

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Madison Elementary School
Address	330 S. Brawley Ave. Fresno, CA 93706
County-District-School (CDS) Code	10-73965-6006910
Principal	Christine Pennington
District Name	Central Unified School District
SPSA Revision Date	October 9, 2018
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	December 11, 2108

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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 88% of the students qualifying for free or reduced lunch. The ethnic/racial composition of the student body is 72% Hispanic, 10% Caucasian, 10% Asian, 5% African-American.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, students, and other stakeholders including those representing all students is critical to process of writing a Single Plan for Student Achievement (SPSA). Central USD and Madison continue to focus on increasing parent involvement in the input process. Madison reaches out to stakeholders by requesting feedback through parent surveys, ELAC input, and LCAP meeting input. Meeting evaluation forms and parent input forms are made available and completed by parent advisory committee members during ELAC, SSC, and LCAP input meetings. Stakeholders were informed of the input process for SPSA flyers, phone dialers and email.

Stakeholder input sessions were:

Parent Surveys Spring 2018

LCAP February 2018

ELAC September 2018

SSC September 2018

Childcare and interpretation was provided as requested by stakeholders. (Spanish, Punjabi &/or Hmong). Overall trends in stakeholder feedback included: Input regarding topics of parent workshops including literacy and technology. Stakeholder input also included input regarding the need for supports with social emotional supports for students. Another trend was the need for early literacy intervention for students struggling academically.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.6%	0.9%	0.43%	4	6	3
African American	5.1%	5.0%	5.32%	33	35	37
Asian	8.9%	10.4%	10.50%	58	73	73
Filipino	0.6%	0.4%	0.29%	4	3	2
Hispanic/Latino	74.4%	72.4%	73.67%	485	506	512
Pacific Islander	0.3%	0.0%	0%	2	0	0
White	9.5%	10.0%	9.21%	62	70	64
Multiple/No Response	0.6%	0.1%	0%	4	1	0
Total Enrollment				652	699	695

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		115	124
Grade 1		90	88
Grade 2		82	85
Grade3		110	88
Grade 4		93	106
Grade 5		106	96
Grade 6		103	108
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		699	695

Conclusions based on this data:

1. Madison student enrollment has stayed consistent over recent years.

2. Madison has a majority of over 70% of students who are Hispanic.
3. Both White and Asian are the second highest enrollment at Madison.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	232	160		35.6%	22.9%	
Fluent English Proficient	57	146		8.7%	20.9%	
Reclassified Fluent English Proficient		41		0.0%	17.7%	

Conclusions based on this data:

1. Based on this data Madison has had a drop in the number of English Learners during the 2016-2017 school year.
2. Based on this data, there is an increase from 8.7% to 20.9% in students scoring Proficient in English.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	93	112	85	91	108	84	89	108	84	97.8	96.4	98.8
Grade 4	103	89	103	102	88	101	102	88	101	99	98.9	98.1
Grade 5	94	104	94	90	100	92	90	100	92	95.7	96.2	97.9
Grade 6	94	101	107	90	97	107	90	97	107	95.7	96	100
All Grades	384	406	389	373	393	384	371	393	384	97.1	96.8	98.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2360.	2381.	2425.	3	12.96	26.19	16	14.81	21.43	27	22.22	29.76	54	50.00	22.62
Grade 4	2410.	2425.	2450.	8	7.95	17.82	12	26.14	19.80	23	22.73	24.75	58	43.18	37.62
Grade 5	2446.	2446.	2455.	3	3.00	3.26	22	25.00	26.09	27	17.00	27.17	48	55.00	43.48
Grade 6	2475.	2481.	2485.	7	4.12	8.41	19	26.80	22.43	28	29.90	28.97	47	39.18	40.19
All Grades	N/A	N/A	N/A	5	7.12	13.54	17	22.90	22.40	26	22.90	27.60	52	47.07	36.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	11.11	20.24	33	32.41	46.43	62	56.48	33.33
Grade 4	7	5.68	18.81	43	53.41	50.50	50	40.91	30.69
Grade 5	9	6.00	11.96	36	48.00	42.39	55	46.00	45.65
Grade 6	7	7.22	9.35	37	37.11	35.51	57	55.67	55.14
All Grades	7	7.63	14.84	37	42.24	43.49	56	50.13	41.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	11.11	21.43	38	42.59	51.19	61	46.30	27.38
Grade 4	5	9.09	12.87	44	46.59	45.54	51	44.32	41.58
Grade 5	3	9.00	5.43	47	46.00	47.83	49	45.00	46.74
Grade 6	11	9.28	11.21	47	39.18	41.12	42	51.55	47.66
All Grades	5	9.67	12.50	44	43.51	46.09	51	46.82	41.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	9.26	17.86	58	63.89	69.05	37	26.85	13.10
Grade 4	7	10.23	15.84	63	55.68	61.39	30	34.09	22.77
Grade 5	4	7.00	1.09	67	56.00	61.96	28	37.00	36.96
Grade 6	10	4.12	13.08	62	62.89	63.55	28	32.99	23.36
All Grades	6	7.63	11.98	63	59.80	63.80	31	32.57	24.22

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	16.67	33.33	46	41.67	44.05	45	41.67	22.62
Grade 4	10	19.32	23.76	45	56.82	56.44	45	23.86	19.80
Grade 5	14	20.00	14.13	59	34.00	51.09	27	46.00	34.78
Grade 6	10	19.59	21.50	54	61.86	51.40	36	18.56	27.10
All Grades	11	18.83	22.92	51	48.09	51.04	38	33.08	26.04

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 Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	94	111	85	92	108	84	91	108	84	97.9	97.3	98.8
Grade 4	103	89	103	102	88	101	101	88	101	99	98.9	98.1
Grade 5	94	103	94	90	100	92	89	100	92	95.7	97.1	97.9
Grade 6	94	101	107	92	99	107	91	99	107	97.9	98	100
All Grades	385	404	389	376	395	384	372	395	384	97.7	97.8	98.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2376.	2395.	2440.	3	8.33	19.05	11	14.81	26.19	30	34.26	38.10	56	42.59	16.67
Grade 4	2404.	2440.	2450.	0	5.68	9.90	9	29.55	18.81	40	28.41	38.61	51	36.36	32.67
Grade 5	2447.	2435.	2442.	6	2.00	3.26	7	7.00	8.70	34	29.00	25.00	54	62.00	63.04
Grade 6	2468.	2490.	2492.	4	11.11	10.28	13	17.17	17.76	33	31.31	34.58	49	40.40	37.38
All Grades	N/A	N/A	N/A	3	6.84	10.42	10	16.71	17.71	34	30.89	34.11	53	45.57	37.76

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	17.59	34.52	27	28.70	28.57	66	53.70	36.90
Grade 4	2	12.50	16.83	21	31.82	32.67	77	55.68	50.50
Grade 5	6	6.00	4.35	26	23.00	27.17	69	71.00	68.48
Grade 6	9	16.16	14.95	27	35.35	37.38	64	48.48	47.66
All Grades	6	13.16	17.19	25	29.62	31.77	69	57.22	51.04

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	12.04	25.00	37	51.85	50.00	56	36.11	25.00
Grade 4	1	12.50	11.88	40	54.55	49.50	59	32.95	38.61
Grade 5	3	2.00	4.35	31	30.00	34.78	65	68.00	60.87
Grade 6	5	10.10	15.89	40	40.40	41.12	55	49.49	42.99
All Grades	4	9.11	14.06	37	44.05	43.75	59	46.84	42.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	12.04	33.33	44	52.78	52.38	46	35.19	14.29
Grade 4	0	6.82	15.84	36	56.82	43.56	64	36.36	40.59
Grade 5	3	2.00	3.26	44	32.00	28.26	53	66.00	68.48
Grade 6	5	9.09	14.02	56	51.52	42.06	38	39.39	43.93
All Grades	5	7.59	16.15	45	48.10	41.41	51	44.30	42.45





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

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		7	0
English Learner Progress (1-12)		1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		5	0
Mathematics (3-8)		4	0

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)


Conclusions based on this data:

1. Madison scored overall in the Green for suspension rate.
2. Madison scored Blue which is the highest level for English Learner progress.
3. Madison scored in the yellow for both English Language Arts and Math, which is the middle level.









School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		795	Medium 1.8%	Declined Significantly -2%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		795	Medium 1.8%	Declined Significantly -2%
English Learners		181	Low 0.6%	Declined Significantly -3.3%
Foster Youth		18	Very Low 0%	Maintained 0%
Socioeconomically Disadvantaged		711	Medium 1.7%	Declined Significantly -1.7%
Students with Disabilities		65	High 4.6%	Declined Significantly -4.6%
African American		45	Medium 2.2%	Declined Significantly -4.2%
American Indian		8	*	*
Asian		83	Very Low 0%	Maintained 0%
Filipino		3	*	*
Hispanic		574	Medium 1.9%	Declined Significantly -2%
Two or More Races		7	*	*
White		75	Medium 1.3%	Declined Significantly -4%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Madison English Learner and Asian subgroups have very low incidents of discipline.

2. Madison had a significant decline in the number of suspensions of Students with Disabilities though overall they are the subgroup with the highest suspension rate.





School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		129	High 77.5%	Increased Significantly +11.5%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 0.6%	Declined Significantly -3.3%
English Learner Progress (1-12)		High 77.5%	Increased Significantly +11.5%
College/Career (9-12)	N/A		N/A
English Language Arts (3-8)		Low 66.9 points below level 3	Increased +9.9 points
Mathematics (3-8)		Low 60.6 points below level 3	Increased Significantly +25.1 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)


Conclusions based on this data:

1. Madison English Learners had a significant increase and scored at Blue the highest performance level.
2. Madison English Learners scored Yellow in ELA.
3. Madison English Learners scored Yellow but had a significant increase in points on Math assessment.







School and Student Performance Data

Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		372	Low 51 points below level 3	Increased +7.5 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		372	Low 51 points below level 3	Increased +7.5 points
English Learners		134	Low 66.9 points below level 3	Increased +9.9 points
Foster Youth		1	*	*
Socioeconomically Disadvantaged		333	Low 57.3 points below level 3	Increased +4 points
Students with Disabilities		23	Very Low 139.7 points below level 3	Declined -10.7 points
African American		18	Low 68.8 points below level 3	Declined -7.1 points
American Indian		3	*	*
Asian		35	Low 14.4 points below level 3	Increased Significantly +39.7 points
Filipino		1	*	*
Hispanic		275	Low 58.6 points below level 3	Increased +3.3 points
Two or More Races		4	*	*
White		36	Low 28.7 points below level 3	Increased Significantly +23.8 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	91	Low 45.8 points below level 3	Maintained +1.3 points
EL - English Learner Only	43	Very Low 111.6 points below level 3	Declined Significantly -21.9 points
English Only	204	Low 44.7 points below level 3	Increased +8.9 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

English Language Arts (3-8) 4

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)


Conclusions based on this data:

1. Madison had an overall growth of 7.5% on SBAC English Language Arts assessment.
2. Madison had 2 subgroups decline on ELA SBAC. One group that declined is the African American and the other is the Students with Disabilities.
3. Madison had a small increase with reclassified students. There was a significant decrease with English Learner students.






School and Student Performance Data

Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		370	Low 58 points below level 3	Increased Significantly +16.2 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		370	Low 58 points below level 3	Increased Significantly +16.2 points
English Learners		133	Low 60.6 points below level 3	Increased Significantly +25.1 points
Foster Youth		1	*	*
Socioeconomically Disadvantaged		331	Low 62.3 points below level 3	Increased +14.3 points
Students with Disabilities		22	Very Low 106.7 points below level 3	Increased Significantly +25.8 points
African American		18	Low 49.4 points below level 3	Increased Significantly +43.4 points
American Indian		3	*	*
Asian		36	Medium 20.2 points below level 3	Increased Significantly +39.5 points
Filipino		1	*	*
Hispanic		272	Low 66.6 points below level 3	Increased +9.2 points
Two or More Races		4	*	*

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
White		36	Low 44.1 points below level 3	Increased Significantly +30.6 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners				
State Indicators	Number of Students		Status	Change
EL - Reclassified Only	89		Low 43.9 points below level 3	Increased Significantly +22 points
EL - English Learner Only	44		Low 94.3 points below level 3	Maintained -0.1 points
English Only	203		Low 54.9 points below level 3	Increased +14.9 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

Mathematics (3-8) 4

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)





















Conclusions based on this data:

1. Madison had a significant increase of 16 points overall on the Mathematics assessment.
2. Madison had an increase in all significant subgroups on the Mathematics assessment.
3. Madison had 5 of the 7 significant subgroups had a significant increase on the Mathematics assessment.






School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Madison had all Significant Subgroups score Yellow on the state Dashboard in English Language Arts.

2. Madison had all Significant Subgroups score Yellow on the state Dashboard except Asian who scored Green in Mathematics.
3. Madison had one Significant Subgroup score below the Green regarding suspension rate. Students with Disabilities scored Yellow.

Goals, Strategies, & Proposed Expenditures

Goal 1

Every student meets or exceeds grade level core standards and is prepared for college, career, and community

Basis for this Goal

- Central USD's overall scores for our students in grades 3-8 and 11 indicate that 39% of students are meeting or exceeding standard in ELA and 26% are meeting or exceeding standards in Mathematics. Madison scores for our students in grades 3-8 and 11 indicate that 36% of students are meeting or exceeding standard in ELA and 28% are meeting or exceeding standards in Mathematics.
- Early literacy results for first grade students based on Fountas and Pinnell Benchmark Assessment System indicate that from March 2016 to March 2107 there is no measurable improvement (63% meeting or exceeding F & P standards.)The implementation has resulted in 56% of Madison kindergarten students scoring on grade level and another 23% of our kindergarten students scoring approaching grade level on the Fountas and Pinnell reading assessment. The results also had 50% of Madison 1st grade students scored on grade level, and another 7% of students scored approaching grade level. The results also included 82% of Madison 2nd grade students scoring on grade level with another 4% scoring approaching grade level. Madison 3rd through 6th grade students had a growth from 30% proficient on our Smarter Balanced assessment to 36 % of student proficient in 2018.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC English Language Arts (ELA) Distance From Met (DFM) Spring 2018	ELA, DFM -51	By June of 2019:
SBAC Math DFM Spring 2018	Math, DFM -58	The number of students scoring, meets and exceeds standards will increase by 7 points as measured by SBAC ELA assessments (DFM -44)
Fountas and Pinnell (F & P) "On Track" Spring 2018	F & P "On Track"% K- 56.1% 1- 49.5% 2-82.3%	The number of students scoring, meets and exceeds standards will increase by 10 points as measured by SBAC ELA assessments (DFM - 48)
		The percent of student in grades K-2 who Meet or Exceed in reading expectation from Fountas & Pinnell will increase to 70%
		K- +13.9% 1- +20.5% 2- Continue

Planned Strategies/Activities

Strategy/Activity 1

Madison will implement an intervention process that provides 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.

