asked if there is enough room for all parents that come to participated.

**J. Oliver** commented that the Zoomba class ELAC parents requested has now begun. Parents will be invited to attend in the near future.

- *After School Program Classes*
- *Violin program continues this year.*
- *Tennis for ASP K-3<sup>rd</sup> Field trip to Stanford for Women' Open this year*
- *Drama-Winnie the Pooh*
- *Engineering*
- *Robotics*
- *Folklorico*
- *Small Business/ Produce Stand*
- *Baseball*
- *Sports Fitness*
- *Zoomba for students now but later to include parents*

## **7. Unfinished Business:**

- None

## **8. New Business**

- a. CUSD Guiding Principles Reviewed by C. Pennington
- b. Review the purpose of the SSC by C. Pennington
- c. Review the duties of SSC members by C. Pennington
- d. By-laws Reviewed by C. Pennington
- e. Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers:
  - Chairperson **Robin Alcala** Nominated by C. Pennington 2<sup>nd</sup> **Unanimous approval**
  - Vice-chairperson- **Jessica Martinez** Nominated by S. Hamlin 2<sup>nd</sup> R. Alcala **Unanimous approval**
  - Secretary **Jackie Oliver** Nominated by R. Alcala 2<sup>nd</sup> J. Martinez **Unanimous approval**
  - DAC representative **Jessica Martinez** Nominated by R. Alcala 2<sup>nd</sup> **Unanimous approval**
  - DAC alternate **Cindy Curry** Nominated by C. Pennington 2<sup>nd</sup> R Alcala **Unanimous approval**
- f. School Safety Plan Reviewed by Jackie Oliver  
Nomination to Approve Safety Plan by S. Hamlin 2<sup>nd</sup> by R. Rodriguez **Unanimous approval**
- g. Academic progress report explained by C. Pennington
- h. LCAP engagement, purpose, priorities & progress measures
- i. SPSA goals and results
- j. Review responsibility to seek input from ELAC for SPSA programs for ELs  
**ELAC input from 9-18-17 meeting at 9:15 AM 1<sup>st</sup> Quarter Meeting**  
Parents' ability to check out books at the Library  
Have tutors from college. (We have tutors- Teaching Fellows are current College Students)  
Have Speakers from Police and Fire to speak to students.  
GED and Vocational classes for parents including Cake decorating, baking, cooking and sewing.  
Invite parents to share their skills with other parents in the above mentioned areas.  
Have opportunities for parents to use chrome books or tablets with school internet on campus.
- k. Advise on SPSA goals, tasks & expenditures by C. Pennington  
**S. Hamlin** commented 6th grade scores had improved last year. Smarter Balanced growth is 6% in ELA  
**Actions discussed.**  
C. Pennington suggested increasing Teaching Fellows to include Grade 3.  
**K. Kirkpatrick** asked if the 3<sup>rd</sup> grade students would still receive pull out intervention.  
**C. Pennington** suggested that that Teaching Fellows would be in class and third grade would not be pulled out for intervention which gives more room for grades 4-6 to have pull out intervention.  
**S. Hamlin** asked if grades 4-6 would have credentialed after school tutors or would they be non-credentialed working with the students.

**R. Alcala** brought up the SSC Professional Development Committee to determine or give input on the professional development included in the Single Plan for Student Achievement

**K. Kirkpatrick** commented that it may be difficult to have intervention pull outs with the class and using Teaching Fellows as well.

**S. Hamlin** commented that Teaching Fellows are current students in college. She also stated that Teaching Fellows also have some training on Saturdays within the Teaching Fellows organization.

**R. Alcala** stated that it is difficult having students pulled at different times in the day. For example, three kids pulled at 9:30, 2 at 1:30 ect.

**Jessica Martinez** commented that it is impressive to see 11% Math growth.

**Karen Kirkpatrick** stated she is worried that will the budget allow for more manipulative kits next year due to them wearing out. She states the students use them often and they are a great resource and hope they are available and replaced if needed.

**C. Pennington** suggested we look in the spring to order more Math Manipulatives if needed.

**R. Alcala** suggested adding more titles of magazines to the Library such as National Geographic for Kids.

- l. Plan for site parent professional learning **C. Pennington** explained the classes offered and suggested that we include a class this year regarding social media.

**Jackie Oliver** commented that she felt that students dressing up for the Family Literacy Night helped the increase in attendance.

**Susan Hamlin** stated that if we give the students something besides the book such as the Pirate Bandana and Treasure Map was a cause of the increase of attendance.

**Robin Alcala** suggested having food at events to increase family participation.

**C. Pennington** suggested having a math night for families.

**R. Alcala** suggested hanging college banners outside their classrooms. **S. Hamlin** agreed and commented that classes could then associate themselves with that college.

**K. Kirkpatrick** suggested a parent class by the school nurse that talked about what the school does and does not do for students. Examples include mosquito bites, splinters and general health concerns for kids.

**C. Pennington** reminded members that they have a copy of the allocations in the SPSA and in our next meeting 10-2-17 we will be voting to approve the SPSA.

**S. Hamlin** commented that she has not used Lexia a lot because she felt that it seems better for younger students.

**K. Kirkpatrick** wondered how many teachers are using Brain Pop. She liked that the ASP Jodie Velasquez had put out a teachers survey to see how many teachers like Lexia.

Receive input on Title I 1% parent involvement funding:

**J. Oliver** suggested Social Media Class

**S. Hamlin** stated that English Classes in the mornings Tues and Thursdays is hard because some people that work in the fields have said that mornings do not work for them because if you work in the fields you have to take off the day from work. Susan suggested late afternoon classes using classrooms that are not used in ASP.

- m. Review Parent Involvement Policy & Compact for current year (Hard Copy given) by **C. Pennington**
- n. Discuss district parent education opportunities currently in Central Unified by **C. Pennington**. District Website has District Parent Trainings as well as flyers.

- o. Discuss future meeting dates, training, and agenda items.

**Next meeting is Monday Oct. 2, 2017 @ 4PM**

**DAC meeting to be held 11-6-17 at District Office Room 8 5-6:30**

## **9. Evaluation & Adjournment:**

- **Participants complete the meeting evaluation form or offer oral comments**
- **S. Hamlin** asked how long these meetings usually last. **R. Alcala** stated that they usually last about an hour and stated that the first SSC meeting usually runs a little long with the SPSA.
- **The Madison SSC meeting was adjourned by Robin Alcala at 5:37 PM**

**Respectfully submitted,**

**Jackie Oliver**

**SSC Secretary**

**9/18/17**

## Madison ELE Mentary CONSEJO ESCOLAR (SSC) MINUTOS 9-18-17

### 1. Llame a la reunión a:

- La reunión fue llamada al orden a las 4:00 de Christine Pennington. Todos fueron bienvenidos. Miembros e invitados se presentaron. Los presentes fueron:

	Tutor	Presente		Personal		Presente
1	María Villalobos		1	Susan Hamlin	Profesor	x
2	Cindy Curry	x	2	Karen Kirkpatrick	Profesor	x
3	Rubí Rodríguez	x	3	Robin Alcala	Profesor	x
4	Jessica Martinez	x	4	Jackie Oliver	Otro	x
5	Leida Crumb	x	5	Christine Pennington	Director de escuela	x

	Huésped		El personal no miembro	Posición
1	Ingrese su nombre	1	Jodie Velasquez	Director de la escuela
2		2		
3		3		
4		4		

### 2. Pase de lista:

- (Hoja de Inscripción).
- Presidente anunció
  - Se necesitan 6 miembros para establecer un quórum
  - 9 miembros están presentes 1 los miembros están ausentes
  - El quórum tiene establecido

### 3. Cambios / Adiciones a la agenda de la reunión:

- No se introdujeron cambios ni adiciones en el orden del día. \* Motion- R. Alcala Segundo - J. Martinez unánime para aprobar la agenda

### Informe del Secretario 4.:

- \* Movimiento que R. Alcala de segundo S. Hamlin unánime para aprobar las actas

### 5. Comité de Informes:

- Ninguna

### 6. Comentarios del Público:

- Jodie Velasquez** Después de Director de la Escuela explicado este años eventos para estudiantes y familias:
  - Noche de Literatura Familiar Jueves 9/14/17 59 personas asistieron con el carácter Mother Goose presentó el libro de tapa dura "Piratas y Hadas", que cada familia fue capaz de mantener. El presentador compartió el aprendizaje sobre estrategias de lectura, practicó la lectura del libro y los padres pudieron participar en un programa de lectura interactivo. Este programa fue presentado en inglés y español. Los estudiantes recibieron un libro de tapa dura, un pañuelo pirata y un mapa del tesoro.*
  - Próximos Meses Noche de Literatura Familiar libro es "Donde viven los monstruos", que está en Inglés y Español. 12 de octubre de 2017. 18:00*



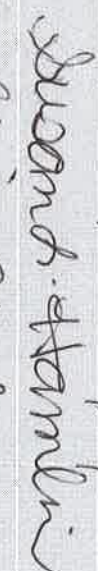








# Elementary SSC Composition 2017-18

School Site Madison

Date 9/18/17

School Safety Plan  
SSC Officers

Name	Position with Grade level per teacher	Sign In
1 Christine Pennington	Principal	
2 Karen Kirkpatrick	Teacher 2nd Grade	
3 Susan Hamlin	Teacher 5th	
4 Robin Alcala	Teacher 5th	
5 Jackie Oliver	Other-GIA	

Parent Name and email	Contact Info	Sign In
1 Leida Crumb lcrumb@sebastiancorp.net	567-5142	
2 Jessica Martinez misstrist88@gmail.com	248-6111	
3. Maria Villalobos mariavillalobos61617@gmail.com	317-3446	
4 Cindy Curry Ccurry3985@gmail.com	970-9016	
5 Rubi Bustillos		



