

# The School Plan for Student Achievement

**School:** Madroña Elementary School  
**CDS Code:** 56 73759 6055875  
**District:** Conejo Valley Unified School District  
**Principal:** Amy K. Folkes  
**Revision Date:** 1/14/2019

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

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

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## School Vision and Mission

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

Our school's vision is to pursue a challenging educational program created in collaboration with our students, parents and community through strong relationships between home and school with a commitment to every child's ability to learn. Madroña Elementary School's mission is to focus on all students' academic, social, physical, and psychological growth. Our values are defined by the consistent collaboration between our school, families and community. These relationships help us work together, value the whole child and reach our educational goals to meet the academic, social, physical and psychological needs of every child.

## School Profile

Madroña Elementary School was built in 1964 and remains a neighborhood school within the surrounding community of Thousand Oaks, California. Madroña is home to approximately 410 students and 50 staff members. In the past, Madroña Elementary School was recognized as a California Distinguished School due to our excellent standards-based academic programs. The dedication of the staff at Madroña is evidenced through the high level of academic instruction, extension activities and multi-tiered system of intervention and supports offered to all students at all grade levels. Madroña also continues to promote a school wide focus on positive behavior supports through the CHAMPs Program.

At Madroña all students have the opportunity to participate in a variety of intervention and enrichment programs during the school day. Enrichment programs include a focus on art, music, engineering and computer technology. In addition, students who are identified as Gifted and Talented Education (GATE) receive differentiated instruction within the classroom setting through the school day. GATE students are also able to participate in after school enrichment activities once a month on campus and district wide monthly activities. To ensure all students are given the ability to learn in high interest areas as well as core academics Madroña employs several teacher specialist part-time. A Technology Specialist teacher works with students to utilize web based platforms such as Google and Microsoft, as well as multiple web based academic programs to support various learning styles (i.e. Moby Max, IXL, UNIQUE and Raz Kids). Madroña also offers a multilevel system of support and intervention. Through classroom differentiation and the employment of multiple Intervention Specialist Teachers we are able to support learning strategies for students from Kindergarten through 5th grade and ensure all have access additional supports in core reading and math. These specialists are able to work within the curriculum and in partnership with classroom teachers to ensure phonics, reading fluency, reading comprehension, number sense and math problem solving are extended or revisited for students determined to need further practice. In the fall of 2015, Madroña also evaluated and adjusted the school wide MTSS (Multi-Tiered System of Supports) and Intervention program. This new focus of the multi-leveled intervention system is to follow the Professional Learning Community's (PLCs) model of consistent review of grade level data to address our desire to ensure every student makes academic, social, physical and psychological growth.

This year Madroña has grown our enrichment opportunities during the school day through a new Pride Time = ME (Madroña Enrichment) Time program. This redefined Pride Time = ME Time provides high interest learning for all students (K-5) within their grade level groups. Staff and stakeholders expressed a desire to further explore high interest areas like, technology, computer coding, STEAM learning, science, art, music, poetry, and literature. The belief is these high interest topics are a new avenue to reach grade level required skills in reading and math. As educators we acknowledge that educational needs continue to change and reflect areas of need. At Madroña we feel the reading and math skills our students will need to be successful students should also reflect the skills our students will need to be successful members of our community and society. We also promote and engage our partners with our community based after school programs in the recreation and arts to increase involvement and whole child approaches to learning. These high interest engaging topics and activities explored during Pride Time. By reaching out to our community partners we seek to promote the love of learning, community and personal growth.

At Madroña we offer additional opportunities for English Language Learning students and families. We work together to ensure progress is made in the acquisition of English through participation in programs and curriculum offered within our school and community. Our programs include the use of the adopted ELA core curriculum with EL supports for integrated and designated EL learning. Additional curriculum and supports used to support English language acquisition in grades K- 5 include; Carousel of Ideas, para professional support within the classroom, intervention specialists and Rosetta Stone. These programs ensure we are able to support the academic growth of all of our students and their unique learning needs. We are a school and district that values community involvement and participation in the education process so we also have several committees in place specifically to support our EL students and families including; the English Language Advisory Committee (ELAC), Language Acquisition Team (LAT)

and Project 2 Inspire program. These increased opportunities for participation and support for EL students and families at Madroña is part of our mission to focus on all students' academic, social, physical, and psychological growth.

Madroña Elementary School has long been a school whose beliefs include equality of opportunity for all students. Through our Integrated Inclusion Programs students with every ability level and learning style participate in academic, extra-curricular and shared learning experiences with grade level peers. Our L.E.A.P. (Learning Essentials and Academic Progress) Program special education classes spend time with peers in a general education setting while being supported by additional adult support and two credentialed teachers. The L.E.A.P Program demonstrates the level of commitment we have to collaboration, our students and their ability to achieve. At Madroña we work to ensure every child, at every level and ability is challenged with the rigor of instruction they need to reach their potential.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

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

The district conducted an LCAP Survey that was accessible through the district and school website. Students in grades 4-5, certificated and classified staff, as well as parents participated in the survey. Parents reported that quality instruction, opportunities for enrichment and intervention were what they felt their child needed and were the most important elements to make personal growth regarding their education. Parents reported they believe the school district should continue to keep class size low, add additional technology in classrooms and teachers should assign less homework to increase student achievement. Almost half of the students surveyed reported having been teased at school, however only a few reported it to an adult. The majority of students reported looking forward to coming to school each day, found it easy to communicate with their teachers, felt safe at school, reported their grades were important and that they received help from adults when needed. Most students also felt adults treated them with kindness and respect.

### **Classroom Observations**

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

All teachers are aware of classroom walk-throughs by administration and all receive at least one formal observation by the site administrator. Probationary and temporary teachers receive at least two formal observations by administration. All teachers meet with site administrators to discuss the observations and are given commendations regarding instructional practices and recommendations for future growth. Site and/or district based professional development is designed to address observation recommendations and teachers' desire for growth in educational practice.

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

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

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

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

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

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

Students in grades 3-5 take the CAASPP, in language arts and math. Students in grade 5 take the CAST. Special education students are assessed utilizing CAA in language arts, math and science (5th grade). Students in grades K-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), Lexile level and other formative assessments. Math assessments include: end of course exams, district benchmarks, and other formative assessments. English Language Development assessments are also utilized to measure English Language acquisition rates, modify instruction and improve student achievement. These include the ELPAC, A Developmental English Proficiency Test (ADEPT), Initial Proficiency Test (IPT). Teachers also monitor progress through informal assessments through Carousel of Ideas, district benchmarks and classroom assessments.

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

Teachers at Madroña use the Professional Learning Communities (PLCs) model to approach grade level data and monitor student progress toward state standards and district benchmarks. They use this data team approach to consistently adjusting and modify instruction to ensure all students reach their individual potential and education needs. Data reviewed in PLC Teams, as well as cross grade level PLC Teams, include informal classroom assessments, teacher created common assessments, district trimester benchmarks in reading, writing and math. This data is used to guide instruction, plan intervention, differentiation and enrichment activities.

### **Staffing and Professional Development**

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

All teachers are credentialed and are designated as highly qualified in the grade level or subject area in which they teach including special education.

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

All credentialed teachers attend focused and data driven professional development for up to twelve hours of site-based, or principal approved, staff development in alignment with site/district LCAP goals.

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

Teachers new to a grade level, or to our district, are given professional development on grade level and content area materials and assessments in writing, reading, English language development, and math. All teachers are offered ongoing professional development opportunities based on Common Core State Standards (CCSS) and CAASPP assessment areas. In addition, teachers at Madroña are provided with site specific staff development opportunities in; PLCs and data analysis, Anti-bullying Curriculum, Mindfulness techniques, technology use for classroom instruction - Chromebooks, Interactive Whiteboards and multimedia presentations. Teachers also receive staff development in Social Emotional Learning (SEL), Intervention strategies, Gifted and Talented (GATE) Education, differentiation, reading strategies, English Language Development through integrated and designated time and SDAIE strategies.

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

Madroña Elementary School has access to district -based TOSAs (Teachers on special assignment) in 3 focus areas: 1. English Language Development 2. Professional Development. 3. Technology. Instructional assistance and support is also built in to grade level PLC Teams, observation feedback from Administration in addition to the primary and upper grade instructional teacher coaches, an ELD teacher advisor and a GATE teacher advisor, who also provide support for all teachers on site.

