SPSA Year ☒ 2017–18

Single Plan for Student Achievement (SPSA) Template

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

School Name	Madison Elementary		
CDS Code	01-61291-6002414		
Revision Date	June 21, 2017		
Contact Name and Title	Gerhard Grotke Principal	Email and Phone	ggrotke@slusd.us (510) 895-4129
The District Governing Board approved this revision of the SPSA on	September 12, 2017		

The School's Mission & Vision Statements

Principal's Message

James Madison Elementary School aligns and supports the mission of the San Leandro Unified School District (SLUSD) which is to educate students to achieve academic excellence in order to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where we value our traditions and embrace innovation. The San Leandro Unified School District is working hard to create successful futures for every student. With the support of district leadership James Madison has embraced the innovative instructional practices designed to lead our students successfully into the 21st century. Our slogan is "Madison Works", for Students, for Staff, and for the Community!" We are developing programs and practices with a goal of preparing students for college and career. I am very proud of the school and the collective effort of students, staff and the community. Collaboratively we maintain a school culture and climate that builds success.

James Madison Elementary School was recognized in 2014, 2015 and 2016 as a "Star Honor Roll School" by the Educational Results Partnership and the Campaign for Business and Educational Excellence (CBEE). The Educational Results Partnership recognizes higher performing schools in the state that are progressing to eliminate achievement disparities by demographic indicators. The Campaign for Business and Educational Excellence uses state assessment data to determine Honor Roll schools. In addition the CBEE honors achievement with Science Technology Engineering and Mathematics (STEM) and Madison received this emphasis designation in 2015.

James Madison School recognizes, celebrates and teaches to the cultural, linguistic and racial diversity of all learners. We nurture and develop parent leaders and family partners to work collaboratively with the school and district. We are thankful for the staff, families, and mostly the children who continue to learn with their hearts, minds, and bodies. Our school is also home to classes of amazingly-abled special education students. We are proud to support their needs in an inclusive and integrated environment.

School Vision
James Madison Elementary serves more than 480 scholars who represent a community rich with culture, language, and

diversity. Our creative and energetic staff continue to work collaboratively with parents and the community to create experiences that foster enthusiasm for learning. We focus on supporting and inspiring each child to dream and see themselves as successful and caring adults. We believe that looking at student achievement through a lens of equity will allow all students to reach their potential. Learning will reflect the past, reinforce the present, and help to anticipate a future that has yet to be invented. We understand that the development of individual character and group responsibility is created through instructional programs, community partnerships, and best practices.

It is the vision of James Madison Elementary School to understand that the success of every student depends on nurturing a positive attitude, developing usable skills, and acquiring knowledge in order to reach goals now and in the future. It is our daily mission to inspire 21st-century competencies by creating purposeful learning experiences that help each student reach their potential. We are proud of how our school works, and how our school is active in the community. James Madison is proud to align our work with the SLUSD strategic plan and Local Control Accountability Plan (LCAP) to maximize efficient use of resources and prioritize our efforts to ensure the best learning environment for all students.

District Profile
San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

SCHOOL PROFILE

James Madison Elementary School Profile

James Madison Elementary School is one of eight elementary schools in the San Leandro Unified School District. San Leandro is an urban city of approximately 85,000 people. San Leandro is adjacent to Oakland on the north, Hayward on the south, and San Francisco to the west and the San Leandro foothills to the east. San Leandro benefits from the rich diversity of the Bay Area and represents religions, races, languages and cultures from all over the world. James Madison School was originally built in 1954. In 1978 the north wing of James Madison School was converted to the administration buildings for the San Leandro Unified School District office. The remaining school portion was closed in July of 1983. During the next fifteen-year period James Madison was used by a number of community organizations. In September of 1998 James Madison School was rededicated after a $5.5 million renovation project. James Madison Elementary School serves over 480 students ranging from pre-school through fifth grade. James Madison Elementary School also supports and is home to the moderate to severe special education programs.

Our school has been honored with many awards and accolades that reflect the efforts of a creative and energetic teaching staff. Working collaboratively with parents and the community helps us ensure an excitement for learning. This excitement is evident on the faces of our students every day. It is also evident in our soaring student achievement data. Madison continues to perform well on grade level, district and state performance indicators. James Madison Elementary School recognizes, celebrates and teaches to the cultural, linguistic and racial diversity of all learners. We nurture and develop parent leaders and community partners to work collaboratively with the school and district to ensure each child's success.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?

2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?