Students to be Served by this Strategy/Activity

All students will be assessed.

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. Site Administrators
2. Classroom Teachers
3. Certificated Intervention Teachers
4. Instructional Coaches

Proposed Expenditures for this Strategy/Activity

Amount	34000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Reading Intervention Teacher for Tier 3 students in 3rd through 6th grade.
Amount	500
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Guided Reading Books for Tier 2 and Tier 3 support practices
Amount	500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reproduce materials to support Guided Reading and Intervention for Tier 2 and Tier 3 students
Amount	5000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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 .

Amount	13000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Pay for staff to provide extended day Tier 3 reading and writing tutoring

Strategy/Activity 2

Teachers will be provided differentiated professional development to support the implementation of effective literacy and math practices for example guided reading, cooperative learning, and writers workshop. Support needs will be determined by teacher self reflection and through classroom drop in data.

Students to be Served by this Strategy/Activity

All students may be provided receive differentiated support based on need.

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. Administration
2. Instructional Coach
3. Classroom Teacher

Proposed Expenditures for this Strategy/Activity

Amount	3735.15
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute coverage for peer observations, planning and PD on differentiation strategies for unduplicated students.

Amount	11000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Coverage for building PLCs to analyze data and collaborate on best instructional strategies to support unduplicated students.

Amount	500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences and professional books to support differentiation of unduplicated students.

Amount	4000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Software to support differentiation of student needs.

Strategy/Activity 3

Create a culture of literacy at Madison through the creation of literacy rich classrooms and a focus on the promotion of literacy school-wide.

Students to be Served by this Strategy/Activity

All students will have access to materials.

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. Administration
2. Instructional Coach
3. Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3292
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Purchase AR Books to increase student access to high interest books at the appropriate level to support at-risk students.
Amount	6248.05
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase library and informational magazines for classrooms and for the library for unduplicated students.
Amount	1900
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Brainpop subscription
Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Reading progress motivation and awards for unduplicated students.
Amount	1411.30
Source	LCFF-SLIP

Budget Reference	4000-4999: Books And Supplies
Description	Purchase library books, technology, and materials for the library

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

All Students in Kindergarten - 3rd grade may receive small group support based on need.

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. Administration
2. Instructional Coach
3. Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	109000
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Teaching Fellows Contract
Amount	24000
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kindergarten Aides

Strategy/Activity 5

After School program literacy support

Students to be Served by this Strategy/Activity

Parents of all students will have access to parent literacy classes.

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. After School Director
2. After School Teacher

Proposed Expenditures for this Strategy/Activity

Amount	3325.00
Source	21st Family Literacy Grant
Budget Reference	4000-4999: Books And Supplies
Description	Books and supplies for family literacy class
Amount	1400.00
Source	21st Family Literacy Grant
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Lexia Reading Program
Amount	10000
Source	21st Family Literacy Grant
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Literacy Presenter for Parent Training

Strategy/Activity 6

Teachers will provide differentiated instruction to students based on assessed need.

Students to be Served by this Strategy/Activity

All students may receive differentiated support based on need

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. Classroom Teacher

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Technology to support differentiation for key to support at-risk students.
Amount	7131.9
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description	Classroom differentiation materials such as books, realia, and small group instructional supplies for unduplicated students.
Amount	3000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Items such as headphones and other materials to support differentiation of unduplicated students.

Strategy/Activity 7

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.

Students to be Served by this Strategy/Activity

All students will be assessed.

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. Site Administrators
2. Classroom Teachers
3. Certificated Intervention Teachers
4. Instructional Coaches

Proposed Expenditures for this Strategy/Activity

Amount	11000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Pay staff to provide tutorial to Tier 3 at-risk students during extended day.
Amount	2700
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ST Math program to support math conceptual understanding for at-risk students.
Amount	500
Source	Title I Part A: Allocation

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Duplication for differentiation material to support Tier 2 and Tier 3 students
Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials for mathematics differentiation for Tier 2 and Tier 3 students

Strategy/Activity 8

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.

Students to be Served by this Strategy/Activity

All students receive support based on need.

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. Admin
2. Classroom Teachers
3. Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	600
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Teacher Conference Expenses to learn strategies to support the needs of unduplicated students.

Strategy/Activity 9

Classified support to assist primary students (guided reading, small group instruction in math, differentiation, and teacher support).

Students to be Served by this Strategy/Activity

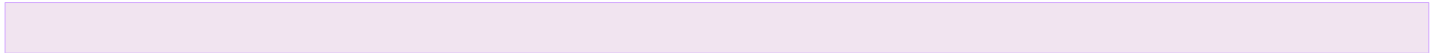
Classified support to assist primary students (guided reading, small group instruction in math, differentiation, and teacher support).

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. Admin
2. Classroom Teachers
3. Instructional Coach



Proposed Expenditures for this Strategy/Activity

Amount	24000
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified support to assist primary students.

Goals, Strategies, & Proposed Expenditures

Goal 2

Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

Basis for this Goal

Central USD needs to continue to increase student engagement/attendance and reduce suspension/expulsion and dropout rates. 2015-16 district attendance rate is 95.3%, with no significant increase or decrease from the previous year's rate. Chronic absenteeism rate was 13.43% in 2016-17. The suspension rate is 5.6% (2015-16) and expulsion rate is .3% (also 2015-16). Madison has a chronic absenteeism rate of 11.9%. Madison has a 1.8% suspension rate with a 2% decline, which is considered a significant decline according to the California Dashboard. Madison's current expulsion rate is 0% and attendance rate is 94.95%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate Expulsion Rate Attendance Rate Chronic Absenteeism	2017-18 Data from DataQuest and CA Dashboard Suspension Rate-01.8% Expulsion Rate -.0% Attendance Rate- 94.95% Chronic Absenteeism- 11.9%	By June of 2019: Suspension Rate will decrease by 0.5% (to 1.3%) Expulsion Rate will decrease by 0.1% (Maintain) Attendance Rate will increase to 97% or higher (increase by 2.05%) Chronic Absenteeism will decrease by 1% (to 10.9%)

Planned Strategies/Activities

Strategy/Activity 1

Students will be offered a variety of activities during lunch as well as receive PBIS training opportunities throughout the year.

Students to be Served by this Strategy/Activity

All students will have access to these activities.

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. Admin
2. Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	13000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	PBIS student activities support

Strategy/Activity 2

Students will be offered opportunities to visit colleges and/or have guest speakers focusing on character, college and careers.

Students to be Served by this Strategy/Activity

All students based on activity.

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. Admin
2. Classroom Teachers
3. Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	600
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation cost
Amount	3000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Guest speaker and presenter costs

Strategy/Activity 3

PBIS Incentives for making positive choices.

Students to be Served by this Strategy/Activity

All students have access to positive incentives.

Timeline

10/1/18 - 10/1/19

Person(s) Responsible

1. Admin
2. Classroom Teachers
3. Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase PBIS motivational materials for activities

Strategy/Activity 4

Students will be taught positive behavior choices and recognized in a variety of areas including academics, behavior and co curricular activities.

Students to be Served by this Strategy/Activity

All students benefit from this strategy.

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. Admin
2. Classroom Teachers
3. Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student agendas purchased with imbedded positive behavior and organizing lessons.
Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase positive support materials for academics, behavior, and co-curricular activities
Amount	700
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase SWIS program to monitor at risk students behavior

Strategy/Activity 5

Develop leadership skills through Safe School Ambassador Training

Students to be Served by this Strategy/Activity

All students benefit from the training on the playground.

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. Admin
2. Classroom Teachers
3. Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Safe School Ambassador Training cost

Strategy/Activity 6

PBIS Intervention Support Teacher will provide socio-emotional support to students as needed.

Students to be Served by this Strategy/Activity

All students will have access to support based on need.

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. Admin
2. Classroom Teacher
3. PBIS Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Amount	30000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PBIS Intervention Support teacher will provide to support to Level 2 and Level 3 students.

Goals, Strategies, & Proposed Expenditures

Goal 3

Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

Basis for this Goal

Central USD and Madison Elementary will continue to engage families in educational programs to support student well-being and academic success. Central USD has a full time Parent Involvement Coordinator, Community Liaisons-Bilingual, and Family Outreach Liaisons to assist with this goal. The district and Madison Elementary will continue providing quality parent education based on parent interest and need. Madison Elementary will encourage parent participation in providing input and being a part of the decision making process. At Madison Elementary parent involvement consists English Learner Advisory Committee, Madison PTA, Monthly Literacy Nights, Family NASA STEM Nights, Technology workshops, and English Learner Support Workshop.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 2) "The school is a safe place where bullying and disrespect are not tolerated"	2017-18 Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 87.5% 2) "The school is a safe place where bullying and disrespect are not tolerated" 52.9%	By June of 2019 : Number of Parent meetings/trainings/workshops will increase Number of Parents participating in Parent meetings/trainings/workshops will increase % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" will increase to 95% 2) "The school is a safe place where bullying and disrespect are not tolerated" will increase to 57.9%

Planned Strategies/Activities

Strategy/Activity 1

Provide parent support training and resources to support student academic development.

Students to be Served by this Strategy/Activity

Parents of all students have access to workshops.

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. Admin
2. Classroom Teachers
3. Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	2645.00
Source	Title I Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Provide parent literacy workshops to support at-risk students.
Amount	2000
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Parent workshops to support students on key topics supporting at-risk students.

Strategy/Activity 2

Provide parent workshops on a variety of topics.

Students to be Served by this Strategy/Activity

Parents of all students have access to parent workshops.

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. Admin
2. Classroom Teachers
3. Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Pay for presenters to present workshops
Amount	1000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation for parent workshops

Goals, Strategies, & Proposed Expenditures

Goal 4

Assure 1 year of growth in language acquisition for every EL student.

Basis for this Goal

Not all Central USD English Learners (ELs) are currently making yearly progress in acquiring English proficiency. Data from the CA Dashboard indicates that the district performance indicator for EL Progress is high (green) overall. Of the 22 schools in our district 4 of the schools are either rated in the low (orange) or very low (red) level for EL Progress. One school is rated medium (yellow) and 11 schools are rated high or very high (green or blue.) Schools not represented on the dashboard do not have enough English Learners (ELs) to comprise a cohort for reporting. At Madison, 14% of ELs are 'meeting or exceeding' standards for ELA on SBAC compared to 40% of non-EL students. This indicates an achievement gap of 26%

There is a need to develop teacher knowledge of the ELA/ELD Framework and how to use new materials to meet the needs of English Learners so that we can reduce the creation of long term English learners. Central USD has 7.4% LTELs (6+ years) and 5.1% At Risk for LTEL (4-5 years). Both rates are below the state and county average, but there is still a need for improvement.

At Madison the current English Learner Progress Indicator is at 74.42% with a 8.41%, putting our school site in the high (green) rating overall.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard English Learner Progress Indicator (ELPI)	2017-18 ELPI 74.42%	By June of 2019: ELPI will increase by % to 70.9%
CA Dashboard EL SBAC ELA DFM	2017-18 ELA DFM -66.9	By June of 2019: The number of EL students scoring 'meets or exceeds' standard will increase by 7 points as measured by SBAC ELA (DFM -59.9)

Planned Strategies/Activities

Strategy/Activity 1

Students who are English Learners will be assessed and receive ELD support based on identified area of need. Student success will be monitored with multiple assessments including ELPAC, Renaissance STAR, and Fountas and Pinnell assessments.

Students to be Served by this Strategy/Activity

All English Learner Students

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. Admin
2. Classroom Teachers
3. Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Aide to support literacy for students who are English Learners..
Amount	150
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Brainpop ESL
Amount	4000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Pay for staff to provide Tier 3 extended day to Long Term English Learners.
Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase bilingual books for the Madison library to support EL students.

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

All English Learner students will benefit from teacher professional development.

Timeline

10/1/2018 - 10/1/2019

Person(s) Responsible

1. Admin
2. Classroom Teachers

3. Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Pay staff to receive training on LPAC.
Description	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.
Description	Instructional coach will work with classroom teachers to provide professional development with key ELD strategies to support the needs of English Learners

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<ul style="list-style-type: none"> • ELA SBAC • Fountas and Pinnell 	Students to grow one grade level proficiency or beyond on multiple measures.	<p>ELA SBAC</p> <p>2015 – 2016 22% Proficient 78% Not Proficient Exceeds 5.5% Meets 16.6% Nearly 25.9% Not 52%</p> <p>2016 – 2017 30% Proficient 70% Not Proficient Exceeds 7% Meets 23.2% Nearly 22.2% Not 47.5%</p> <p>2017 – 2018 36% Proficient 64% Not Proficient Exceeds 13.6% Meets 22.6% Nearly 27.6% Not 36.2%</p> <p>Fountas and Pinnell Intervention Students</p> <p>1st Grade 7/10 Students grew 3 or more Fountas and Pinnell levels</p> <p>2nd Grade 8/8– Students grew 4 or more Fountas and Pinnell levels</p> <p>3rd Grade 11/11 – Grown 1 or more levels on F&P 8/11 – Grown 3 or more levels on F&P 8/9 – Grown 9 or more words 4/9 – Grown 25 or more words</p> <p>4th Grade 9/9 – Grown 1 or more levels on F&P 8/9 – Grown 2 or more levels on F&P 4/9 – Grown 3 or more levels on F&P</p> <p>5th Grade 11/11 – Grown 2 or more levels on F&P 8/11 – Grown 3 or more levels on F&P 3/11 – Grown 4 or more levels on F&P</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes																									
		<div>6th Grade</div> <div>13/13 – Grown 1 or more levels on F&P</div> <div>12/11 – Grown 2 or more levels on F&P</div> <div>9/11 – Grown 4 or more levels on F&P</div> <div>June 2018 Fountas and Pinnell</div> <table><thead><tr><th>NM</th><th>AS</th><th>Met</th><th>Above</th><th></th></tr></thead><tbody><tr><td>Kinder Grade</td><td>21.1</td><td>22.8</td><td>19.3</td><td>36.8</td></tr><tr><td>First Grade</td><td>44</td><td>6.6</td><td>13.2</td><td>36.3</td></tr><tr><td>Second Grade</td><td>13.9</td><td>3.8</td><td>16.5</td><td>65.8</td></tr><tr><td>TK</td><td>0</td><td>6.7</td><td>20</td><td>70.3</td></tr></tbody></table>	NM	AS	Met	Above		Kinder Grade	21.1	22.8	19.3	36.8	First Grade	44	6.6	13.2	36.3	Second Grade	13.9	3.8	16.5	65.8	TK	0	6.7	20	70.3
NM	AS	Met	Above																								
Kinder Grade	21.1	22.8	19.3	36.8																							
First Grade	44	6.6	13.2	36.3																							
Second Grade	13.9	3.8	16.5	65.8																							
TK	0	6.7	20	70.3																							