## Madison

### School Site Council (SSC) 2<sup>nd</sup> Quarter Meeting

**Date of Posting: 9-25-17**

**Meeting Date: 10-2-17**

Location: Room 22

Starting Time: 4:00PM

**Ending Time: 5:00 PM**

**Outcomes: Participants will be able to:**

- **Support CUSD Guiding Principles**
- **Discuss LCAP engagement process & how to increase community participation**
- **Provide input, approve and monitor SPSA including staff professional development**
- **Analyze benchmark results**
- **Approve annual review/revision of site SSC by-laws**
- **Discuss district uniform complaint procedures**
- **Determine future meeting dates, times and training schedules**

**Representatives & Staff:** SSC members Christine Pennington, Karen Kirkpatrick, Susan Hamlin, Robin Alcala, Jackie Oliver, Leida Crumb, Jessica Martinez, Maria Villalobos, Cindy Curry, Rubi Rodriguez.  
Guests: Jodie Velasquez, All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Chairperson	2 minutes
Roll Call—establish quorum	None	Chairperson	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Chairperson	1 minute
Secretary's Report	Approval/Amendments	Secretary	5 minutes
Report of Officers, Standing & Special Committees DAC representative report	Information & discussion	DAC representative	5 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.  Jodie Velasquez ASP Director	Chairperson	10 minutes

<b>Unfinished Business</b>	None	Chairperson	5 minutes
<b>New Business</b> a. Received input from ELAC on programs for ELs b. SPSA goals/actions to support students not making progress, students meeting or exceeding standards, 1% set aside for parent involvement & staff professional development including expenditures c. Review/analyze benchmark results d. By-laws e. Training on Uniform Complaint Procedures f. Approve SPSA g. Discuss future meeting dates, training, and agenda items.  <b>DAC training Meeting on 11-6-17</b> District Office Room 8 5-6 PM  <b>DAC 1<sup>st</sup> Meeting on 11-27-17</b> District Office Room 8 5-6:30	Input, approval.  Information & discussion.  Information & discussion- Approval CUSD District Webpage  Information & discussion- Approval	Principal	30 minutes
<b>Evaluation (ways to improve the meeting) and Adjournment</b>	Meeting input and approval to adjourn	Chairperson	1 minute

List of handouts: SPSA and expenditures, Secretaries Report, Agenda.

***\*\*Thank you for coming\*\****

***Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.***

**Madison**

Consejo Escolar (SSC) - trimestre de reuniones

Fecha de publicación: 09/25/17

Fecha de reunión: 10/02/17

Lugar: Sala 22

Tiempo de empezar: 4:00 PM

Tiempo de finalización: 5:00 PM

**Resultados: Los participantes serán capaces de:**

- Apoye los Principios Rectores de CUSD
- Discuta el proceso de participación de LCAP y cómo aumentar la participación de la comunidad
- Proporcionar aportaciones, aprobar y monitorear SPSA incluyendo desarrollo profesional del personal
- Analizar resultados de referencia
- Aprobar la revisión / revisión anual de los estatutos del SSC del sitio
- Discuta los procedimientos de quejas uniformes del distrito
- Determinar fechas, horarios y horarios de entrenamiento futuros

**Representantes y personal:** Los miembros del SSC Christine Pennington, Karen Kirkpatrick, Susan Hamlin, Robin Alcala, Jackie Oliver, Leida Crumb, Jessica Martinez, Maria Villalobos, Cindy Curry, Rubi Rodriguez.

Los huéspedes: Jodie Velasquez, todo el personal, los padres y los miembros del público están invitados a asistir a la reunión.

Ítem de agenda	acción solicitada	Personas responsables)	Límite de tiempo
Llamar a la reunión a la orden	Ninguna	Presidente	2 minutos
Roll Call-establecer quórum	Ninguna	Presidente	1 minuto
Cambios / Adiciones a la Agenda	Aprobación / Modificación de la agenda	Presidente	1 minuto
Informe del Secretario	Aprobación / Enmiendas	Secretario	5 minutos
Informe de los funcionarios, comités permanentes y comités especiales Informe del representante del CAD	Información y discusión	Representante del CAD	5 minutos

<b>Comentarios del público</b> (Esta es una oportunidad para que los miembros del público para proporcionar información al consejo escolar) 2 minutos por persona	En virtud de la ley de reuniones abiertas, no se puede actuar en relación con las observaciones públicas en la reunión. Las cuestiones planteadas en esta reunión pueden ser programadas para otra reunión del consejo escolar.  Jodie Velasquez Directora de ASP	Presidente	10 minutos
<b>Negocios inconclusos</b>	Ninguna	Presidente	5 minutos
<b>Nuevo negocio</b> a. Recibió información de ELAC sobre los programas para ELs b. Objetivos / acciones de SPSA para apoyar a los estudiantes que no están progresando, estudiantes que cumplen o exceden los estándares, 1% reservado para la participación de los padres y el desarrollo profesional del personal incluyendo los gastos c. Revisar / analizar resultados de referencia d. Estatutos e. Formación sobre procedimientos uniformes de quejas f. Aprobar SPSA g. Discuta las fechas futuras de las reuniones, la capacitación y los temas del programa.  <b>DAC formación</b> Reunión sobre 06/11/17 Oficina de Distrito de la habitación 8 5-6 pm  <b>DAC " Reunión en la Oficina del Distrito 11.27.17 Sala 8 5-6: 30</b>	Entrada, aprobación.  Información y discusión.  Información y discusión - Aprobación Página CUSD District  Información y discusión - Aprobación	Director de escuela	30 minutos
<b>Evaluación (maneras de mejorar la reunión) y Clausura</b>	Respuesta de la reunión y aprobación para levantar la sesión	Presidente	1 minuto

Lista de folletos: SPSA y los gastos, Secretarios informe, la Agenda.

**\*\*Gracias por venir\*\***

***Cada estudiante participará en una instrucción rigurosa, relevante, basada en estándares en cada clase todos los días para garantizar el aprendizaje del estudiante.***

**Madison ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES-  
10-2-17 2<sup>nd</sup> Quarter Meeting**

**1. Call the Meeting to Order:**

The meeting was called to order at 4:07 PM by Robin Alcala . Everyone was welcomed. Members and guests introduced themselves. Present were:

**Christine Pennington, Karen Kirkpatrick, Susan Hamlin, Robin Alcala, Jackie Oliver, Leida Crumb.**

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	Parent/Guardian	Present		Staff		Present
1	Leida Crumb	x	1	Karen Kirkpatrick	Teacher	x
2	Jessica Martinez		2	Susan Hamlin	Teacher	X
3	Maria Villalobos		3	Robin Alcala	Teacher	X
4	Cindy Curry		4	Jackie Oliver	Other	X
5	Rubi Rodriguez		5	Christine Pennington	Principal	X

	Guest		Non member staff	Position
1	Jodie Velasquez After School Program	1		
2		2		
3		3		
4		4		

**2. Roll Call:**

- (Sign in Sheet).
- Chairperson announced
  - o 6 members are needed to establish a quorum
  - o 6 members are present 4 members are absent
  - o A quorum has been established

**3. Changes/Additions to the Meeting Agenda:**

- No changes or additions were made to the agenda.\* Motion to Approve by C. Pennington /Second by S. Hamlin / Motion to approve the agenda was unanimous

**4. Secretary's Report:** Reported by Jackie Oliver Motion to Approve by S. Hamlin 2<sup>nd</sup> by K.Kirkpatrick Unanimous approval

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**5. Committee Reports:**

- None

**6. Public Comment:**

- ASP will now incorporate a supper program beginning today at 4:30 PM.

**7. Unfinished Business:**

- None

## 8. New Business

### New Business

- a. Received input from ELAC on programs for ELs
- ELAC suggests having Police Officers speak to the students. CPR Classes for parents as well as internet available in the library with computers available before and during the school day. ELAC notes a need for bilingual books. The committee points out that there is more success if the book is bilingual including other languages such as Hmong and Arabic.

- b. SPSA goals/actions to support students not making progress, students meeting or exceeding standards, 1% set aside for parent involvement & staff professional development including expenditures

Lexia continues this coming year. **Mrs. Kirkpatrick** stated that Lexia gives multiple measures of information for teachers to use as data in class. Mrs. Pennington discussed funds to allow differentiated opportunities for teachers to have coverage to see other teachers teach with their specific need. Model lessons with teachers using the Wonders program. Mrs. Pennington explained title 1 funding. **Mrs. Alcalá** explained that she liked the Kagen strategies. Mrs. Pennington explained that there are funds available for Scholastic news, bilingual books, magazines, motivational awards and gave examples of budget funding sources such as Title 1, SLIP, LCAP. **Mrs. Hamlin** asked about field trip funding. Mrs. Pennington discussed funding LCFF. **Mrs. Hamlin** stated she is happy there is an increase of students being involved in after school tutoring this year. Mrs. Pennington explained the 21<sup>st</sup> Century Family Literacy Grant which the ASP uses for our families. Mrs. Alcalá mentioned students headphones don't seem to last long. **Mrs. Hamlin** liked the last set we purchased and she stores them in a plastic hanging organizer. **Mrs. Alcalá** states that in another school she saw a class at another school use mice. She states the price is about \$10 per student. Mrs. Pennington states that a wireless mouse can be a neat tool. **Mrs. Hamlin** states she needs light pen for Smart Projector in her class and states others likely need them.

Math Goals Discussion: Math tutorial discussed by Mrs. Pennington who states we have doubled last years budgeted amount for Math tutorial. Mrs. Pennington explained budget lines with conferences, materials for math for students. She also discussed funding for Kindergarten aides.