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

Teacher collaboration is conducted during common planning time bi-monthly. Using the specialist teachers schedules, teachers align their time and schedule to plan for procedural and instruction needs based on the analyzed student data. They discuss best practices and model for each other strategies that have worked to ensure student growth. In addition, the principal uses bi-monthly staff meetings to support teachers' continuous education, data analysis and planning for inclusion, MTSS intervention and Pride Time = Me Time our new enrichment program. Teachers are also given release time to collaborate across grade levels and to vertically plan and analyze the progress of (K/1, 2/3, 4/5) student learning, inclusion, intervention and enrichment programs.

Teaching and Learning

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

Our district uses state-approved instructional materials in all subject areas including state-approved ELA and math materials.

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

Teachers adhere to Board approved instructional minutes for all core subject areas. School staff also adhere to uninterrupted blocks of time for grade level Language Arts and Math instruction.

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

The majority of differentiation and intervention takes within the classroom by the grade level teacher and through the multi-tiered systems of support (MTSS) model. Each grade level meets bi-monthly to discuss data, intervention needs and student progress. During grade level PLC meetings grade level teachers determine which students' need differentiation, or intervention, and which students are ready for activities to increase depth of knowledge of the subject area. These grade level PLC Teams then participate in differentiated instruction to support the specific needs identified within their classes. Typically, Mondays - Fridays from 12:30-1:30 pm in Transitional Kindergarten (T/K) and Kindergarten (K), and 8:30 - 9:30 am in grades First through Fifth. Supports offered at these times include: ELD designated and integrated ELA supports, reading and/or math intervention, social emotional learning and fine/gross motor skills.

In primary grades focus areas include: letter and number recognition, reading comprehension and fluency, math fluency and math problem solving. Madroña supports differentiation and intervention times with additional Intervention Specialist teachers who work with small groups of students either within the classroom or by pulling small groups into their classrooms. During the 2017 - 2018 school year, it was determined a third intervention teacher should be added to increase opportunities for math intervention. This specialist was able to provide more support within the classroom setting for fourth and fifth grade classrooms. We are excited to continue these MTSS intervention programs this year.

We have also expanded our interventions to include those students who are designated as English Language Learner levels 1 Beginning and 2 Emerging. These students are now able to participate in small group intervention, or one on one instruction, with our intervention teachers in addition to the designated language development time and integrated EL supports in the classroom. These multiple approaches to increasing English Language acquisition during the school day, also includes opportunity for a before school web based Rosetta Stone language development course. The Rosetta Stone program meets three days a week Tuesday, Wednesday and Thursday, for thirty minutes to promote additional English language skills.

At Madroña we are also implementing Specialists Programs. These programs include physical education, library science, computer technology, music and art. These specialists, in addition to our intervention specialists, enhance and promote high interest learning, reading, writing and math skills for all students. The goal is to demonstrate students are able to use the specialists' time to generalize reading and math skills across topics. Our Specialist Programs are organized by grade level to allow for grade level PLCs to meet, within the school day to analyze data, intervention needs, or adjust instruction to meet students' needs.

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

All students have equity of access to appropriate new California State Standards through the adopted approved curriculum in all content areas.

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

Materials from the adopted curriculum are also utilized for students requiring additional support and intervention.

Opportunity and Equal Educational Access

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

Teachers utilize whole group, small group and independent work times, as well as, one on one student interventions during the instructional day to meet the individual instructional needs of all students. Teachers incorporate Webb's Depth of Knowledge levels, scaffolding and differentiation into all lessons in order to ensure all students can access the grade level core curriculum. Intervention strategies are also used to assist all students' ability to meet grade level standards. Focus areas include: letter and number recognition, phonetics, reading comprehension and fluency, math fluency and math problem solving. Madroña also employs three intervention specialists to work with small groups of students throughout the day in 1st - 5th grade in English and math. Intervention teachers work in collaboration with classroom teachers to provide push-in support in small group or one on one support to ensure all students are successful in meeting grade level standards. Additionally, technology and web based programs enable students to access additional help from home are used to support further student academic growth. Web based programs currently used include Moby Max, IXL, Raz Kids, Type 2 Learn, Mystery Science and Rosetta Stone.

#### 14. Research-based educational practices to raise student achievement

The following research-based educational practices are utilized: SDAIE strategies, differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole group settings, productive partnering, project based and cooperative learning.

#### Parental Involvement

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

Resources are available through the Free and Reduced Lunch program and through school based interventions/supports.

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

Parents, community representatives and school personnel are involved in a variety of ways at Madroña. They are involved in the planning, implementation and evaluation of all educational programs. Madroña's School Site Council meets regularly to communicate and collaborate on allocation of site resources, goals for the school and student learning as well as to implement action steps. The SSC has supported the following areas on campus: intervention, professional development for PLCs, improving safety across campus, parking lot safety during pick-up and drop-off, reformatting the positive behavior support model for recognition award assemblies, updating the student handbook and enhancing a CCSS based art program. At Madroña, the SSC creates and administers a survey for parents or students in the spring each year. This data is collected and analyzed and action steps are implemented based on the results.

Madroña also has a very active PTA that assists in a variety of school site educational programs (Women in History, Red Ribbon Week, Earth Week, etc.).

We also have an active English Learner Advisory Committee (ELAC) that supports families and students of multi-cultural backgrounds and language learning needs. We also have a Language Acquisition Team (LAT) to review language development progress of RFEP and LTEL progress. In addition, Madroña's families participate in Project 2 Inspire, a program that helps to incorporate and support families with ELL needs within the school community.

At Madroña, our staff is very involved in setting site and grade level goals as well as ensuring the school's mission, vision and values define our focus on all students's learning needs. General staff meetings are held twice a month for all teachers and staff. The leadership team meets once a month and is comprised of a teacher representative from each grade level. Teachers also attend PTA meetings, ELAC Meetings, GATE, and SSC meetings. Teachers and staff complete an anonymous survey every year to determine areas of need based on their experiences in the classroom and on campus. (i.e. staff development survey).

#### Funding

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

See budget pages as part of SPSA or site level LCAP

#### 18. Fiscal support (EPC)

See budget pages as part of SPSA or site level LCAP

### **Description of Barriers and Related School Goals**

Barriers to reaching or implanting strategies related to at Madroña's school goals:

- New staff, teachers teaching new grade levels and new educational leadership at site and district level.

\* Slow implementation of new policy and procedural changes in technology, purchasing, financial spending or teacher training.

- Limited resources to hire intervention teachers, technology upgrades and socio-economically disadvantaged families.
- \* Limited resources for Special Education program and staffing changes.
- \* Limited resources for Office staff regarding managing SPED paperwork, calendar of IEPs and Para-professionals as well as implementation of new organizational changes of site based policies and procedures.
- Limited access to school based counseling and school psychologist hours despite increases in social emotional needs of students and families.
  - Limited ELD funding, facilitator hours and paraprofessional hours.
  - Larger class sizes in the 4th grade and implementation of rotations in 5th grade, teacher job shares on campus.
  - Implementation of new data analysis through Professional Learning Communities (PLCS) and consistent teacher training in data analysis
  - Ensuring timely and accurate feedback from administration for teachers, staff and principal to meet students' evolving educational needs.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	73	63	57	71	61	56	71	61	56	97.3	96.8	98.2
Grade 4	77	63	59	76	63	59	76	63	59	98.7	100	100
Grade 5	87	78	71	85	78	70	85	78	70	97.7	100	98.6
All Grades	237	204	187	232	202	185	232	202	185	97.9	99	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2448.8	2433.2	2424.6	41	26.23	23.21	18	26.23	28.57	20	21.31	17.86	21	26.23	30.36
Grade 4	2494.8	2497.2	2468.5	36	39.68	25.42	29	25.40	23.73	17	14.29	22.03	18	20.63	28.81
Grade 5	2548.9	2518.3	2534.3	41	28.21	28.57	31	26.92	32.86	15	21.79	25.71	13	23.08	12.86
All Grades	N/A	N/A	N/A	39	31.19	25.95	26	26.24	28.65	17	19.31	22.16	17	23.27	23.24