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Madison will implement an intervention process that provides identification, support and progress monitoring to assure each student attains grade level reading mastery.	Madison implemented an intervention process that provided identification, support and progress monitoring of each student to attain grade level reading mastery.	Reading Intervention Teacher for Tier 3 students in 3rd through 6th grade. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 30000.00	Reading Intervention Teacher for Tier 3 students in 3rd through 6th grade. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 33228.74
All students students will receive Tier 1 support in the classroom. This includes instructional strategies such as guided reading, literature circles and writers workshop.	All students students received Tier 1 support in the classroom. This included instructional strategies such as guided reading, literature circles and writers workshop.	Guided Reading Books for Tier 2 and Tier 3 support practices 4000-4999: Books And Supplies Title I Part A: Allocation 2000	4000-4999: Books And Supplies Title I Part A: Allocation 0
Tier 2 support is provided in the classroom by the classroom teacher through small group differentiation.	Tier 2 support was provided in the classroom by the classroom teacher through small group differentiation.	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	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 441.00
Tier 3 support is provided by a certificated intervention teacher during the school day or credentialed teacher as an extended learning opportunity.	Tier 3 support was provided by a certificated intervention teacher during the school day or credentialed teacher as an extended learning opportunity.	Purchase intervention materials and supplies such as assessment and small group support materials to work with Tier 2 and Tier 3	4000-4999: Books And Supplies Title I Part A: Allocation 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		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	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 3200
		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	Paid for staff to provide extended day Tier 3 reading and writing tutoring 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 13000
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.	Teachers provided differentiated professional development to support the implementation of effective literacy practices for example guided reading, literature circles, and writers workshop. Support needs were determined by teacher self reflection and through classroom drop in data.	Substitute coverage for peer observations, planning and PD on differentiation strategies for unduplicated students. 1000-1999: Certificated Personnel Salaries LCFF 3735.15	Substitute coverage for peer observations, planning and PD on differentiation strategies for unduplicated students. 1000-1999: Certificated Personnel Salaries LCFF 3600
		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	Substitute coverage and extra pay for co-teach and co-planning professional development to support at-risk students. 1000- 1999: Certificated Personnel Salaries LCFF 9000
		Conferences and professional books to support differentiation of unduplicated students. 5000-5999: Services And Other Operating Expenditures LCFF 1000	Conferences and professional books to support differentiation of unduplicated students. 4000-4999: Books And Supplies LCFF 372
		Coverage for building PLCs to analyze data and collaborate on best	Provided coverage for building PLCs to analyze data and collaborate on

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		instructional strategies to support unduplicated students. 1000-1999: Certificated Personnel Salaries LCFF 4000	best instructional strategies to support unduplicated students. 1000-1999: Certificated Personnel Salaries LCFF 3000
Create a culture of literacy at Madison through the creation of literacy rich classrooms and a focus on the promotion of literacy school-wide.	A culture of literacy at Madison was created through the creation of literacy rich classrooms and a focus on the promotion of literacy school-wide.	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	Purchased 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 10000
		Purchase library and informational magazines for classrooms and for the library for unduplicated students. 4000-4999: Books And Supplies LCFF 7000	Purchased library and informational magazines for classrooms and for the library for unduplicated students. 4000-4999: Books And Supplies LCFF 5150
		Brainpop subscription 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1900	Brainpop subscription 5000-5999: Services And Other Operating Expenditures LCFF 1357.99
		Reading progress motivation and awards for unduplicated students. 4000-4999: Books And Supplies LCFF 2000	Reading progress motivation and awards for unduplicated students. 4000-4999: Books And Supplies LCFF 1000
		Purchase library books and materials for the library 4000-4999: Books And Supplies LCFF-SLIP 1,385.21	Purchased library books and materials for the library 4000-4999: Books And Supplies LCFF-SLIP 1400
Support student learning through fieldtrips aligned to grade level units.		Transportation for fieldtrip 5000-5999: Services And Other Operating Expenditures LCFF 2000	5000-5999: Services And Other Operating Expenditures LCFF 0
		Field trip entry costs for students 5000-5999: Services And Other Operating Expenditures LCFF 1000	5000-5999: Services And Other Operating Expenditures LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 implemented small group reading support in kindergarten, 1st, 2nd, and 3rd grade classroom. Guided reading was implemented in each classroom by the classroom teacher. Teaching Fellows literacy support staff and kindergarten aides were pushed into classrooms.	Teaching Fellows Contract 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 90255.36	Teaching Fellows Contract 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 79044.16
		Kindergarten Aides 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 22062.45	Kindergarten Aides 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 20589.31
After School program literacy support	After School program literacy support	Books and supplies for family literacy class 4000-4999: Books And Supplies 21st Family Literacy Grant 2,939.00	Books and supplies for family literacy class 4000-4999: Books And Supplies 21st Family Literacy Grant 3683
		Lexia Reading Program 5800: Professional/Consulting Services And Operating Expenditures 21st Family Literacy Grant 8,500.00	Lexia Reading Program 5800: Professional/Consulting Services And Operating Expenditures 21st Family Literacy Grant 8,500
		Literacy Presenter for Parent Training 1000-1999: Certificated Personnel Salaries 21st Family Literacy Grant 5790.00	Literacy Presenter for Parent Training 1000-1999: Certificated Personnel Salaries 21st Family Literacy Grant 5790
Teachers will provide differentiated instruction to students based on assessed need.	Teachers provided differentiated instruction to students based on assessed need.	Technology to support differentiation for key to support at-risk students. 4000-4999: Books And Supplies Title I Part A: Allocation 20000	Technology supported differentiation for key to support at-risk students. 4000-4999: Books And Supplies Title I Part A: Allocation 13692.00
		Classroom differentiation materials such as books, realia, and small group instructional supplies for unduplicated students. 4000-4999: Books And Supplies LCFF 7131.9	Classroom differentiation materials such as books, realia, and small group instructional supplies for unduplicated students. 4000-4999: Books And Supplies LCFF 8400
		Items such as headphones and other	Items such as headphones and other

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		materials to support differentiation of unduplicated students. 4000-4999: Books And Supplies LCFF 3000	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.	Provided extended library access to parents and students to support literacy.	Librarian pay for extended hours 2000-2999: Classified Personnel Salaries LCFF 6000	Librarian paid for extended hours 2000-2999: Classified Personnel Salaries LCFF 2083

Analysis

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

Madison implemented an intervention process that provides identification, support and progress monitoring to assure each student attains grade level reading mastery. Tier one students worked in small group and were provided Guided Reading lessons daily in kindergarten through 2nd grade. Students in 3rd - 6th grade received lessons aligned to the Common Core standards. Teachers used Close Reading and Cooperative Learning strategies. Tier 2 students received small group differentiated support in the classroom. Tier 3 students in 4th - 6th grade received pull out reading intervention support during the day with a certificated teacher. Tier 3 students in kindergarten through 6th grade were provided after school reading support from a credentialed teacher.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The implementation has resulted in 56% of Kindergarten students being on grade level and another 23% of our kindergarten students approaching grade level. The results also had 50% of our 1st grade students on grade level, and another 7% of students approaching grade level. The results also included 82% of our 2nd grade students being on grade level with another 4% approaching grade level. Madison 3rd through 6th grade students had a growth from 30% proficient in 2017 on our Smarter Balanced assessment to 36 % proficient in 2018. We also had an overall growth in proficiency of 14% on the Smarter Balanced ELA assessment over the last 2 years. We also dropped from 47.5 % of students not being proficient to 36.2 % of students of our students not being proficient on the Smarter Balanced ELA assessment.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The Madison intervention teacher was more expensive than was originally expected. Madison Reading Intervention did not need to purchase new materials, current materials were sufficient to meet the needs of the student who were participating in reading intervention. The cost of providing substitutes to assess our students was less than expected originally. Madison did not spend the expected amount of money for after school tutorial. It was difficult to find teachers to provide reading intervention after school. The cost of reading incentives was less than expected. Madison had included money attached to fieldtrip costs. These costs ended up being covered through a different fund. Funds were also set aside for to extend library hours. The cost of hours was less than was originally expected. Books were purchased for professional development, but the cost was less than expected.

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

Moving into 2018-19, this goal will stay as Goal 1 but will be combined with Mathematics as an overall academic goal to align with Central Unified School District's Local Control Accountability Plan (LCAP). We will continue to look at multiple measures to measure growth in ELA and Math. We will continue to implement current elements of our plan.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Goal Statement: By June of 2018, every Madison student will increase one grade level math proficiency as measured by multiple measures Smarter Balance assessment, fluency assessments, curriculum embedded assessments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
- Mathematics SBAC	- Mathematics growth of one grade level	<p>Math SBAC Data</p> <p>2015 – 2016 13% Proficient 87% Not Proficient Exceeds 3.2% Meets 10% Nearly 33.9% Not 52.9%</p> <p>2016 – 2017 23% Proficient 77% Not Proficient Exceeds 6.8% Meets 16.1% Nearly 30.6% Not 46.5%</p> <p>2017 – 2018 28% Proficient 72% Not Proficient Exceeds 10% Meets 17.7% Nearly 33.7% Not 38.6%</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Madison will implement an effective PLC for mathematics using the data cycle. Student need will be identified through grade level common assessments.	Madison implemented an effective PLC for mathematics using the data cycle. Student need was identified through grade level common assessments.	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	Paid staff to provide tutorial to Tier 3 at-risk students during extended day. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 13000
Tier 1 students will receive best first instruction including from the classroom teacher.	Tier 1 students received best first instruction including from the classroom teacher.	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	ST Math program to support math conceptual understanding for at-risk students. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 4583.33
Tier 2 students will receive Tier 2 small group instruction in the classroom from the classroom teacher.	Tier 2 students received Tier 2 small group instruction in the classroom from the classroom teacher.	Duplication for differentiation material to support Tier 2 and Tier	Duplication for differentiation material to support Tier 2 and Tier
Tier 3 students will receive Tier 3 instruction	Tier 3 students received Tier 3 instruction from a		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
from a credentialed teacher through extended learning opportunities.	credentialed teacher through extended learning opportunities for 3rd through 6th grade.	3 students 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1000	3 students 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 441.00
		Provide math motivation and recognition to students 4000-4999: Books And Supplies Title I Part A: Allocation 1000	Provided math motivation and recognition to students 4000-4999: Books And Supplies Title I Part A: Allocation 0
		Materials for mathematics differentiation for Tier 2 and Tier 3 students 4000-4999: Books And Supplies Title I Part A: Allocation 2000	Materials for mathematics differentiation for Tier 2 and Tier 3 students 4000-4999: Books And Supplies Title I Part A: Allocation 621
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 teachers participated in PLC data cycle. and received support in implementing best practices in math instruction including best practices for supporting Tier 2 and Tier 3 students. Support needs were determined by teacher self reflection and through classroom drop in data.	Teacher conference coverage expenses to learn to support the needs of unduplicated students. 1000-1999: Certificated Personnel Salaries LCFF 1000	Teacher conference coverage expenses to learn to support the needs of unduplicated students. 1000-1999: Certificated Personnel Salaries LCFF 0
		Teacher Conference expenses to learn strategies to support the needs of unduplicated students. 5800: Professional/Consulting Services And Operating Expenditures LCFF 1000	Teacher Conference expenses to learn strategies to support the needs of unduplicated students. 5800: Professional/Consulting Services And Operating Expenditures LCFF 0
		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 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	Teacher materials to provide math support in small group 4000-4999: Books And Supplies LCFF 3000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Classified support to assist primary students (guided reading, small group instruction in math, differentiation, and teacher support).	Classified support provided to assist primary students (guided reading, small group instruction in math, differentiation, and teacher support).	Classified support to assist primary students. 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 22062.45	Classified support to assist primary students. 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 20589.31

Analysis

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

Madison implemented a process for supporting mathematics learning using the data cycle. Student need was identified through grade level common assessments. Tier 1 students received best first instruction including from the classroom teacher. Tier 2 students received Tier 2 small group instruction in the classroom from the classroom teacher. Tier 3 students received Tier 3 instruction from a credentialed teacher through after school extended learning opportunities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Madison 3rd through 6th grade students had a growth from 23 % proficient on the 2017 Smarter Balanced math assessment to 28 % student proficiency in 2018. We have also had a 15% growth in proficiency on the Smarter Balanced assessment over 2 years. Madison dropped from 46.5 % of students not being proficient in 2017 to 38.6 % of students not proficient 2018 on the Smarter Balanced math assessment.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Madison did not spend the expected amount of money for after school tutorial. It was difficult to find teachers to provide math intervention after school. Math motivation and recognition items were purchase from a different funding source. There were less math materials purchased than expected. Teachers used pieces of the curriculum and electronic components to support Tier 2 and Tier 3 students after school. There were no math conferences attended by teachers.

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

Moving into 2018-19, this goal will move to Goal 1 but will be combined with English Language Arts & Literacy as an overall academic goal to align with Central Unified School District's LCAP. We will continue to look at multiple measures to measure growth in ELA and Math. We will continue to implement current elements of our plan.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<ul style="list-style-type: none">Smarter Balanced AssessmentFountas and Pinnell Reading Assessment	<p>- Students will grow one grade level in ELA proficiency.</p>	<p>SBAC ELA EL Data 3rd - 6th Grade Students</p> <p>ELA SBAC English Learners</p> <p>2016-2017 Proficiency 4%</p> <p>2017-2018 Proficiency 12%</p> <p>Growth of 8%</p> <p>ELA SBAC</p> <p>2016-2017 84.8% of EL 3rd - 6th grade students scored not meeting standard.</p> <p>2017-2018 65.6% of EL3rd-6th grade students scored not meeting standard</p> <p>This is a reduction of 19.2% of EL students scoring not meeting standard.</p> <p>Fountas and Pinnell EL Kindergarten - 2nd Grade</p> <ul style="list-style-type: none">92% of EL Kindergarten students were on or near grade level by June of 201877% of EL First Grade students were on grade level or made one year of reading growth by June of 201894% of EL Second Grade students were on grade level or made one year of growth by June of 2018. <p>ELPAC Spring of 2018</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<ul style="list-style-type: none"> 52% of Madison EL students scored an overall score of Level 4 24% of Madison EL students scored an overall score of Level 3

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Students who are English Learner were assessed and received ELD support based on identified area of need. Student success was be monitored with multiple assessments including ELPAC, CELDT, DIBELS and Fountas and Pinnell assessment.	Purchase ELD materials to support implementation of small group ELD 4000-4999: Books And Supplies LCFF 850	Purchased ELD materials to support implementation of small group ELD 4000-4999: Books And Supplies LCFF 800
		Aide to support classroom ELD and literacy support for students who are English Learner 2000-2999: Classified Personnel Salaries LCFF 10000	Aide supported classroom ELD and literacy support for students who are English Learner 2000-2999: Classified Personnel Salaries LCFF 8275.89
		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	Brainpop ESL to provided 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	Classroom differentiation materials such as books, realia, and small group instructional supplies 4000-4999: Books And Supplies LCFF 1500
		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	Paid for staff to provide Tier 3 extended day tutorial to Long Term English Learners 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 6000
		Purchase bilingual books for the Madison	Purchased bilingual books for the Madison

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		library to support EL students. 4000-4999: Books And Supplies LCFF 4000	library to support EL students. 4000-4999: Books And Supplies LCFF 1200
		Pay to train certificated staff to the ELPAC 1000-1999: Certificated Personnel Salaries LCFF 3000	Paid to train certificated staff to give the ELPAC 1000-1999: Certificated Personnel Salaries LCFF 3124.86
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.	Teachers received professional development on supporting student ELD need. Classroom observations will be used to monitor progress. Professional development focused 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.	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	4000-4999: Books And Supplies Title I Part A: Allocation 0
		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	

Analysis

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

Madison teachers implemented small group English Language Development to all English Learners using new Wonders curriculum. Teachers were provided with professional development on the new Wonders curriculum components. Teachers additionally were provided support through extended day reading intervention based on identified student need.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Madison had 24% of the English Learners grow one level on the Smarter Balanced assessment. The ELPAC assessment for English Learners was given for the first time last year, so there is currently no data for comparison. The

ELPAC results were that 52% of our students scored an overall score of a level 4, which is considered Bridging. We also had another 24% of our students scored an overall score of level 3, which is considered Bridging/Expanding.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Madison did not spend the expected amount of money for after school tutorial. It was difficult to find teachers to provide reading intervention after school. Professional books and videos were not purchased. Professional development was implemented by the Madison instructional coach. Madison did not use all of the identified funds to purchase Spanish library books.