EL Discussion: Mrs. Pennington explained the aide that is supporting EL students who need extra help with reading and writing. **Mrs. Kirkpatrick** asked if new adoption that the EL kids in Wonders is pushed into for those EL students but not the rest of the class. She wonders if the District EL support person would be able to give training for teachers on the EL online component of the Wonders Program. **Mrs. Hamlin** states that she has discovered a way to adapt Wonders to bring in supports for EL students and other students with needs relating to IEP's. **Mrs. Kirkpatrick** states she likes CORE 5 (Lexia). **Mrs. Alcalá** states that PBS had a show on TV that talked about the vocational trade skills that offer opportunities for students to have careers without necessarily college degrees. She suggests opportunities for students to hear from speakers who can give students ideas for their future. **K. Kirkpatrick** discussed that students will be creating their own opportunities such as with BitWise. Student's jobs may develop from their dreams. She wonders if BitWise offers speakers. Mrs. Pennington explained our Safe Schools Ambassadors Program this year. **Mrs. Hamlin** stated that this year we should chose students who want to initiate positive behavior. **Mrs. Kirkpatrick** stated that she is so happy that we are beginning our second year of Safe School Ambassadors again. **Mrs. Alcalá** states that extra support for students and parent's for Science Fair nights with teachers will be a real benefit for students. **Mrs. Hamlin** agrees and asked if we have money available for supplies for Science Fair. Mrs. Pennington showed in the budget where those funds are. **Mrs. Kirkpatrick** asked about attendance for Coffee with the Principal. Ms. Pennington stated that 9 parents attended this months meeting with speakers Kelly Porterfield this past time.

**\*Motion to approve SPSA by Leida Crumb, 2<sup>nd</sup> by Robin Alcalá, unanimous approval.**

- c. Review/analyze benchmark results

By-laws change on wording - Annually, the Principal and School Site Council members shall solicit input from teachers concerning professional development activities to be included in the *Single Plan for Student Achievement*. (From Page 6) **Motion by Leida Crumb, 2<sup>nd</sup> by Susan Hamlin**

**Unanimous approval**

- d. Training on Uniform Complaint Procedures

- e. Approve SPSA **\*Motion to approve SPSA by Leida Crumb, 2<sup>nd</sup> by Robin Alcalá, unanimous approval.**

- f. Discuss future meeting dates, training, and agenda items. 2-26-18 at 4PM, 4-30-18 at 4PM

**DAC training Meeting on 11-6-17 District Office Room 8 5-6 PM**

**DAC 1<sup>st</sup> Meeting on 11-27-17 District Office Room 8 5-6:30**

**9. Evaluation & Adjournment:**






- The Madison SSC meeting was adjourned by Robin Alcala at 5:24 PM

**Respectfully submitted,**  
Jackie Oliver- Secretary

**SSC Secretary**  
**10-2-17**

# Elementary SSC Composition 2017-18



School Site Madison Date 10-2-17

	Name	Position with Grade level per teacher	Sign In
1	Christine Pennington	Principal	
2	Karen Kirkpatrick	Teacher 2nd Grade	
3	Susan Hamlin	Teacher 5th	
4	Robin Alcala	Teacher 5th	
5	Jackie Oliver	Other-GIA	

Parent Name and email	Contact Info	Sign In
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1 Leida Crumb lcrumb@sebastiancorp.net	248-6111	
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2 Jessica Martinez misstrist88@gmail.com	317-3446	
3. Maria Villalobos mariavillalobos61617@gmail.com	970-9016	

4 Cindy Curry Ccurry3985@gmail.com	(559) 288-8429	
5 Rubi Rodriguez 		





**Madison**  
**English Learner Advisory Committee (ELAC) Meeting**  
**1<sup>st</sup> Quarter**

**Date of Posting:** 9/12/17      **Meeting Date:** 9/18/17

**Location:** Room 22

**Starting Time:** 9:15      **Ending Time:** 10:15

**Outcomes:** Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of ELAC
- Explain the roles and responsibilities of the ELAC members
- Elect officers and DELAC representative
- Determine meeting dates and times
- Receive information on by-laws, accountability measures, school goals for English learners, LEAP/LCAP, 15% rule, Site Parent Involvement Policy, & Parent Education Opportunities

**Representatives & Staff:** ELAC members Mrs. Pennington, Ana Peralta, Jackie Oliver, Maria Villalobos, Irma Ortiz, Diane Gonzales, Marlen Lopez, Ninfa Mendez, Rubi Rodriguez, Maria Martinez.

All staff, parents, and members of the public are invited to attend the meeting.

<b>Agenda Item</b>	<b>Action Requested</b>	<b>Responsible Person(s)</b>	<b>Time Limit</b>
<b>Call the Meeting to Order</b>	None	Principal	2 minutes
<b>Roll Call—establish quorum</b>	None	Principal	1 minute
<b>Changes/Additions to the Agenda</b>	Approval/Modification of the agenda	Principal	1 minute
<b>Secretary's Report</b>	Approval/Amendments	Principal	0 minutes
<b>Report of Officers, Standing &amp; Special Committees</b>	TBD	Principal	0 minutes
<b>Public Comment</b> (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes
<b>Unfinished Business</b>	TBD	Principal	0 minutes

<b>New Business</b> <ol style="list-style-type: none"> <li>CUSD Guiding Principles</li> <li>Review the purpose of the ELAC.</li> <li>Review the duties of ELAC members.</li> <li>Review the roles and responsibilities of ELAC officers. Nominate and elect ELAC officers:               <ul style="list-style-type: none"> <li>Chairperson</li> <li>Vice-chairperson</li> <li>Secretary</li> <li>DELAC representative</li> <li>DELAC alternate</li> </ul> </li> <li>By-laws-initial review</li> <li>Progress reports-SBAC, AMAOs</li> <li>EL program entrance &amp; exit criteria</li> <li>Site program for ELD &amp; access to core</li> <li>Advise on site plan EL goals</li> <li>LEAP/LCAP</li> <li>CELDT review &amp; student goal setting</li> <li>Parent Involvement Policy/Compact current year</li> <li>District Parent Education Opportunities</li> <li>15% rule (if applicable)</li> <li>Discuss future meeting dates, training, and agenda items.</li> </ol>	<p>Information and discussion.</p> <p>Discussion, nomination and election of officers.</p> <p>Information and discussion</p>	Principal	45 Minutes
<b>Evaluation (ways to improve the meeting) and Adjournment</b>	Meeting input and approval to adjourn	Principal	1 minute

List of handouts: e.g. Guiding Principles, by-laws, , Site plan EL goals, ,

***\*\*Thank you for coming\*\****

***Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.***



**Madison**  
**Comité Asesor para Aprendices de Inglés (ELAC)**  
**1er Trimestre**

**Fecha de Publicación: 9/12/17      Fecha de la Reunión: 9/18/17**

**Sitio: Salón de 22**

**Hora de Inicio: 9:15 AM**

**Hora de aplazamiento: 10:15 AM**

**Resultados: Los participantes podrán:**

- **Reconocer la importancia de los Principios Rectores de CUSD**
- **Explicar el propósito de ELAC**
- **Explicar las funciones y responsabilidades de los miembros de ELAC**
- **Elegir oficiales y representantes de DELAC**
- **Definir horarios y fechas de reuniones**
- **Recibir información de los estatutos, medidas de rendición de cuentas, metas de las escuelas para los aprendices de Inglés, Regla de 15%, Póliza de Participación de Padres, Oportunidades Educativas para Padres**

**Representantes y Personal:** Miembros de ELAC Mrs. Pennington, Ana Peralta, Jackie Oliver, Maria Villalobos, Irma Ortiz, Diane Gonzales, Marlen Lopez, Ninfa Mendez, Rubi Rodriguez, Maria Martinez.

Todo el personal, padres, y miembros del público están invitados a asistir a la reunión.

<b>Asuntos en la Agenda</b>	<b>Acción solicitada</b>	<b>Persona(s) Responsable(s)</b>	<b>Tiempo Límite</b>
<b>Llamada al Orden</b>	Ninguna	Director	2 minutos
<b>Pasar lista- establecer quórum</b>	Ninguna	Director	1 minuto
<b>Cambios / Adiciones a la Agenda</b>	Aprobación / Modificación a la Agenda	Director	1 minuto
<b>Reporte de la Secretaria</b>	Enmiendas / Aprobación	Director	0 minutos
<b>Reportes de Oficiales del Comité</b>	Pendiente	Director	0 minutos
<b>Comentarios del Publico</b> (esta es una oportunidad para que los miembros del público proporcionen información al consejo escolar) 2 minutos por persona	Bajo la ley de reuniones abiertas, no puede tomar ninguna acción a consecuencia de los comentarios del público en la reunión. Cuestiones planteadas en esta reunión pueden programarse para otra reunión con el consejo escolar.	Director	10 minutos
<b>Asuntos Pendientes</b>	Pendiente	Director	0 minutos



**Madison ENGLISH LEARNER ADVISORY COMMITTEE**  
**ELAC Minutes for 9-18-17**

**Total Number of ELAC Members:**

  3   ELAC parents/guardians of English learners  
  1   ELAC parents/guardians of other students  
  4   School staff

**ELAC ATTENDANCE FOR THIS MEETING INCLUDED:**

  3   ELAC parents/guardians of English learners  
  1   ELAC parents/guardians of other students  
  4   School staff

A quorum of members must be present in order to conduct business. The number of committee members in attendance is **8**:

€ Has been met

DATE(S)	Legal Requirement/Training Topics
	(By the end of the year, all topics must be addressed)
9-18-17	Advising the school site council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001[a]) Advising the School site council on the school's program, goals, and objectives for EL programs/services.
9-18-17	Advising the principal and staff on the school's program for English learners. (EC 62002.5, 52176[c])
	Assisting in the development of the school's needs assessment.  Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][1])
	Advising the school on the administration of annual language census.  (5 CCR 11308[c][5])
	Advising the school on practices to make parents/guardians aware of the

	importance of regular school attendance.
	Elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR 11308[b])
<b>9-18-17</b>	ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (EC 11308[d])
	Training on district's Uniform Complaint Procedures, including William's requirements.

