School Year: **2018-19**

# School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

| | |
|---|---|
| **School Name** | James Madison Elementary |
| **Address** | 14751 Juniper St.<br>San Leandro, CA 94579 |
| **County-District-School (CDS) Code** | 01-61291-6002414 |
| **Principal** | Paulette Smith |
| **District Name** | San Leandro Unified School District |
| **SPSA Revision Date** | June 01, 2019 |
| **Schoolsite Council (SSC) Approval Date** | September 23, 2019 |
| **Local Board Approval Date** | |

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

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# School Vision and Mission

James Madison Elementary School will focus on helping each student develop a lifelong connection to learning. 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 navigate a future that has yet to be invented. We understand that the development of individual character and group responsibility is created through educational programs, community partnerships, and individual practices. Through this effort we will help all students achieve and sustain success. It is our vision for the students of James Madison Elementary School to understand that their success depends on maintaining a positive attitude, developing usable skills, and acquiring knowledge needed to prepare each student for a fulfilling life. James Madison Elementary School enrolls students from a community rich with diversity. It is our daily mission is to engage students with instruction and learning to help each student meet and exceed grade level expectations. Our learning network understands that success goes beyond the classroom and must be applicable in the real world. It is equally important to help each student discover their ability to be successful now and in the future.

In addition to academic Excellence James Madison is proud to be home to our district's moderate to severely differently-abled students (pre-k to 5th grade). Our students, staff and community share in the commitment to create a warm, welcoming and safe environment for some of our most challenged scholars. We foster opportunities for all students to understand how to overcome obstacles by connecting and learning with physically, emotionally, and cognitively challenged learners.

# Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

This plan was developed with input from the students, parents, staff and parent communities. Organized feedback from the Parent Teacher Organization, English Language Advisory Committee, Coffee Chats, District Facilitated Local Cntrol Accountability Plan Meetings and the School Site Council. Parent and community survey data was gathered to support the perspectives of families unable to attend meetings.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| **American Indian** | 0.5% | 0.5% | 0.20% | 2 | 2 | 1 |
| **African American** | 8.2% | 7.2% | 7.58% | 35 | 31 | 37 |
| **Asian** | 45.8% | 46.9% | 45.08% | 196 | 202 | 220 |
| **Filipino** | 10.3% | 9.3% | 8.61% | 44 | 40 | 42 |
| **Hispanic/Latino** | 22.7% | 23.2% | 24.59% | 97 | 100 | 120 |
| **Pacific Islander** | 0.2% | 0.2% | % | 1 | 1 | |
| **White** | 7.0% | 6.5% | 7.58% | 30 | 28 | 37 |
| **Multiple/No Response** | 5.4% | 0.7% | 0.82% | 23 | 3 | 4 |
| | | | **Total Enrollment** | 428 | 431 | 488 |

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| **English Learners** | 101 | 133 | 164 | 23.6% | 30.9% | 33.6% |
| **Fluent English Proficient (FEP)** | 73 | 75 | 65 | 17.1% | 17.4% | 13.3% |
| **Reclassified Fluent English Proficient (RFEP)** | 30 | 12 | 17 | 21.7% | 11.9% | 12.8% |

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 78 | 77 | 58 | 77 | 75 | 57 | 77 | 75 | 57 | 98.7 | 97.4 | 98.3 |
| Grade 4 | 57 | 73 | 72 | 57 | 73 | 72 | 57 | 73 | 72 | 100 | 100 | 100 |
| Grade 5 | 60 | 55 | 71 | 60 | 55 | 70 | 60 | 55 | 70 | 100 | 100 | 98.6 |
| All Grades | 195 | 205 | 201 | 194 | 203 | 199 | 194 | 203 | 199 | 99.5 | 99 | 99 |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 2459. | 2426. | 2443. | 35 | 30.67 | 31.58 | 30 | 21.33 | 26.32 | 22 | 17.33 | 24.56 | 13 | 30.67 | 17.54 |
| Grade 4 | 2487. | 2489. | 2459. | 33 | 32.88 | 26.39 | 26 | 32.88 | 20.83 | 14 | 15.07 | 18.06 | 26 | 19.18 | 34.72 |
| Grade 5 | 2514. | 2536. | 2524. | 27 | 36.36 | 27.14 | 27 | 32.73 | 37.14 | 22 | 14.55 | 20.00 | 25 | 16.36 | 15.71 |
| All Grades | N/A | N/A | N/A | 32 | 33.00 | 28.14 | 28 | 28.57 | 28.14 | 20 | 15.76 | 20.60 | 21 | 22.66 | 23.12 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 27 | 26.67 | 29.82 | 56 | 33.33 | 43.86 | 17 | 40.00 | 26.32 |
| Grade 4 | 32 | 27.40 | 25.00 | 46 | 53.42 | 38.89 | 23 | 19.18 | 36.11 |
| Grade 5 | 18 | 25.45 | 34.29 | 50 | 54.55 | 44.29 | 32 | 20.00 | 21.43 |
| All Grades | 26 | 26.60 | 29.65 | 51 | 46.31 | 42.21 | 23 | 27.09 | 28.14 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 36 | 29.33 | 28.07 | 49 | 40.00 | 52.63 | 14 | 30.67 | 19.30 |
| Grade 4 | 32 | 32.88 | 25.00 | 49 | 52.05 | 40.28 | 19 | 15.07 | 34.72 |
| Grade 5 | 42 | 52.73 | 40.00 | 40 | 38.18 | 42.86 | 18 | 9.09 | 17.14 |
| All Grades | 37 | 36.95 | 31.16 | 46 | 43.84 | 44.72 | 17 | 19.21 | 24.12 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 29 | 14.67 | 24.56 | 66 | 68.00 | 63.16 | 5 | 17.33 | 12.28 |
| Grade 4 | 12 | 17.81 | 19.44 | 82 | 71.23 | 62.50 | 5 | 10.96 | 18.06 |
| Grade 5 | 15 | 21.82 | 14.29 | 65 | 58.18 | 68.57 | 20 | 20.00 | 17.14 |
| All Grades | 20 | 17.73 | 19.10 | 71 | 66.50 | 64.82 | 10 | 15.76 | 16.08 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 36 | 33.33 | 33.33 | 49 | 34.67 | 50.88 | 14 | 32.00 | 15.79 |
| Grade 4 | 28 | 34.25 | 25.00 | 56 | 54.79 | 43.06 | 16 | 10.96 | 31.94 |
| Grade 5 | 45 | 49.09 | 34.29 | 42 | 34.55 | 50.00 | 13 | 16.36 | 15.71 |
| All Grades | 37 | 37.93 | 30.65 | 49 | 41.87 | 47.74 | 14 | 20.20 | 21.61 |

