SPSA Year 2017–18

Single Plan for Student Achievement (SPSA) Addendum

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	May 31, 2018		
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 11, 2018		

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 especially 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 500 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 nineteen possible possible ratings Madison had eleven out of nineteen in the highest performance level of blue. Five out of the nineteen marks fell in the next highest performance level of green and three out of the nineteen 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. Beginning in 2018-2019 our school will eligible for Title I school wide funding.

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 intervention at the grade level which will impact the most students who need support. Offer students to enroll in a math academy for an additional 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.

Madison will become a Title I school beginning in Fall of 2018.

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 was not identified as a Title I school in 2017 2018, but will ensure that stakeholders are involved in the process of monitoring the SPSA in the coming year 2018 -2019.

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

N/A Although Madison was not identified as a Title I school in 2017-2018, parent involvement activities will include school staff who 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 the students.

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 and does not operate the programs listed above.

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	
	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 Exceeded		% Standard Met		% Standard Nearly Met		% 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 Tested	
	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 Exceeded		% Standard Met		% Standard Nearly Met		% 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 2018-Staff Needs Assessment completed, Initial School Site Council (SSC) and English Language Advisory Committee (ELAC) input given. Community Survey developed and distributed.
April 2018-Staff, SSC, and ELAC analysis of school-wide data; district wide Youth Truth survey administered to staff and all students in grades 3-5. Parents of English Learners (EL) students also participated in an EL Parent Survey. Analysis of this information contributed to the development of Madison's SPSA.
June 2018-Draft SPSA approval from Staff and SSC
August 2018 - Take SPSA for Board of Education approval.

IMPACT ON SPSA AND ANNUAL UPDATE

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

The Madison staff, School Site Council (SSC), and the English Language Advisory Committee (ELAC) all reviewed the SPSA goals and budget at the beginning of the school year. All subsequent actions and purchases were aligned to the SPSA goals throughout the year. The Madison staff and community were given opportunities to give input to the 2018-2019 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 included a careful review of academic and language data that guided the programmatic decisions made. 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. These goals will be measured as part of our annual evaluation.

Goals, Actions, & Services 2017-18, 2018-19

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	1.3 GATE testing data and progress monitoring data	Student data as indicated on district and state

for our higher performing students.		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 programs that support our academic interventions.	Staff Needs Assessment, Community Survey	Staff Needs Assessment, Community Survey

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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

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

ACTIONS/SERVICES

2017-18			2018-19		
X New	X Modified	Unchanged	New	Modified	X 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)			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)		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	8000	Amount	6000
Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute release for teacher collaboration and planning. We will also use this time to support and create	Budget Reference	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.	student intervention plans.

Action 2

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

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

ACTIONS/SERVICES

2017-18	2018-19
X New X Modified Unchanged	New X 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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	2000	Amount	4000
Source	Base	Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries After school library support for 1st to 3rd grade students for non Mustang Academy students. they will provide	Budget Reference	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.

	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	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	X 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.)			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.)		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	2000	Amount	1000
Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute release time and after hourly pay for teachers to extend and share best practices.	Budget Reference	1000-1999: Certificated Personnel Salaries 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					
	X All	X English Learners	X Students with Disabilities	X Foster Youth	X Low Income

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	X Modified	Unchanged

2017-18	2018-19
1.4 Implement Project-Based Leaming·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.	1.4 Implement Project-Based Leaming·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 opportunities to support ELs in the implementation with project based learning by providing PD for staff that includes an emphasis on ELD standards and language acquisition strategies.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	6000	Amount	4812
Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Collaboration and release time for planning and coordination of grade level projects.	Budget Reference	1000-1999: Certificated Personnel Salaries 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					
	X All	English Learners	Students with	Foster Youth	Low Income

	Disabilities

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	Modified	X Unchanged

2017-18	2018-19
1.5 Integrate technology consistently through the district adopted blended learning suite; Utilize the connection between the STAR Renaissance Assessments and Compass Leaming and other blended learning platforms to provide individualized pathways to help narrow students' skill gaps in Language Arts and Mathematics.	1.5 Integrate technology consistently through the district adopted blended learning suite; Utilize the connection between the STAR Renaissance Assessments and Compass Leaming and other blended learning platforms to provide individualized pathways to help narrow students' skill gaps in Language Arts and Mathematics.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	1000	Amount	1000
Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Create release time for teachers to review, enter and monitor student data as needed.	Budget Reference	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	X English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	Modified	X Unchanged

2017-18	2018-19
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	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.	collaborate and have access to instructional coaches that have expertise with language acquisition strategies.