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	31	26.23	23.21	45	45.90	48.21	24	27.87	28.57			
Grade 4	29	34.92	23.73	45	50.79	47.46	26	14.29	28.81			
Grade 5	40	28.21	37.14	40	46.15	50.00	20	25.64	12.86			
All Grades	34	29.70	28.65	43	47.52	48.65	23	22.77	22.70			

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	31	22.95	26.79	44	50.82	48.21	25	26.23	25.00
Grade 4	36	39.68	23.73	47	44.44	49.15	17	15.87	27.12
Grade 5	51	35.90	34.29	38	47.44	50.00	12	16.67	15.71
All Grades	40	33.17	28.65	43	47.52	49.19	18	19.31	22.16

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	30	21.31	14.29	54	60.66	64.29	17	18.03	21.43
Grade 4	32	26.98	20.34	51	52.38	55.93	17	20.63	23.73
Grade 5	31	26.92	21.43	53	53.85	65.71	16	19.23	12.86
All Grades	31	25.25	18.92	53	55.45	62.16	17	19.31	18.92

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	39	21.31	33.93	45	63.93	39.29	15	14.75	26.79
Grade 4	38	38.10	28.81	50	46.03	45.76	12	15.87	25.42
Grade 5	53	28.21	37.14	41	44.87	45.71	6	26.92	17.14
All Grades	44	29.21	33.51	45	50.99	43.78	11	19.80	22.70

**Conclusions based on this data:**

1. Overall achievement in ELA for 3rd grade - demonstrates a percentage decreased from 2016-2017 26.23% in the area of exceeded standard to a 2017-2018 percentage of 23.21%, and an overall increase in the area of standard not met from 2016-2017 26.23% to 2017-2018 percentage of 30.36%.
2. Overall achievement in ELA for 4th grade - demonstrates a percentage decrease from 2016-2017 39.68% in the area of exceeded standard to the 2017-2018 percentage of 25.42%, and a percentage increase in area of standard not met from 2016-2017 at 20.63% to a 2017-2018 percentage of 28.81%.
3. Overall achievement in ELA for 5th grade - demonstrates we maintained or slightly increased the 2016-2017 percentage of 28.21% in the area of exceeded standard, to a 2017-2018 percent of 28.57%, and we increased in area of standard met from 2016-2017 percent of 26.92% to the 2017-2018 32.86%.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	73	63	57	71	62	56	71	62	56	97.3	98.4	98.2
Grade 4	77	63	59	76	63	59	76	63	59	98.7	100	100
Grade 5	87	78	71	85	78	70	85	78	70	97.7	100	98.6
All Grades	237	204	187	232	203	185	232	203	185	97.9	99.5	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2452.3	2446.0	2439.1	31	24.19	17.86	28	40.32	39.29	20	16.13	23.21	21	19.35	19.64
Grade 4	2496.2	2500.8	2489.3	26	31.75	27.12	30	30.16	28.81	29	23.81	23.73	14	14.29	20.34
Grade 5	2528.6	2521.7	2519.0	26	26.92	28.57	25	21.79	18.57	33	30.77	27.14	16	20.51	25.71
All Grades	N/A	N/A	N/A	28	27.59	24.86	28	30.05	28.11	28	24.14	24.86	17	18.23	22.16

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	37	35.48	30.36	37	43.55	42.86	27	20.97	26.79	
Grade 4	43	44.44	37.29	29	31.75	33.90	28	23.81	28.81	
Grade 5	28	33.33	34.29	47	30.77	32.86	25	35.90	32.86	
All Grades	36	37.44	34.05	38	34.98	36.22	26	27.59	29.73	

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	41	38.71	28.57	39	37.10	44.64	20	24.19	26.79
Grade 4	30	33.33	23.73	43	39.68	52.54	26	26.98	23.73
Grade 5	32	24.36	32.86	47	48.72	37.14	21	26.92	30.00
All Grades	34	31.53	28.65	44	42.36	44.32	22	26.11	27.03

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	41	29.03	35.71	49	56.45	42.86	10	14.52	21.43
Grade 4	34	33.33	33.90	50	49.21	45.76	16	17.46	20.34
Grade 5	26	24.36	24.29	55	50.00	44.29	19	25.64	31.43
All Grades	33	28.57	30.81	52	51.72	44.32	15	19.70	24.86

**Conclusions based on this data:**

1. Overall achievement in Math for 3rd grade - demonstrates a decrease from the 2016-2017 - 24.19% in the area of exceeded standard to the 2017-2018 - 17.86%, and an increase in area of standard nearly met from the 2016-2017 - 16.13% to the 2017-2018 percent of 23.21%.
2. Overall achievement in Math for 4th grade - demonstrates a decrease from the 2016-2017 percentage of 31.72% exceeded standard to the 2017-2018 percentage 23.21%, as well as an increase in area of standard not met from the 2016-2017 percent 14.29% to the 2017-2018 percent of 20.34%.
3. Overall achievement in Math for 5th grade - demonstrates a decrease from the 2016-2017 percent of 21.79% for standard met, to the 2017-2018 percent of 18.57%, and an increase in area of standard not met from 2016-2017 20.51% to the 2017-2018 percent of 25.71%.

## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1408.1	1421.6	1376.5	27
Grade 1	1492.1	1483.9	1499.5	19
Grade 2	1475.2	1487.7	1462.2	19
Grade 3	1462.3	1479.7	1444.6	16
Grade 4	1510.5	1512.3	1508.3	13
Grade 5	1539.4	1553.4	1524.7	14
All Grades				108

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	27
Grade 1	13	68.42	*	*	*	*	*	*	19
Grade 2	*	*	*	*	*	*	*	*	19
Grade 3	*	*	*	*	*	*	*	*	16
Grade 4	*	*	*	*	*	*	*	*	13
Grade 5	*	*	*	*					14
All Grades	42	38.89	35	32.41	16	14.81	15	13.89	108

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	12	44.44	*	*	*	*	*	*	27
Grade 1	14	73.68	*	*			*	*	19
Grade 2	13	68.42	*	*	*	*	*	*	19
Grade 3	*	*	*	*	*	*	*	*	16
Grade 4	*	*	*	*	*	*	*	*	13
Grade 5	*	*	*	*					14
All Grades	61	56.48	24	22.22	12	11.11	11	10.19	108

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	13	48.15	*	*	27
Grade 1	11	57.89	*	*	*	*	*	*	19
Grade 2	*	*	*	*	*	*	*	*	19
Grade 3			*	*	*	*	*	*	16
Grade 4	*	*	*	*			*	*	13
Grade 5	*	*	*	*	*	*	*	*	14
All Grades	22	20.37	27	25.00	36	33.33	23	21.30	108

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	20	74.07	*	*	*	*	27
Grade 1	17	89.47	*	*	*	*	19
Grade 2	12	63.16	*	*	*	*	19
Grade 3	*	*	*	*	*	*	16
Grade 4	*	*	*	*	*	*	13
Grade 5	*	*	*	*			14
All Grades	70	64.81	24	22.22	14	12.96	108

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	11	40.74	*	*	27
Grade 1	11	57.89	*	*	*	*	19
Grade 2	13	68.42	*	*	*	*	19
Grade 3	*	*	*	*	*	*	16
Grade 4	*	*	*	*	*	*	13
Grade 5	11	78.57	*	*			14
All Grades	62	57.41	28	25.93	18	16.67	108

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	19	70.37	*	*	27
Grade 1	14	73.68	*	*	*	*	19
Grade 2	*	*	*	*	*	*	19
Grade 3			*	*	11	68.75	16
Grade 4	*	*	*	*	*	*	13
Grade 5	*	*	*	*	*	*	14
All Grades	27	25.00	52	48.15	29	26.85	108

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	27
Grade 1	*	*	*	*	*	*	19
Grade 2	*	*	13	68.42	*	*	19
Grade 3			*	*	*	*	16
Grade 4	*	*	*	*	*	*	13
Grade 5	*	*	*	*	*	*	14
All Grades	27	25.00	56	51.85	25	23.15	108

**Conclusions based on this data:**

1. Overall 2017-2018 Mean scale score for Kindergarten 1408.1 for the 27 students tested
2. Overall 2017-2018 Mean scale score for 3rd grade 1462.3 for the 16 students tested
3. Overall 2017-2018 Mean scale score of 1539.4 for the 14 5th graders tested