**This first page is the cover page for the minutes.**

**1. Call the Meeting to Order:**

*The meeting was called to order at (time) \_\_9:17 AM\_\_\_\_\_ by (name) \_\_\_\_\_Christine Pennington.*

*A quorum of the members was present. The principal welcomed all ELAC representatives as well as (names of guests). Mrs. Pennington, Ana Peralta, Jackie Oliver, Maria Villalobos, Eddie Rodriguez , Diane Gonzales, Marlen Lopez, Ninfa Mendez, Rubi Rodriguez, Maria Martinez.*

**Guest: Jodie Velasquez After School Director**

**2. Changes/Additions to the Meeting Agenda:**

*The following changes/additions were made to the agenda. No changes were made.*

*Motion to approve Maria Villalobos*

*2<sup>nd</sup> by Eddie Rodriguez*

*Approval Unanimous*

**3. Secretary's Report:**

*Motion to approve Diane Gonzales*

*2<sup>nd</sup> by Jackie Oliver*

*Approval Unanimous*

**4. Committee Reports: None**

**5. Public Comments: Jodie Velasquez After School Director**

*The following public comments were presented to the ELAC:  
Jodie Velasquez After School Director*

*Family Literacy Night held on Thursday 9/14/17 59 people attended with the Mother Goose Character presented the hardcover book "Pirates and Fairies" which each family was able to keep. Presenter shared learning about reading strategies, practiced reading the book and parents were able to participate in an interactive reading program. This program was presented in English and Spanish. Students received a hardcover book, pirate bandana and treasure map.*

*Next Months Family Literacy Night Book is "Where the Wild Things Are" which is in English and Spanish. October 12, 2017.*

### ***After School Program Classes***

*Violin program continues this year.*

*Tennis for ASP K-3<sup>rd</sup> Field trip to Stanford for Women' Open this year*

*Drama-Winnie the Pooh*

*Engineering*

*Robotics*

*Folklorico*

*Small Business/ Produce Stand*

*Baseball*

*Sports Fitness*

*Zoomba for students now but later to include parents*

## **6. Unfinished Business: None**

## **7. New Business**

- a. CUSD Guiding Principles reviewed by Jackie Oliver
- b. Review the purpose of the ELAC reviewed by Christine Pennington.
- c. Review the duties of ELAC members reviewed by Christine Pennington.
- d. Review the roles and responsibilities of ELAC officers. Nominate and elect ELAC officers:
  - o Chairperson Nomination: **Ninfa Mendez** by Maria Villalobos 2<sup>nd</sup>: Diane Gonzales  
Unanimous approval
  - o Vice-chairperson Nomination: **Rubi Rodriguez** by Maria Villalobos 2<sup>nd</sup>: Jackie Oliver  
Unanimous approval
  - o Secretary Nomination: **Jackie Oliver** by Maria Villalobos 2<sup>nd</sup>: Ana Peralta  
Unanimous approval
  - o DELAC representative Nomination: **Maria Villalobos** by C. Pennington 2<sup>nd</sup>: Eddie Rodriguez  
Unanimous approval
  - o DELAC alternate Nomination: **Ninfa** by Maria Villalobos 2<sup>nd</sup>: C. Pennington  
Unanimous approval
- e. By-laws-initial review by Christine Pennington copy given for 2<sup>nd</sup> quarter meeting approval.
- f. Progress reports-SBAC, AMAOs explained by Christine Pennington
- g. EL program entrance & exit criteria Christine Pennington explained. Home Language Survey explained by Jackie Oliver. **Ninfa Mendez** asked about exiting the program. Christine Pennington explained CELDT test, IFEP and RFEP as well as ELD in the classroom for English Language Learners. **Ninfa Mendez** asked how to tell if they are ready to exit and RFEP. Christine Pennington explained. Christine Pennington explained who will take the CELDT test this fall. New Test ELPAC- English Language

- Proficiency of California explained.
- h. Site program for ELD & access to core explained by Christine Pennington
  - i. Advise on site plan EL goals (Five) Goals explained by Christine Pennington. Members received a copy of our current goals and Spanish Actions displayed on the projector, and ELAC committee used chart paper to add input.
    - C. Pennington -Suggestion to Add Teaching Fellows to support Literacy to the Third Grade.
    - C. Pennington – Suggestion to Focus on providing more tutorial in reading and writing for all students.
    - Mrs. Peralta** asked what funding pot Teaching fellows and Kinder Aides come out of. Christine Pennington explained that they are paid for out of Title 1 funding.
    - Rubi Rodriguez** asked if tutoring would be one on one or small group. Christine Pennington explained tutoring is in small group.
    - Maria Villalobos** asked if teachers get funds to buy pencils and school items and is it a specific budget. Christine Pennington explained the budgeting for school supplies items coming from the LCFF budget. Books and technology is a different fund.
    - Maria Villalobos** asked about teachers trying to save paper to save money. **Ana Peralta** explained that teachers try to use sheet protectors sometimes with papers to save papers but then again that means they are using white board markers which are also a cost. Ana Peralta said that they also use the tablets white board program to save money on paper and writing materials.
    - Ninfa Mendez** suggested asking parents for donations sometimes as she knows teachers spend their own money sometimes.
    - Rubi Rodriguez** said that in middle school the teacher asked for Kleenex donations for the class. Christine Pennington suggested a small group intervention for Kindergartners to start in January.
    - Math and EL goals explained by Christine Pennington as well as what actions we did last year.
    - SBAC math results Madison is up 11% this past year.
    - Ninfa Mendez** states that sometimes if students are pulled from class for additional support they miss class time activities.
    - Mrs. Pennington explained that small group support is important to give time for students to get more personal attention and specific instruction.
- Maria Villalobos** suggested GED classes and Vocational classes at Madison for parents as well as classes such as cake decorating. She also suggests asking parents who have a specific skill such as sewing class. She also suggests time when parents can use Madison tablets, chrome books and internet.
- Rubi Rodriguez** suggests parent classes for learning English be scheduled in the afternoon. She also says that not allowing babies and toddlers in the parent English classes.
- Rubi Rodriguez** also asked if we have books in the library for parents to check out in Spanish. Jackie Oliver said that we have Spanish books available and that we also have them District wide if they want a specific book another site has our Library Tech can get it for them.
- Ninfa Mendez** said she has heard that there was some kids purposely distracting aides while other students purposely have behavior issues while aides are distracting.
- Christine Pennington explained that Mrs. Oliver is out for 5<sup>th</sup> and 6<sup>th</sup> grade recesses to help keep behaviors positive on the playground.
- Ninfa Mendez** wants to be sure that students remain anonymous if they give information to adults. Christine Pennington agreed that they will be anonymous and explained her process for solving issues without giving up the students identity to informed her.
- Ninfa Mendez** suggested more classes on technology for parents with social media.
- j. LEAP/LCAP
  - k. CELDT review & student goal setting explained by Christine Pennington-128 EL TK-6<sup>th</sup> grade last year 51/90 grew a full level in CELDT 30 RFEP last year.
  - l. Parent Involvement Policy/Compact current year given to members in hard copy and explained by



Christine Pennington and hard copy given.

- m. District Parent Education Opportunities explained by Christine Pennington.
- n. 15% rule (if applicable) explained by Mrs. Pennington that we give information in Spanish and English.
- o. Discuss future meeting dates, training, and agenda items.

**10-2-17 @9:15 Room 22**

**8. Evaluation:**

No suggestions or improvement ideas offered by the members present today.

**9. Adjournment**

*The meeting was adjourned at \_\_11:19 AM, with a reminder that our next ELAC meeting is on 10-2-17.*

Respectfully submitted,  
Jackie Oliver

ELAC Secretary  
Date 9-18-17

**(NOTE: Copies of all distributed materials should be attached to the secretary's official minutes. These minutes should be maintained for three years.)**

**Madison INGLÉS COMITÉ CONSULTIVO**  
**ELAC Minutos de 18/09/17**

Número total de miembros de ELAC:

\_\_\_ 3 ELAC padres / tutores de los estudiantes de inglés  
\_\_\_ 1 padres / tutores de otros estudiantes ELAC  
\_\_\_ personal 4 \_\_\_ School

ELAC ASISTENCIA PARA ESTA REUNION INCLUYE:

\_\_\_ 3 ELAC padres / tutores de los estudiantes de inglés  
\_\_\_ 1 padres / tutores de otros estudiantes ELAC  
\_\_\_ personal 4 \_\_\_ School

El quórum de los miembros deben estar presentes con el fin de realizar negocios. El número de miembros del comité de asistencia es de **8**:

Un Se ha cumplido

<b>FECHAS)</b>	Requisitos legales / temas de capacitación  (Para el final del año, todos los temas deben ser tratados)
9-18-17	Asesorar al Consejo Escolar (SSC) sobre el desarrollo de la Plan escolar para el logro estudiantil. (CE 64001 [a]) Asesorar al Consejo escolar sobre el programa de la escuela, metas y objetivos para EL programas / servicios.
9-18-17	Asesorar al director y al personal en el programa de la escuela para los estudiantes de inglés.  (CE 62002.5, 52176 [c])
	Ayudar en el desarrollo de la evaluación de necesidades de la escuela.  Realización de una evaluación de necesidades a nivel de distrito en una escuela por escuela. (5 CCR 11308 [c] [1])
	Asesorar a la escuela sobre la administración del censo anual del lenguaje.  (5 CCR 11308 [c] [5])
	Asesorar a la escuela sobre prácticas para que los padres o tutores tengan

	importancia de la asistencia regular a la escuela.
	Elegir al menos un miembro del DELAC o haber participado en un esquema de representación regional proporcional cuando hay 31 o más inglés que aprende de los padres comités de asesoramiento del distrito. (5 CCR 11308 [b])
9-18-17	Materiales de capacitación y capacitación de ELAC, planificados en consulta los miembros del comité, apropiada para ayudar a los miembros a cumplir con sus responsabilidades de asesoría jurídica. (CE 11308 [d])
	Entrenamiento en los Procedimientos de Quejas Uniformes del distrito, incluyendo el requisitos.

Esta primera página es la portada de los minutos.