BUDGETED EXPENDITURES

	2017-18	2018-19
Amount	500	500
Source	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Increase the number of grade level opportunity to develop and strengthen ELD support and instruction.	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	X English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2017-18	2018-19
New X Modified Unchanged	New Modified X 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	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.	(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		2018-19		2019-20
Amount	500	Amount	500	
Source	Other	Source	Supplemental and Concentration	
Budget Reference	2000-2999: Classified Personnel Salaries Prioritize additional time to prepare student data for staff as they begin the year.	Budget Reference	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	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	X 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.	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	2018-19

Amount	6096	Amount	7520
Source	Other	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Purchase additional supplies and materials for after school enrichment programs.	Budget Reference	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	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2017-18	2018-19
New Modified X Unchanged	New X 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.	1.9 Utilize site 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		2018-19	
Amount	11,000	Amount	12,000
Source	Other	Source	Supplemental and Concentration
Budget Reference	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.	Budget Reference	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	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2017-18			2018-19		
New	Modified	Unchanged	New	X 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 formatlve 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.)			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 formatlve 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		2018-19	
Amount	0	Amount	1000
Source	Base	Source	Title I
Budget Reference	0000: Unrestricted Goal will be met as a part of ongoing multi tiered intervention and COST support.	Budget Reference	1000-1999: Certificated Personnel Salaries 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	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2017-18	2018-19
New X Modified Unchanged	New X 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.	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. Hire a para professional to support the 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		2018-19	
Amount	500	Amount	14500
Source	Locally Defined	Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Provide release time to attend and support parent meeting time for students SST and IEP meetings.	Budget Reference	1000-1999: Certificated Personnel Salaries Provide release time to attend and support parent meeting time for students SST and IEP meetings. We will support intervention coordination for ELD and SED students.

Goals, Actions, & Services 2017-18, 2018-19

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	EL Reclassification Rates, CA Dashboard for EL Students	EL Reclassification Rates, CA Dashboard for EL Students

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.		
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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

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

ACTIONS/SERVICES

2017-18			2018-19		
X New	Modified	Unchanged	New	X 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.			2.1 Provide students with experiences to help them learn and think about college and career options. Invite community members in to share their work with students. 2.1a Provide parents with clear information of EL program pathways, college and career options that may be available for their students.		

BUDGETED EXPENDITURES

2017-18	2018-19

Amount	500	Amount	1000
Source	Base	Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly teacher pay for developing, supporting and implementing parent education events.	Budget Reference	1000-1999: Certificated Personnel Salaries 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	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2017-18			2018-19		
New	Modified	Unchanged	New	X 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.			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		2018-19	
Amount	500	Amount	1000
Source	Base	Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly teacher pay for developing, supporting and implementing parent education events.	Budget Reference	1000-1999: Certificated Personnel Salaries 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	X Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2017-18			2018-19		
X New	Modified	Unchanged	New	Modified	X 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.			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		2018-19	
Amount	300	Amount	300
Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries We will provide release time as needed to support creating inclusion opportunities between our SDC program and general education students.	Budget Reference	1000-1999: Certificated Personnel Salaries Release time was provided 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	X English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	X Modified	Unchanged
2.4 Ensure that EL students continue to make growth on state and district assessments in order to reclassify them			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.	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		2018-19	
Amount	500	Amount	500
Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly teacher pay for developing, supporting and implementing parent education events.	Budget Reference	1000-1999: Certificated Personnel Salaries 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					
	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2017-18			2018-19		
New	Modified	X Unchanged	New	X 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.	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 included access to blended learning platforms that students use during the school day whenever possible.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	1000	Amount	1000

Source	Base	Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures This will provide a budget for food and refreshments for parent education opportunities.	Budget Reference	4000-4999: Books And Supplies Budget materials and supplies for parent education events.