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

Moving into 2018-19, this goal will be moved to Goal 4 to align with Central Unified School District's LCAP. Madison will continue to provide professional development to teachers on best practices to support English Learners. After school literacy support and tutoring will be offered to English Learners. Madison will continue to focus on language and literacy development for all English Learners beginning in kindergarten.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<ul style="list-style-type: none"> Co-curricular Classes 2017-2018 Parent Survey 	<p>- Students have a variety of co-curricular activities to participate in at Madison.</p>	<p>Co-Curricular Classes and Clubs</p> <ul style="list-style-type: none"> Safe School Ambassadors Cheer/Athletics Student Council Robotics Odyssey of the Mind Science Fair History Day Tennis Violin Media Production Folklorico Photo Journalism Drama Exploring Space Fire Arts Computer Coding Business Management Gardening <p>2017-2018 Parent Surveys</p> <ul style="list-style-type: none"> 98 % Agree or Neutral to "my child likes school" 94.8 % Agree or Neutral to "the school is preparing my child for future job and career goals"

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will be offered a variety of activities during lunch as well as receive PBIS training opportunities.	Students were offered a variety of activities during lunch as well as received PBIS training opportunities.	PBIS student activities support 2000-2999: Classified Personnel Salaries LCFF 11774.91	PBIS student activities support 2000-2999: Classified Personnel Salaries LCFF 10692
Sixth grade students will be offered opportunities to visit colleges and/or have	Sixth grade student visited 2 colleges last school year.	Transportation cost 5000-5999: Services And Other Operating	Transportation cost 5000-5999: Services

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
guest speakers focusing on college and careers.		Expenditures LCFF 2000	And Other Operating Expenditures LCFF 300
		Guest speakers brought in to motivate students 5000-5999: Services And Other Operating Expenditures LCFF 5522.62	Guest speakers brought in to motivate students 5000-5999: Services And Other Operating Expenditures LCFF 1392.00
PBIS Incentives for making positive choices.	PBIS Incentives were purchased for making positive choices.	Purchase PBIS motivational materials for activities 4000-4999: Books And Supplies LCFF 3000	Purchased PBIS motivational materials for activities 4000-4999: Books And Supplies LCFF 1700
Students will be taught positive behavior choices and recognized in a variety of areas including academics, behavior and co curricular activities.	Students were taught positive behavior choices and recognized in a variety of areas including academics, behavior and co curricular activities.	Student agendas purchased with imbedded positive behavior and organizing lessons. 4000-4999: Books And Supplies LCFF 2000	Student agendas purchased with imbedded positive behavior and organizing lessons 4000-4999: Books And Supplies LCFF 1792.39
		Purchase positive support materials for academics, behavior, and co-curricular activities 4000-4999: Books And Supplies LCFF 730.82	Purchased positive support materials for academics, behavior, and co-curricular activities 4000-4999: Books And Supplies LCFF 700
		Purchase SWIS program to monitor at risk students behavior 5000-5999: Services And Other Operating Expenditures LCFF 700	Purchased SWIS program to monitor at risk students behavior 5000-5999: Services And Other Operating Expenditures LCFF 460.00
Develop leadership skills through Safe School Ambassador Training	Leadership skills were developed through Safe School Ambassador Training	Safe School Ambassador Training cost 5800: Professional/Consulting Services And Operating Expenditures LCFF 1000	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	Supplies and materials for student training 4000-4999: Books And Supplies LCFF 373

Analysis

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

Madison provided opportunities for students to participate in a large variety of co-curricular activities including athletics, the arts, service learning, technology, leadership and nature. Madison began a Safe School Ambassadors program this year. PBIS activities were implemented throughout the year including Passport Day, scenarios, rallies, and lunchtime activities. Students who participated in events earned charms for a charm necklace. Student recognitions were implemented throughout the year through classroom rewards, awards assemblies, student of the month awards, daily school-wide drawings and our daily school-wide feather recognition program.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parent surveys were reviewed. According to Parent Surveys 98% of parents responded neutral or in agreement with the statement that “my child likes school.” According to Parent Survey, 98.4% of parents responded neutral or in agreement with the statement that “adults at the school care about the students.” According to Parent Survey, 94.8% of parents responded neutral or in agreement with the statement that “the school is preparing my child for future job and career goals.” Madison received the Bonner Character Award during the 2017-2018 school year. Madison received the PBIS gold level model school during the 2017-2018 school year. Madison is identified as a green level school on the state dashboard due to a significant decline of 1.8% in suspensions.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Madison field trips were less of a cost than expected. Madison funded field trips with other funds such as ASB and grant funds throughout the year. The cost of guest speakers was less than originally expected. Less than the identified funds were needed to purchase prizes for the school year. Funds were used through ASB to partially fund motivational items..

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

Moving into 2018-19, this goal will be moved to Goal 2 to align with Central Unified School District's LCAP. Madison has added a PBIS Intervention Support Teacher to provide additional support to students who are struggling with social emotionally in class or on the playground. Madison will continue to offer the wide variety of co-curricular opportunities for students. The Madison Student Council will provide input to staff on co-curricular class or club ideas. Madison will continue to promote positive behavior on campus. Data is reviewed monthly by the Madison PBIS team and adjustments are made to support the needs of all Madison students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<ul style="list-style-type: none"> Parent Workshop Attendance 2017-2018 Parent Survey 	<p>-Parents will be offered a variety of workshop topics.</p>	<p>Number of Parent Attendance at Parent Support Classes</p> <p>ESL Classes= 204 ,</p> <p>Family Literacy Nights = 155</p> <p>Parent Nutrition Classes = 20</p> <p>NASA STEM nights = 38</p> <p>Anti-Bullying Workshop = 5</p> <p>EL Parent Workshop = 5</p> <p>Valley PBS Technology = 13.</p> <p>Total year 2017-2018 parent participation in above workshops was 440.</p> <p>2017-2018 Parent Survey</p> <ul style="list-style-type: none"> 98.9% Agree or Neutral to "there are ways for me to get involved at my child's school" 97.4% Agree or Neutral to "my child's school sees parents as important partners"

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide parent support training and resources to support student academic development.	Provided parent support training and resources to support student academic development.	Provide Parent Literacy support training to support at-risk students. 5800: Professional/Consulting Services And Operating Expenditures Title I	Provided Parent Literacy support training to support at-risk students. 5000-5999: Services And Other Operating Expenditures Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Parent Involvement 2769	Parent Involvement 3000
		Materials for supplies for parent training to support unduplicated students. 4000-4999: Books And Supplies LCFF 500	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	Paid for staff members to implement training to support unduplicated students. 1000-1999: Certificated Personnel Salaries LCFF 0
Provide parent with support training and resources to support student academic success.	Provided parent with support training and resources to support student academic success.	Extra pay for staff members to implement training. 1000-1999: Certificated Personnel Salaries LCFF 1069.00	Extra pay for staff members to implement training. 1000-1999: Certificated Personnel Salaries LCFF 0
		Parent Support materials and supplies for parent support night. 4000- 4999: Books And Supplies LCFF 1500	Parent Support materials and supplies for parent support night. 4000- 4999: Books And Supplies LCFF 0
		Translation for parent training 2000-2999: Classified Personnel Salaries LCFF 1500	Translation for parent training 2000-2999: Classified Personnel Salaries LCFF 150
Provide parents of English learner students strategies to support English development.	Provided parents of English learner students strategies to support English development presented by site administration.	Extra pay for staff members to implement training. 1000-1999: Certificated Personnel Salaries LCFF 1700	Extra pay for staff members to implement training. 1000-1999: Certificated Personnel Salaries LCFF 0
		Parent Support material and supplies for meeting. 4000-4999: Books And Supplies LCFF 1500	Parent Support material and supplies for meeting. 4000-4999: Books And Supplies LCFF 0
		Translation for parent training 2000-2999: Classified Personnel Salaries LCFF 1083.80	Translation for parent training 2000-2999: Classified Personnel Salaries LCFF 0
Certificated teacher will provide support with co- curricular academic events. Parent resources and materials purchased		Purchase and duplicate parent support materials. 4000-4999: Books And Supplies LCFF 1000	Purchase and duplicate parent support materials 4000-4999: Books And Supplies LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
to support parents for events such as History Day and Science Fair.		Pay for staff members to implement training 1000-1999: Certificated Personnel Salaries LCFF 1000	Pay for staff members to implement training 1000-1999: Certificated Personnel Salaries LCFF 0
Parent Support Class		Parenting Support Training including speakers and presenter costs 5800: Professional/Consulting Services And Operating Expenditures LCFF 4500	Parenting Support Training including speakers and presenter costs 5800: Professional/Consulting Services And Operating Expenditures LCFF 0

Analysis

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

Parent workshops were put on throughout the year to provide parents opportunities. Madison hosted a weekly adult ESL class on campus. This class was put into place based on parent input. Madison also hosted fall parent topic-based Coffee With the Principal meetings with topics such as Food Services, Anti-Bullying, Madison Facility Upgrades, and Technology. Madison also hosted a Saturday School English Learner workshop on how to support your students. Madison held monthly Family Literacy Nights where parents came and learned then implemented literacy support strategies with their students. Madison also hosted workshops on how to keep your child Cyber Safe. STEM parent nights were held as part of our NASA stem implementation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parent surveys were reviewed. According to Parent Surveys 98.9% of parents responded in agreement or neutral with the statement that "there are ways for me to get involved at my child's school." According to Parent Survey, 97.4% of parents responded in agreement or neutral with the statement that "my child's school sees parents as important partners." Madison held workshops on a variety of topics. We had 440 in attendance at workshops during the 2017-2018.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

A series of 10 Madison workshops were put on and funded through a literacy grant Madison received through the county. This grant paid for staff to present and resources to parents. Site Admin presented workshops on a variety of topics including English Learner support, technology, and bully prevention workshops. Workshops were translated by our site liaison so there was not a need to pay for translation services. These workshops did not require presenters to be funded. History day supports were provided by the History Day lead. Science fair support were provided in the classroom by classroom teachers. Therefore Madison did not put on workshops for History Day nor Science Fair Madison had PBS come out and provide parent support workshops. The cost of the workshop included translation and food services.

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

Moving into 2018-19, this goal will be moved to Goal 3 to align with Central Unified School District's LCAP. Madison will continue to provide workshops and provide resources to parents on a variety of topics based on parent input.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	111165.10
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	256673.3

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	111165.10	0.00
21st Family Literacy Grant	14,725	0.00
LCFF-SLIP	1411.30	0.00
Title I Part A: Allocation	237892.00	0.00
Title I Parent Involvement	2645.00	0.00

Expenditures by Funding Source

Funding Source	Amount
21st Family Literacy Grant	14,725.00
LCFF	111,165.10
LCFF-SLIP	1,411.30
Title I Part A: Allocation	237,892.00
Title I Parent Involvement	2,645.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	130,235.15
2000-2999: Classified Personnel Salaries	72,000.00
4000-4999: Books And Supplies	38,408.25
5000-5999: Services And Other Operating Expenditures	120,150.00
5800: Professional/Consulting Services And Operating Expenditures	7,045.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	21st Family Literacy Grant	10,000.00
4000-4999: Books And Supplies	21st Family Literacy Grant	3,325.00
5800: Professional/Consulting Services And Operating Expenditures	21st Family Literacy Grant	1,400.00
1000-1999: Certificated Personnel Salaries	LCFF	53,235.15
2000-2999: Classified Personnel Salaries	LCFF	24,000.00
4000-4999: Books And Supplies	LCFF	26,879.95
5000-5999: Services And Other Operating Expenditures	LCFF	6,050.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,000.00
4000-4999: Books And Supplies	LCFF-SLIP	1,411.30
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	67,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	48,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	6,792.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	114,100.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement	2,645.00

School Site Council Membership

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

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

Name of Members	Role
Christine Pennington	Principal
Leida Crumb	Parent or Community Member
Karen Kirkpatrick	Classroom Teacher
Susan Hamlin	Classroom Teacher
Enriqueta Garcia	Parent or Community Member
Robin Alcala	Classroom Teacher
Maria Villalobos	Parent or Community Member
Jackie Oliver	Other School Staff
Demetria Santos	Parent or Community Member
Stacy Abbot	Parent or Community Member

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


Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 10/9/18.