1. Llamar a la reunión a la orden:

*La reunión fue llamada al orden a las (hora) \_\_ 09:17 AM \_\_\_\_\_ por (nombre) \_\_\_\_\_ Christine Pennington.*

Un quórum de los miembros estaba presente. El director dio la bienvenida a todos los miembros de ELAC

*representantes, así como (nombres de personas). La señora Pennington, Ana Peralta, Jackie Oliver, Maria Villalobos, Eddie Rodriguez, Diane Gonzales, Marlen Lopez, Ninfa Mendez, Rubi Rodriguez, Maria Martinez.*

**Invitado: Jodie Velasquez Después de Director de la Escuela**

2. Cambios / Adiciones a la Agenda de la Reunión:

*Los siguientes cambios / adiciones se hicieron a la orden del día. No se hicieron cambios.*

Moción para aprobar a **María Villalobos**

*2º por Eddie Rodriguez*

Aprobación Unánime

3. Informe del Secretario:

*Propuesta para aprobar Diane Gonzales*

*2ª por Jackie Oliver*

Aprobación Unánime

**Comité 4. Informes: Ninguno**

**5. Comentarios del público: Jodie Velasquez Después de Director de la Escuela**

*Los siguientes comentarios públicos se presentaron al ELAC:*

*Jodie Velasquez Después de Director de la Escuela*

*Noche de Literatura Familiar a cabo el jueves 09/14/17 59 personas asistieron con el carácter Mother Goose presentó el libro de tapa dura "Piratas y Hadas", que cada familia fue capaz de mantener. El presentador compartió el aprendizaje sobre estrategias de lectura, practicó la lectura del libro y los padres pudieron participar en un programa de lectura interactivo. Este programa fue presentado en inglés y español. Los estudiantes recibieron un libro de tapa dura, un pañuelo pirata y un mapa del tesoro.*

*Próximos Meses Noche de Literatura Familiar libro es "Donde viven los monstruos", que está en Inglés y Español. 12 de octubre de 2017.*

Clases del programa después de la escuela

El programa de violín continúa este año.

Tenis para ASP <sup>K-3</sup> Salida de campo a Stanford para Open Women' este año

Drama-Winnie the Pooh

Ingeniería

Robótica

Folklorico

Pequeña empresa / Producción Stand

Béisbol

Deportes Fitness

Zoomba para los estudiantes ahora, pero más tarde para incluir a los padres

**6. Asuntos pendientes: Ninguno**

**7. Nuevos Negocios**

- a. CUSD principios rectores revisados por Jackie Oliver
- b. Revise el propósito del ELAC revisado por Christine Pennington.
- c. Rev IEW los deberes de los miembros de ELAC revisados por Christine Pennington.
- d. Revisar las funciones y responsabilidades de los oficiales de ELAC. Nominar y elegir a los oficiales de ELAC:
  - O Presidente nominación: **Ninfa Mendez** por Maria Villalobos <sup>2º</sup>: Diane Gonzales Aprobación unánime
  - O Vicepresidente nominación: **Rubi Rodriguez** por Maria Villalobos <sup>2º</sup>: Jackie Oliver Aprobación unánime

- O Secretario nominación: **Jackie Oliver** por Maria Villalobos 2º: Ana Peralta Aprobación unánime
  - O DELAC nominación representante: **María Villalobos** por C. Pennington 2º: Eddie Rodriguez aprobación unánime
  - O DELAC nominación alternativo: **Ninfa Mendez** por Maria Villalobos 2º: C. Pennington aprobación unánime
- e. Los estatutos iniciales-copia dada de revisión de Christine Pennington para la \* reunión aprobación trimestre.
- f. Informes de progreso-SBAC, AMAOs explican por Christine Pennington
- g. EL entrada y salida del programa criterios Christine Pennington explicó. Home Language Survey explicado por Jackie Oliver. **Ninfa Mendez** preguntó acerca de salir del programa. Christine Pennington explicó prueba CELDT, IFEP y RFEP, así como ELD en el salón de clases para estudiantes del idioma inglés. **Ninfa Mendez** preguntó cómo saber si están listos para salir y RFEP. Christine Pennington explicó. Christine Pennington explicó quién tomará la prueba CELDT este otoño. Nueva prueba ELPAC - Dominio del Idioma Inglés de California, explicó.
- h. Programa de sitio para ELD y acceso a la central explica por Christine Pennington
- i. Asesorar sobre plan de sitio de objetivos EL (cinco) Goles explicados por Christine Pennington. Los miembros recibieron una copia de nuestros actuales objetivos y acciones españolas que aparecen en el proyector, y el comité de ELAC utilizan papel de gráficos para añadir la entrada.

C. Pennington -Sugestión para agregar becarios de enseñanza para apoyar la alfabetización al tercer grado.

C. Pennington - Sugerencia para centrarse en proporcionar más tutorial en lectura y escritura para todos los estudiantes.

La señora Peralta preguntó qué financiación compañeros olla de enseñanza y Ayudantes Kinder salen de. Christine Pennington explicó que son pagados con fondos del Título 1.

**Rubi Rodriguez** preguntó si sería tutoría de uno a uno o en grupos pequeños. Christine Pennington explicó que la tutoría es en pequeño grupo.

**Maria Villalobos** preguntó si los profesores tienen fondos para comprar lápices y artículos escolares y es que un presupuesto específico. Christine Pennington explicó el presupuesto para los artículos de los útiles escolares que provienen del presupuesto del LCFF. Libros y tecnología es un fondo diferente.

**Maria Villalobos** preguntó acerca de los maestros tratando de ahorrar papel para ahorrar dinero. **Ana Peralta** explicó que los maestros tratan de utilizar protectores de hojas veces con papeles para guardar documentos, pero luego otra vez que significa que están utilizando marcadores de mesa blancos que son también un coste. Ana Peralta dijo que también utilizan el programa de tabletas de pizarra blanca para ahorrar dinero en papel y material de escritura.

**Ninfa Mendez** sugirió pedir a los padres para las donaciones a veces como ella sabe maestros gastan su propio dinero a veces.

**Rubi Rodriguez** dijo que en la secundaria el maestro pidió donaciones de Kleenex para la clase.

Christine Pennington sugirió que una pequeña intervención de grupo para los Kindergartners comenzara en enero.

Matemáticas y objetivos EL explican por Christine Pennington, así como qué acciones que hicimos el año pasado.

Resultados de matemáticas de SBAC Madison subió un 11% este año pasado.

**Ninfa Mendez** afirma que a veces si los estudiantes son sacados de la clase de apoyo adicional que se pierda actividades de tiempo de clase.

La Sra. Pennington explicó que el apoyo de grupos pequeños es importante para dar tiempo a los estudiantes para obtener más atención personal e instrucción específica.

**María Villabols** sugirió clases y clases de GED profesional en el Madison para los padres, así como clases, tales como la decoración de pasteles. También sugiere pedir a los padres que tienen una habilidad específica como la clase de costura.

Ella también sugiere tiempo cuando los padres pueden usar tabletas de Madison, libros de cromos e internet.

**Rubi Rodriguez** sugiere clases de padres para el aprendizaje de Inglés será programada por la tarde. Ella también dice que no permitir que los bebés y niños pequeños en las clases de inglés para padres.

**Rubi Rodriguez** también se le preguntó si tenemos libros en la biblioteca para que los padres puedan sacar en Español. Jackie Oliver dijo que tenemos libros en español disponibles y que también los tenemos de todo el Distrito si quieren un libro específico otro sitio tiene nuestra Biblioteca Tech puede conseguirlo para ellos.

**Nimfa Mendez** dijo que ha oído que había algunos niños propósito distraer ayudantes mientras que otros estudiantes tienen propósito ISSU comportamiento es, mientras los ayudantes son una distracción.

Christine Pennington explicó que la señora Oliver está fuera de 5<sup>o</sup> y 6<sup>o</sup> grado huecos para ayudar a mantener un comportamiento positivo en el patio.

**Nimfa Mendez** quiere estar seguro de que los estudiantes permanecen en el anonimato si dan información a los adultos. Christine Pennington acordó que serán anónimas y explicó su proceso para la resolución de problemas, sin renunciar a la identidad que los estudiantes le informó.

Nimfa Mendez sugirió más clases en la tecnología para los padres con los medios sociales.

j. LEAP / LCAP

k. Opinión CELDT y meta estudiante ajuste explicados por Christine Pennington- 128 EL T 4<sup>o</sup> grado el año pasado 51/90 creció un nivel completo en CELDT

30 RFEP el año pasado.

l. Política de Participación de Padres / año en curso compacto da a los miembros en forma impresa y explica por Christine Pennington y copia impresa dada.

m. Oportunidades de Educación para Padres Distrito explicados por Christine Pennington.

n. Regla del 15% (en su caso) se explica por la Sra Pennington que damos información en español e Inglés.

o. Discuta las fechas futuras de las reuniones, la capacitación y los temas del programa.

**10/02/17 @ 9: 15 pieza 22**

## 8. Evaluación:

No hay sugerencias o ideas de mejora ofrecidas por los miembros presentes hoy.

## 9. Clausura










*Se levantó la sesión at\_\_ 11:19, con un recordatorio de que nuestro próximo ELAC reunión es el 10/02/17.*

Respetuosamente,  
Jackie Oliver

Secretario de ELAC  
fecha 09/18/17

(NOTA: Se deben adjuntar copias de todos los materiales distribuidos a la **actas oficiales**. Estas actas deben mantenerse durante tres años.)

**ELAC Composition**  
 School Site Madison Date 9-18-17

	Name	Representation	Sign In ingresar	Contact Info número de teléfono / correo electrónico
1	Mrs. Pennington Chairman	Staff-Principal		
2	Mrs. Ana Peralta	Staff-Teacher		
3	Jackie Oliver	Other-GIA		
4	Maria Villalobos	EL Parent		
5	<del>Imma Ortiz</del> <sup>Eddie Rodriguez</sup>	EL Parent		
6	Diane Gonzales	Parent		
7	Marlen Lopez	EL Parent		
8	Ninfa Mendez	EL Parent		
9	Rubi Bustillos	EL Parent		
10	Maria Martinez	EL Parent		

Jodie Velasquez

ASP Director







**Madison  
English Learner Advisory Committee (ELAC) Meeting  
2<sup>nd</sup> Quarter**

**Date of Posting: 9-25-17**

**Meeting Date: 10-2-17**

**Location: Room 22**

**Starting Time: 9:15AM**

**Ending Time: 10:15AM**

**Outcomes: Participants will be able to:**

- **Support CUSD Guiding Principles**
- **Provide input for Site plan on goals for English learners, and share ideas on how to support regular school attendance**
- **Receive information on LCAP progress, effectiveness & how our site can increase community input**
- **Receive information on Uniform Complaint Procedures, EL Master Plan, student progress**
- **Receive DELAC representative report**
- **Complete final review and approve by-laws**

**Representatives & Staff:** ELAC members Mrs. Pennington, Ana Peralta, Jackie Oliver, Maria Villalobos, Eddie Rodriguez, Diane Gonzales, Marlen Lopez, Ninfa Mendez, Rubi Rodriguez, Maria Martinez.