Action 6

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

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

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	X 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.			2.6 Continue to 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		2018-19	
Amount	500	Amount	1000
Source	Base	Source	Title I
Budget Reference	4000-4999: Books And Supplies Resources for playground equipment and specialized resources to build empathy for students with diverse abilities and differences.	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Attend workshops and conferences to facilitate support for EL and SED students populations.
Amount		Amount	7316

Source	
Budget Reference	

Source	After school Library Hours
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly After school programs focused on intervention Stem, health and wellness

Goals, Actions, & Services 2017-18, 2018-19

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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

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

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	Modified	X 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)			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		2018-19	
Amount	1000	Amount	1000
Source	Base	Source	Base
Budget Reference	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.	Budget Reference	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	X All	X English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	X 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 Continue to develop and 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.	3.2a Provide multilingual communication whenever possible in the represented languages at the school utilizing the available internal and external resources.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	300	Amount	500
Source	Base	Source	Title I
Budget Reference	4000-4999: Books And Supplies Create more parent education resources to attach and link to the website.	Budget Reference	1000-1999: Certificated Personnel Salaries Provide hourly time for the website to be updated and to create more parent education resources to attach and link to the website.

Goals, Actions, & Services 2018-19

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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

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

ACTIONS/SERVICES

2017-18			2018-19		
X New	Modified	Unchanged	New	Modified	X 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.			4.1 Continue to utilize the services of our parent facilitator and staff to help systematize parent engagement efforts at Madison and provided targeted outreach/support to families of students in the opportunity gap which included parents of English Learners, ie home visits.		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	500	Amount	500
Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Continue to prioritize Parent Facilitator to support and outreach to parents	Budget Reference	2000-2999: Classified Personnel Salaries Prioritize duties of our Parent Facilitator to support outreach to parents

Action 2

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

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

	Disabilities

ACTIONS/SERVICES

2017-18			2018-19		
New	Modified	X Unchanged	New	X Modified	Unchanged

2017-18	2018-19
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.	4.2 Continue to utilize site and district resources to provide translation services to our parent community for Cantonese, Spanish and/or other identified languages (when possible.) This also included implementing school family compacts and assuring that school procedures are in place and are accessible and welcoming to parents.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	1000	Amount	1669
Source	Base	Source	Translation Budget
Budget Reference	5000-5999: Services And Other Operating Expenditures Funding for translation for meeting and events.	Budget Reference	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	X English Learners	X Students with Disabilities	Foster Youth	Low Income	

ACTIONS/SERVICES

2017-18			2018-19		
X New	Modified	Unchanged	New	X Modified	Unchanged

2017-18	2018-19
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	4.3 Continue to 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

partnerships with external organizations to bring resources , training and support to school staff and parents.	learning and build formal partnerships with external organizations to bring resources, training and support to school staff and parents.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	1000	Amount	1000
Source	Base	Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries This funding will provide hourly pay for teachers who help plan and create parent education events.	Budget Reference	1000-1999: Certificated Personnel Salaries This funding provides 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: X All | X English Learners | X Students with Disabilities | X Foster Youth | X Low Income

ACTIONS/SERVICES

2017-18			2018-19		
X New	Modified	Unchanged	New	Modified	X 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.	4.4 Continue to provide opportunities for parents to provide feedback on school-wide programs and practices. Included opportunities for professional development for staff that including training on parent engagement and completing surveys to communicate support needs. Encouraged 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		2018-19	
Amount	500	Amount	500
Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Parent facilitator pay to conduct outreach after hours when parents are home from work.	Budget Reference	2000-2999: Classified Personnel Salaries Parent facilitator pay to conduct outreach after hours when parents are home from work.

Goals, Actions, & Services 2017-18. 2018-19

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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

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

	Disabilities

ACTIONS/SERVICES

2017-18			2018-19		
X New	Modified	Unchanged	New	Modified	X Unchanged
5.1 Facilitate opportunlties that create access to internet and devices at home for students and their famllies (i.e. Family Tech Nights)			5.1 Continue to facilitate opportunlties that create access to internet and devices at home for students and their famllies (i.e. Family Tech Nights)		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	500	Amount	500
Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Provide hourly time for interested teachers to design and present to parents how to access district information.	Budget Reference	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					
	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2017-18			2018-19		
New	Modified	X Unchanged	New	X Modified	Unchanged
5.2 Continue to coordinate services that will improve the school environment with in collaboration with school staff, district, and community support.			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	2018-19

Amount	500	Amount	0
Source	Other	Source	
Budget Reference	4000-4999: Books And Supplies Provide fans and supplies to remedy facility needs until bond monies are implemented.	Budget Reference	4000-4999: Books And Supplies Provide supplies to remedy facility needs until bond monies are implemented.

Annual Update

SPSA Year Reviewed: 2017-18

Complete a copy of the following table for each of the school site goals from the prior year SPSA. Duplicate the table as needed.

Goal 1	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.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

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.