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 78 | 77 | 58 | 77 | 75 | 57 | 76 | 75 | 57 | 98.7 | 97.4 | 98.3 |
| Grade 4 | 57 | 73 | 72 | 57 | 73 | 72 | 57 | 73 | 72 | 100 | 100 | 100 |
| Grade 5 | 60 | 55 | 71 | 60 | 55 | 70 | 60 | 55 | 70 | 100 | 100 | 98.6 |
| All Grades | 195 | 205 | 201 | 194 | 203 | 199 | 193 | 203 | 199 | 99.5 | 99 | 99 |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 2460. | 2448. | 2468. | 24 | 26.67 | 36.84 | 46 | 29.33 | 36.84 | 18 | 30.67 | 15.79 | 12 | 13.33 | 10.53 |
| Grade 4 | 2483. | 2480. | 2477. | 23 | 15.07 | 23.61 | 23 | 36.99 | 27.78 | 40 | 34.25 | 22.22 | 14 | 13.70 | 26.39 |
| Grade 5 | 2511. | 2528. | 2512. | 22 | 21.82 | 22.86 | 20 | 36.36 | 30.00 | 30 | 21.82 | 24.29 | 28 | 20.00 | 22.86 |
| All Grades | N/A | N/A | N/A | 23 | 21.18 | 27.14 | 31 | 33.99 | 31.16 | 28 | 29.56 | 21.11 | 18 | 15.27 | 20.60 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 51 | 44.00 | 54.39 | 33 | 36.00 | 33.33 | 16 | 20.00 | 12.28 |
| Grade 4 | 35 | 28.77 | 33.33 | 37 | 43.84 | 34.72 | 28 | 27.40 | 31.94 |
| Grade 5 | 28 | 32.73 | 30.00 | 35 | 38.18 | 37.14 | 37 | 29.09 | 32.86 |
| All Grades | 39 | 35.47 | 38.19 | 35 | 39.41 | 35.18 | 26 | 25.12 | 26.63 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 32 | 37.33 | 33.33 | 54 | 38.67 | 52.63 | 14 | 24.00 | 14.04 |
| Grade 4 | 25 | 20.55 | 20.83 | 49 | 60.27 | 51.39 | 26 | 19.18 | 27.78 |
| Grade 5 | 18 | 27.27 | 24.29 | 45 | 50.91 | 47.14 | 37 | 21.82 | 28.57 |
| All Grades | 25 | 28.57 | 25.63 | 50 | 49.75 | 50.25 | 25 | 21.67 | 24.12 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 42 | 36.00 | 47.37 | 54 | 46.67 | 43.86 | 4 | 17.33 | 8.77 |
| **Grade 4** | 25 | 27.40 | 26.39 | 58 | 47.95 | 47.22 | 18 | 24.66 | 26.39 |
| **Grade 5** | 22 | 21.82 | 21.43 | 48 | 60.00 | 60.00 | 30 | 18.18 | 18.57 |
| **All Grades** | 31 | 29.06 | 30.65 | 53 | 50.74 | 50.75 | 16 | 20.20 | 18.59 |

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

| 2017-18 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **488** | **50.2%** | **33.6%** | This is the percent of students whose well-being is the responsibility of a court. |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2017-18 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 164 | 33.6% |
| **Homeless** | 6 | 1.2% |
| **Socioeconomically Disadvantaged** | 245 | 50.2% |
| **Students with Disabilities** | 70 | 14.3% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 37 | 7.6% |
| **American Indian** | 1 | 0.2% |
| **Asian** | 220 | 45.1% |
| **Filipino** | 42 | 8.6% |
| **Hispanic** | 120 | 24.6% |
| **Two or More Races** | 27 | 5.5% |
| **White** | 37 | 7.6% |