**All staff, parents, and members of the public are invited to attend the meeting.**

**Guests:** Jodie Velasquez After School Director

<b>Agenda Item</b>	<b>Action Requested</b>	<b>Responsible Person(s)</b>	<b>Time Limit</b>
<b>Call the Meeting to Order</b>	None	Chairperson	2 minutes
<b>Roll Call—establish quorum</b>	None	Chairperson	1 minute
<b>Changes/Additions to the Agenda</b>	Approval/Modification of the agenda	Chairperson	1 minute
<b>Secretary's Report</b>	Approval/Amendments	Secretary	5 minutes
<b>Report of Officers, Standing &amp; Special Committees</b>	TBD	TBD	5 minutes

<b>Public Comment</b> (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.  Jodie Velasquez After School Director	Chairperson	10 minutes
<b>Unfinished Business</b>	None	Chairperson	0 minutes
<b>New Business</b> a. Student progress report b. Input on site programs and expenditures for English learners including 1% Title I funds for parent involvement c. Review the importance of regular school attendance & share ideas on how to support positive school attendance d. LCAP progress report e. Review of Uniform Complaint Procedures & forms f. EL Master Plan g. By-laws final review h. DELAC rep. report	Information & discussion.      Online District Webpage  Bylaws Approval  DELAC meeting 10-13-17 @9AM District office Room 8	Principal/Staff      President  DELAC rep	35
<b>Evaluation (ways to improve the meeting) and Adjournment</b>	Meeting input and approval to adjourn	Chairperson	1 minute

List of handouts: SPSA Goals and Actions, Bylaws, Agenda, Minutes from 1<sup>st</sup> qtr

***\*\*Thank you for coming\*\****

***Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.***

<b>Asuntos en la Agenda</b>	<b>Acción solicitada</b>	<b>Persona(s) Responsable(s)</b>	<b>Tiempo Límite</b>
<b>Llamada al Orden</b>	Ninguna	Presidente	2 minutos
<b>Pasar lista- establecer quórum</b>	Ninguna	Presidente	1 minuto
<b>Cambios / Adiciones a la Agenda</b>	Aprobación / Modificación a la Agenda	Presidente	1 minuto
<b>Reporte de la Secretaria</b>	Enmiendas / Aprobación	Secretaria	5 minutos
<b>Reportes de Oficiales del Comité</b>	Pendiente Ninguna	Pendiente	5 minutos
<b>Comentarios del Publico</b> (esta es una oportunidad para que los miembros del público proporcionen información al consejo escolar) 2 minutos por persona	Bajo la ley de reuniones abiertas, no puede tomar ninguna acción a consecuencia de los comentarios del público en la reunión.  Cuestiones planteadas en esta reunión pueden programarse para otra reunión con el consejo escolar.	Presidente	10 minutos
<b>Asuntos Pendientes</b>	Pendiente	Presidente	0 minutos

<b>Nuevos Asuntos</b>			
a. Resultados del punto de referencia	Información y Discusión	Director/Personal	35
b. Información de programas escolares y gastos para los estudiantes de inglés, incluyendo el 1% de fondos del Título I para la participación de padres			
c. Revisar la importancia de la asistencia a la escuela regular y compartir ideas positivas sobre cómo apoyar la asistencia escolar			
d. Informe de progreso de LCAP.			
e. Revisión del formulario de Procedimientos uniformes de Quejas	Página en línea del distrito	Director/Personal	
f. Plan Maestro- EL			
g. Revisión final de los Estatutos	Aprobación de los Estatutos		
h. Informe del Rep. De DELAC	Reunión de DELAC 10-13-17 @ 9AM Oficina de distrito Sala 8	Rep. De DELAC	
<b>Evaluación (formas de mejorar la reunión) y cierre de la reunión</b>	Opiniones de la reunión y aprobación para dar por terminada la reunión	Presidente	1 minuto

Lista de Documentos: Objetivos y Acciones de SPSA, Estatutos, Agenda, Actas de la 1ra. **\*\* Gracias por asistir \*\* Cada estudiante participara en una instrucción rigurosa, relevante y basada en normas en cada salón de clases, todos los días, npara garantizar el aprendizaje del estudiante.**

**Madison ENGLISH LEARNER ADVISORY COMMITTEE**  
**ELAC Minutes for 10-2-17**

**Total Number of ELAC Members:**

\_\_\_ ELAC parents/guardians of English learners  
 \_\_\_ ELAC parents/guardians of other students  
 \_\_\_ School staff

**ELAC ATTENDANCE FOR THIS MEETING INCLUDED:**

\_\_3\_\_ ELAC parents/guardians of English learners  
 \_\_\_ ELAC parents/guardians of other students  
 \_\_4\_\_ School staff

A quorum of 7 members must be present in order to conduct business. The number of committee members in attendance is 7:

€ Has been met  
 € Has not been met

<b>DATE(S)</b>	<b>Legal Requirement/Training Topics</b>  <b>(By the end of the year, all topics must be addressed)</b>
<b>Enter date ELAC covered this item</b>	Advising the school site council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001[a]) Advising the School site council on the school's program, goals, and objectives for EL programs/services.
	Advising the principal and staff on the school's program for English learners. (EC 62002.5, 52176[c])
	Assisting in the development of the school's needs assessment.  Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][1])
	Advising the school on the administration of annual language census. (5 CCR 11308[c][5])
	Advising the school on practices to make parents/guardians aware of the

	importance of regular school attendance.
	Elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR 11308[b])
	ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (EC 11308[d])
	Training on district's Uniform Complaint Procedures, including William's requirements.

**This first page is the cover page for the minutes.**

**1. Call the Meeting to Order:**

*The meeting was called to order at (time) \_\_9:17am\_\_ by (name) \_\_Ninfa Mendez\_\_.*

*A quorum of the members was present. The principal welcomed all ELAC representatives as well as (names of guests). Mrs. Pennington, Ana Peralta, Jackie Oliver, Maria Villalobos, Marlen Lopez, Ninfa Mendez, Rubi Rodriguez,*

**2. Changes/Additions to the Meeting Agenda:**

*The following changes/additions were made to the agenda: No changes were made.*

**3. Secretary's Report: Reviewed by Jackie Oliver translated by Eddie Rodriguez  
Motion to approve by J. Oliver, 2<sup>nd</sup> by Maria Villalobos unanimous approval**

**4. Committee Reports:**

**5. Public Comments:**

*The following public comments were presented to the ELAC: Jodie Velasquez updated ELAC on After School Program and noted that at CLASS they provide vocational classes such as Auto Body Repair and Computer classes. The ASP program will now include a supper program daily at 4:30 PM.*

**6. Unfinished Business: None**

**7. New Business**

**New Business**

- a. Student progress report **by Mrs. Pennington**
- b. Input on site programs and expenditures for English learners including 1% Title I funds for parent involvement

Mrs. Pennington discussed updates to the SPSA plan including money spent on bilingual books in the library, magazines and field trip funding. Teaching fellows may be added to 3<sup>rd</sup> grade this year.

**Maria Villalobos** suggested grouping students with bad behavior during the school day in a special class for just those students. Mrs. Pennington explained the counseling resources we have at Madison to support students struggling with behavior. She also explained the classroom Step process and Opportunity School. Mrs. Pennington also explained Level 2 Check in Check out program. Mrs. Pennington also explained our WISE team meetings every Monday morning with all of our counseling and support staff represented.

**Jodie Velasquez** explained that the ASP program works in conjunction with Mrs. Oliver to continue consistent discipline.

Mrs. Oliver explained that the ASP program is a privilege and at times students lose the opportunity to participate due to behavior.

Mrs. Pennington explained the increase in library hours which is continuing from last years input. We are continuing the use of Lexia, STMath and other online programs. Tutoring beginning in ELA grades 1-6 and Math grades 3-6. Instructional aide who is bilingual works with EL students who need extra support grades 3-6 in reading and writing.

**Ruby Rodriguez** asked how to sign up her student.

Mrs. Peralta asked for bilingual books for the classroom to use to send home with homework as part of parent reading.

**Maria Villalobos** noticed a need for bilingual books so she is glad to hear we are getting more bilingual books. She points out that there is more success if the book is bilingual including other languages such as Hmong and Arabic.

Mrs. Pennington spoke about the increase in yard supervision, guest speakers, and incentives for Positive behavior.

**Ruby Bustillos** suggests having Police Officers speak to the students. **Mrs. Villalobos** stated she would like to hear a police officer speak with students also. **Ninfa Mendez** mentioned she had a battle with lice last year and shampoo treatment is expensive. Mrs. Pennington stated that the nurse has some coupons to assist. **Mrs. Pennington** discussed current lice treatment. **Mrs. Pennington** explained the anti-bullying section of the student agendas for grades 3-6. Literacy training for parents happening in the evenings. Topics for parent information meetings include the idea from Mrs. Pennington for Cyber Bullying and Social Media awareness.

Mrs. Villalobos suggests having a CPR class for parents.