1.3 We will recognize and extend learning opportunities for our higher performing students.

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.

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.

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.

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.

1.8 We would like to continue to provide and look for ways to serve more students in our after school enrichment program.

1.9 Ongoing need for resources that support staff's implementation of curriculum across all content areas.

1.10 We need to continue to expand our SEL and PBIS 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. Hire a multi-lingual para professional to enhance teacher effectiveness.

ACTIONS / SERVICES

Duplicate the Actions/Services from the current year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

	PLANNED	ACTUAL
Actions/Services	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)	We supported ELA, ELD, Math Science and Social Studies, time for staff to collaborate in staff and with release time.
	BUDGETED	ESTIMATED ACTUAL
Expenditures		

	Substitute release for teacher collaboration and planning. We will also use this time to support and create student intervention plans. 1000-1999: Certificated Personnel Salaries Base 8000	Teachers were released for grade level intervention collaboration time. 1000-1999: Certificated Personnel Salaries Base 8000

Action 2

	PLANNED	ACTUAL
Actions/Services	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.	1.2 We assessed student learning through our assessment system. Instruction was planned through collaborative grade level time. Student groupings were varied throughout the year based on data. 1.2a EL students were identified and instruction was planned and aligned to support their academic needs to ensure progress. Students data was entered and analysis was done using Ellevation.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	After school library support for 1st to 3rd grade students for non Mustang Academy students. they will provide homework support and enrichment opportunities. 2000-2999: Classified Personnel Salaries Base 2000	After school library supported 1st-3rd grade students who were not part of Mustang academy. Homework support was provided as were enrichment opportunities. 2000-2999: Classified Personnel Salaries Base 2000

Action 3

	PLANNED	ACTUAL
Actions/Services	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	1.3 Teachers worked to improve the outcomes in the area of mathematics and identified key standards across the board adopted curriculum of Eureka math. Lesson were planned to expand on students' prior knowledge and make connections to future learning.

	make connectlons to/plans for future learning.)	
Expenditures	BUDGETED Substitute release time and after hourly pay for teachers to extend and share best practices. 1000-1999: Certificated Personnel Salaries Base 2000	ESTIMATED ACTUAL Teachers used grade level release time and additional hourly collaboration to extend and share best practices. 1000-1999: Certificated Personnel Salaries Base 2000

Action 4

Actions/Services	PLANNED 1.4 Implement Project-Based Leaming·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.	ACTUAL 1.4 Project based learning was implemented school wide. Students were able to experience at least two project based learning projects during the academic year. Staff collaborated to plan grade level projects and staff meetings were used to help support project based learning as well as the Next Generation Science Standards(NGSS) across all grade levels. 1.4a Collaboration time was used to support ELs in the implementation with project based learning. PD time was used to support staff in their knowledge of the ELD standards and language aquistion strategies.
Expenditures	BUDGETED Collaboration and release time for planning and coordination of grade level projects. 1000-1999: Certificated Personnel Salaries Base 6000	ESTIMATED ACTUAL Collaboration and release time was used for coordination of grade level projects. 1000-1999: Certificated Personnel Salaries Base 6000

Action 5

Actions/Services	PLANNED 1.5 Integrate technology consistently through the district adopted blended learning suite; Utilize the connection between the STAR Renaissance Assessments and Compass Leaming and other blended learning platforms to provide individualized pathways to help narrow students' skill gaps in Language Arts and Mathematics.	ACTUAL 1.5 Integrated technology consistently through the district adopted blended learning suite; Utilize the connection between the STAR Renaissance Assessments and Compass Leaming and other blended learning platforms to provide individualized pathways to help narrow students' skill gaps in Language Arts and Mathematics.
Expenditures	BUDGETED Create release time for teachers to review, enter and monitor student data as	ESTIMATED ACTUAL Created release time for teachers to review, enter and monitor student data

	needed. 1000-1999: Certificated Personnel Salaries Base 1000	as needed. 1000-1999: Certificated Personnel Salaries Base 1000

Action 6

	PLANNED	ACTUAL
Actions/Services	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.	1.6 A focus was 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. Prioritized time during staff meetings and/or time for teachers to collaborate and have access to instructional coaches that have expertise with language acquisition strategies.
Expenditures	BUDGETED Increase the number of grade level opportunity to develop and strengthen ELD support and instruction. 1000-1999: Certificated Personnel Salaries Base 500	ESTIMATED ACTUAL Increased the number of grade level opportunity to develop and strengthen ELD support and instruction. 1000-1999: Certificated Personnel Salaries Base 500