3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

In reflecting on data over the past five years, the James Madison learning community is most proud of the sustained high level of academic performance by all students. Prior to the current CA Dashboard Equity Report, Madison was able to record multiple years of surpassing the statewide expectation of 800 on the Academic Performance Index, (API) for all subgroups. As our population of students has grown and shifted to mirror more of the district demographics, we have maintained student academic success as reported by the indicators on the CA Dashboard Equity Report. This report has four indicators: Suspension, English Learner Progress, English Language Arts, and Mathematics. Imbedded in the four indicators are 19 performance levels indicated by five color bands with blue being the highest performance level followed by green and then yellow. All of Madison's student performance levels on the indicators fell in the top three highest color bands. Of the 19 possible possible ratings Madison had 11 out of 19 in the highest performance level of blue. 5 out of the 19 marks fell in the next highest performance level of green and 3 out of the 19 fell in the yellow performance level. The state's Smarter Balanced Assessments show continued high achievement in all areas being measured through California Assessment of Student Performance and Progress (CAASPP). These results, with our new state accountability system, reflect positively on the effectiveness of the district and site staff to provide instructional success for all students. We are proud to be a staff that works together with the district and community to create ongoing student success. Madison has not rested on past success and we continue to look for ways to inspire and challenge each learner to become college and career ready. This year Madison has made a concerted effort to promote health and fitness of every student. Our regular school day and after school fitness programs are aggressively supporting student and family awareness of healthy habits, fitness, to choose to eat smarter, and develop personal responsibility.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that need significant improvement based on the school's review of local performance indicators or other local indicators.

1. What are the areas of greatest need in which the overall performance was in the "Red" or Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating?

James Madison had no performance indicators falling in the lowest two categories of orange and red . Madison's area of need is with our Hispanic population in mathematics. We are currently in the yellow performance level for these students. This accounts for approximately 21% of the 187 students tested. In comparison to the other sub groups, who are all performing in the blue or green, this is an area in need of improvement which we will address.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

The following actions outlined in our SPSA will be taken to improve the areas of greatest need for improvement:

Provide teachers with most current SBAC data, STAR Renaissance data, and FASTBridge data for the focus students in mathematics. This will allow teachers to monitor student progress and differentiate their math instruction to support student needs.

Focus the co-teaching at the grade level which will impact the most students in this population. Students who are not part of the co-teaching classroom may be enrolled in a math academy for an extra 50 minutes four days a week. Students in both interventions will be progress monitored as needed monthly to assess areas of need and areas of growth. Student groupings may be adjusted throughout the year based on student needs and recommendations of the teacher.

Students below 10th percentile on STAR Renaissance will have a Coordination of Services Team (COST) form filled out to further identify other interventions that have been used or may have been overlooked. Based on the COST meeting, the team will identify whether an Student Study Team (SST) meeting should be scheduled to identify any other learning needs.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance?

While all students scored within the blue performance level and our Hispanic students increased their performance level, they are still not performing as high as other sub groups and their academic performance will need to be monitored and supported to raise their achievment level. In addition, the following student sub groups, Socioeconomically Disadvantaged and Hispanic students were in the yellow performance level in regards to suspension rates.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

To increase mathematics achievement for our Hispanic students, our action steps to address the areas of greatest need for improvement include the following:

Provide teachers with the most current SBAC data, STAR Renaissance data, and FASTBridge data for the focus students in mathematics. This will allow teachers to monitor student progress and differentiate their math instruction to support student needs.

Focus the co-teaching at the grade level which will impact the most students in this population. Students who are not part of the co-teaching classroom will be enrolled in a math academy for an extra 50 minutes four days a week. Students in both interventions will be progressed monitored twice monthly to assess areas of need and areas of growth. Student groupings will be adjusted throughout the year based on student needs and recommendations of the teacher.

Students below the 10th percentile on STAR Renaissance will have a COST form filled out to further identify other interventions that have been used or may have been overlooked. Based on the COST meeting, the team will identify whether an SST meeting should be scheduled to identity any other learning needs and to create specific action plans to support each student.

In order to decrease suspension rates, we will implement the following:

Utilize a multitiered intervention framework for academic and behavioral support to provide Tier 1 instructional and behavioral supports in all classrooms for all students; develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments (i.e. progress on state, district, classroom) and tracked disciplinary actions (i.e. behavior plans, office referrals, in-house or out of school suspensions.)

Continue to implement Toolbox Social Emotional Learning curriculum (SEL), and Positive Behavior Intervention Support (PBIS) school wide.

Implement a consistent plan of re-entry interventions for suspended students including a parent meeting. Develop and implement a re-engagement plan that outlines academic and behavioral supports, behavioral contracts and COST referrals for follow-up counseling as a means of prevention and intervention.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

The following action steps will be be taken to increase or improve services for:

English learners:
Ensuring access to systematic language development opportunities through-out the instructional day for our English Learners (EL) by indentifying and implementing best practices in English Language Development (ELD) instruction school-wide through a focus of designated and integrated ELD to assure that the instruction is connected to the common core ELA standards.

Provide names of English learners (EL) and English Proficiency Levels (EPL) to staff in order to begin English Language Development (ELD) instruction at the start of the school year and provide accurate designated ELD leveled instruction.

Provide names of Reclassified Fluent English Proficient (RFEP) students to staff in order to begin the RFEP monitoring process at the start of the school year and provide any intervention services that may be needed. Support the monitoring of EL students who are close to meeting the reclassification criteria to support any intervention that may be needed to help them reach the goal of reclassification.

Progress monitor ELD students twice monthly through the districts online assessments of STAR Renaissance and FASTBridge. Teachers will use data to target specific areas of need for ELD instruction.