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: English Language Arts/Reading</b>
<b>LEA/LCAP GOAL:</b>
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
<b>SCHOOL GOAL #1:</b>
By June 2019, overall student scores on ELA CAASPP/CAA will increase the percentage of students 3rd -5th grade meeting and exceeding standards demonstrated by increasing percentages from 2017-2018.
<b>Data Used to Form this Goal:</b>
Overall third through fifth grade students meeting and exceeding ELA standards on the 2017-2018 CAASPP/CAA. 3rd: Meeting + Exceeding = 51.78% 4th: Meeting + Exceeding = 49.15% 5th: Meeting + Exceeding = 61.43 %
<b>Findings from the Analysis of this Data:</b>
Overall achievement in ELA for 3rd grade - demonstrates a percentage decreased from 2016-2017 26.23% in the area of exceeded standard to a 2017-2018 percentage of 23.21%, and an overall increase in the area of standard not met from 2016-2017 26.23% to 2017-2018 percentage of 30.36%. Overall achievement in ELA for 4th grade - demonstrates a percentage decrease from 2016-2017 39.68% in the area of exceeded standard to the 2017-2018 percentage of 25.42%, and a percentage increase in area of standard not met from 2016-2017 at 20.63% to a 2017-2018 percentage of 28.81%. Overall achievement in ELA for 5th grade - demonstrates we maintained or slightly increased the 2016-2017 percentage of 28.21% in the area of exceeded standard, to a 2017-2018 percent of 28.57%, and we increased in area of standard met from 2016-2017 percent of 26.92% to the 2017-2018 32.86%.

**How the School will Evaluate the Progress of this Goal:**

- \* California School Dashboard - CA Department of Education
- \* Reading Results data for grades K-2
- \* District bench mark assessments K-5
- \* SIRAS - Individual IEP progress reporting on academic and functional reading goals at each trimester for grades K-5
- \* Report cards grades in Reading for grades 3-5
- \* SRI-Lexile data for grades 3 -5
- \* End of the year CAASPP/CAA scores for grades 3- 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify readers who exhibit challenges in phonics, phonemic awareness, reading fluency, reading accuracy and reading comprehension through: teacher observations, grades on Progress Reports/Report Cards, Reading RESULTS assessments, and trimester benchmark assessments. Students will be placed in reading intervention groups based on grade level and areas of need.	Initial Identification from August 2018, then ongoing as needed	Teachers, intervention specialists, Student Study Team members	Substitute teacher costs for release days for teachers for Reading Results Assessments and analyzing grades/data – ½ day each trimester	1000-1999: Certificated Personnel Salaries	OCBG	1500
Training and release days for principal, grade level lead teachers for Professional Learning Communities (PLCs) or grade level data analysis to determine areas of weakness in instruction, student learning or concept facilitation	August 2018-July 2019, ongoing three year cycle of training	Principal and Grade Level lead teachers	Subs for 10 release days each year of the program. First year 2018-2019	5800: Professional/Consulting Services And Operating Expenditures	OTRM	1500
Training and support for reading and intervention strategies will be provided to teachers through district and site based professional development	Ongoing	Teachers, district instructional coaches, site based teacher leaders, principal	Supplies/resources/copies to assist with training  Professional Development	4000-4999: Books And Supplies  5800: Professional/Consulting Services And Operating Expenditures	General Fund  OCBG	1000  1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Three intervention specialists focusing on reading will be hired to work with students in 1st - 5th grades.	September 2018 - May 2019	Intervention Specialist teachers	One specialist will work 8 hours a week and two specialist will work 4 hours a week in the first trimester. Each specialist will get an additional hour to hour and a half of prep each week.	2000-2999: Classified Personnel Salaries	OTRM	3000
Teachers will meet by grade level on a bi-monthly basis to discuss common assessments and best instructional practices in reading. Common planning time will be scheduled during grade level specialist time. Specialists will be scheduled accordingly.	Ongoing	Leadership Team and Grade Level teachers	Teachers will discuss common assessments and best instructional practices affecting reading.	1000-1999: Certificated Personnel Salaries	None Specified	0
			Specialists provide instruction while grade level teachers collaborate and discuss best instructional practices in reading.	2000-2999: Classified Personnel Salaries	OCBG	3000
Staff will implement grade level differentiation of instruction, Multi-tiered Systems of Support MTSS and Response to Intervention programs (RTI).	September 2018 - May 2019	Grade level teachers, intervention specialists, Student Study Team members	Subs and teacher 1/2 day release time each trimester for planning and student placement determination	1000-1999: Certificated Personnel Salaries	OCBG	1000
			Three intervention teachers to provide intervention support within and outside the classroom	2000-2999: Classified Personnel Salaries	OCBG	500
			Copy costs and supplies used to implement classroom differentiation and interventions as needed each trimester	4000-4999: Books And Supplies	OTRM	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff to implement a NEW instructional Enrichment Model - "PRIDE TIME= ME TIME" Madrona Enrichment. Teachers will offer high interest topic each trimester to grade level classes to increase opportunities for ALL students to increase application of common core curriculum and life skills.	October 2018 - May 2019	Classroom Teachers and GATE Coordinator	Copy costs and supplies used to implement classroom differentiation and enrichment for all students each trimester	4000-4999: Books And Supplies	OTRM	1000
			GATE Activities and supplies use for after school enrichment	4000-4999: Books And Supplies	OTRM	500
			Subs and teacher 1/2 day release time each trimester for planning and student placement determination	1000-1999: Certificated Personnel Salaries	OCBG	1000
Raz Kids, Type 2 Learn, Mystery Science and Moby Max computer programs will be utilized in the classroom, computer lab and from home to assist with phonics, reading fluency, core content comprehension.	Ongoing	Teachers, computer specialists,	Purchase of Raz Kids.	4000-4999: Books And Supplies	OCBG	600
			Purchase of Type 2 Learn	4000-4999: Books And Supplies	OCBG	500
			Moby Max - district provided	4000-4999: Books And Supplies	None Specified	0
			Mystery Science - 1st year	4000-4999: Books And Supplies	OCBG	500
TK aides will be hired to assist with reading support in TK classes.	August 2018 - June 2019	TK Aides	2 TK aides will assist in TK classes (1 per class) to support instruction and student learning.	2000-2999: Classified Personnel Salaries	OTRM	1000
Copies and supplies to support reading instruction and student learning.	Ongoing	Teachers	Copy costs associated with reading instruction and student learning.	4000-4999: Books And Supplies	OCBG	500
Printer cartridges for printing reading related materials and parent communication.	Ongoing	Staff	Costs for printer cartridges related to reading instruction, student learning and parent communication.	4000-4999: Books And Supplies	General Fund	1000

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Math</b>
<b>LEA/LCAP GOAL:</b>
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes  CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
<b>SCHOOL GOAL #2:</b>
By June 2019, Madrona's overall students' CAASPP/CAA Math scores meeting and exceeding the standards will increase for 3rd-5th grade as evidenced by increased percentages from 2017-2018.
<b>Data Used to Form this Goal:</b>
California School Dashboard = Madrona Elementary  Overall third through fifth grade students who are meeting and exceeding math standards on the 2017-2018 CAASPP: 3rd : Meeting+Exceeding = 57.15% 4th: Meeting+Exceeding = 55.93% 5th: Meeting+Exceeding = 47.14%

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

Overall achievement in Math for 3rd grade - demonstrates a decrease from the 2016-2017 - 24.19% in the area of exceeded standard to the 2017-2018 - 17.86%, and an increase in area of standard nearly met from the 2016-2017 - 16.13% to the 2017-2018 percent of 23.21%.

Overall achievement in Math for 4th grade - demonstrates a decrease from the 2016-2017 percentage of 31.72% exceeded standard to the 2017-2018 percentage 23.21%, as well as an increase in area of standard not met from the 2016-2017 percent 14.29% to the 2017-2018 percent of 20.34%.

Overall achievement in Math for 5th grade - demonstrates a decrease from the 2016-2017 percent of 21.79% for standard met, to the 2017-2018 percent of 18.57%, and an increase in area of standard not met from 2016-2017 20.51% to the 2017-2018 percent of 25.71%.