Action 7

	PLANNED	ACTUAL
Actions/Services	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	1.7a Provided 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 Provided names of students who were close to meeting the set criteria for becoming Reclassified Fluent English Proficient (RFEP) and also provided 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 was facilitated by utilizing the Ellevation platform by the administrator. 1.7c Provided 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. Provided opportunities that analyzed 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.	continuing EL status and determine appropriate interventions.
Expenditures	BUDGETED Prioritize additional time to prepare student data for staff as they begin the year. 2000-2999: Classified Personnel Salaries Other 500	ESTIMATED ACTUAL Prioritized additional time to prepare student data for staff as they begin the year. 2000-2999: Classified Personnel Salaries Other 500
Action 8		
Actions/Services	PLANNED 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.	ACTUAL 1.8 To reach as many students as possible, we purchased supplies and technology to add variety and choices to our after school enrichment program.
Expenditures	BUDGETED Purchase additional supplies and materials for after school enrichment programs. 4000-4999: Books And Supplies Other 6096	ESTIMATED ACTUAL We purchased a 3-D printer and robotics equipment to begin after school STEM programing. 4000-4999: Books And Supplies After school Library Hours 6096
Action 9		
Actions/Services	PLANNED 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.	ACTUAL 1.9 Utilized 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.
Expenditures	BUDGETED Purchase classroom supplies to ensure resources are available to new and veteran teachers to support common Core State Standards and enrichment activities. 4000-4999: Books And Supplies Other 11,000	ESTIMATED ACTUAL Purchased classroom supplies to ensure resources are available to new and veteran teachers to support common Core State Standards and enrichment activities. 4000-4999: Books And Supplies Other 11,000
Action 10		
Actions/Services	PLANNED 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:	ACTUAL 1.10 Utilized the multitiered intervention framework for academic and behavioral support; Provided Tier 1 instructional and behavioral supports in all classrooms for all

	develop and implement Tier 2 instructional and behavioral interventions for students identified through formatlve 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.)	students: developed and implemented Tier 2 instructional and behavioral interventions for students identified through formatlve 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.)
Expenditures	BUDGETED Goal will be met as a part of ongoing multi tiered intervention and COST support. 0000: Unrestricted Base 0	ESTIMATED ACTUAL Goal was met as a part of ongoing multi tiered intervention and COST support. 0000: Unrestricted Base 0

Action **11**

Actions/Services	PLANNED 1.11 Hire a para professional to support the 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.	ACTUAL 1.11 Utilized- 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 included translation needs.
Expenditures	BUDGETED Provide release time to attend and support parent meeting time for students SST and IEP meetings. 1000-1999: Certificated Personnel Salaries Locally Defined 12000	ESTIMATED ACTUAL Provided release time to attend and support parent meeting time for students SST and IEP meetings. 1000-1999: Certificated Personnel Salaries Locally Defined 12000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the CA Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Our implementation plan includes multiple opportunities for teachers to receive professional learning as it pertains to our recent adopted instructional materials, while prioritizing the integration of the blended learning resources, technology and project based learning projects for all students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Madison has been very effective implementing district initiatives and monitoring student progress through site, district and state accountability measures.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures reflect supporting teachers through release time and professional development. We have budgeted significant resources supporting teacher understanding of common core standards and instructional initiatives. Included in this are the costs aligned with supporting parents in understanding student learning as articulated by common core standards and state and district assessments through parent education.
Describe any changes made to this goal, expected outcomes, metrics , or actions and services to achieve this goal as a result of this analysis and services to and analysis of the CA Dashboard data as applicable.	We have increased our focus on math performance of Hispanic students and student new to the school. We will be hiring a para professional to support and enhance the effectiveness of the instructional program with specific attention to English Learners and other students who may need additional interventions in order to meet state standards.

Annual Update

SPSA Year Reviewed: 2017-18

Complete a copy of the following table for each of the school site goals from the prior year SPSA. Duplicate the table as needed.

Goal 2	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.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

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.

2.2 Support meaningful parent education opportunities and events for families.

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.

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.

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.

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.