Foster Youth and low-income students:
Implement a multitiered intervention framework for academic and behavioral support to provide Tier 1 instructional and behavioral supports in all classrooms. Assure that the school is outreaching to these students' families and informing them of the resources available to them through the school and in the community.
Continue to implement Toolbox Social Emotional Learning curriculum, and Positive Behavior Intervention Support schoolwide.
Create student support groups with our school psychologist intern. These groups will focus on problem solving, social skills, and developing organizational skills and strategies for life long learning and success.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?

2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

1.At Madison, we have seen an increase in the number of students who have experienced traumas that affect their ability to learn and/or demonstrate expected satisfactory behavior at school. We have seen an increase in the number of students who have been identified with autism or who have spectrum like and/or Attention Deficit Disorder (ADD) behaviors that need to be addressed or supported. These increased student needs have resulted in more students in need of counseling and/or supports in the classroom. There have been challenges with supporting these student needs with the resources that are currently available.

2. In order to support these students, while maintaining a safe and nurturing learning environment, teachers have requested additional training for working with students with high emotional needs, autism, spectrum like and/or Attention Deficit Disorder (ADD) behaviors. We have set goals in our SPSA to continue to improve the implementation our PBIS and Socio-Emotional Learning programs.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

Parents have received and completed the School/Parent Compact.

Parents have received a copy of the Parent Involvement Activities.

I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS –** Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

N/A Madison is not currently a Title I school.

II. **INVOLVEMENT GOVERNANCE – MONITORING SPSA –** Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

N/A Madison is not currently a Title I school.

III. **PARENT INVOLVEMENT –** Briefly describe your parent involvement activities.

N/A Madison is not currently a Title I school.

IV. ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable.

N/A Madison is not currently a Title I school.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	57	78	56	77	56	77	98.2	98.7
Grade 4	63	57	63	57	63	57	100.0	100
Grade 5	65	60	58	60	58	60	89.2	100
All Grades	185	195	177	194	177	194	95.7	99.5

* 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		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2444.6	2459.4	30	35	23	30	36	22	11	13
Grade 4	2460.2	2487.9	27	33	14	26	27	14	32	26
Grade 5	2499.3	2514.3	16	27	36	27	22	22	26	25
All Grades	N/A	N/A	24	32	24	28	28	20	23	21

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	25	27	48	56	27	17
Grade 4	21	32	43	46	37	23
Grade 5	19	18	52	50	29	32
All Grades	21	26	47	51	31	23

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	30	36	57	49	13	14
Grade 4	22	32	56	49	22	19
Grade 5	21	42	55	40	24	18
All Grades	24	37	56	46	20	17

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	16	29	77	66	7	5
Grade 4	13	12	59	82	29	5
Grade 5	31	15	52	65	17	20
All Grades	20	20	62	71	18	10

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	29	36	57	49	14	14
Grade 4	29	28	44	56	27	16
Grade 5	33	45	50	42	17	13
All Grades	30	37	50	49	20	14

Conclusions based on this data:

1. The percentage of students scoring in "Standards Exceeded" increased in all grade levels from 2014-2015 to 2015-2016 in English Language Arts.
2. We will continue to individually identify students scoring in the "Below" or "Standard Nearly Met" area in order to increase student achievement overall.
3. Madison decreased the number of students performing "Below Standard" in ELA.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	57	78	56	77	56	76	98.2	98.7
Grade 4	63	57	63	57	63	57	100.0	100
Grade 5	65	60	58	60	58	60	89.2	100
All Grades	185	195	177	194	177	193	95.7	99.5

* 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		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2454.2	2460.0	27	24	36	46	25	18	13	12
Grade 4	2451.5	2483.6	13	23	21	23	27	40	40	14
Grade 5	2495.7	2511.6	19	22	21	20	34	30	26	28
All Grades	N/A	N/A	19	23	25	31	29	28	27	18

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	43	51	38	33	20	16
Grade 4	16	35	32	37	52	28
Grade 5	24	28	38	35	38	37
All Grades	27	39	36	35	37	26

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	39	32	39	54	21	14
Grade 4	17	25	37	49	46	26
Grade 5	14	18	43	45	43	37
All Grades	23	25	40	50	37	25

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	27	42	61	54	13	4
Grade 4	16	25	38	58	46	18
Grade 5	19	22	53	48	28	30
All Grades	20	31	50	53	29	16

Conclusions based on this data:

1. Madison Showed an increase the percentage of students performing "Above Standard" level in third, fourth and fifth grades from 14/15 to 15/16.
2. Madison decreased the percentage of student performing "Below Standard" in 3rd and 4th grades.
3. We will continue to identify students scoring in the "Below" or "Standard Nearly Met" performance levels in order to increase student achievement overall.

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				***		17			67		***				17
1	5	9	5	25	48	42	45	22	21	5	9	11	20	13	21
2	14	21	40	54	42	40	25	17	16		4		7	17	4
3		25	7	25	46	21	42	18	29	17	4	7	17	7	36
4	14		33	14	31	11	50	46	33		15		21	8	22
5	13		18	13	33	45	50	42	27				25	25	9
Total	10	14	20	33	42	33	39	25	26	4	7	4	16	13	17

Conclusions based on this data:

1. We have a significant number of kindergateners scoring at the intermediate proficiency level.
2. There has been an increase in the number of students in grade 2 scoring at the advanced level over the last three years.
3. There has been an increase in the number of students in grades 1, 3, and 4 scoring at the beginning level. We need to continue to monitor students' progress at each level and provide instruction that results in language proficiency growth. Closely targeting instruction at these levels will support students achieving English proficiency at the early advanced or advanced levels in order to meet reclassification criteria. The growth will be aligned to the new levels outlined in the English Language Proficiency Assessment for California (ELPAC) once implemented.