Attested:

	Principal, Christine Pennington on 10-9-18
	SSC Chairperson, Robin Alcala on 10-9-18

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

ELAC 2018-2019 Composition

School Site Madison Date 10/9/18 @ 9:15 AM Room 22

	Name	Representation	Sign In ingresar	Contact Info número de teléfono / correo electrónico
1	Mrs. Pennington Chairman	Staff-Principal	<i>OK VLD</i>	
2	Mrs. Ana Peralta	Staff-Teacher	<i>Ana Peralta</i>	
3	Jackie Oliver	Other-GIA	<i>Jackie Oliver</i>	
4	Eddie Rodriguez	Staff	<i>Eddie Rodriguez</i>	
5	Enriqueta Garcia	EL Parent	777-1938, 257-7699	<i>EDG</i>
6	Diane Gonzales	Parent	289-1669	
7	Yajaira Lucas	EL Parent	647-0671	
8	Ninfa Mendez	EL Parent	892-3592	<i>Ninfa Mendez</i>
9	Maria Garcia	EL Parent	579-0101	<i>Maria Garcia</i>
10	Maria Villalobos	EL Parent	317-3446	<i>Maria Villalobos</i>
			mariavillalobos61617@gmail.com	



**Madison
English Learner Advisory Committee (ELAC) Meeting
2nd Quarter**



Date of Posting: 10/1/18 Meeting Date: 10/9/18
Location: 22
Starting Time: 9:15 AM
Ending Time: 10:15 AM

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
 (Christine Pennington, Ana Peralta, Eddie Rodriguez,, Jackie Oliver, Enriqueta Garcia, Diane Gonzales, Yajaira Lucas, Ninfa Mendez, Maria Garcia, Maria Villalobos). 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	NA	NA	0 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.	Chairperson	10 minutes
Unfinished Business	TBD	Chairperson	0 minutes



Madison
Comité Asesor para Aprendices de Inglés (ELAC)
2^{do} Trimestre



Fecha de Publicación: 10-1-18 Fecha de la Reunión: 10-9-18

Sitio: Salon 22

Hora de Inicio:

Hora de aplazamiento:

Resultados: Los participantes podrán:

- Apoyar a los Principios Rectores de CUSD
- Proporcionar información para SPSA en las metas de los aprendices de inglés, y compartir ideas sobre cómo apoyar la asistencia regular a la escuela
- Recibir información acerca del progreso, eficacia de LCAP y como puede aumentar la escuela las opiniones comunitarias
- Recibir información sobre los Procedimientos Uniformes de Quejas, Plan Maestro EL, progreso estudiantil
- Recibir el informe del representante de DELAC
- Completar la revisión final y aprobación de los Estatutos

Representantes y Personal: Miembros de ELAC

Christine Pennington, Ana Peralta, Eddie Rodriguez, Jackie Oliver, Enriqueta Garcia, Diane Gonzales, Yajaira Lucas, Ninfá Mendez, Maria Garcia, Maria Villalobos

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

Asuntos en la Agenda	Acción solicitada	Persona(s) Responsable(s)	Tiempo Límite
Llamada al Orden	Ninguna	Presidente	2 minutos
Pasar lista- establecer quórum	Ninguna	Presidente	1 minuto
Cambios / Adiciones a la Agenda	Aprobación / Modificación a la Agenda	Presidente	1 minuto
Reporte de la Secretaría	Enmiendas / Aprobación	Secretaría	5 minutos
Reportes de Oficiales del Comité	NA	Pendiente	0 minutos
Comentarios del Público	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
Asuntos Pendientes	Pendiente	Presidente	0 minutos

Cada estudiante participara en una instrucción rigurosa, relevante y basada en normas en cada salón de clases, para garantizar el aprendizaje del estudiante.

**** Gracias por asistir ****

Lista de Documentos: Formularios de Procedimiento Uniforme de quejas, resumen del Plan Maestro -EL,

Evaluación (formas de mejorar la reunión) y cierre de la reunión	Opiniones de la reunión y aprobación para dar por terminada la reunión	Presidente	1 minuto
<p>Nuevos Asuntos</p> <p>a. Resultados del punto de referencia</p> <p>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</p> <p>c. Revisar la importancia de la asistencia a la escuela regular y compartir ideas positivas sobre cómo apoyar la asistencia escolar</p> <p>d. Revisión del formulario de Procedimientos uniformes de Quejas Plan Maestro- EL</p> <p>e. Revisión final de los Estatutos</p> <p>f. Informe del Rep. De DELAC</p> <p>h. próxima reunión</p>	<p>Información y Discusión</p> <p>Aprobación Información y Discusión 3/18/19 and 5/20/19</p>	<p>Director/Personal</p> <p>Director</p> <p>Director</p> <p>Rep. De DELAC</p> <p>Director/Personal</p>	<p>Introduzca el número de minutos necesarios para completar los asuntos</p>

**Madison ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for 9-27-18**

Total Number of ELAC Members:

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

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:

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

DATE(S)	Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)
9-27-18	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.
8-15-18	Advising the principal and staff on the school's program for English learners.(EC 62002.5, 52176[c])
9-27-18	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 1308[c][5])
8-15-18	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
9-27-18	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])
9-27-18	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])
8-15-18	Training on district's Uniform Complaint Procedures, including William's requirements.

1. Call the Meeting to Order:
The meeting was called to order at (time) 9:15 AM by Christine Pennington.
The principal welcomed all ELAC
Representatives (Christine Pennington, Ana Peralta, Eddie Rodriguez,, Jackie Oliver, Enriqueta Garcia, Diane Gonzales, Yajaira Lucas, Ninfa Mendez, Maria Garcia, Maria Villalobos) as well as Jodie Velasquez (After School Program Director.) Visitors: Gabriela Secundino, Benito Ventura , Laura Lopez Parents of EL students.
2. Changes/Additions to the Meeting Agenda:
No changes were made. Motion to Approve: D. Gonzales 2nd A. Peralta
Unanimous Approval
3. Secretary's Report:
Motion to Approve: D. Gonzales 2nd E. Rodriguez
Unanimous Approval
4. Committee Reports: No Committee Reports
Unanimous Approval
5. Public Comments:
The following public comments were presented to the ELAC:
ASP Director Jodie Velasquez
Space available in 2 and 3rd grade. Parent Literacy Night is provided in English and Spanish by Mrs. Garcia a First Grade teacher. Mother Goose read a story and played literacy games. Our September night hosted over 60 people. Next Literacy Night will feature "Bats at the Beach" on Oct. 13, 2018 at 6PM. Students will receive a plastic bat, beachball and a hard cover book. Beginning Oct. 4 ASP will have the first ASP Produce stand.
6. Unfinished Business: None
7. New Business
a. CUSD Guiding Principles explained by Mrs. Pennington.
b. Review the purpose of the ELAC explained by Mrs. Pennington. E. Garcia asked how this is different from LCAP meetings. C. Pennington explained differences and similarities. E. Garcia asked about how the district decides who is homeless. C. Pennington explained how homeless is determined.
c. Review the duties of ELAC members by Mrs. Pennington.
d. Review the roles and responsibilities of ELAC officers. Reviewed by Mrs. Pennington.
Nominate and elect ELAC officers:
o Chairperson Nomination: E. Garcia by E. Garcia 2nd: J. Oliver Unanimous approval
o Vice-chairperson Nomination: M. Santos by M. Santos Motion Y. Lucas 2nd: E. Rodriguez Unanimous approval

- o **Secretary** Nomination: Jackie Oliver by C. Pennington 2nd; N. Mendez
- o **DELAC representative** Nomination: Ninfia Mendez Motion by J. Oliver by 2nd M. Garcia : Unanimous approval
- o **DELAC alternate** Nomination: E. Garcia Motion by N. Mendez 2nd; C. Pennington Unanimous approval

DELAC DATES, Location DO. Room 4 and Times FOR 18-19 School year given a copy to N. Mendez and E. Garcia

- e. **By-laws-initial review** explained by Mrs. Pennington and a copy given. Motion to approve as written by J. Oliver, 2nd by A. Peralta. Unanimous approval
- f. **Progress reports-SBAC, AMAOs** explained by Mrs. Pennington.

- g. **EL program entrance & exit criteria** explained by Christine Pennington explained Home Language Survey, ELPAAC test, IFFP and RFFP as well as ELD in the classroom for English Language Learners and Reclassifying information. E. Garcia asked if students must be EL Learners to participate in ASP program specifically Kindergartens. C. Pennington explained that ASP is open to ALL students.

- h. **Site program for ELD & access to core** explained by Mrs. Pennington.
- i. **Advise on site plan EL goals.** Mrs. Pennington explained Goals and presented ELA and Math CASPP data. E. Garcia asked for clarification on EL growth percentage of students. C. Pennington clarified. Pull out Reading Intervention Data reviewed. E. Garcia asked about a competitive numbers and asked if kids get sent back or fall through the cracks if they don't meet the goal. C. Pennington explained that data is reviewed to be sure those struggling students receive extra support. For example, in Kindergarten last year additional support was given to struggling Kindergarteners to help them learn letters and sounds. This year another person was added to all Kindergarten classes for 1 ½ hours to assist with student learning. Laura Lopez asked about the CELDT testing of Kindergarteners. C. Pennington explained the new ELCAP testing. G. Secundo asked about clarification on Kindergarten aides not being in the class in the afternoons. C. Pennington explained that the aides work in the mornings. G. Secundo asked about difference between Transitional Kindergarten, Kindergarten and retention. C. Pennington explained. C. Pennington reviewed Fountas and Pinnell Data, class push in supports available at Madison and EL data growth including multi year EL SBAC Data.

Goal 1 ELA and Math

E. Garcia suggests math facts class with prizes.

Goal 2 Connecting Students to School

Goal 3 Parent Involvement
 Math Literacy Night suggested E. Garcia and agreed by several members
 Technology classes for Parents

Goal 4 English Language Learners
 N. Mendez suggests offering tutoring during recess time or before school.

- j. LEAP/LCAP explained by Mrs. Pennington.
- k. ELPAAC review & student goal setting explained by Mrs. Pennington.
- l. Parent Involvement Policy/Compact current year explained by Mrs. Pennington.
- m. District Parent Education Opportunities explained by Eddie Rodriguez and Mrs. Pennington. Mr. Rodriguez gave out flyers for upcoming events. E. Garcia suggests that calendars for the month go home by regular US Postal mail. Laura Lopez requests text messages in Spanish. Currently Mrs. Pennington does weekly dialer in English and Spanish.
- n. 15% rule (Spanish English) explained by Mrs. Pennington.
- o. Site items
- p. Discuss future meeting dates, training, and agenda items.

Madison's ELAC meetings will be held on the following dates:

ELAC @ 9:15 AM Thursdays, September 27, October 9, March 18, May 20

8. Evaluation: No Comments

9. Adjournment

The meeting was adjourned at 11:51 AM, 7 with a reminder that our next ELAC meeting is on Thursday Oct. 9 At 4PM Room 22.

Respectfully submitted,

Jackie Oliver

ELAC Secretary
 9-27-18

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

Madison COMITÉ ASESOR DE ESTUDIANTES DE INGLÉS

Minutos de ELAC para 9-27-18

Número total de miembros de ELAC:

5 ELAC padres / tutores de estudiantes de inglés

1 ELAC padres / guardianes de otros estudiantes

4 Personal de la escuela

ASISTENCIA A ELAC EN ESTA REUNIÓN INCLUIDA:

4 ELAC padres / tutores de estudiantes de inglés

1 ELAC padres / guardianes de otros estudiantes

4 Personal de la escuela

FECHAS)	Requisito legal / temas de entrenamiento (Al final del año, todos los temas deben ser abordados)
9-27-18	Asesorar al consejo de sitio escolar (SSC) sobre el desarrollo del Programa Único Plan escolar para el logro estudiantil. (EC 64001 [a]) Asesorando a la Consejo del sitio escolar sobre el programa, las metas y los objetivos de la escuela para EL programas / servicios.
8-15-18	Asesorar al director y al personal sobre el programa de la escuela para estudiantes de inglés. (EC 62002.5, 52176 [c])
9-27-18	Ayudar en el desarrollo de la evaluación de necesidades de la escuela. Realización de una evaluación de necesidades en todo el distrito escuela por escuela. (5 CCR 11308 [c] [1])
	Asesoramiento a la escuela sobre la administración del censo anual de idiomas. (5 CCR1308 [c] [5])
8-15-18	Asesorar a la escuela sobre prácticas para que los padres / tutores conozcan la importancia de la asistencia regular a la escuela.
9-27-18	Elegir al menos un miembro para el DELAC o ha participado en un Esquema de representación regional proporcional cuando hay 31 o más

comités asesores de padres aprendices de inglés en el distrito. (5	CCR 11308 [b])	
Capacitación de ELAC y materiales de capacitación, planeados en completa consulta con miembros del comité, apropiados para ayudar a los miembros a cumplir con sus responsabilidades de asesoría legal. (EC 11308 [d])		9-27-18
Capacitación sobre los procedimientos uniformes de quejas del distrito, incluido el de William requisitos		8-15-18

1. Llame a la reunión para ordenar:

La reunión fue convocada a las 9:15 AM por Christine Pennington.

El director dio la bienvenida a todos los ELAC

Representantes (Christine Pennington, Ana Peralta, Eddie Rodriguez ,, Jackie Oliver, Enriqueta García, Diane Gonzales, Yajaira Lucas, Ninfa Méndez, María García, María Villalobos), así como Jodie Velásquez Visitantes (director del Programa Después School.): Gabriela Secundino , Benito Ventura , Laura Lopez Padres de estudiantes EL.

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

No se hicieron cambios. Propuesta para Aprobar: D. Gonzales 2º A. Peralta Aprobación Unánime

3. Informe del Secretario:

Propuesta para Aprobar: D. Gonzales 2º E. Aprobación unánime de Rodríguez

4. Informes del comité: No hay informes de comité

5. Comentarios públicos:

Los siguientes comentarios públicos fueron presentados al ELAC :

Director de ASP Jodie Velásquez

El espacio disponible en grado 2 y 3^{er}. La noche de alfabetización para padres es proporcionada en inglés y español por la maestra de primer grado de la Sra. García Mother Goose leyó una historia y jugó juegos de alfabetización. Nuestra noche de septiembre acogió a más de 60 personas. La próxima noche de alfabetización presentará "Bats at the Beach" el 13 de octubre de 2018 a las 6PM. Los estudiantes recibirán un bate de plástico, una pelota de

*playa y un libro de tapa dura. A partir del 4 de octubre, ASP tendrá el primer stand de ASP
Produce.*

6. Negocio sin terminar: ninguno

7. Nuevos negocios

a. Principios rectores de CUSD explicados por la Sra. Pennington.

b. Revise el propósito del ELAC explicado por la Sra . Pennington . E. García preguntó en qué se diferencia esto de las reuniones del LCAP. C. Pennington explicó las diferencias y similitudes. E. García preguntó sobre cómo el distrito decide quién está sin hogar. C. Pennington explicó cómo se determina la falta de vivienda.

c. Revise los deberes de los miembros de ELAC por la Sra . Pennington .

d. Revise los roles y responsabilidades de los oficiales de ELAC. Revisado por la Sra . Pennington .