**How the School will Evaluate the Progress of this Goal:**

- \* Math district assessments measuring essential benchmark math data for grades K-2
- \* Report cards grades in math at each trimester for grades 3-5
- \* Math scores that meet or exceed the standard on the CAASPP 3rd -5th grade
- \* Math scores that demonstrate making progress on the CAA 3rd-5th grade
- \* SIRAS IEP data regarding progress toward meeting academic and functional math goals

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify students who exhibit challenges in counting and numerical recognition, math facts and mathematical problem solving through teacher observations, grades on Report Cards, a grade level assessments, and trimester benchmark assessments.	Ongoing	Classroom Teachers and Student Study Team Members	Sub costs for Teacher release days and analyzing assessments - 1/2 day each trimester each teacher	1000-1999: Certificated Personnel Salaries	OTRM	1500
Training and support for Go Math and mathematical intervention strategies will be provided to teachers through district and site based professional development	Ongoing	Teachers, Lead teachers, district level trainers	Supplies/copies and costs associated with training and supplemental materials	5800: Professional/Consulting Services And Operating Expenditures	OCBG	1500
Teachers to meet bi-monthly to discuss common math assessments and best instructional practices in math. Common planning time scheduled during grade level specialist times	Ongoing	Grade level Lead teachers, teachers and teacher leaders	Teachers to discuss and design common math assessments to address student learning  Specialists to provide instruction while grade level teachers collaborate	1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries	None Specified  OCBG	0  5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Three intervention specialists focusing on math skills will be hired to work with students in 1st - 5th grades.	September 2018-May 2019	Intervention teachers	Intervention teachers to support small group classroom instruction, pull out small group interventions and one on one support as needed	2000-2999: Classified Personnel Salaries	OCBG	5000
IXL Math only program will be purchased and used to support math intervention, skills and practice within the classroom and from home.	September 2018-September 2019	Classroom teachers,intervention teachers, parents and students	purchase of math IXL computer program as a supplemental math material.	4000-4999: Books And Supplies	OTRM	1000
Printer and Copy costs associated with Math related materials and parent communications	Ongoing	Teachers and principal	costs for copier, copies and printer cartridges related to math instruction, student learning and parent communications	4000-4999: Books And Supplies	OCBG	500
Professional Development and training for Go Math resources and Intervention strategies.	Ongoing	teachers, intervention specialist, principal	Staff Development for GO Math and intervention strategies	5800: Professional/Consulting Services And Operating Expenditures	General Fund	2500
Two T/K aides to support with math skills in Transitional Kindergarten classrooms	August 2018 -June 2019	T/K aides and T?K Teachers	Additional Adult support for T/K classrooms to help with math skills	2000-2999: Classified Personnel Salaries	General Fund	6500

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: English Language Learners</b>
<b>LEA/LCAP GOAL:</b>
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
<b>SCHOOL GOAL #3:</b>
by June 2019, Madrona's 3rd - 5th grade EL students will increase the total points (or number of EL students from 39 students in ELA and 53 students in Math) meeting or exceeding ELA and Math standards on state testing (CAASPP and CAA) from 2017-2018 points.
<b>Data Used to Form this Goal:</b>
* All third through fifth grade EL students scoring below standards on ELA CAASPP in 2017-2018 was 86.9 points = 39 students. While English Only (E.O.) students scored 13 points above standards = 120 students * All third through fifth grade EL students scoring below standards on Math CAASPP in 2017-2018 was 56.5 points = 53 students. While E.O. students scored 2.8 points above standards = 179 students
<b>Findings from the Analysis of this Data:</b>
EL Learners are not progressing at a rate consistent with English Only students in English Language Arts or Math. English Only (E.O.) students scored 13 points above standards, or 120 students, in ELA. Also, E.O. students scored 2.8 points above the standard, or 179 students, in Math.

**How the School will Evaluate the Progress of this Goal:**

- \* Madrona's California School Dashboard - CA Department of Education
- \* California Language assessment data (ELPAC)
- \* K- 2 grade district 1st and 2nd trimester assessment data in reading and math.
- \* 3rd -5th grade students' SRI -Lexile data demonstrating proficient or advanced
- \* 3rd-5th grade students meeting or exceeding standards on CAASPP/CAA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD and LAT team meetings held five times a year to discuss progress of EL learners. One each trimester and two formal meeting to discuss LTELs and goals.	Five times a year at each trimester and twice for LTELs progress monitoring	Principal, EL Facilitator, EL Paras, teachers, parents and EL teacher representative	Release time for EL Teacher Rep 2 times a year for LTELs LAT meetings in fall and winter.	1000-1999: Certificated Personnel Salaries	OPGR	1000
			Classroom teachers' release time five times a year to review EL student progress by grade level.	1000-1999: Certificated Personnel Salaries	OPGR	1000
			EL Facilitator for translations	2000-2999: Classified Personnel Salaries	0860	0
			EL Para release time for input regarding small group progress	2000-2999: Classified Personnel Salaries	0860	0
EL Student identification for interventions and EL Para support.	Ongoing	Teachers, Principal and Intervention teachers	Principal, teachers and intervention teachers will compile a list of students in T/K -5th grade who need additional intervention and support.	1000-1999: Certificated Personnel Salaries	OPGR	500
Teachers will meet on a bi- monthly basis in grade level teams to discuss best ELL instructional practices and supports	Ongoing	Grade Level teachers and leadership team	Grade level teams to meet twice a month to discuss EL learning goals and progress monitoring	1000-1999: Certificated Personnel Salaries	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Rosetta Stone Intervention for EL levels 1 and 2 in computer lab for additional English language acquisition and support.	November 2018-May 2019	ELD Facilitator, ELD Para support principal and Rosetta Stone coordinator	ELD Students will work on the Rosetta Stone Program Tues, Wed, Thurs before school for 30 minutes	2000-2999: Classified Personnel Salaries	0860	3500
ELD Para professional support to provide "push-in" and "pull out" ELL services five days a week for 5.5 to 6 hours daily	2018-2019 school year	ELD Paraprofessional.	ELD Para to provide additional instructional language based support within and outside the classroom setting for T/K - 5th grade	2000-2999: Classified Personnel Salaries	0860	0
ELD Facilitator and Para professional to assist with translations and interpreting services for meeting with EL families and students on campus.	Ongoing	ELD Facilitator, EL Para professional	to provide translations and interpretation for conferences, IEPs, LAT, newsletters and ELAC meetings as needed.	2000-2999: Classified Personnel Salaries	0860	0
ELAC Meeting supplies and copy costs associated with ELD services and resources	Six ELAC Meetings a year and ongoing.	ELD Facilitator, ELD Para, Principal	supplies, copy costs and resources needed to support ELAC meetings, translations and supplies for EL students and families	4000-4999: Books And Supplies	General Fund	1000
Two T/K aide support hired for intervention and support with EL students in transitional Kindergarten classrooms	August 2018-June 2019	T/K aides	2 T/K aides to assist and support EL students with English instruction and student learning within the classroom and with peer relationships on the playground	2000-2999: Classified Personnel Salaries	OTRM	3500

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Social Emotional Learning - Peer Conflict</b>
<b>LEA/LCAP GOAL:</b>
CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
<b>SCHOOL GOAL #4:</b>
Madrona will decrease the total number of referrals (50) for peer conflicts from previous school year (2017-2018) for the the 2018-2019 school year.
<b>Data Used to Form this Goal:</b>
Last year, 2017-2018, Madrona saw an increase in peer conflicts from previous years (2015-2016, 2016-2017) due to "bullying" or unkind behavior. Madrona Attendance rate was 7.1% in 2018-2018 Data from Q for peer conflicts - 50 entries for peer conflicts Total site based counseling referrals - 25 forms for referral to site based counselor
<b>Findings from the Analysis of this Data:</b>
Referrals to administration regarding peer conflicts from classroom teachers, campus supervision and anti-bullying investigation forms have anecdotally been noted as "increasing". In response to the reports from parents, teachers and the community at large regarding the need for continued "anti-bullying" education on campus Madrona Staff has been reviewing; Attendance percentage rates and SART Meeting notes, Data regarding peer conflicts from Q and Site based counseling referrals made yearly.
<b>How the School will Evaluate the Progress of this Goal:</b>
Communication logs regarding concerns from parents, teachers and community regarding "bullying" behaviors. Parent report data regarding student desire to attend school regularly by SART meeting logs. Referrals to administration regarding peer conflicts from classroom teachers, campus supervision and anti-bullying investigation forms Attendance percentage rates Data regarding peer conflicts from Q Site based counseling referrals