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				9	5	5	43	35	47	22	25	18	26	35	29
1	5	7	5	24	48	48	43	26	19	5	7	10	24	11	19
2	14	17	37	54	34	37	25	21	13		10	3	7	17	10
3		27	12	27	43	18	47	17	24	13	3	12	13	10	35
4	13		46	13	31	8	47	44	23		13		27	13	23
5	13		23	13	33	38	50	42	23				25	25	15
Total	7	11	17	26	34	24	40	28	27	7	10	9	19	17	22

Conclusions based on this data:

1. A majority of students scored within the intermediate level.
2. In grades 3 and 4 the number of students in early advanced decreased due to re-designation to Fluent English proficient.
3. We need to continue to move students from intermediate to early advanced or advanced. Students at the intermediate level need to be identified for targeted intervention that addresses their language proficiency needs. The student data will support the annual evaluation of programs and services outlined for English Learners.

English Learners/Fluent-English-Proficient

Students Reclassified from English Learner (EL) to Fluent English Proficient (RFEP) within each reporting year		
Reporting Year	**Number Reclassified**	**Percent of previous year's ELs Reclassified**
2016-17	19	19%
2015-16	30	21.7%
2014-15	25	20.0%

Conclusions based on this data:

1. There was a decrease in the number of students who were ready for reclassification to Reclassified Fluent English Proficient (RFEP) from 2015-2016 to 2016-2017.
2. There was an increase in the number of students who were ready for reclassification to RFEP from 2014-2015 to 2015-2016.
3. In 2016-2017 there was a decrease in the number of students ready for reclassification. We need to continue to focus on getting more students reclassified to RFEP status. This will involve monitoring students' progress of those that are meeting or close to meeting the set criteria for reclassification. Clearly defining the process regarding reclassification for parents of current ELs will also be improved.

Stakeholder Engagement

SPSA Year ☒ 2017–18

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

March 2017-Staff Needs Assessment completed, Initial School Site Council (SSC) and English Language Advisory Committee (ELAC) input given. Community Survey developed and distributed.
April 2017-Staff, SSC, and ELAC Analysis of school-wide data; District Strategic Plan approved by BOE and Madison SPSA Goals aligned with it based on site data, the community survey and the EL Parent Survey.
June 2017-Draft SPSA approval from Staff and SSC

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

The Madison Staff, SSC, and ELAC all reviewed the SPSA goals and budget at the beginning of the school year. All subsequent actions and/or purchases were aligned to the SPSA goals throughout the year. The Madison Staff and community were given opportunities to give input to the 2017-2018 SPSA goals. Professional development was provided for all stakeholders as to how the SPSA goals were aligned to the district's strategic goals. Input sessions and feedback are a result of careful academic and language data analysis that guided the programmatic decisions made on the timeline and activities outlined above. Our ELAC families provided input to EL goals based on student academic achievement data and language development data. We believe the goals outlined in the SPSA will improve EL student achievement at our school and will reflect an analysis of how the goals were met as a result of our annual evaluation.

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 1

DISTRICT GOAL: Goal #1: Teach, Learn, and Achieve
Expectation: Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Madison Elementary School will provide every student with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
1.1 We want to continue to develop an engaging and rigorous curriculum in order for students to gain mastery of the standards in all subject areas. We will create collaboration time to identify target individuals not making adequate progress on interim assessments and classroom progress monitoring.	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data
1.2 We want to continue to identify students in need of urgent intervention so we can provide the needed services to those students. A special focus will be in the area of math for Hispanic and Socio-economically disadvantaged student subgroups. 1.2a Identify students who are ELs and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement. We will look for possible correlations between language proficiency and math performance for individual students.	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data

1.3 We will recognize and extend learning opportunities for our higher performing students.	1.3 GATE testing data and progress monitoring data	Student data as indicated on district and state assessments
1.4 We will provide opportunities for deeper learning through the use of project-based learning and provide planning time for staff in order to share best practices. Implement Project Based learning so that every student experiences at least two project based learning units every academic year, provide time for staff to collaborate on projects during staff meeting and/or grade level collaboration times, and explore PBL projects that support the implementation of the Next Generation Science Standards across all grade levels. Provide ongoing instructional coaching and professional development to support implementation. 1.4 a. Provide opportunities to support ELs in the implementation of Project Based Learning by providing PD with staff that includes and emphasis on ELD standards and language acquisition expectations.	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data	District Strategic Plan Action Item
1.5 We will utilize the blended learning suite and student devices to provide intervention and/or enrichment opportunities for students. This also helps staff to differentiate instruction to help meet the needs of our diverse learners.	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data
1.6 We will monitor the overall achievement of our EL's who have been redesignated(RFEPs) and monitor our reclassification rates of our EL students prior to them entering middle school. We will monitor and reduce the number of students not progressing at minimum of one English Language Proficiency level. We will support CELDT testing to ensure accurate and effective testing is administered.	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data
1.7 We will provide release time to review assess and monitor student progress and create interventions opportunities as needed. Release time for teachers to meet and collaborate with intervention specialist on site and in the district.	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data	CA Dashboard Student Achievement Data; CEIDT Results, District Assessment Data; Staff Needs Assessments.
1.8 We would like to continue to provide and look for ways to serve more students in our after school enrichment program.	Staff Needs Assessment, Community Survey	Staff Needs Assessment, Community Survey
1.9 Ongoing need for resources that support staff's implementation of curriculum across all content areas.	Staff Needs Assessment, Community Survey	Staff Needs Assessment, Community Survey
1.10 We need to continue to expand our SEL and PBIS	Staff Needs Assessment, Community Survey	Staff Needs Assessment, Community Survey