Nominar y elegir a los oficiales de ELAC:

o Presidente Nominación: E. García de E. García 2nd : J. Oliver Aprobación unánime

o Vicepresidente Nominación: M. Santos por M. Santos Movimiento Y. Lucas 2^o: E. Rodríguez Aprobación unánime

o Nombramiento del Secretario : Jackie Oliver por C. Pennington 2nd : N. Mendez

Aprobación unánime

o Representante de DELAC Nominación: Ninfá Méndez Moción de J. Oliver de 2^o M. García : aprobación unánime

o DELAC alte rnate Nominación: E. García Motion por N. Mendez 2nd: C. Pennington

Aprobación unánime

FECHAS DELAC, Ubicación DO. Salón 4 y tiempos para el año escolar 18-19, se le dio una copia a N. Méndez y E. García

- e. Reglamentos: revisión inicial explicada por la Sra. Pennington y una copia entregada . Moción para aprobar como está escrito por J. Oliver, 2 º por A. Peralta. Aprobación unánime
- f. Informes de progreso-SBAC, AMAOs explicados por la Sra. Pennington.
- g. Criterios de entrada y salida del programa EL explicado por Christine Pennington . Explicación de la Encuesta del Idioma del Hogar, prueba ELPAC, IFEP y RFP, así como ELD en el aula para los Aprendices del Idioma Inglés y la información de Reclassificación . E. García preguntó si los estudiantes deben ser aprendices de EL para participar en el programa ASP específicamente para jardines de infancia. C. Pennington explicó que ASP está abierto a TODOS los estudiantes.
- h. Programa de sitio para ELD y acceso al núcleo Explicado por la señora pennington.
- i. Asesorar sobre las metas EL plan de sitio . La Sra. Pennington explicó los objetivos y presentó los datos de ELP y matemáticas de CASPP . E. García solicitó una aclaración sobre el porcentaje de crecimiento de estudiantes EL. DO.Pennington aclaró. Saque los datos de intervención de lectura revisados. E. García preguntó por un número competitivo y preguntó si los niños son enviados de regreso o si no cumplen con la meta. C. Pennington explicó que los datos se revisan para asegurarse de que los estudiantes con dificultades reciban apoyo adicional. Por ejemplo, en Kindergarten el año pasado se brindó apoyo adicional a los alumnos de Kindergarten con dificultades para ayudarles a aprender letras y sonidos. Este año, otra persona se agregó a todas las clases de Kindergarten durante 1 hora y media para ayudar con el aprendizaje de los estudiantes. Laura López preguntó acerca de la prueba CELDT de Kindergarten. C. Pennington explicó las nuevas pruebas de ELCAP.
- g. Secundino preguntó sobre la aclaración de que los asistentes de Kindergarten no estaban en la clase por las tardes. C. Pennington explicó que los ayudantes trabajan en las mañanas. G. Secundino preguntó sobre la diferencia entre el Kindergarten de transición, el Kindergarten y la retención. C. Pennington explicó.
- C. Pennington revisó los datos de Fountas y Pinnell , los apoyos de clase disponibles en Madison y el crecimiento de los datos de EL, incluidos los datos de EL SBAC de varios años .

Meta 1 ELA y Matemáticas

E. García sugiere clase de matemáticas con premios.

Meta 2: Conectar a los estudiantes a la escuela

Meta 3 Participación de los padres

La Noche de Alfabetización Matemática sugirió a E.García y estuvo de acuerdo con varios miembros

Clases de tecnología para padres.

Objetivo 4 Apendices del Idioma Inglés

N. Méndez sugiere ofrecer tutoría durante el recreo o antes de la escuela.

J. LEAP / LCAP explicado por la Sra. Pennington.

k. Revisión de ELPAC y establecimiento de metas estudiantiles explicadas por la Sra. Pennington.

l. Política de participación de los padres / año actual compacto Explicado por la señora pennington.

m. Oportunidades de educación para padres del distrito Explicado por Eddie Rodríguez y la señora Pennington. El Sr. Rodríguez repartió volantes para los próximos eventos. E. García sugiere que los calendarios del mes se envíen a casa por correo postal normal de los EE. UU. Laura López solicita mensajes de texto en español. Actualmente la Sra. Pennington hace marcación semanal en inglés y español.

n. Regla del 15% (español inglés) explicada por la señora Pennington.

o. Elementos del sitio

p. Discuta las fechas de las reuniones futuras, la capacitación y los temas de la agenda.

FECHAS DE ELAC anunciadas por Jackie Oliver y volante con fechas para todos.

Las reuniones de ELAC de Madison se llevarán a cabo en las siguientes fechas:

ELAC @ 9:15 AM - Jueves 27 de septiembre, 9 de octubre, 18 de marzo, 20 de mayo

8. Evaluación: Nada

Sin comentarios

9. Levantamiento

La reunión finalizó a las 11:51 , 7 con un recordatorio de que nuestro próximo ELAC la reunión es el jueves 9 de octubre a las 4PM en la sala 22.

Respetuosamente,

Jackie Oliver

Secretaría de ELAC

9-27-18

(NOTA: Las copias de todos los materiales distribuidos deben adjuntarse a la minutos oficiales . Estos minutos deben mantenerse durante tres años.)



2018-19

PARENT Advisory Meetings

Central Unified has a variety of parent advisory committees that assist in serving students throughout the district. Committee members are elected at each school site, but non-elected parents are also able to attend and participate in the public comments portion of each meeting. If you would like more information, please contact CUSD's Director of State and Federal Programs, Annette Grigsby, at 559.274.4700 ext. 63155 or your school site principal.

DAC

District Advisory Committee, elected by each school's school site council (SSC) to represent Title I services at the district level.

November 5	DAC Training	6:00p-7:00p	Room 4
November 26	DAC 1Q	6:00p-7:30p	Room 4
February 4	DAC 2Q	6:00p-7:30p	Room 4
March 11	DAC 3Q	6:00p-7:30p	Room 4
May 6	DAC 4Q	6:00p-7:30p	Room 4

Migrant PAC

The Migrant Parent Advisory Council is elected to represent migrant services at the district level.

September 24	Meeting Engagement	6:00p-8:00p	Teague Room 12
October 29	Instructional Strategies	6:00p-8:00p	Teague Room 12
December 17	Financial Aid	6:00p-8:00p	Teague Room 12
February 25	Student Success	6:00p-8:00p	Teague Room 12
April 1	Migrant Needs	6:00p-8:00p	Teague Room 12
May 13	Info and Leadership	6:00p-8:00p	Teague Room 12

DELAC

The District English Learner Advisory Committee is elected by each school's school site English Learner Advisory Committee to represent EL services at the district level.

October 19	DELAC Training	9:00a-10:00a	Room 4
October 26	DELAC 1Q	9:00a-11:00a	Room 4
February 1	DELAC LCAP	9:00a-11:00a	Room 4
March 1	DELAC 2Q	9:00a-11:00a	Room 4
April 5	DELAC 3Q	9:00a-11:00a	Room 8
May 1	DELAC 4Q	9:00a-11:00a	Room 4

DELAC, DAC Meetings are scheduled to take place at the District Office: 5652 W. Gettysburg Ave, Fresno, CA 93722 (just west of Polk and Gettysburg).

PAC Meetings will take place at Teague Elementary: 4725 N. Polk Ave, Fresno, CA 93722

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 ayuda 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 regularment 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 ELEMENTARY SCHOOL
Título 1
Política de participación de los padres

Una dimensión crítica de la escolaridad efectiva es la participación de los padres. Una meta principal del Programa de Título 1 es alentar una mayor participación de los padres en la educación de sus hijos. La Madison Personal de la escuela primaria se compromete a desarrollar sólidas alianzas con los padres / tutores de los estudiantes. Los padres y el personal escolar trabajan juntos como socios pueden afectar positivamente el rendimiento de los estudiantes, el comportamiento y la asistencia, además de desarrollar actitudes de los estudiantes positivas sobre uno mismo y la escuela. Es importante que el personal de Madison mantenga un canal abierto de comunicación entre el hogar y la escuela, promoviendo así una asociación de estudiantes, padres y escuela. La política de Madison describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título 1. (*Título 1 Participación de los padres, 20 USC 6318a-f*)

Involucramiento de los padres En el programa de Título 1

El personal Madison hacer ca lo siguiente:

1. Convoca una reunión anual para comunicar los requisitos del programa de Título 1 a los padres de Título 1 estudiantes y les informará de su derecho a participar en el p rograma.
 - Los padres del Título 1 están invitados a reunirse antes de la primera reunión del SSC mediante Connect Ed. En adición, noticias de la reunión se envían a casa con todos los estudiantes.
2. Ofrece una cantidad flexible de reuniones .
 - En la primera reunión del Programa Título 1 , los padres tienen la opción de educar reuniones adicionales con el propósito de proporcionar sugerencias y participar en los esfuerzos de mejora.
3. Involucra a los padres de estudiantes del Título 1 de una manera organizada, continua y oportuna, en la planificación, revisión y mejoramiento de su Programa de Título 1 y la participación de los padres i Pol CY.
 - Todos os padres de p son INVl ted para asistir a las reuniones del SSC regulares para participar en la planificación, revisióny mejoramiento del programa Título 1, que incluye la Política de Participación de Padres, Escuela - Familia compacto, y el Plan Único para el Rendimiento Académico Madison.
 - Todos los padres se envían por correo una Encuesta Programa n anual del Título 1 con el fin de evaluar la eficacia delTítulo 1 Programa de Madison 's y hacer propuestas de mejora.

4. Proporciona a los padres de alumnos del Título 1 una explicación del plan de estudios, las evaluaciones y el nivel de competencia que se espera que logren los estudiantes .

Programa .

- A los padres se les proporciona información sobre el programa Título 1 de la escuela durante la Noche de Regreso a Clases , en las conferencias de padres y maestros , y en la primera reunión del Título 1 durante el primer trimestre del año escolar. Los títulos del Título 1 b también están disponibles en la oficina principal de la escuela. El programa Título 1 de Madison se describe completamente en el Plan Único para el Logro Estudiantil (SPSA) . Las copias del Plan escolar se distribuyen en la reunión del 1 de School consejo de sitio y están disponibles para todos los padres a petición.

5. Proporciona a los padres de alumnos del Título 1 una explicación del plan de estudios, las evaluaciones y el nivel de competencia que se espera que logren los estudiantes .

- Los padres reciben esta información varias veces durante el año escolar, incluida la reunión anual del Título 1, las reuniones del Consejo Escolar, las reuniones del Comité Asesor de Estudiantes de Inglés, la Noche de Regreso a Clases y las conferencias entre padres y maestros.
- Los maestros proporcionan descripciones del plan de estudios, normas de nivel de grado y políticas de calificación a los padres al comienzo de cada año escolar durante la Noche de Regreso a Clases o la semana de conferencias de padres y maestros.

6. Proporciona a los padres de estudiantes del Título 1, si se les solicita, oportunidades para reuniones regulares para participar en las decisiones relacionadas con la educación de sus hijos.

- Todos los padres del Título 1 están invitados a asistir a las reuniones del Comité Consultivo del Plantel Escolar y del Comité de Aprendizaje del Idioma Inglés . Las notificaciones de estas reuniones, incluidos los temas de la agenda de las reuniones, se envían a casa con los estudiantes en español e inglés. Las agendas se publican en la oficina 3 días antes de las reuniones en español e inglés.

Escuela - Compacto Familiar

Madison Escuela Primaria ha desarrollado conjuntamente y repartido a los padres de estudiantes del Título 1 Escuela - Familia compacto que describe cómo los padres, el personal y los estudiantes compartirán la responsabilidad del logro académico del estudiante improvisación ed. También describe cómo la escuela y los padres desarrollarán una asociación para ayudar a los

estudiantes a alcanzar el dominio en los Estándares Estatales Comunes . B y firma Madison Escuela Primaria 's Escuela-Familia compacto, maestros, estudiantes y padres de acuerdo al coche Ry a cabo su responsabilidades como se enumeran en el compacto.

Desarrollar la capacidad de los padres para la participación

Madison Escuela primaria involucra a los padres del Título 1 en interacciones significativas con la escuela. Es compatible con una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a r cada uno de estos objetivos, la escuela hace lo siguiente:

1. Ayuda a los padres del Título 1 a comprender los estándares de contenido académico, evaluaciones, y cómo monitorear y mejorar el logro de sus hijos mediante:
 - la distribución de boletines informativos mensuales , folletos informativos y otros materiales impresos ,
 - la publicación de recursos para padres en el sitio web de la escuela ,
 - la distribución y discusión de los estándares de contenido de nivel de grado durante la noche de Regreso a la Escuela o las conferencias de padres y maestros ,
- proporcionando a los padres informes sobre el progreso de sus hijos a intervalos regulares. Conferencias de padres y maestros están programadas durante la 9ª semana de clases para todos los estudiantes y durante la 28ª semana de clases para los estudiantes en riesgo de no cumplir con los estándares de contenido de nivel de grado. Los informes de progreso de los estudiantes se proporcionan a los padres durante estas conferencias. Los padres pueden solicitar conferencias adicionales con el maestro de su hijo si así lo desean. Las tarjetas de calificaciones se envían a casa durante los días 18 y 36th semanas de clases, para 2º a través de 6^{to} grado.
 - Entrenamiento para padres que es específico de Madison , que incluye datos académicos y de conducta actuales, así como estrategias para ayudar a los estudiantes en el área académica. Los entrenamientos se han ofrecido durante las escuelas de los sábados para permitir que los padres asistan.
2. Proporciona materiales y capacitación para ayudar a los padres del Título 1 a trabajar con sus hijos para mejorar el rendimiento desus hijos al :
 - proporcionar oportunidades de formación in situ a través de grupos asesores de padres existentes, tales como el Consejo Escolar y el Asesor de Estudiantes de Inglés Commit t ee, Eventos de alfabetización para padres y socios para padres realizados en inglés y español.

- proporcionando información a los padres sobre entrenamientos ofrecidos a través del distrito escolar y otras organizaciones comunitarias como Birth -5 Parent Workshops ,
- hacer que los materiales de la biblioteca de la escuela estén disponibles para los padres,
- proporcionando a los padres información sobre la biblioteca del condado de Fresno donde los padres y sus hijos pueden sacar material de lectura,
- haciendo accesibles a los padres las traducciones al español de estudiantes libros de texto si están disponibles a través de la Oficina de Instrucción de CUSD .

La información sobre entrenamientos y materiales disponibles para los padres está disponible a través del boletín mensual de la escuela, publicaciones en el sitio web del sitio, así como a través de avisos enviados a casa con los estudiantes.

3. Educar al personal, con la asistencia de los padres del Título 1, en el valor de las contribuciones de los padres y cómo trabajar con los padres como socios iguales a través de:

- revisando los resultados de la Encuesta de Padres del Título 1 en una reunión del personal y
discutiendo cómo comunicarse y comunicarse con los padres
para mejorar la relación entre la escuela y la familia , y

4. Coordina e integra el programa de política de participación de los padres del Título 1 con otros programas y lleva a cabo otras actividades que alientan y apoyan a los padres a participar más plenamente en la educación de sus hijos . Esto es hecho por :

- proporcionando oportunidades de capacitación en el sitio a través de la serie de Talleres positivos para padres facilitado por Madison 's programa después de clases que está financiado por la Escuela de Alfabetización Después de Grant,
- alentar y dar la bienvenida a los padres para que participen en una amplia variedad de funciones y actividades escolares, y sirvan como voluntarios en los salones de sus hijos.