ACTIONS / SERVICES

Duplicate the Actions/Services from the current year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	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.	2.1 Inspired students to think about their futures by providing experiences for them to learn about college and career options. Created a plan for community partners to talk with our students about their work and how to prepare for careers in those areas. 2.1a Provided 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	ESTIMATED ACTUAL
Expenditures	Hourly teacher pay for developing, supporting and implementing parent education events. 1000-1999: Certificated Personnel Salaries Base 500	Hourly teacher pay provided for developing, supporting and implementing parent education events. 1000-1999: Certificated Personnel Salaries Base 500

Action 2

	PLANNED	ACTUAL
Actions/Services	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.	2.2 Provided 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	ESTIMATED ACTUAL
Expenditures	Hourly teacher pay for developing, supporting and implementing parent education events. 1000-1999: Certificated Personnel Salaries Base 500	Hourly teacher pay provided for developing, supporting and implementing parent education events. 1000-1999: Certificated Personnel Salaries 500

Action 3

	PLANNED	ACTUAL
Actions/Services	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	2.3 Strengthened the connection between general education and special education services to improve options for our students with special needs and provided ongoing professional development for staff on inclusion strategies for

	learners.	our diverse learners.
Expenditures	BUDGETED We will provide release time as needed to support creating inclusion opportunities between our SDC program and general education students. 1000-1999: Certificated Personnel Salaries Base 300	ESTIMATED ACTUAL We provided release time as needed to support creating inclusion opportunities between our SDC program and general education students. 1000-1999: Certificated Personnel Salaries Base 300
Action 4		
Actions/Services	PLANNED 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.	ACTUAL 2.4 Ensured that EL students continued 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. Monitored and completed the reclassification process with the support of Ellevation online platform.
Expenditures	BUDGETED Hourly teacher pay for developing, supporting and implementing parent education events. 1000-1999: Certificated Personnel Salaries Base 500	ESTIMATED ACTUAL Hourly teacher pay provided for developing, supporting and implementing parent education events. 1000-1999: Certificated Personnel Salaries Base 500
Action 5		
Actions/Services	PLANNED 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.	ACTUAL 2.5 Provided 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.
Expenditures	BUDGETED This will provide a budget for food and refreshments for parent education opportunties. 5000-5999: Services And Other Operating Expenditures Base 1000	ESTIMATED ACTUAL This budget was used to provide food and refreshments for parent education opportunties. 5000-5999: Services And Other Operating Expenditures Base 1000
Action 6		

	PLANNED	ACTUAL
Actions/Services	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.	2.6 Promoted prevention and intervention programs that focus on health, wellness and positive personal, social development by implementing opportunities for movement throughout the day, communicated 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	ESTIMATED ACTUAL
Expenditures	Resources for playground equipment and specialized resources to build empathy for students with diverse abilities and differences. 4000-4999: Books And Supplies Base 500	Resources used for playground equipment and specialized resources to build empathy for students with diverse abilities and differences. 4000-4999: Books And Supplies Base 500

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the CA Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	At the beginning of the year all teachers meet to review the district available resources and blended learning platforms to engage students in their day to day learning. In addition, teachers use the Toolbox, to promote the environment necessary for students to feel safe and secure. Staff will continue to meet throughout the year to discuss and share how these resources are impacting student engagement and achievement.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Madison has been very effective creating consistent and targeted instruction for all students to support the outcomes of this goal.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no differences between budgeted and actual expenditures. We will continue to budget funds to support release time for teachers to collaborate, support new teachers with delivery of consistent and targeted strategies and practices to meet the diverse student needs.

Describe any changes made to this goal, expected outcomes, metrics , or actions and services to achieve this goal as a result of this analysis and services to and analysis of the CA Dashboard data as applicable.	We plan to prioritize funding to support grade levels with identified resources to support balanced instruction.

Annual Update

SPSA Year Reviewed: 2017-18

Complete a copy of the following table for each of the school site goals from the prior year SPSA. Duplicate the table as needed.

Goal 3	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.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

3.1 We want to provide students with a social emotional learning curriculum to develop their problem solving skills and interactions with their peers.

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.