programs that support our academic interventions.		
1.11 Provide support for families and students that communicate the various intervention needs that are available to them via school, district and community resources to address academic and social emotional needs, including translation.	Staff Needs Assessment, Community Survey	Staff Needs Assessment, Community Survey

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☒ Modified ☐ Unchanged

1.1 Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies and provide time for staff to collaborate on newly adopted programs during staff meeting and/or release times and promote an instructional delivery model that develops the global competencies (i.e. critical thinking, problem-solving, communication, collaboration, and creativity)

2017-18

Amount	8000
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Substitute release for teacher collaboration and planning. We will also use this time to support and create student intervention plans.

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☒ English Learners ☒ Students with Disabilities ☐ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☒ Modified ☐ Unchanged

1.2 Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance-based assessment tools to inform teaching and respond to students' needs and analyze State, District, and Site data on an ongoing basis to ensure that students' needs (strengths and/or challenges are identified with special attention to students who are in the opportunity gap) and addressed through differentiated classroom instruction at the Tier 1 level and/or intervention services at the Tier 2 level.

1.2 a Identify students who are ELs and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement. The use of Ellevation online platform to support the monitoring of student academic progress to facilitate teachers opportunity to provide feedback on student performance that will inform intervention services.

Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries After school library support for 1st to 3rd grade students for non Mustang Academy students. they will provide homework support and enrichment opportunities.

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

2017-18

☐ New ☒ Modified ☐ Unchanged

1.3 Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum by identifying key standards across the Eureka math curriculum in order to better understand the grade level expectations/common core standards in the grade below and above each level (i.e. A first grade teacher understands the Kindergarten standards, the first grade standards, and the 2nd grade standards and plans lessons so he/she can expand on a student's prior knowledge and also make connectlons to/plans for future learning.)

Budget Reference	1000-1999: Certificated Personnel Salaries

Expenditure Description	Substitute release time and after hourly pay for teachers to extend and share best practices.

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

2017-18

☐ New ☒ Modified ☐ Unchanged

1.4 Implement Project-Based Learning so that every student experiences at least two project-based units every academic year, provide time for staff to collaborate on grade level Project Based Learning projects during staff meeting and/or professional learning community (PLC) times, and explore PBL projects that support the implementation of the Next Generation Science Standards acress all grade levels.
1.4a We need to provide opportunitfes to support ELs in the Implementation with project based learning by providing PD for staff that includes an emphasis on ELD standards and language aquisition strategies.

2017-18

Budget Reference	1000-1999: Certificated Personnel Salaries
Expenditure Description	Collaboration and release time for planning and coordination of grade level projects.

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.5 Integrate technology consistently through the district adopted blended learning suite; Utilize the connection between the STAR Renaissance Assessments and Compass Learning and other blended learning platforms to provide individualized pathways to help narrow students' skill gaps in Language Arts and Mathematics.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Create release time for teachers to review, enter and monitor student data as needed.

Action **6**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.6 A focus will be placed on ensuring access to systematic language development instruction throughout the instructional day for our English Learners. Identifying and implementing best practices to support the delivery of Designated and integrated ELD instruction. Prioritize time during staff meetings and/or time for teachers to collaborate and have access to instructional coaches that have expertise with language acquisition strategies.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Increase the number of grade level opportunity to develop and strengthen ELD support and instruction.

Action **7**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.7a Provide student academic achievement data and roster of English Learners (EL) and English Proficiency Levels (EPL) to staff prior to the first day of the school year in order to begin Designated English Language Development (ELD) instruction at the start of the school year.

1.7b Provide names of students who are close to meeting the set criteria for becoming Reclassified Fluent English Proficient (RFEP) and also provide teachers with rosters of students to staff prior to the first day of the school year in order to begin the RFEP monitoring process at the start of the school year. This will be facilitated by utilizing the Ellevation platform by the administrator.

1.7c Provide names to staff of students who are at risk for becoming Long-term English Language Learners (LTEL) to raise the awareness and address this issue so appropriate academic interventions can be implemented by staff for these students. Provide opportunities that analyze student achievement dafa as reported on CA Dashboard and locally developed dash board in order to discuss implications for continuing EL status and determine appropriate interventions.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Prioritize additional time to prepare student data for staff as they begin the year.