5. Distribuye a los padres del Título 1 información relacionada con los programas de la escuela y de los padres, reuniones y otras actividades en una forma y lenguaje que los padres entiendan .

- Todo comunicaciones de la escuela se dan en casa y distribuido en asesor de padres las reuniones están traducidas al español .

6. Proporciona apoyo para las actividades de participación de los padres solicitadas por los padres del Título 1 mediante:
- proporcionar cuidado de niños e intérpretes en todas las reuniones del comité asesor de padres , y
 - s reuniones de cheduling en momentos convenientes para los padres .
7. El personal les da la bienvenida a los padres a ser voluntarios en el campus en los salones de clase y para eventos en el campus y excursiones durante el año escolar.

Accesibilidad

Las escuelas primarias de alto rendimiento brindan oportunidades para que participen todos los padres del Título I, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios. Esto incluye proporcionar información e informes escolares en una forma e idioma que los padres entiendan. Esto se logra por:

- providin g, en la medida posible, la información relacionada con los programas escolares y los padres, reuniones, un láserde Nd otras actividades en los padres de lenguaje bajo soporte;
- proporcionar intérpretes, cuidado de niños y transporte, cuando sea necesario, para conferencias de padres y maestros y otras reuniones y funciones escolares;
- proporcionar adaptaciones , en la medida de lo posible, para satisfacer las necesidades especiales de nuestros padres para la participación, incluida la celebración de reuniones en lugares accesibles para personas con discapacidad ; y
- Todos los estudiantes tendrán acceso a tabletas en la escuela .
- Además, Madison es proporcionar un mayor acceso de los padres a la formación mediante el uso de fondos de la subvención siglo ²¹ con nuestro programa después de la escuela, así como la concesión ^{er} grado Nacimiento-3.

D e Madison El personal de la escuela primaria , en colaboración con los padres de nuestros estudiantes , continuará los esfuerzos para mejorar la participación de los padres que reflejen las necesidades de nuestros estudiantes y sus familias.

4 - 30 -1 8 aprobado

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 1st 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 9th week of school for all students and during the 28th 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 18th and 36th weeks of school, for 2nd through 6th 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 Title1 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 1 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 21st century grant with our after school program, as well as the Birth-3rd 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.

Elementary SSC Composition 2018-19

School Site Madison

Date 9/27/18 @ 4pm Room 22

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

Parent Name and email	Contact Info	Sign In
1 Leida Crumb lcrumb@sebastiancorp.net	559 567-5142	<i>Leida Crumb</i>
2 Enriqueta Garcia	777-1938, 257-7699	<i>Enriqueta Garcia</i>
3. Maria Villalobos mariavillalobos61617@gmail.com	317-3446	
4. Demetria Santos	579-0101	
5 Stacy Abbot	394-4782	

Cynthia Calles ASP

Visitor *Capatzen*

(559) 369-8874

SSC
1ST
QTR



Madison Elementary School

School Site Council (SSC) 1st Quarter Meeting/s

Date of Posting: 9/17/18 Meeting Date: 9/27/18

Location: Room number 22

Starting Time: 4PM Ending Time: 5PM

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, SPSSA, 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, Enriqueta Garcia, Maria Villalobos, Demetria Santos, Stacy Abbot.

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	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal until election of secretary	5 minutes
Report of Officers, Standing & Special Committees		DAC Rep	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.	Principal until election of chairperson	10 minutes

Escuela primaria de Madison
Consejo de Sitio Escolar (SSC) 1 º Reunión de trimestre / s

Fecha de publicación: 17/9/18 **Fecha de la reunión: 27/7/18**

Ubicación: número de habitación 22

Tiempo de empezar: 4PM

Hora de finalización: 5 p.m.

Resultados: los participantes podrán:

- Reconocer la importancia de los principios rectores de CUSD
- Explicar el propósito del SSC, roles y responsabilidades de los miembros del SSC
- Elegir a los oficiales y al representante del Comité Asesor del Distrito (DAC)
- Recibir información sobre estatutos, progreso académico, SP5A, participación LCAP, propósito, prioridades y metas, participación de los padres y plan para el aprendizaje profesional de los padres
- Discutir y comenzar a analizar el programa de instrucción académica de la escuela
- Determinar las fechas, horas y horarios de capacitación futuros de la reunión

Representantes y personal : miembros del SSC Christine Pennington, Karen Kirkpatrick, Susan Hamlin, Robin Alcalá, Jackie Oliver, Leida Crumb, Enriqueta García, María Villalobos, Demetria Santos, Stacy Abbot.

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

Ítem de agenda	acción solicitada	Personas responsables	Límite de tiempo
Llame a la reunión al orden	Ninguna	Director de escuela	2 minutos
Roll Call-establecer el quórum	Ninguna	Director de escuela	1 minuto
Cambios / adiciones a la agenda	Aprobación / Modificación de la agenda	Director de escuela	1 minuto
Informe del Secretario	Aprobación / Enmiendas	Director hasta elección de secretario	5 minutos
Informe de oficiales, comités permanentes y especiales		Representante de DAC	5 minutos
Comentario público (Esta es una oportunidad para que los miembros del público brinden información al consejo del sitio escolar) 2 minutos por persona	Conforme a la ley de ninguna acción relacionada con el comentario público puede ser tomada en cuenta en la	Director hasta la elección del presidente	10 minutos

****Gracias por venir****

Lista de folletos: por ejemplo, Principios rectores, estatutos, metas de SPSA, Política de participación de los padres en el sitio del año actual y artículos compactos y de otro tipo, según corresponda. Agregue elementos del sitio según sea necesario.

<p>m. Recibir información sobre el Título I 1% de financiación de participación de padres</p> <p>n. Revise la política y el contrato de participación de los padres para el año en curso</p> <p>o. Discuta las oportunidades de educación para padres del distrito</p> <p>p. artículos del sitio aquí</p> <p>q. Discuta las fechas de las reuniones futuras, la capacitación y los temas de la agenda.</p>	<p>Encuentro de entrada y aprobación para aplazar</p>	<p>Director hasta la elección del presidente</p>	<p>1 minuto</p>
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Madison ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES
9-27-18

1. Call the Meeting to Order:

The meeting was called to order at 4PM by Mrs. Pennington. Everyone was welcomed. Members and guests introduced themselves.
 Present were: Christine Pennington, Susan Hamlin, Robin Alcala, Jackie Oliver, Leida Crumb, Enriqueta Garcia,

Guests: Cynthia Calles- After School Program Assistant- All staff, parents, and members of the public are invited to attend the meeting.

Parent/Guardian	Present	Staff			
1	X	1	Karen Kirkpatrick	Teacher	
2	X	2	Susan Hamlin	Teacher	X
3		3	Robin Alcala	Teacher	X
4		4	Jackie Oliver	Other	X
5		5	Christine Pennington	Principal	X

Guest			Non member staff	Position	
1			Cynthia Calles		After School Asst.
2					

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. * M/S/C to approve the agenda No changes or additions were made to the agenda. * Motion- R. Alcala Second- L. Crumb Unanimous to approve the agenda

4. Secretary's Report:

- J. Oliver presented 4th quarter minutes and hardcopies distributed. Motion-S. Hamlin Second-R. Alcala Unanimous to approve the agenda

5. Committee Reports:

- No Committee Reports received

6. Public Comment:

- Cynthia Calles ASP Director explained this years events for students and families:

- Family Literacy Night Thursday 9/13/18 Over 60 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 is On Oct 11 at 6PM. Book is Bats at the Beach.
- After School Program Classes

- Violin program continues this year.

- Tennis

- Drama

- Small Business/ Produce Stand begins in October.

7. Unfinished Business: None

8. New Business

- a. CUSD Guiding Principles Reviewed by C. Pennington
- b. Review the purpose of the SSC Reviewed by C. Pennington
- c. Review the duties of SSC members. Reviewed by C. Pennington
- d. By-laws Reviewed by C. Pennington
- e. Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers:

o	Chairperson	Self Nominated by Robin Alcala	Motion L Crumb 2 nd S. Hamlin	Unanimous approval
o	Vice-chairperson	Self Nominated by Susan Hamlin	Motion R. Alcala 2 nd E. Garcia	Unanimous approval
o	Secretary	Self Nominated by Jackie Oliver	E. Motion Garcia 2 nd S. Hamlin	Unanimous approval
o	DAC representative	Self Nominated by Enriqueta Garcia	R. Alcala 2 nd L. Crumb	Unanimous approval
o	DAC alternate	No Nominations Today		
- f. Academic progress report & discussion by Mrs. Pennington
- g. School Safety Plan Reviewed and explained by Jackie Oliver
Nomination to Approve Safety Plan by E. Garcia 2nd by S. Hamlin **Unanimous approval**
LCAP engagement, purpose, priorities & progress measures explained by C. Pennington
- h. SPSA goals and results explained by C. Pennington
- i. Review responsibility to seek input from EL explained by C. Pennington ELAC committee input explained by C. Pennington
- k. AC for SPSA programs for ELs
- l. Advise on SPSA goals, tasks & expenditures explained by C. Pennington including Data on student growth, field trips, tutoring, Teaching Fellows and extended library hours. Data results Mrs. Jacqui Smith is a new Reading Intervention teacher working with K-2 students who need reading support. Mrs. Margaret Merrill continues reading support for grades 3-6. C. Pennington explains budgeting items with ELA and Math goals. E. Garcia suggests not spending more money on technology but rather more teachers. She feels people are more needed than technology. S. Hamlin suggests upper grade teachers share a teaching fellow between 2 upper grade teachers for example Mon. Wed and the other teacher gets Tues. Thurs. Garcia asked about the hours the Teaching Fellow works in the classes. C. Pennington explained that we have an aide that works with our Reading Intervention Teacher. R. Alcala suggests a shared Teaching Fellow to support Math re-teaching for students who need extra support. E. Garcia why does it seem so hard to find people to take the Teaching Fellows jobs. C. Pennington explained that the Teaching Fellows are current College students and have class schedules and other school districts also use Teaching Fellows. S. Hamlin explained her experience as a Teaching Fellow before becoming a teacher. E. Garcia asked how the District decides how much money each student receive. S. Hamlin explained that when students are absent the school loses some funding because it is also determined by student attendance. E. Garcia stated that she knows technology is necessary but feels that the families in the area do not use a lot of technology so maybe it should be less of a focus. S. Hamlin explained that students of poverty need technology even more than areas of higher income in order to be proficient in technology skills and the opportunities available using technology and are career ready. C. Pennington reviewed the costs spent last year on technology, Teaching Fellows, Tutorial and Reading Intervention. She also reviewed our Math growth compared to other schools in the District as well as SBAC Math Data. C. Pennington to get a quote from Teaching Fellows and District approval for upper grade Math support using Teaching Fellows from Title I funds. ELAC Committee suggestions include Family Math Night, Tutorial offered during school day recesses or before school, Technology classes for Parents and a Math Facts Class with Prizes. E. Garcia asked about Bully training. C. Pennington explained Safe School Ambassador training which happened 9-25-18. She also explained that our Counselors are working with our classes on Bully Presentations. Jackie Oliver explained Passport Day, PBIS Rally, and Sports Rally with a focus on Sportsmanship and Behavior. C. Pennington reviewed Parent Survey Data. C. Pennington explained PBIS funding Agendas, Safe School Ambassador Training, PBIS aide support on the playground, Long Term Substitute Teacher supporting students in the classrooms having social emotional issues.
- m. Input Ideas: Adding Technology in the classroom and Upper grade Math Teaching Fellows.
- n. Plan for site parent professional learning explained by C. Pennington Family Literacy Nights have been successful.
- o. Receive input on Title I 1% parent involvement funding explained. S. Hamlin suggests Math Nights like our Family Literacy Nights. R. Alcala suggests food at a Math Family Night to increase attendance.
- p. Review Parent Involvement Policy & Compact current year explained by C. Pennington
- q. Discuss district parent education opportunities explained by C. Pennington
- r. District Parent Trainings as well as Flyers.
- q. site items here
- r. Discuss future meeting dates, training, and agenda items.

CONSEJO DEL SITIO DE LA ESCUELA PRIMARIA DE Madison (SSC) A MINUTOS
9-27-18

1. Llame a la reunión para ordenar :

La reunión fue convocada a las 4 pm por la Sra . Pennington . Todos fueron bienvenidos. Miembros e invitados se presentaron. Los presentes fueron: Christine Pennington, Susan Hamlin, Robin Alcalá, Jackie Oliver , Leida C rumb Enriqueeta garcia

Invitados: Cynthia Calles - Asistente del programa después de la escuela - Todo el personal, los padres y el público están invitados a asistir a la reunión.

	Tutor	Presente	Personal	Presente
1	Leida Crumb	X	1 Karen Kirkpatrick	Profesor
2	Enriqueeta garcia	X	2 Susan Hamlin	Profesor X
3	Maria villalobos		3 Robin alcalá	Profesor X
4	Demetria santos		4 Jackie Oliver	Otro X
5	Stacy Abbot		5 Christine Pennington	Director de escuela X

	Huésped	Personal no miembro	Posición
1	Cynthia Calles	1	Después Asistente escuela.
2		2	

2. Roll Call:

- (Hoja de inicio de sesión).
- Presidente anunciado
 - o Se necesitan 6 miembros para establecer un quórum.
 - o 6 miembros están presentes 4 miembros están ausentes
 - o Se ha establecido un quórum.

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

- No se realizaron cambios ni adiciones a la agenda. * M / S / C para aprobar la agenda. No se realizaron cambios ni adiciones a la agenda. * Moción - R. Alcalá Segundo- L. Crumb unánime para aprobar la agenda.

4. Informe del Secretario :

- J.Oliver presentó ^{4to} cuarto de minutos y copias impresas distribuidas. Moción- S. Hamlin Segundo- R. Alcalá por unanimidad para aprobar la agenda

5. Informes de los comités :

- No se han recibido informes de comisiones.

6. Comentario público :

- La Directora de ASP de Cynthia Calles explicó los eventos de este año para estudiantes y familias:

- *Noche de alfabetización familiar* jueves 9/13/18 Más de 60 personas que asistieron con el personaje de *Mother Goose* presentaron el libro de tapa dura "Piratas y hadas" que cada familia pudo conservar. La presentadora 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, pañuelo pirata y un mapa del tesoro.

- **Próximos Meses Noche de Literatura Familiar** es el 11 de octubre a las 18:00. Libro es Murciélagos en la playa.
- **Clases del programa después de la escuela**
- **El programa de violín** continúa este año.
- **Tenis**
- **Drama**
- **El Stand de Pequeñas Empresas / Productos** comienza en octubre.