ACTIONS / SERVICES

Duplicate the Actions/Services from the current year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	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)	3.1 Provided students with the tools to solve daily problems that arose as well as their social interactions with peers. (i.e. Use of Toolbox strategies in conjunction with daily Toolbox Class Meetings)
	BUDGETED	ESTIMATED ACTUAL
Expenditures	We will continue to create assemblies and school wide award opportunities to	We created assemblies and school wide award opportunities to emphasize

	emphasize school rules and promote a positive school culture. 5000-5999: Services And Other Operating Expenditures Base 1000	school rules and promote a positive school culture. 5000-5999: Services And Other Operating Expenditures Base 1000

Action **2**

	PLANNED	ACTUAL
Actions/Services	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.	3.2 Developed/implemented 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 Provided multilingual communication whenever possible in the represented languages at the school utilizing the available internal and external resources.
Expenditures	BUDGETED Create more parent education resources to attach and link to the website. 4000-4999: Books And Supplies Base 300	ESTIMATED ACTUAL Created more parent education resources to attach and link to the website. 4000-4999: Books And Supplies Base 300

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the CA Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Implementation of actions and services include ongoing instruction of the 12 tools of Toolbox to meet the social emotional needs of students. The consistent implementation of PBIS assemblies that take place throughout the school year have supported with maintaining a positive school culture, reviewing school rules and promote award opportunities when goals are reached.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Madison has created a highly effective and collaborative learning environment. This effectiveness can been seen in the increased parent participation at school events, field trips and attendance at Back to School Nights and Open House.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are no material differences between budgeted expenditures and estimated actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics , or actions and services to achieve this goal as a result of this analysis and services to and analysis of the CA Dashboard data as applicable.	In collaboration with our PTO we will ensure that all events are accessible to all families. Translation, childcare and refreshments are coordinated to support the large number of parent attendees. Coordinating and spending additional funding on translations will be prioritized.

Annual Update

SPSA Year Reviewed: 2017-18

Complete a copy of the following table for each of the school site goals from the prior year SPSA. Duplicate the table as needed.

Goal 4	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.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

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.

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.

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 information resources.

ACTIONS / SERVICES

Duplicate the Actions/Services from the current year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	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.	4.1 Utilized 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.
Expenditures	BUDGETED Continue to prioritize Parent Facilitator to support and outreach to parents 2000-2999: Classified Personnel Salaries Base 500	ESTIMATED ACTUAL Prioritized duties of Parent Facilitator to support and outreach to parents 2000-2999: Classified Personnel Salaries Base 1000

Action 2

	PLANNED	ACTUAL
Actions/Services	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.	4.2 Utilized 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.
Expenditures	BUDGETED Funding for translation for meeting and events. 5000-5999: Services And Other Operating Expenditures Base 1000	ESTIMATED ACTUAL Funding used for translation for meeting and events. 5000-5999: Services And Other Operating Expenditures Base 1000

Action 3

	PLANNED	ACTUAL
Actions/Services	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.	4.3 Provided 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 supported out of classroom activities that supported parent and student learning and built formal partnerships with external organizations to bring resources, training and support to school staff and parents.
Expenditures	BUDGETED This funding will provide hourly pay for teachers who help plan and create parent education events. 1000-1999: Certificated Personnel Salaries Base 1000	ESTIMATED ACTUAL This funding will provided hourly pay for teachers who help plan and create parent education events. 1000-1999: Certificated Personnel Salaries Base 1000

Action 4

	PLANNED	ACTUAL
Actions/Services	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.	4.4 Provided 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 Provided 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	ESTIMATED ACTUAL
Expenditures	Parent facilitator pay to conduct outreach after hours when parents are home from work. 2000-2999: Classified Personnel Salaries Base 500	Parent facilitator paid to conduct outreach after hours when parents are home from work. 2000-2999: Classified Personnel Salaries Base 500

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the CA Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Before the start of the year, a Kindergarten Orientation was held to welcome new and returning families to Madison. A parent welcome assembly on the first day of school is also facilitated. Parent communication and opportunities for engagement are consistently implemented through the use of Coffee Chats once a month during the school year. In addition to Coffee Chats, Madison will utilize our Parent Facilitator to maintain strong support for all of our families.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We calibrate our effectiveness by measuring the consistency of high parent turn out at various school wide events. In most cases parent attendance is so high that we will need to consider offering additional sessions of planned events to accommodate the large numbers of parents and community members.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no material difference between budgeted expenditures and actual expenditures. However, as we anticipate increasing parent attendance at school events we will most likely increase the expenditures to support parent involvement sessions. We will plan on increasing the number of events in the coming year.
Describe any changes made to this goal, expected outcomes, metrics , or actions and services to achieve this goal as a result of this analysis and services to and analysis of the CA Dashboard data as applicable.	We anticipate allocating more funding to support the home school connection as it pertains to offering additional childcare, translation services and promoting teacher participation.

Annual Update

SPSA Year Reviewed: 2017-18

Complete a copy of the following table for each of the school site goals from the prior year SPSA. Duplicate the table as needed.

Goal 5	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.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

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.