Action **8**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.8 To reach as many students as possible, we will purchase supplies and technology to add variety and choices to our after school enrichment program.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	4000-4999: Books And Supplies Purchase additional supplies and materials for after school enrichment programs.

Action **9**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

1.9 Utilize site discretionary funds to purchase classroom and office materials that support the implementation of the school-wide instructional program as well as funding for special projects.

BUDGETED EXPENDITURES

2017-18

Amount	11,000
Budget Reference Expenditure Description	4000-4999: Books And Supplies Purchase classroom supplies to ensure resources are available to new and veteran teachers to support common Core State Standards and enrichment activities.

Action **10**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

1.10 Utilize a multitiered intervention framework for academic and behavioral support; Provide Tier 1 instructional and behavioral supports in all classrooms for all students: develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments (i.e. progress on state, district, classroom) and tracked disciplinary actions (i.e. behavior contracts, breaks from the classroom, in-house or out of school suspensions.)

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	0000: Unrestricted Goal will be met as a part of ongoing multi tiered intervention and COST support.

Action **11**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.11 Utilize- COST process to provide site, district, and community resources for students and their families in need of interventions (i.e. Student Success Team (SST) meetings, on-site counseling, and special education referrals.) This includes translation needs.

BUDGETED EXPENDITURES

2017-18

Source	Locally Defined
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Provide release time to attend and support parent meeting time for students SST and IEP meetings.

Action **12**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **13**

ACTIONS/SERVICES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

DISTRICT GOAL: GOAL #2: Equity and Inclusion through College and Career Readiness
Expectation: All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Madison Elementary School staff will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
2.1 We want to continue to develop a college-going and career development culture at Madison. Students and parents need to know that elementary school is not too early to start thinking and planning for students futures.	ELAC SPSA input; Madison Community Survey	ELAC and SSC SPSA Input, Madison Community Survey, and Staff Needs Assessment, EL Parent Survey results.
2.1a We want to continue to develop a clear definition for parents around the EL pathways that students can experience as an EL learner in elementary grades and those available to them as secondary students.	ELAC SPSA input; Madison Community Survey	ELAC and SSC SPSA Input, Madison Community Survey, and Staff Needs Assessment, EL Parent Survey results.
2.2 Support meaningful parent education opportunities and events for families.	ELAC and SSC SPSA Input, Madison Community Survey, and Staff Needs Assessment, EL Parent Survey results.	ELAC and SSC SPSA Input, Madison Community Survey, and Staff Needs Assessment, EL Parent Survey results.
2.3 Madison has students who have been diagnosed with Autism, spectrum-like behaviors and/or ADD. Many of these students are mainstreamed in general education. Staff needs more professional development in this area to improve instruction in order to support these students.	COST and SST Referral Rates	COST and SST Referral Rates,Staff Needs Assessment

2.4 We need to continue to increase our EL reclassification rates in order for students to be on the RFEP path prior to entering middle school. We want to identify students at risk for Long Term English Language status and provide interventions so they can meet the reclassification criteria.	EL Reclassification Rates, CA Dashboard for EL Students	EL Reclassification Rates, CA Dashboard for EL Students
2.5 The school will provide parents with ongoing opportunities to learn about strategies on how they can best support their students learning at home that compliments school learning goals.	Madison Community Survey; ELAC and SSC SPSA Input	Madison Community Survey; ELAC and SSC SPSA input
2.6 We want to strengthen our wellness message to students and their families on a continuous basis in order to promote health and wellness activities and information.	Physcial Education Tests criteria	Physcial Education Tests criteria

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.1 Inspire students to think about their futures by providing experiences for them to learn about college and career options. Create a plan for community partners to talk with our students about their work and how to prepare for careers in those areas.
2.1a Provide parents with a clear definition of EL program pathways, college and career options and opportunities that may be available for their students at the elementary and secondary levels.

BUDGETED EXPENDITURES

2017-18

Budget Reference	1000-1999: Certificated Personnel Salaries
Expenditure Description	Hourly teacher pay for developing, supporting and implementing parent education events.

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

2.2 Provide K-5 parent education opportunities (i.e. Coffee Chats, ELAC, School Site Council, PTA School Smarts Academy) for parents to learn about college and career options and how SLUSD pathways works to support them.

BUDGETED EXPENDITURES

2017-18

Budget Reference	1000-1999: Certificated Personnel Salaries
Expenditure Description	Hourly teacher pay for developing, supporting and implementing parent education events.

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☒ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.3 Strengthen the connection between general education and special education services to improve options for our students with special needs and provide ongoing professional development for staff on inclusion strategies for our diverse learners.

BUDGETED EXPENDITURES

2017-18

Budget Reference	1000-1999: Certificated Personnel Salaries

Expenditure Description	We will provide release time as needed to support creating inclusion opportunities between our SDC program and general education students.

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2.4 Ensure that EL students continue to make growth on state and district assessments in order to reclassify them as RFEP as soon as they meet district criteria for reclassification in 1st through 5th grades. Monitor and complete the reclassification process with the support of Ellevation online platform.

BUDGETED EXPENDITURES

2017-18

Budget Reference	1000-1999: Certificated Personnel Salaries
Expenditure Description	Hourly teacher pay for developing, supporting and implementing parent education events.