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify students who exhibit social emotional challenges and support them with SEL strategies, counseling services and referrals to site based counseling as needed through the SST process.	Ongoing	Teachers, principal, site based counselor	Teachers and staff to meet and hold SSTs to discuss student interventions and support for Social Emotional Learning and conflict resolution on campus.	1000-1999: Certificated Personnel Salaries	OTRM	3500
Professional Development, district training and site based training to support for staff regarding how to support students who have social emotional, behavioral needs including anti-bullying, kindness awareness, zones of regulation and conflict resolution strategies.	Ongoing	Principal and all staff on campus	Professional development for Anti-bullying, conflict resolution, zones of regulation etc.	5800: Professional/Consulting Services And Operating Expenditures	OTRM	3000
			Supplies/resources/copies needed to assist with training.	4000-4999: Books And Supplies	OCBG	1000
Work with Community resources to support recess games to increase positive peer interactions.	January 2019 -May 2019	Principal, Recreation Staff, campus supervision	Professional development for recess support of recreational games.	5800: Professional/Consulting Services And Operating Expenditures	OCBG	1000
			Supplies and costs associated with recess games and equipment	4000-4999: Books And Supplies	OCBG	500
			Additional Campus supervision to mediate and support appropriate peer interactions	2000-2999: Classified Personnel Salaries	OTRM	4000
Professional development for staff regarding Que reports and behavior interventions	August 2018 -June 2019	Teachers, Office Staff , Principal	Professional Development for staff regarding Que reports.	1000-1999: Certificated Personnel Salaries	General Fund	500
			Professional Development for behavior interventions and additional positive behaviors supports (CHAMPS)	2000-2999: Classified Personnel Salaries	General Fund	500

## Planned Improvements in Student Performance

### School Goal #5

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

<b>SUBJECT: ELA/Math - Socioeconomically Disadvantaged</b>
<b>LEA/LCAP GOAL:</b>
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
<b>SCHOOL GOAL #5:</b>
By June 2019, All 3rd - 5th grade who are classified as socioeconomically disadvantaged will make gains in meeting standards as demonstrated by an increase in ELA and Math state testing (CAASPP) scores.
<b>Data Used to Form this Goal:</b>
* Madrona's California School Dashboard - CA Department of Education * 3rd-5th grade students below standards on 2017-2018 ELA CAASPP = 42.2% * 3rd -5th grade students below standards on 2017- 2018 math CAASPP = 46.8%
<b>Findings from the Analysis of this Data:</b>
According to state testing scores, students who are classified as socioeconomically disadvantaged scored 42.2 points below standards, or 68 students in ELA. While all students scored 13 pts above standard in ELA, or 179 students. In math, socioeconomically disadvantaged students scored 46.8 points below standards in Math, or 68 students. While all students scored 2.8 points above/meeting standards, or 179 students.
<b>How the School will Evaluate the Progress of this Goal:</b>
* Review of California State Dashboard Data * 3-5th grade third trimester district benchmark assessments * 3rd- 5th grade end of the year Reading Results data * 3rd - 5th grade end of the year SRI -Lexile scores * 3rd-5th grade end of the year CAASPP scores in ELA and Math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B.E.L.I.E.F Professional Development for Principal and staff.	Ongoing	Principal	Principal to attend training at VCOE for B.E.L.I.E.F training and support for quality ELD teaching and instruction strategies.	5800: Professional/Consulting Services And Operating Expenditures	0860	0
Project 2 Inspire Trainings for Principal and staff for increase knowledge of low socioeconomic groups and how to best support school involvement	May 2018 - May 2019	Principal, CVUSD, parent participants	15 classes for Project 2 Inspire training at Madrona. Program to increase community involvement and support for EL students and families. Also, meant to increase knowledge and supports for low socioeconomic families and strategies to get them more involved on campus.	5800: Professional/Consulting Services And Operating Expenditures	0860	0
			Child care for evening events 15 sessions	2000-2999: Classified Personnel Salaries	OCBG	1500
			Copy costs and supplies to support classes.	4000-4999: Books And Supplies	OTRM	1000
Identify Socioeconomically disadvantaged readers who exhibit below grade level standards in ELA and Math skills and place in intervention groups.	August 2018 - June 2019	Intervention teachers, classroom teachers, principal	Release days and substitute teacher costs	1000-1999: Certificated Personnel Salaries	OCBG	1500
Training Release days for Leadership Staff to attend data meetings to develop PLC best practices on campus.	August 2018 -June 2019	Leadership Teacher Teams, Principal	Release days and substitute teacher costs	1000-1999: Certificated Personnel Salaries	OTRM	1500
			Program costs	5800: Professional/Consulting Services And Operating Expenditures	OTRM	1500

## Planned Improvements in Student Performance

### School Goal #6

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

<b>SUBJECT:</b>
<b>LEA/LCAP GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development</b>
<b>SCHOOL GOAL #1:</b>
by June 2019, increase number of EL students, on campus making progress in English Language proficiency in the Moderately Developed (currently 32.4%) and Well Developed (currently 38.9%) classifications.
Goal developed from data: *California School Dashboard - CA Department of Education *Overall EL Performance ELPAC scores: Level 4 38.89%, Level 3 = 32.41%, Level 2 = 14.81% * State CAASPP/CAA Assessment in ELA Reading: 86.9 % below standard

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	8/21/2018 to 6/9/2019		Salary and Benefits - District ELD Program provided	1000-1999: Certificated Personnel Salaries	0860	6,157.53
Support Staff	8/21/2018 to 6/9/2019		Salary and Benefits - District ELD Program provided	2000-2999: Classified Personnel Salaries	0860	48,106.11
Professional Development	8/21/2018 to 6/9/2019		Costs for speakers, supplies, teacher release, etc. district provided.	5800: Professional/Consulting Services And Operating Expenditures	0860	3,497.73

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Principal				

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
0860	3500.00	0.00
OPGR	2500.00	0.00
OTRM	28500.00	0.00
General Fund	13000.00	0.00
None Specified	0.00	0.00
OCBG	27600.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0860	3,500.00
OPGR	2,500.00
OTRM	28,500.00
General Fund	13,000.00
None Specified	0.00
OCBG	27,600.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	14,500.00
2000-2999: Classified Personnel Salaries	37,000.00
4000-4999: Books And Supplies	11,600.00
5800: Professional/Consulting Services And Operating	12,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	0860	3,500.00
5800: Professional/Consulting Services And	0860	0.00
1000-1999: Certificated Personnel Salaries	OPGR	2,500.00
1000-1999: Certificated Personnel Salaries	OTRM	6,500.00
2000-2999: Classified Personnel Salaries	OTRM	11,500.00
4000-4999: Books And Supplies	OTRM	4,500.00
5800: Professional/Consulting Services And	OTRM	6,000.00
1000-1999: Certificated Personnel Salaries	General Fund	500.00
2000-2999: Classified Personnel Salaries	General Fund	7,000.00
4000-4999: Books And Supplies	General Fund	3,000.00
5800: Professional/Consulting Services And	General Fund	2,500.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
4000-4999: Books And Supplies	None Specified	0.00
1000-1999: Certificated Personnel Salaries	OCBG	5,000.00
2000-2999: Classified Personnel Salaries	OCBG	15,000.00
4000-4999: Books And Supplies	OCBG	4,100.00
5800: Professional/Consulting Services And	OCBG	3,500.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	20,100.00
<b>Goal 2</b>	23,500.00
<b>Goal 3</b>	10,500.00
<b>Goal 4</b>	14,000.00
<b>Goal 5</b>	7,000.00

## 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:

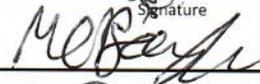
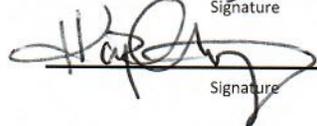
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Amy K. Folkes	X				
Kathryn Davies			X		
Jennifer Berce		X			
Robyn Peterson		X			
Pamela Laack		X			
Joy Springer				X	
Marissa Buss				X	
Hun Kaplowotz (GATE-DAC & DAC)				X	
Cory Carter Unthank (PTA)				X	
Michael C. Boyle (SEDAC)				X	
Azaybath Gonzalez (DELAC)				X	
<b>Numbers of members of each</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>

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

## Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

	State Compensatory Education Advisory Committee	_____
X	English Learner Advisory Committee	Signature 
X	Special Education Advisory Committee	Signature 
X	Gifted and Talented Education Program Advisory Committee	Signature 
	District/School Liaison Team for schools in Program Improvement	_____
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
X	Other committees established by the school or district (list): <i>Safety, Wellness</i>	Signature 
		Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 1/14/2019.