7. Negocio sin terminar: ninguno

8. Nuevos negocios

- Principios Rectores de CUSD Revisado por C. Pennington
- Revise el propósito del SSC revisado por C. Pennington**
- Revise los deberes de los miembros del SSC. Revisado por C. Pennington
- Estatutos revisados por C. Pennington
- Revise los roles y responsabilidades de los oficiales del SSC. Nominar y elegir a los oficiales del SSC:

o Presidente	Yo Nominado por Robin Alcala	Movimiento 1	Crumb 2°	S. Hamlin	Aprobación unánime
o Vicepresidente	Yo Nominado por Susan Hamlin	Movimiento R.	Alcalá 2°	E. García	Aprobación unánime
o Secretario	Auto Nominado por Jackie Oliver	E. Motion	García 2 nd	S. Hamlin	Aprobación unánime
o Representante del DAC	Auto Nominado por Enriqueta García	R. Alcalá 2°	L. Crumb		Aprobación unánime
o DAC suplente	No hay nominaciones hoy				
- Informe de progreso académico y discusión por la Sra. Pennington
- Plan de seguridad escolar revisado y explicado por Jackie Oliver

Nominación para <u>Aprobar el Plan de Seguridad</u>	por E. García	2°	por S. Hamlin	Aprobación unánime
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- Compromiso LCAP, propósito, prioridades y medidas de progreso explicado por C. Pennington
- Objetivos y resultados del SPSA explicado por C. Pennington explicado por C. Pennington
- Revisar la responsabilidad de buscar aportes de EL explicado por C. Pennington aportación del comité ELAC explicado por C. Pennington.
- AC para programas SPSA para ELs
- Asesorar sobre metas, tareas y gastos de SPSA. explicado por C. Pennington, que incluye datos sobre el crecimiento de los estudiantes , excursiones, tutoría, becas de enseñanza y horarios extendidos en la biblioteca. Resultados de datos La Sra. Jacqui Smith es una nueva maestra de Intervención en Lectura que trabaja con estudiantes de K-2 que necesitan apoyo en la lectura. Señora margrett Merrill continúa leyendo apoyo para los grados 3-6.

C. Pennington explica los elementos del presupuesto con los objetivos de ELA y matemáticas. E. García sugiere no gastar más dinero en tecnología, sino más bien maestros. Ella siente que las personas son más necesarias que la tecnología. S. Hamlin sugiere que los maestros de grados superiores compartan un compañero de enseñanza entre 2 maestros de grados superiores, por ejemplo, lunes. Míe y el otro profesor recibe el martes. Thur

E. García preguntó sobre las horas que trabaja el Compañero de enseñanza en las clases. C. Pennington explicó que tenemos un asistente que trabaja con nuestro Maestro de Intervención de Lectura. R. Alcala sugiere un compañero de enseñanza compartido para apoyar la re-enseñanza de matemáticas para estudiantes que necesitan apoyo

adicional. E. García, ¿por qué parece tan difícil encontrar personas para tomar los trabajos de Teaching Fellows?

C. Pennington explicó que los Teaching Fellows son estudiantes universitarios actuales y tienen horarios de clases y otros distritos escolares también usan Teaching Fellows. S. Hamlin explicó su experiencia como becaria de enseñanza antes de convertirse en maestra. E. García preguntó cómo el Distrito decide cuánto dinero recibe cada estudiante. S. Hamlin explicó que cuando los estudiantes están ausentes, la escuela pierde algunos fondos porque también está determinada por la asistencia de los estudiantes. E. García dijo que sabe que la tecnología es necesaria, pero cree que las familias en el área no usan mucha tecnología, por lo que tal vez debería ser un enfoque menor. S. Hamlin explicó que los estudiantes de la pobreza necesitan la tecnología incluso más que las áreas de mayores ingresos para poder dominar las habilidades tecnológicas y las oportunidades disponibles utilizando la tecnología y están listos para la carrera. C. Pennington revisó los costos gastados el año pasado en tecnología, Teaching Fellows, Tutorial e Reading Intervention. Ella también revisó nuestro crecimiento en Matemáticas en comparación con otras escuelas en el Distrito, así como también con los Datos de Matemáticas de SBAC. C. Pennington para obtener una cotización de Teaching Fellows y la aprobación del Distrito para el apoyo de Matemáticas de grado superior utilizando Teaching Fellows de los fondos del Título 1. Las sugerencias del comité de ELAC incluyen la Noche familiar de matemáticas, Tutorial ofrecido durante los recreos del día escolar o antes de la escuela, clases de tecnología para padres y una clase de datos matemáticos con premios. E. García preguntó sobre el entrenamiento de Bully. C. Pennington explicó la capacitación del Embajador de la Escuela Segura, que tuvo lugar del 9-25-18. También explicó que nuestros consejeros están trabajando con nuestras clases en presentaciones de acosadores. Jackie Oliver explicó Passport Day, PBIS Rally y Sports Rally con un enfoque en deportividad y comportamiento. C. Pennington revisó los datos de la encuesta de padres. C. Pennington explicó las Agendas de financiamiento de PBIS, la Capacitación para el Embajador de la Escuela Segura, el apoyo del asistente de PBIS en el patio de recreo, el Profesor sustituto a largo plazo que brinda apoyo a los estudiantes en las aulas que tienen problemas socioemocionales.

Ideas de entrada: Agregar tecnología en el aula y Fellows Teaching Math de grado superior.

- m. Plan para el aprendizaje profesional de los padres del sitio explicado por C. Pennington Las Noches de Alfabetización Familiar han tenido éxito.
- n. Reciba información sobre fondos de participación de los padres del Título 1 explicados. S. Hamlin sugiere noches de matemáticas como nuestras noches de alfabetización familiar. R. Alcalá sugiere comida en una Noche familiar de matemáticas para aumentar la asistencia.
- o. Revisar la Política de Participación de los Padres y Compac t año corriente explicado por C. Pennington do
- p. Discutir las oportunidades de educación para padres del distrito explicado por C. Pennington actualmente en el Unificado Central . El sitio web del distrito tiene capacitaciones para padres, así como folletos.
- q. **artículos del sitio aquí**
- r. Discuta las fechas de las reuniones futuras, la capacitación y los temas de la agenda.

Las reuniones del SSC de Madison se llevarán a cabo en las siguientes fechas:
SSC @ 4 PM 27 de septiembre, 9 de octubre, 18 de marzo y 20 de mayo.

Reuniones DAC del distrito:

Reunión de Título 1 26/09/18 Oficina de Distrito Rm 4, 6-7 pm
Reunión de capacitación del DAC 11/05/18 Oficina del Distrito 4, 5-6 pm
Reunión del DAC 26/11/18 Rm 4, Oficina del distrito 5-6: 30 pm
Reunión del DAC 02/04/18 Rm 4, Oficina del distrito 5 -6: 30 pm
Reunión del DAC 5/07/18 Rm 4 , Oficina del Distrito 5: 30-7 pm

9. Evaluación y Clausura :

- Los participantes completan el formulario de evaluación de la reunión u ofrecen comentarios orales.
- La reunión de Madison SSC fue suspendida por Christine Pennington a las 5:55 PM.

Respetuosamente,

10/9/2018

Jackie Oliver

**Secretaria del SSC
9-27-18**

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Madison's SSC meetings will be held on the following dates:
SSC @ 4 PM September 27, October 9, March 18 and May 20

District DAC meetings:
Title I meeting 09/26/18 District Office Rm 4, 6-7 pm
DAC Training meeting 11/05/18 District Office Rm 4, 5-6 pm
DAC meeting 11/26/18 Rm 4, District Office 5-6:30 pm
DAC meeting 02/04/18 Rm 4, District Office 5-6:30 pm
DAC meeting 5/07/18 Rm 4, District Office 5:30-7 pm

9. Evaluation & Adjournment:

- Participants complete the meeting evaluation form or offer oral comments
- The Madison SSC meeting was adjourned by Christine Pennington at 5:55PM.

Respectfully submitted,
Jackie Oliver

SSC Secretary
9-27-18

Elementary SSC Composition 2018-19

School Site Madison Date 10-9-18 @4pm Room 22

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

Parent Name and email	Contact Info	Sign In
1 Leida Crumb lcrumb@sebastiancorp.net		
2 Enriqueta Garcia	777-1938, 257-7699	<i>EGA</i>
3. Maria Villalobos mariavillalobos61617@gmail.com	317-3446	
4. Demetria Santos	579-0101	
5 Stacy Abbot	394-4782	

6. Stephanie Wilson
7. Maria Garcia
8. Joda Velazquez

Interpreter
(SSA) 5790101

[Signature]

SSC
2nd
Qtr



Madison

School Site Council (SSC) 2nd Quarter Meeting

Date of Posting: 10-6-18

Meeting Date: 10-9-18

Location: 22

Starting Time: 4 PM

Ending Time: 5 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, Enriqueta Garcia, Maria Villalobos, Demetria Santos, Stacy Abbot.

Guests: Jodie Velasquez- ASP Director 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

08/29/18

Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person Jodie Velasquez ASP	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.	Chairperson	10 minutes
Unfinished Business	DAC Alternate Nomination and Vote	Chairperson	5 minutes
New Business <ul style="list-style-type: none"> 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. Approve SPSA d. By-laws e. Training on Uniform Complaint Procedures f. Benchmarks g. Staff PD Review h. Discuss future meeting dates, training, and agenda items. 	Input, discussion. Review, Approval Review & Approval Information Information Information Next Meeting March 18 and May 20	Principal	20 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Chairperson	1 minute

List of handouts: SPSA and expenditures, uniform complaint procedures and forms.
Add site items as necessary

Madison

Consejo del sitio escolar (SSC) 2do trimestre reunion

Fecha de publicación: 10-6-18.

Fecha de reunión: 10-9-18

Ubicación: 22

Hora de inicio: 4 PM

Hora de finalización: 5 PM

Resultados: Los participantes podrán:

- Apoyar los principios rectores de CUSD
- Discuta el proceso de participación del LCAP y cómo aumentar la participación de la comunidad
- Proporcionar información, aprobar y monitorear SPSA, incluido el desarrollo profesional del personal
- Analizar resultados de referencia
- Aprobar la revisión / revisión anual de los estatutos del SSC del sitio
- Discutir los procedimientos de quejas uniformes del distrito
- Determinar fechas de reuniones futuras, horarios y horarios de entrenamiento.

Representantes y personal : Miembros de SSC Christine Pennington, Karen Kirkpatrick, Susan Hamlin, Robin Alcalá, Jackie Oliver, Leida Crumb, Enriqueta García, Maria Villalobos, Demetria Santos, Stacy Abbot.
Invitados: Jodie Velasquez- Directora ASP Todo el personal, los padres y el público están invitados a asistir a la reunión.

Ítem de agenda	acción solicitada	Personas responsables)	Límite de tiempo
Llame a la reunión para ordenar	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 Oficiales, Comisiones Permanentes y Especiales Informe del representante del DAC	Información y discusión	DAC representante	5 minutos

Comentario público (esta es una oportunidad para que los miembros del público proporcionen información al consejo del sitio escolar) 2 minutos por persona Jodie Velasquez ASP	Bajo la ley de reunión abierta, ninguna acción relacionada con comentarios públicos puede ser objeto de acciones en la reunión. Los problemas planteados en esta reunión se pueden programar para otra reunión del consejo escolar.	Presidente	10 minutos
Negocios inconclusos	DAC nominación alternativa y voto	Presidente	5 minutos
Nuevo negocio a. Recibió información del ELAC sobre programas para estudiantes EL b. Metas / acciones de SPSA para apoyar a los estudiantes que no progresan, que cumplen o superan los estándares, 1% reservado para la participación de los padres y el desarrollo profesional del personal, incluidos los gastos c. Aprobar el SPSA d. Estatutos e. Capacitación en Procedimientos Uniformes de Quejas f. Puntos de referencia	Entrada, discusión. Revisión, Aprobación Revisión y Aprobación Información Información Información Próxima reunión 18 de marzo y 20 de mayo	Director de escuela	20 minutos

g. Revisión de personal PD h. Discuta las fechas de las reuniones futuras, la capacitación y los temas de la agenda.	March 18 and May 20		
Evaluación (formas de mejorar la reunión) y Clausura.	Reunión de entrada y aprobación para aplazar.	Presidente	1 minuto

Lista de folletos: SPSA y gastos, procedimientos y formularios de quejas uniformes.

***** Gracias por asistir ** Todos los estudiantes participarán en instrucción rigurosa, relevante y basada en estándares en cada salón de clases todos los días para garantizar el aprendizaje de los estudiantes.***

29/08/18

08/29/18

DAC Representative Enriqueta Garcia

District DAC meetings:

Title I meeting 09/26/18	District Office Rm 4, 6-7 pm
DAC Training meeting 11/05/18	District Office Rm 4, 5-6 pm
DAC meeting 11/26/18,	District Office Rm 4, 5-6:30 pm
DAC meeting 02/04/18	District Office Rm 4, 5-6:30 pm
DAC meeting 5/07/18	District Office Rm 4, 5:30-7 pm

e



2018-19

PARENT Advisory Meetings

Central Unified has a variety of parent advisory committees that assist in serving students throughout the district. Committee members are elected at each school site, but non-elected parents are also able to attend and participate in the public comments portion of each meeting. If you would like more information, please contact CUSD's Director of State and Federal Programs, Annette Grigsby, at 559.274.4700 ext. 63155 or your school site principal.

DAC



District Advisory Committee, elected by each school's school site council (SSC) to represent Title I services at the district level.

November 5	DAC Training	6:00p-7:00p	Room 4
November 26	DAC 1Q	6:00p-7:30p	Room 4
February 4	DAC 2Q	6:00p-7:30p	Room 4
March 11	DAC 3Q	6:00p-7:30p	Room 4
May 6	DAC 4Q	6:00p-7:30p	Room 4

DELAC



The District English Learner Advisory Committee is elected by each school's school site English Learner Advisory Committee to represent EL services at the district level.

October 19	DELAC Training	9:00a-10:00a	Room 4
October 26	DELAC 1Q	9:00a-11:00a	Room 4
February 1	DELAC LCAP	9:00a-11:00a	Room 4
March 1	DELAC 2Q	9:00a-11:00a	Room 4
April 5	DELAC 3Q	9:00a-11:00a	Room 8
May 1	DELAC 4Q	9:00a-11:00a	Room 4

Migrant PAC



The Migrant Parent Advisory Council is elected to represent migrant services at the district level.

September 24	Meeting Engagement	6:00p-8:00p	Teague Room 12
October 29	Instructional Strategies	6:00p-8:00p	Teague Room 12
December 17	Financial Aid	6:00p-8:00p	Teague Room 12
February 25	Student Success	6:00p-8:00p	Teague Room 12
April 1	Migrant Needs	6:00p-8:00p	Teague Room 12
May 13	Info and Leadership	6:00p-8:00p	Teague Room 12

DELAC, DAC Meetings are scheduled to take place at the District Office: 5652 W. Gettysburg Ave, Fresno, CA 93722 (just west of Polk and Gettysburg).

PAC Meetings will take place at Teague Elementary: 4725 N. Polk Ave, Fresno, CA 93722