- c. Review the importance of regular school attendance & share ideas on how to support positive school attendance explained by Mrs. Pennington
- d. LCAP progress report explained by Mrs. Pennington
- e. Review of Uniform Complaint Procedures & forms explained by Mrs. Pennington
- f. EL Master Plan explained by Mrs. Pennington with more info also explained at DELAC meetings too.
- g. By-laws final review by the ELAC group. No suggestions for changes Motion Maria Villalobos, second by Ruby Rodriguez unanimous approval
- h. DELAC rep. report reviewed by Eddie Rodriguez

**8. Evaluation:** ELAC members request burritos and fruit and coffee at next meeting instead of pastries.

## 9. Adjournment

*The meeting was adjourned at\_\_ 10:22 AM\_\_\_\_\_, with a reminder that our next  
ELAC  
meeting is on\_\_ 2-26-18\_\_\_\_\_.*

Respectfully submitted,  
bn  
Jackie Oliver








ELAC Secretary  
Date

**(NOTE: Copies of all distributed materials should be attached to the secretary's  
official minutes. These minutes should be maintained for three years.)**



# ELAC Composition

School Site Madison Date 10-2-17

	Name	Representation	Sign In ingresar	Contact Info número de teléfono / correo electrónico
1	Mrs. Pennington Chairman	Staff-Principal		
2	Mrs. Ana Peralta	Staff-Teacher		
3	Jackie Oliver	Other-GIA		
4	Maria Villalobos	EL Parent		
5	Eddie Rodriguez	Staff		
6	Diane Gonzales	Parent		
7	Marlen Lopez	EL Parent		
8	Ninfa Mendez	EL Parent		
9	Rubi Bustillos	EL Parent		
10	Maria Martinez	EL Parent		

  
Jodie Velasquez

# Budget By Expenditures

## Madison Elementary School

### Funding Source: 21st Family Literacy Grant

**\$17,229.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Books and supplies for family literacy class	4000-4999: Books And Supplies	\$2,939.00	English Language Arts	After School program literacy support
Lexia Reading Program	5800: Professional/Consulting Services And Operating Expenditures	\$8,500.00	English Language Arts	After School program literacy support
Literacy Presenter for Parent Training	1000-1999: Certificated Personnel Salaries	\$5,790.00	English Language Arts	After School program literacy support

21st Family Literacy Grant Total Expenditures: \$17,229.00

21st Family Literacy Grant Allocation Balance: \$0.00

### Funding Source: LCFF

**\$110,798.20 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Teacher conference coverage expenses to learn to support the needs of unduplicated students.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Mathematics	Madison teachers will participate in PLC data cycle. and receive support in implementing best practices in math instruction including best practices for supporting Tier 2 and Tier 3 students. Support needs will be determined by teacher self reflection and through classroom drop in data.
Teacher Conference Expenses to learn strategies to support the needs of unduplicated students.	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Mathematics	Madison teachers will participate in PLC data cycle. and receive support in implementing best practices in math instruction including best practices for supporting Tier 2 and Tier 3 students. Support needs will be determined by teacher self reflection and through classroom drop in data.

## Madison Elementary School

Teacher planning time to learn key practices to support the needs of unduplicated students in the classroom	1000-1999: Certificated Personnel Salaries	\$1,000.00	Mathematics	Madison teachers will participate in PLC data cycle. and receive support in implementing best practices in math instruction including best practices for supporting Tier 2 and Tier 3 students. Support needs will be determined by teacher self reflection and through classroom drop in data.
Teacher materials to provide math support in small group	4000-4999: Books And Supplies	\$2,000.00	Mathematics	Madison teachers will participate in PLC data cycle. and receive support in implementing best practices in math instruction including best practices for supporting Tier 2 and Tier 3 students. Support needs will be determined by teacher self reflection and through classroom drop in data.
Classroom differentiation materials such as books, realia, and small group instructional supplies for unduplicated students.	4000-4999: Books And Supplies	\$7,131.90	English Language Arts	Teachers will provide differentiated instruction to students based on assessed need.
Items such as headphones and other materials to support differentiation of unduplicated students.	4000-4999: Books And Supplies	\$3,000.00	English Language Arts	Teachers will provide differentiated instruction to students based on assessed need.
Librarian pay for extended hours	2000-2999: Classified Personnel Salaries	\$6,000.00	English Language Arts	Provide extended library access to parents and students to support literacy.
Substitute coverage for peer observations, planning and PD on differentiation strategies for unduplicated students.	1000-1999: Certificated Personnel Salaries	\$3,735.15	English Language Arts	Teachers will be provided differentiated professional development to support the implementation of effective literacy practices for example guided reading, literature circles, and writers workshop. Support needs will be determined by teacher self reflection and through classroom drop in data.
Substitute coverage and extra pay for co-teach and co-planning professional development to support at-risk students.	1000-1999: Certificated Personnel Salaries	\$10,000.00	English Language Arts	Teachers will be provided differentiated professional development to support the implementation of effective literacy practices for example guided reading, literature circles, and writers workshop. Support needs will be determined by teacher self reflection and through classroom drop in data.
Conferences and professional books to support differentiation of unduplicated students.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	English Language Arts	Teachers will be provided differentiated professional development to support the implementation of effective literacy practices for example guided reading, literature circles, and writers workshop. Support needs will be determined by teacher self reflection and through classroom drop in data.
Coverage for building PLCs to analyze data and collaborate on best instructional strategies to support unduplicated students.	1000-1999: Certificated Personnel Salaries	\$4,000.00	English Language Arts	Teachers will be provided differentiated professional development to support the implementation of effective literacy practices for example guided reading, literature circles, and writers workshop. Support needs will be determined by teacher self reflection and through classroom drop in data.
Purchase library and informational magazines for classrooms and for the library for unduplicated students.	4000-4999: Books And Supplies	\$7,000.00	English Language Arts	Create a culture of literacy at Madison through the creation of literacy rich classrooms and a focus on the promotion of literacy school-wide.

## Madison Elementary School

Reading progress motivation and awards for unduplicated students.	4000-4999: Books And Supplies	\$2,000.00	English Language Arts	Create a culture of literacy at Madison through the creation of literacy rich classrooms and a focus on the promotion of literacy school-wide.
Transportation for fieldtrip	5000-5999: Services And Other Operating Expenditures	\$2,000.00	English Language Arts	Support student learning through fieldtrips aligned to grade level units.
Field trip entry costs for students	5000-5999: Services And Other Operating Expenditures	\$1,000.00	English Language Arts	Support student learning through fieldtrips aligned to grade level units.
PBIS student activities support	2000-2999: Classified Personnel Salaries	\$11,774.91	School Culture	Students will be offered a variety of activities during lunch as well as receive PBIS training opportunities.
Transportation cost	5000-5999: Services And Other Operating Expenditures	\$2,000.00	School Culture	Sixth grade students will be offered opportunities to visit colleges and/or have guest speakers focusing on college and careers.
Guest speakers brought in to motivate students	5000-5999: Services And Other Operating Expenditures	\$5,522.62	School Culture	Sixth grade students will be offered opportunities to visit colleges and/or have guest speakers focusing on college and careers.
Purchase PBIS motivational materials for activities	4000-4999: Books And Supplies	\$3,000.00	School Culture	PBIS Incentives for making positive choices.
Student agendas purchased with imbedded positive behavior and organizing lessons.	4000-4999: Books And Supplies	\$2,000.00	School Culture	Students will be taught positive behavior choices and recognized in a variety of areas including academics, behavior and co curricular activities.
Purchase positive support materials for academics, behavior, and co-curricular activities	4000-4999: Books And Supplies	\$730.82	School Culture	Students will be taught positive behavior choices and recognized in a variety of areas including academics, behavior and co curricular activities.
Purchase SWIS program to monitor at risk students behavior	5000-5999: Services And Other Operating Expenditures	\$700.00	School Culture	Students will be taught positive behavior choices and recognized in a variety of areas including academics, behavior and co curricular activities.
Safe School Ambassador Training cost	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	School Culture	Develop leadership skills through Safe School Ambassador Training
Supplies and materials for student training	4000-4999: Books And Supplies	\$500.00	School Culture	Develop leadership skills through Safe School Ambassador Training
Materials for supplies for parent training to support unduplicated students.	4000-4999: Books And Supplies	\$500.00		Provide parent support training and resources to support student academic development.

## Madison Elementary School

Pay for staff members to implement training to support unduplicated students.	1000-1999: Certificated Personnel Salaries	\$500.00		Provide parent support training and resources to support student academic development.
Extra pay for staff members to implement training.	1000-1999: Certificated Personnel Salaries	\$1,069.00		Provide parent with support training and resources to support student academic success.
Parent Support materials and supplies for parent support night.	4000-4999: Books And Supplies	\$1,500.00		Provide parent with support training and resources to support student academic success.
Translation for parent training	2000-2999: Classified Personnel Salaries	\$1,500.00		Provide parent with support training and resources to support student academic success.
Extra pay for staff members to implement training.	1000-1999: Certificated Personnel Salaries	\$1,700.00		Provide parents of English learner students strategies to support English development.
Parent Support material and supplies for meeting.	4000-4999: Books And Supplies	\$1,500.00		Provide parents of English learner students strategies to support English development.
Translation for parent training	2000-2999: Classified Personnel Salaries	\$1,083.80		Provide parents of English learner students strategies to support English development.
Purchase and duplicate parent support materials.	4000-4999: Books And Supplies	\$1,000.00		Certificated teacher will provide support with co-curricular academic events. Parent resources and materials purchased to support parents for events such as History Day and Science Fair.
Pay for staff members to implement training	1000-1999: Certificated Personnel Salaries	\$1,000.00		Certificated teacher will provide support with co-curricular academic events. Parent resources and materials purchased to support parents for events such as History Day and Science Fair.
Parenting Support Training including speakers and presenter costs	5800: Professional/Consulting Services And Operating Expenditures	\$4,500.00		Parent Support Class
Purchase ELD materials to support implementation of small group ELD	4000-4999: Books And Supplies	\$850.00	English Language Development	Students who are English Learner will be assessed and receive ELD support based on identified area of need. Student success will be monitored with multiple assessments including ELPAC, CELDT, DIBELS and Fountas and Pinnell assessment.
Aide to support classroom ELD and literacy support for students who are English Learner	2000-2999: Classified Personnel Salaries	\$10,000.00	English Language Development	Students who are English Learner will be assessed and receive ELD support based on identified area of need. Student success will be monitored with multiple assessments including ELPAC, CELDT, DIBELS and Fountas and Pinnell assessment.