Attested:

Amy K. Folkes		5/20/19
Typed Name of School Principal	Signature of School Principal	Date
Joy Springer		5/20/2019
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

# Budget By Expenditures

## Madroña Elementary School

**Funding Source: 0860**

**\$3,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Facilitator for translations	2000-2999: Classified Personnel Salaries	\$0.00	English Language Learners	ELD and LAT team meetings held five times a year to discuss progress of EL learners. One each trimester and two formal meeting to discuss LTELs and goals.
EL Para release time for input regarding small group progress	2000-2999: Classified Personnel Salaries	\$0.00	English Language Learners	ELD and LAT team meetings held five times a year to discuss progress of EL learners. One each trimester and two formal meeting to discuss LTELs and goals.
ELD Students will work on the Rosetta Stone Program Tues, Wed, Thurs before school for 30 minutes	2000-2999: Classified Personnel Salaries	\$3,500.00	English Language Learners	Rosetta Stone Intervention for EL levels 1 and 2 in computer lab for additional English language acquisition and support.
ELD Para to provide additional instructional language based support within and outside the classroom setting for T/K - 5th grade	2000-2999: Classified Personnel Salaries	\$0.00	English Language Learners	ELD Para professional support to provide "push-in" and "pull out" ELL services five days a week for 5.5 to 6 hours daily
to provide translations and interpretation for conferences, IEPs, LAT, newsletters and ELAC meetings as needed.	2000-2999: Classified Personnel Salaries	\$0.00	English Language Learners	ELD Facilitator and Para professional to assist with translations and interpreting services for meeting with EL families and students on campus.
Principal to attend training at VCOE for B.E.L.I.E.F training and support for quality EL teaching and instruction strategies.	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	ELA/Math - Socioeconomically Disadvantaged	B.E.L.I.E.F Professional Development for Principal and staff.
15 classes for Project 2 Inspire training at Madrona. Program to increase community involvement and support for EL students and families. Also, meant to increase knowledge and supports for low socioeconomic families and strategies to get them more involved on campus.	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	ELA/Math - Socioeconomically Disadvantaged	Project 2 Inspire Trainings for Principal and staff for increase knowledge of low socioeconomic groups and how to best support school involvement
0860 Total Expenditures:		\$3,500.00		
0860 Allocation Balance:		\$0.00		

## Madroña Elementary School

### Funding Source: OPGR

**\$2,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Release time for EL Teacher Rep 2 times a year for LTELs LAT meetings in fall and winter.	1000-1999: Certificated Personnel Salaries	\$1,000.00	English Language Learners	ELD and LAT team meetings held five times a year to discuss progress of EL learners. One each trimester and two formal meeting to discuss LTELs and goals.
Classroom teachers' release time five times a year to review EL student progress by grade level.	1000-1999: Certificated Personnel Salaries	\$1,000.00	English Language Learners	ELD and LAT team meetings held five times a year to discuss progress of EL learners. One each trimester and two formal meeting to discuss LTELs and goals.
Principal, teachers and intervention teachers will compile a list of students in T/K -5th grade who need additional intervention and support.	1000-1999: Certificated Personnel Salaries	\$500.00	English Language Learners	EL Student identification for interventions and EL Para support.
OPGR Total Expenditures:		\$2,500.00		
OPGR Allocation Balance:		\$0.00		

### Funding Source: OTRM

**\$28,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Sub costs for Teacher release days and analyzing assessments - 1/2 day each trimester each teacher	1000-1999: Certificated Personnel Salaries	\$1,500.00	Math	Identify students who exhibit challenges in counting and numerical recognition, math facts and mathematical problem solving through teacher observations, grades on Report Cards, a grade level assessments, and trimester benchmark assessments.
purchase of math IXL computer program as a supplemental math material.	4000-4999: Books And Supplies	\$1,000.00	Math	IXL Math only program will be purchased and used to support math intervention, skills and practice within the classroom and from home.
One specialist will work 8 hours a week and two specialist will work 4 hours a week in the first trimester. Each specialist will get an additional hour to hour and a half of prep each week.	2000-2999: Classified Personnel Salaries	\$3,000.00	English Language Arts/Reading	Three intervention specialists focusing on reading will be hired to work with students in 1st - 5th grades.
Copy costs and supplies used to implement classroom differentiation and interventions as needed each trimester	4000-4999: Books And Supplies	\$1,000.00	English Language Arts/Reading	Staff will implement grade level differentiation of instruction, Multi-tiered Systems of Support MTSS and Response to Intervention programs (RTI).

## Madroña Elementary School

Copy costs and supplies used to implement classroom differentiation and enrichment for all students each trimester	4000-4999: Books And Supplies	\$1,000.00	English Language Arts/Reading	Staff to implement a NEW instructional Enrichment Model - "PRIDE TIME= ME TIME" Madrona Enrichment. Teachers will offer high interest topic each trimester to grade level classes to increase opportunities for ALL students to increase application of common core curriculum and life skills.
GATE Activities and supplies use for after school enrichment	4000-4999: Books And Supplies	\$500.00	English Language Arts/Reading	Staff to implement a NEW instructional Enrichment Model - "PRIDE TIME= ME TIME" Madrona Enrichment. Teachers will offer high interest topic each trimester to grade level classes to increase opportunities for ALL students to increase application of common core curriculum and life skills.
Subs for 10 release days each year of the program. First year 2018-2019	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	English Language Arts/Reading	Training and release days for principal, grade level lead teachers for Professional Learning Communities (PLCs) or grade level data analysis to determine areas of weakness in instruction, student learning or concept facilitation
2 TK aides will assist in TK classes (1 per class) to support instruction and student learning.	2000-2999: Classified Personnel Salaries	\$1,000.00	English Language Arts/Reading	TK aides will be hired to assist with reading support in TK classes.
Additional Campus supervision to mediate and support appropriate peer interactions	2000-2999: Classified Personnel Salaries	\$4,000.00	Social Emotional Learning - Peer Conflict	Work with Community resources to support recess games to increase positive peer interactions.
2 T/K aides to assist and support EL students with English instruction and student learning within the classroom and with peer relationships on the playground	2000-2999: Classified Personnel Salaries	\$3,500.00	English Language Learners	Two T/K aide support hired for intervention and support with EL students in transitional Kindergarten classrooms
Teachers and staff to meet and hold SSTs to discuss student interventions and support for Social Emotional Learning and conflict resolution on campus.	1000-1999: Certificated Personnel Salaries	\$3,500.00	Social Emotional Learning - Peer Conflict	Identify students who exhibit social emotional challenges and support them with SEL strategies, counseling services and referrals to site based counseling as needed through the SST process.
Professional development for Anti-bullying, conflict resolution, zones of regulation etc.	5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	Social Emotional Learning - Peer Conflict	Professional Development, district training and site based training to support for staff regarding how to support students who have social emotional, behavioral needs including anti-bullying, kindness awareness, zones of regulation and conflict resolution strategies.
Copy costs and supplies to support classes.	4000-4999: Books And Supplies	\$1,000.00	ELA/Math - Socioeconomically Disadvantaged	Project 2 Inspire Trainings for Principal and staff for increase knowledge of low socioeconomic groups and how to best support school involvement
Release days and substitute teacher costs	1000-1999: Certificated Personnel Salaries	\$1,500.00	ELA/Math - Socioeconomically Disadvantaged	Training Release days for Leadership Staff to attend data meetings to develop PLC best practices on campus.