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2.5 Provide K-5 parent education opportunities (i.e. Coffee Chats, ELAC, School Site Council, School Smarts Academy) for parents to learn about how to support their child's learning at home that includes access to blended learning platforms that students use during the school day whenever possible.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures This will provide a budget for food and refreshments for parent education opportunities.

Action **6**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2.6 Promote prevention and intervention programs that focus on health, wellness and positive personal, social development by implementing opportunities for movement throughout the day, communicate the goals of curriculum such as Toolbox that emphasizes social emotional learning (SEL), and Positive Behavior Intervention Support (PBIS) to students and their families.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	4000-4999: Books And Supplies Resources for playground equipment and specialized resources to build empathy for students with diverse abilities and differences.

Action **7**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 12

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 13

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 3

DISTRICT GOAL: GOAL #3: Collaborative and Engaged District Culture
Expectation: All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Madison Elementary School staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
3.1 We want to provide students with a social emotional learning curriculum to develop their problem solving skills and interactions with their peers.	Discipline Logs, SST Notes,	CA Dashboard Suspension Rates, SST and COST Referal rates
3.2 We strive to improve communication between all stakeholder groups at Madison. We need to continue to improve our website and utilization of our school database. 3.2a We strive to provide multilingual communication whenever possible in the languages represented in our school.	Madison and Staff Surveys	Madison Community Survey and Staff Needs Assessment, EL Parent Survey Data

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

3.1 Provide students with the tools to solve daily problems that arise as well as their social interactions with peers. (i.e. Use of Toolbox strategies in conjunction with daily Toolbox Class Meetings)

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures We will continue to create assemblies and school wide award opportunities to emphasize school rules and promote a positive school culture.

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

3.2 Continue to develop/implement best practices in communicating information between all stakeholder groups in the Madison community (i.e. site website, social media, Google classroom, Remind text, teleparent messages, staff newsletters, classroom newsletters, school-wide newsletter, etc.)
3.2 a Provide multilingual communication whenever possible in the represented languages at the school utilizing the available internal and external resources.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	4000-4999: Books And Supplies Create more parent education resources to attach and link to the website.

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 4

DISTRICT GOAL: GOAL #4: Family and Community Involvement
Expectation: SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Madison Elementary School staff will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
4.1 We want to increase engagement in parent education opportunities designed to help parents understand and access student data toward meeting and exceeding common core standards. These can include establishing parent focus groups and ensure that existing groups reflect the diversity of the school's demographics.	Madison Community Survey, Parent Facilitator log, PTO meeting attendance.	Madison Community Survey, Parent Facilitator log, PTO meeting attendance.
4.2 We strive to increase our effective school-family communications. We are a diverse school and will continue to provide our families with documents in their primary language as much as possible so parents have a better understanding of school events, expected behaviors, and procedures. This can include, reviewing school family compacts and targeted outreach strategies to connect with unrepresented families.	Madison Demographics	Madison Demographics
4.3 We strive to provide meaningful resources for parents. We will create opportunities such as workshops that articulate the characteristics of gifted and talented students and students who demonstrate high achievement for parents at parent education events.	Madison Community Survey	Madison Community Survey, ELAC, and EL Parent Survey
4.4 We are always striving to reflect a school environment that is welcoming and culturally responsive . We will establish systems to collect parent input and provide them with improved access to site and district	Madison Community Survey	Madison Community Survey, ELAC and SSC input, District Strategic Plan expectation, EL parent survey.

information resources.

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.1 Utilize the services of our parent facilitator and staff to help systematize parent engagement efforts at Madison and provide targeted outreach/support to families of students in the opportunity gap which include parents of English Learners, ie home visits.

BUDGETED EXPENDITURES

2017-18

Budget Reference	2000-2999: Classified Personnel Salaries
Expenditure Description	Continue to prioritize Parent Facilitator to support and outreach to parents

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

4.2 Utilize site and district resources to provide translation services to our parent community for Cantonese, Spanish and/or other identified languages (when possible.) This can also include implementing school family compacts and assuring that school procedures are in place that are accessible and welcoming to parents.

BUDGETED EXPENDITURES

2017-18

Budget Reference
Expenditure Description

5000-5999: Services And Other Operating Expenditures
Funding for translation for meeting and events.

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.3 Provide K-5 parent education opportunities (i.e. Coffee Chats, ELAC, School Site Council. School Smarts Academy) for parents to deepen their knowledge about English Learner pathways and their intended educational outcomes. We will support out of classroom activities that support parent and student learning and build formal partnerships with external organizations to bring resources , training and support to school staff and parents.

BUDGETED EXPENDITURES

2017-18

Budget Reference
Expenditure Description

1000-1999: Certificated Personnel Salaries
This funding will provide hourly pay for teachers who help plan and create parent education events.

Action **4**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.4 Provide opportunities for parents to provide feedback on school-wide programs and practices. Include opportunities for professional development for staff that includes training on parent engagement and completing surveys to communicate support needs. Encourage articulation of the process for addressing parent concerns and questions.
4.4a Provide opportunities for EL parents to co-construct their vision for best practices in encouraging input and feedback on EL programing and services. Develop multiple ways to gather parent input such as, but not limited to, EL Parent Survey and annual analysis of programs with the support and co-facilitation of the site administrator and parent facilitator.