## Madison Elementary School

Classroom differentiation materials such as books, realia, and small group instructional supplies	4000-4999: Books And Supplies	\$1,000.00	English Language Development	Students who are English Learner will be assessed and receive ELD support based on identified area of need. Student success will be monitored with multiple assessments including ELPAC, CELDT, DIBELS and Fountas and Pinnell assessment.
Purchase bilingual books for the Madison library to support EL students.	4000-4999: Books And Supplies	\$4,000.00	English Language Development	Students who are English Learner will be assessed and receive ELD support based on identified area of need. Student success will be monitored with multiple assessments including ELPAC, CELDT, DIBELS and Fountas and Pinnell assessment.

LCFF Total Expenditures: \$110,798.20

LCFF Allocation Balance: \$0.00

### Funding Source: LCFF-SLIP

**\$1,385.21 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase library books and materials for the library	4000-4999: Books And Supplies	\$1,385.21	English Language Arts	Create a culture of literacy at Madison through the creation of literacy rich classrooms and a focus on the promotion of literacy school-wide.

LCFF-SLIP Total Expenditures: \$1,385.21

LCFF-SLIP Allocation Balance: \$0.00

### Funding Source: Title I Part A: Allocation

**\$291,494.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Brainpop subscription	5000-5999: Services And Other Operating Expenditures	\$1,900.00	English Language Arts	Create a culture of literacy at Madison through the creation of literacy rich classrooms and a focus on the promotion of literacy school-wide.
Teaching Fellows Contract	5000-5999: Services And Other Operating Expenditures	\$90,255.36	English Language Arts	Madison will implement small group reading support in kindergarten, 1st, 2nd, and 3rd grade classroom. Guided reading will be implemented in each classroom by the classroom teacher. Teaching Fellows literacy support staff and kindergarten aides will be pushed into classrooms.



## Madison Elementary School

Kindergarten Aides	2000-2999: Classified Personnel Salaries	\$22,062.45	English Language Arts	Madison will implement small group reading support in kindergarten, 1st, 2nd, and 3rd grade classroom. Guided reading will be implemented in each classroom by the classroom teacher. Teaching Fellows literacy support staff and kindergarten aides will be pushed into classrooms.
Purchase AR Books to increase student access to high interest books at the appropriate level to support at-risk students.	4000-4999: Books And Supplies	\$10,663.18	English Language Arts	Create a culture of literacy at Madison through the creation of literacy rich classrooms and a focus on the promotion of literacy school-wide.
Reading Intervention Teacher for Tier 3 students in 3rd through 6th grade.	1000-1999: Certificated Personnel Salaries	\$30,000.00	English Language Arts	Madison will implement an intervention process that providing identification, support and progress monitoring to assure each student attains grade level reading mastery. All students students will receive Tier 1 support in the classroom. This includes instructional strategies such as guided reading, literature circles and writers workshop.Tier 2 support is provided in the classroom by the classroom teacher through small group differentiation. Tier 3 support is provided by a certificated intervention teacher during the school day or credentialed teacher as an extended learning opportunity.
Guided Reading Books for Tier 2 and Tier 3 support practices	4000-4999: Books And Supplies	\$2,000.00	English Language Arts	Madison will implement an intervention process that providing identification, support and progress monitoring to assure each student attains grade level reading mastery. All students students will receive Tier 1 support in the classroom. This includes instructional strategies such as guided reading, literature circles and writers workshop.Tier 2 support is provided in the classroom by the classroom teacher through small group differentiation. Tier 3 support is provided by a certificated intervention teacher during the school day or credentialed teacher as an extended learning opportunity.
Reproduce materials to support Guided Reading and Intervention for Tier 2 and Tier 3 students	5000-5999: Services And Other Operating Expenditures	\$1,000.00	English Language Arts	Madison will implement an intervention process that providing identification, support and progress monitoring to assure each student attains grade level reading mastery. All students students will receive Tier 1 support in the classroom. This includes instructional strategies such as guided reading, literature circles and writers workshop.Tier 2 support is provided in the classroom by the classroom teacher through small group differentiation. Tier 3 support is provided by a certificated intervention teacher during the school day or credentialed teacher as an extended learning opportunity.

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Purchase intervention materials and supplies such as assessment and small group support materials to work with Tier 2 and Tier 3 students	4000-4999: Books And Supplies	\$1,814.44	English Language Arts	Madison will implement an intervention process that providing identification, support and progress monitoring to assure each student attains grade level reading mastery. All students students will receive Tier 1 support in the classroom. This includes instructional strategies such as guided reading, literature circles and writers workshop.Tier 2 support is provided in the classroom by the classroom teacher through small group differentiation. Tier 3 support is provided by a certificated intervention teacher during the school day or credentialed teacher as an extended learning opportunity.
Substitute provided for time to assess students in order to identify and monitor students who are in need of Tier 2 or Tier 3 support .	1000-1999: Certificated Personnel Salaries	\$6,502.80	English Language Arts	Madison will implement an intervention process that providing identification, support and progress monitoring to assure each student attains grade level reading mastery. All students students will receive Tier 1 support in the classroom. This includes instructional strategies such as guided reading, literature circles and writers workshop.Tier 2 support is provided in the classroom by the classroom teacher through small group differentiation. Tier 3 support is provided by a certificated intervention teacher during the school day or credentialed teacher as an extended learning opportunity.
Pay for staff to provide extended day Tier 3 reading and writing tutoring	1000-1999: Certificated Personnel Salaries	\$34,000.00	English Language Arts	Madison will implement an intervention process that providing identification, support and progress monitoring to assure each student attains grade level reading mastery. All students students will receive Tier 1 support in the classroom. This includes instructional strategies such as guided reading, literature circles and writers workshop.Tier 2 support is provided in the classroom by the classroom teacher through small group differentiation. Tier 3 support is provided by a certificated intervention teacher during the school day or credentialed teacher as an extended learning opportunity.
Pay staff to provide tutorial to Tier 3 at-risk students during extended day.	1000-1999: Certificated Personnel Salaries	\$30,000.00	Mathematics	Madison will implement an effective PLC for mathematics using the data cycle. Student need will be identified through grade level common assessments. Tier 1 students will receive best first instruction including from the classroom teacher.Tier 2 students will receive Tier 2 small group instruction in the classroom from the classroom teacher. Tier 3 students will receive Tier 3 instruction from a credentialed teacher through extended learning opportunities.



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ST Math program to support math conceptual understanding for at-risk students.	5000-5999: Services And Other Operating Expenditures	\$4,583.32	Mathematics	Madison will implement an effective PLC for mathematics using the data cycle. Student need will be identified through grade level common assessments. Tier 1 students will receive best first instruction including from the classroom teacher. Tier 2 students will receive Tier 2 small group instruction in the classroom from the classroom teacher. Tier 3 students will receive Tier 3 instruction from a credentialed teacher through extended learning opportunities.
Duplication for differentiation material to support Tier 2 and Tier 3 students	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Mathematics	Madison will implement an effective PLC for mathematics using the data cycle. Student need will be identified through grade level common assessments. Tier 1 students will receive best first instruction including from the classroom teacher. Tier 2 students will receive Tier 2 small group instruction in the classroom from the classroom teacher. Tier 3 students will receive Tier 3 instruction from a credentialed teacher through extended learning opportunities.
Provide math motivation and recognition to students	4000-4999: Books And Supplies	\$1,000.00	Mathematics	Madison will implement an effective PLC for mathematics using the data cycle. Student need will be identified through grade level common assessments. Tier 1 students will receive best first instruction including from the classroom teacher. Tier 2 students will receive Tier 2 small group instruction in the classroom from the classroom teacher. Tier 3 students will receive Tier 3 instruction from a credentialed teacher through extended learning opportunities.
Materials for mathematics differentiation for Tier 2 and Tier 3 students	4000-4999: Books And Supplies	\$2,000.00	Mathematics	Madison will implement an effective PLC for mathematics using the data cycle. Student need will be identified through grade level common assessments. Tier 1 students will receive best first instruction including from the classroom teacher. Tier 2 students will receive Tier 2 small group instruction in the classroom from the classroom teacher. Tier 3 students will receive Tier 3 instruction from a credentialed teacher through extended learning opportunities.
Classified support to assist primary students.	2000-2999: Classified Personnel Salaries	\$22,062.45	Mathematics	Classified support to assist primary students (guided reading, small group instruction in math, differentiation, and teacher support).
Technology to support differentiation for key to support at-risk students.	4000-4999: Books And Supplies	\$20,000.00	English Language Arts	Teachers will provide differentiated instruction to students based on assessed need.

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Purchase professional development materials such as videos and books focused on best practices to support English Learners	4000-4999: Books And Supplies	\$500.00	English Language Development	Teachers will receive professional development on supporting student ELD need. Classroom observations will be used to monitor progress. Professional development will focus on the following: 1. Key strategies to support vocabulary development for English learners. 2. Key strategies to develop student speaking and writing from Basic Interpersonal Communication Skills to Cognitive Academic Language Proficiency. 3. Key strategies to develop reading comprehension skills with English Learners.
Pay for staff to provide Tier 3 extended day tutorial to Long Term English Learners	1000-1999: Certificated Personnel Salaries	\$10,000.00	English Language Development	Students who are English Learner will be assessed and receive ELD support based on identified area of need. Student success will be monitored with multiple assessments including ELPAC, CELDT, DIBELS and Fountas and Pinnell assessment.
Brainpop ESL to provide support level 1 students who are English Learners	5000-5999: Services And Other Operating Expenditures	\$150.00	English Language Development	Students who are English Learner will be assessed and receive ELD support based on identified area of need. Student success will be monitored with multiple assessments including ELPAC, CELDT, DIBELS and Fountas and Pinnell assessment.

Title I Part A: Allocation Total Expenditures: \$291,494.00

Title I Part A: Allocation Allocation Balance: \$0.00

### Funding Source: Title I Parent Involvement

**\$2,769.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide Parent Literacy support training to support at-risk students.	5800: Professional/Consulting Services And Operating Expenditures	\$2,769.00		Provide parent support training and resources to support student academic development.

Title I Parent Involvement Total Expenditures: \$2,769.00

Title I Parent Involvement Allocation Balance: \$0.00

Madison Elementary School Total Expenditures: \$423,675.41