ACTIONS / SERVICES

Duplicate the Actions/Services from the current year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED	ACTUAL
	5.1 Facilitate opportunlties that create access to internet and devices at home for students and their famllies (i.e. Family Tech Nights)	5.1 Facilitated opportunlties that created access to internet and devices at home for students and their famllies (i.e. Family Tech Nights)

Expenditures	BUDGETED Provide hourly time for interested teachers to design and present to parents how to access district information. 1000-1999: Certificated Personnel Salaries Base 500	ESTIMATED ACTUAL Provided hourly time for interested teachers to design and present to parents how to access district information. 1000-1999: Certificated Personnel Salaries Base 500

Action 2

Actions/Services	PLANNED 5.2 Continue to coordinate services that will improve the school environment with in collaboration with school staff, district, and community support.	ACTUAL 5.2 Coordinated services that improved the school environment with in collaboration with school staff, district, and community support.
Expenditures	BUDGETED Provide fans and supplies to remedy facility needs until bond monies are implemented. 4000-4999: Books And Supplies Other 500	ESTIMATED ACTUAL Provided fans and supplies to remedy facility needs until bond monies are implemented. 4000-4999: Books And Supplies Other 500

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the CA Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Implementation of actions include prioritizing the time of the Parent Facilitator to meet with parents who need assistance with the Aeries parent portal at the start of the year. To support an optimal learning environment, fans were purchased for classrooms . Staff has been provided with additional collaboration time to integrate the use of technology resources to enhance instruction. We also need additional space for classes and meetings.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The effectiveness of our actions and services have allowed for the increased flexibility of staff and community.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are no material differences between budgeted and actual expenditures. We will make an investment with purchases for furniture and instructional materials to support the instructional program.

Describe any changes made to this goal, expected outcomes, metrics , or actions and services to achieve this goal as a result of this analysis and services to and analysis of the CA Dashboard data as applicable.	We will continue to support the integration of technology offered by the blended learning platforms to enhance and fully implement the district technology vision.

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**	**2018-19**
All Funding Sources	0.00	0.00	46,196.00	71,617.00
	0.00	0.00	0.00	0.00
After school Library Hours	0.00	0.00	0.00	7,316.00
Base	0.00	0.00	27,600.00	17,612.00
Locally Defined	0.00	0.00	500.00	0.00
Other	0.00	0.00	18,096.00	0.00
Supplemental and Concentration	0.00	0.00	0.00	20,020.00
Title I	0.00	0.00	0.00	25,000.00
Translation Budget	0.00	0.00	0.00	1,669.00

* 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**	**2018-19**
All Expenditure Types	0.00	0.00	46,196.00	71,617.00
0000: Unrestricted	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	21,300.00	40,928.00
2000-2999: Classified Personnel Salaries	0.00	0.00	3,500.00	5,500.00
4000-4999: Books And Supplies	0.00	0.00	18,396.00	21,520.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	3,000.00	2,669.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	1,000.00

* 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**	**2018-19**
All Expenditure Types	All Funding Sources	0.00	0.00	46,196.00	71,617.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	After school Library Hours	0.00	0.00	0.00	7,316.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	20,800.00	14,612.00
1000-1999: Certificated Personnel Salaries	Locally Defined	0.00	0.00	500.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	19,000.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	3,000.00	1,000.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	500.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	500.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	4,000.00
4000-4999: Books And Supplies		0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	After school Library Hours	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	0.00	800.00	1,000.00
4000-4999: Books And Supplies	Other	0.00	0.00	17,596.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	0.00	19,520.00
4000-4999: Books And Supplies	Title I	0.00	0.00	0.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	3,000.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Translation Budget	0.00	0.00	0.00	1,669.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	0.00	1,000.00

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

Total Expenditures by Goal		
Goal	**2017-18**	**2018-19**
Goal 1	37,596.00	52,832.00
Goal 2	3,300.00	12,116.00
Goal 3	1,300.00	1,500.00
Goal 4	3,000.00	3,669.00
Goal 5	1,000.00	500.00
Goal 6	0.00	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	
Karen Abude				X	
Jess Coop		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	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 May 31, 2018.

Attested:

Gerhard Grotke		
Typed Name of School Principal	Signature of School Principal	Date
Suzy Menjivar		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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	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.

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Attested:

Gerhard Grotke		6/4/2018
Typed Name of School Principal	Signature of School Principal	Date
Suzy Menjivar		6/4/2018
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date