BUDGETED EXPENDITURES

2017-18

Budget Reference	2000-2999: Classified Personnel Salaries
Expenditure Description	Parent facilitator pay to conduct outreach after hours when parents are home from work.

Action **5**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **6**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **7**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **8**

ACTIONS/SERVICES

2017-18

Action **20**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 5

DISTRICT GOAL: Strategic Plan Goal #5- Facilities: Continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Madison Elementary School Staff will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
5.1 The school will support Madison families with identifying resources that will support their technology needs beyond a smart phone and access to low cost/no cost internet in their home.	Madison Community Survey and Free and/or Reduced Lunch Rates	Family Tech Night Attendance and Comments
5.2 The school will support the upgrade of site facilities that can include new portables, paint, and HVAC, etc. that will enhance the learning environment for students.	Madison Staff and Community Survey	Measure J1 Needs Assessment

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

5.1 Facilitate opportunities that create access to internet and devices at home for students and their families (i.e. Family Tech Nights)

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Provide hourly time for interested teachers to design and present to parents how to access district information.

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

5.2 Continue to coordinate services that will improve the school environment with in collaboration with school staff, district, and community support.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	4000-4999: Books And Supplies Provide fans and supplies to remedy facility needs until bond monies are implemented.

Action **3**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 4

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 5

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 6

DISTRICT GOAL: To achieve improvement in the overall educational program, district schools will include research-based, school-wide behavioral support systems and practices that will lead to decreased suspension and expulsion rates and an increased sense of safety and school connectedness by students, parents, and teachers

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 7

DISTRICT GOAL: To increase the percentage of students who meet the UC/CSU "a-g" requirements and graduate from high school college and career ready, the overall learning environment provides quality instruction and guidance in a broad course of study (e.g. English, math, social studies, science, visual and performing arts, health, physical education, world languages, etc.).

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Action 11

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 8

DISTRICT GOAL: To demonstrate student preparedness for college and career readiness, students will earn passing grades in a broad course of study, which include Career Technical Education (CTE) course pathway completion; access to Academic and CTE dual enrollment; and the opportunity to participate in programs related to magnet themes.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Eight State Priorities 2017-18

I. Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

II. **Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

IV. **Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

V. **Pupil engagement**: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

SPSA Expenditure Summary

Total Expenditures by Funding Source				
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Funding Sources	33,000.00	0.00	46,196.00	46,196.00
	0.00	0.00	0.00	0.00
Base	0.00	0.00	27,600.00	27,600.00
Donations	10,000.00	0.00	0.00	0.00
Locally Defined	0.00	0.00	500.00	500.00
Other	0.00	0.00	18,096.00	18,096.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO	2,850.00	0.00	0.00	0.00
Site Based Gifts and Donations	100.00	0.00	0.00	0.00
Site Formula Funds	20,050.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type				
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Expenditure Types	33,000.00	0.00	46,196.00	46,196.00
	2,750.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	5,800.00	0.00	21,300.00	21,300.00
2000-2999: Classified Personnel Salaries	1,400.00	0.00	3,500.00	3,500.00
4000-4999: Books And Supplies	13,050.00	0.00	18,396.00	18,396.00
5000-5999: Services And Other Operating Expenditures	10,000.00	0.00	3,000.00	3,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Expenditure Types	All Funding Sources	33,000.00	0.00	46,196.00	46,196.00
		0.00	0.00	0.00	0.00
	Other	0.00	0.00	0.00	0.00
	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO	2,750.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	20,800.00	20,800.00
1000-1999: Certificated Personnel Salaries	Locally Defined	0.00	0.00	500.00	500.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	5,800.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	3,000.00	3,000.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	500.00	500.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	1,400.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	0.00	800.00	800.00
4000-4999: Books And Supplies	Other	0.00	0.00	17,596.00	17,596.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO	100.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Site Based Gifts and Donations	100.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Site Formula Funds	12,850.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	3,000.00	3,000.00
5000-5999: Services And Other Operating Expenditures	Donations	10,000.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2017-18**	**2017-18 Total**
Goal 1	37,596.00	37,596.00
Goal 2	3,300.00	3,300.00
Goal 3	1,300.00	1,300.00
Goal 4	3,000.00	3,000.00
Goal 5	1,000.00	1,000.00

* Totals based on expenditure amounts in goal and annual update sections.

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
Suzy Menjivar				X	
Joyce Wagner				X	
Ruben Ruiz				X	
Nancy Cardenas				X	
Justin Perras		X			
Danille Gallagher		X			
Rachel Toscano		X			
Samantha Tung			X		
Sara Lopes				X	
Gerhard Grotke	X				
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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)s to the district governing board for approval and assures the board of the following:

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

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

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

X	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee Nancy Cardenas	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	Signature
X	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
X	Other committees established by the school or district (list): School Safety Committee, PBIS, Health and Wellness,	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 June 8, 2017.

Attested:

Gerhard Grotke		8/4/17
Typed Name of School Principal	Signature of School Principal	Date
Joyce Wagner		8/4/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date