## Madroña Elementary School

Program costs	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	ELA/Math - Socioeconomically Disadvantaged	Training Release days for Leadership Staff to attend data meetings to develop PLC best practices on campus.
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OTRM Total Expenditures: \$28,500.00

OTRM Allocation Balance: \$0.00

### Funding Source: General Fund

**\$13,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Professional Development for staff regarding Que reports.	1000-1999: Certificated Personnel Salaries	\$500.00	Social Emotional Learning - Peer Conflict	Professional development for staff regarding Que reports and behavior interventions
Professional Development for behavior interventions and additional positive behaviors supports (CHAMPS)	2000-2999: Classified Personnel Salaries	\$500.00	Social Emotional Learning - Peer Conflict	Professional development for staff regarding Que reports and behavior interventions
Costs for printer cartridges related to reading instruction, student learning and parent communication.	4000-4999: Books And Supplies	\$1,000.00	English Language Arts/Reading	Printer cartridges for printing reading related materials and parent communication.
Supplies/resources/copies to assist with training	4000-4999: Books And Supplies	\$1,000.00	English Language Arts/Reading	Training and support for reading and intervention strategies will be provided to teachers through district and site based professional development
Staff Development for GO Math and intervention strategies	5800: Professional/Consulting Services And Operating Expenditures	\$2,500.00	Math	Professional Development and training for Go Math resources and Intervention strategies.
Additional Adult support for T/K classrooms to help with math skills	2000-2999: Classified Personnel Salaries	\$6,500.00	Math	Two T/K aides to support with math skills in Transitional Kindergarten classrooms
supplies, copy costs and resources needed to support ELAC meetings, translations and supplies for EL students and families	4000-4999: Books And Supplies	\$1,000.00	English Language Learners	ELAC Meeting supplies and copy costs associated with ELD services and resources

## Madroña Elementary School

General Fund Total Expenditures: \$13,000.00

General Fund Allocation Balance: \$0.00

### Funding Source: None Specified

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Grade level teams to meet twice a month to discuss EL learning goals and progress monitoring	1000-1999: Certificated Personnel Salaries	\$0.00	English Language Learners	Teachers will meet on a bi-monthly basis in grade level teams to discuss best ELL instructional practices and supports
Teachers to discuss and design common math assessments to address student learning	1000-1999: Certificated Personnel Salaries	\$0.00	Math	Teachers to meet bi-monthly to discuss common math assessments and best instructional practices in math. Common planning time scheduled during grade level specialist times
Moby Max - district provided	4000-4999: Books And Supplies	\$0.00	English Language Arts/Reading	Raz Kids, Type 2 Learn, Mystery Science and Moby Max computer programs will be utilized in the classroom, computer lab and from home to assist with phonics, reading fluency, core content comprehension.
Teachers will discuss common assessments and best instructional practices affecting reading.	1000-1999: Certificated Personnel Salaries	\$0.00	English Language Arts/Reading	Teachers will meet by grade level on a bi-monthly basis to discuss common assessments and best instructional practices in reading. Common planning time will be scheduled during grade level specialist time. Specialists will be scheduled accordingly.

None Specified Total Expenditures: \$0.00

None Specified Allocation Balance: \$0.00

### Funding Source: OCBG

**\$27,600.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Specialists provide instruction while grade level teachers collaborate and discuss best instructional practices in reading.	2000-2999: Classified Personnel Salaries	\$3,000.00	English Language Arts/Reading	Teachers will meet by grade level on a bi-monthly basis to discuss common assessments and best instructional practices in reading. Common planning time will be scheduled during grade level specialist time. Specialists will be scheduled accordingly.

## Madroña Elementary School

Subs and teacher 1/2 day release time each trimester for planning and student placement determination	1000-1999: Certificated Personnel Salaries	\$1,000.00	English Language Arts/Reading	Staff will implement grade level differentiation of instruction, Multi-tiered Systems of Support MTSS and Response to Intervention programs (RTI).
Three intervention teachers to provide intervention support within and outside the classroom	2000-2999: Classified Personnel Salaries	\$500.00	English Language Arts/Reading	Staff will implement grade level differentiation of instruction, Multi-tiered Systems of Support MTSS and Response to Intervention programs (RTI).
Subs and teacher 1/2 day release time each trimester for planning and student placement determination	1000-1999: Certificated Personnel Salaries	\$1,000.00	English Language Arts/Reading	Staff to implement a NEW instructional Enrichment Model - "PRIDE TIME= ME TIME" Madrona Enrichment. Teachers will offer high interest topic each trimester to grade level classes to increase opportunities for ALL students to increase application of common core curriculum and life skills.
Purchase of Raz Kids.	4000-4999: Books And Supplies	\$600.00	English Language Arts/Reading	Raz Kids, Type 2 Learn, Mystery Science and Moby Max computer programs will be utilized in the classroom, computer lab and from home to assist with phonics, reading fluency, core content comprehension.
Purchase of Type 2 Learn	4000-4999: Books And Supplies	\$500.00	English Language Arts/Reading	Raz Kids, Type 2 Learn, Mystery Science and Moby Max computer programs will be utilized in the classroom, computer lab and from home to assist with phonics, reading fluency, core content comprehension.
Mystery Science - 1st year	4000-4999: Books And Supplies	\$500.00	English Language Arts/Reading	Raz Kids, Type 2 Learn, Mystery Science and Moby Max computer programs will be utilized in the classroom, computer lab and from home to assist with phonics, reading fluency, core content comprehension.
Professional Development	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	English Language Arts/Reading	Training and support for reading and intervention strategies will be provided to teachers through district and site based professional development
Substitute teacher costs for release days for teachers for Reading Results Assessments and analyzing grades/data – ½ day each trimester	1000-1999: Certificated Personnel Salaries	\$1,500.00	English Language Arts/Reading	Identify readers who exhibit challenges in phonics, phonemic awareness, reading fluency, reading accuracy and reading comprehension through: teacher observations, grades on Progress Reports/Report Cards, Reading RESULTS assessments, and trimester benchmark assessments. Students will be placed in reading intervention groups based on grade level and areas of need.
Copy costs associated with reading instruction and student learning.	4000-4999: Books And Supplies	\$500.00	English Language Arts/Reading	Copies and supplies to support reading instruction and student learning.
Specialists to provide instruction while grade level teachers collaborate	2000-2999: Classified Personnel Salaries	\$5,000.00	Math	Teachers to meet bi-monthly to discuss common math assessments and best instructional practices in math. Common planning time scheduled during grade level specialist times

## Madroña Elementary School

Intervention teachers to support small group classroom instruction, pull out small group interventions and one on one support as needed	2000-2999: Classified Personnel Salaries	\$5,000.00	Math	Three intervention specialists focusing on math skills will be hired to work with students in 1st - 5th grades.
Supplies/copies and costs associated with training and supplemental materials	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	Math	Training and support for Go Math and mathematical intervention strategies will be provided to teachers through district and site based professional development
costs for copier, copies and printer cartridges related to math instruction, student learning and parent communications	4000-4999: Books And Supplies	\$500.00	Math	Printer and Copy costs associated with Math related materials and parent communications
Supplies/resources/copies needed to assist with training.	4000-4999: Books And Supplies	\$1,000.00	Social Emotional Learning - Peer Conflict	Professional Development, district training and site based training to support for staff regarding how to support students who have social emotional, behavioral needs including anti-bullying, kindness awareness, zones of regulation and conflict resolution strategies.
Professional development for recess support of recreational games.	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Social Emotional Learning - Peer Conflict	Work with Community resources to support recess games to increase positive peer interactions.
Supplies and costs associated with recess games and equipment	4000-4999: Books And Supplies	\$500.00	Social Emotional Learning - Peer Conflict	Work with Community resources to support recess games to increase positive peer interactions.
Release days and substitute teacher costs	1000-1999: Certificated Personnel Salaries	\$1,500.00	ELA/Math - Socioeconomically Disadvantaged	Identify Socioeconomically disadvantaged readers who exhibit below grade level standards in ELA and Math skills and place in intervention groups.
Child care for evening events 15 sessions	2000-2999: Classified Personnel Salaries	\$1,500.00	ELA/Math - Socioeconomically Disadvantaged	Project 2 Inspire Trainings for Principal and staff for increase knowledge of low socioeconomic groups and how to best support school involvement

OCBG Total Expenditures: \$27,600.00

OCBG Allocation Balance: \$0.00

Madroña Elementary School Total Expenditures: \$75,100.00