# School and Student Performance Data

## Overall Performance

**2018 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br><br>Yellow | **Chronic Absenteeism**<br><br>Orange | **Suspension Rate**<br><br>Orange |
| **Mathematics**<br><br>Green | | |
| **English Learner Progress**<br><br>No Performance Color | | |

# School and Student Performance Data

## Academic Performance
## English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 2 | 1 | 0 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
|  Yellow |  Yellow |  No Performance Color |
| 7.6 points above standard | 4.5 points below standard | 0 Students |
| Declined -6.6 points | Declined -15.3 points | |
| 195 students | 74 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
|  No Performance Color |  Orange |  No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 10.4 points below standard | 57.7 points below standard |
| 4 students | Declined -3.2 points | Increased 25.3 points |
| | 101 students | 31 students |

| 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  No Performance Color |  No Performance Color |  Green |  No Performance Color |
| 24.5 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 15.4 points above standard | 18.4 points above standard |
| Increased 17.7 points | 1 students | Declined -8.3 points | Increased 15.6 points |
| 18 students | | 93 students | 11 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  Yellow |  No Performance Color |  No Performance Color |  No Performance Color |
| 3.2 points below standard | 16.4 points above standard | 0 Students | 23.7 points above standard |
| Declined -20.8 points | Maintained -1.1 points | | Maintained -0.1 points |
| 42 students | 13 students | | 17 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 62.4 points below standard | 53.4 points above standard | 7.5 points above standard |
| Declined -11.5 points | Maintained 1.5 points | Maintained -1.9 points |
| 37 students | 37 students | 103 students |

# School and Student Performance Data

## Academic Performance
## Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 2 | 2 | 0 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
|  Green |  Green |  No Performance Color |
| 3.7 points above standard | 2.3 points above standard | 0 Students |
| Maintained -0.7 points | Declined -5.9 points | |
| 195 students | 74 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
|  No Performance Color |  Yellow |  No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 15.7 points below standard | 66 points below standard |
| 4 students | Maintained -0.3 points | Increased |
| | 102 students | 37.6 points<br>31 students |

| 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | Green | No Performance Color |
| 46.3 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 21.2 points above standard | 21.6 points above standard |
| Maintained 2 points | 1 students | Maintained -1.7 points | Increased |
| 18 students | | 93 students | 15.5 points<br>11 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow | No Performance Color | No Performance Color | No Performance Color |
| 14.4 points below standard | 6 points below standard | 0 Students | 13.4 points above standard |
| Declined -5.2 points | Maintained -2.3 points | | Increased |
| 42 students | 13 students | | 18.7 points<br>17 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 42.4 points below standard | 46.9 points above standard | 1.4 points below standard |
| Declined -5.4 points | Increased 8.6 points | Increased 4.1 points |
| 37 students | 37 students | 103 students |

# School and Student Performance Data

## Academic Performance
## English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|---|---|---|---|---|
| **Number of Students** | **Level 4 Well Developed** | **Level 3 Moderately Developed** | **Level 2 Somewhat Developed** | **Level 1 Beginning Stage** |
| 160 | 45.6% | 26.9% | 13.8% | 13.8% |

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 2 | 1 | 2 | 1 | 1 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
|  Orange |  Green |  No Performance Color |
| 9.3% chronically absent | 8% chronically absent | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 1.4% | Declined 0.5% | 0 students |
| 505 students | 174 students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|  No Performance Color |  Yellow |  Orange |
| Less than 11 Students - Data Not Displayed for Privacy | 11.3% chronically absent | 24.7% chronically absent |
| 8 students | Declined 1.3% | Declined 1.4% |
| | 266 students | 89 students |

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
|  |  |  |  |
| Red | No Performance Color | Blue | Yellow |
| 23.1% chronically absent | Less than 11 Students - Data Not Displayed for Privacy | 0.9% chronically absent | 9.3% chronically absent |
| Increased 3.1% | 1 students | Declined 1.6% | Maintained 0.2% |
| 39 students | | 228 students | 43 students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
|  |  |  |  |
| Red | No Performance Color | No Performance Color | No Performance Color |
| 21.6% chronically absent | 6.3% chronically absent | Less than 11 Students - Data Not Displayed for Privacy | 8.1% chronically absent |
| Increased 6.4% | Declined 0.9% | 0 students | Increased 1.2% |
| 125 students | 32 students | | 37 students |

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 1 | 3 | 0 | 1 | 2 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2018 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
|  Orange |  Orange |  No Performance Color |
| 2.5% suspended at least once | 2.3% suspended at least once | 0 Students |
| Increased 0.3% | Increased 0.9% | |
| 510 students | 174 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
|  No Performance Color |  Green |  Orange |
| Less than 11 Students - Data Not | 2.6% suspended at least once | 2.2% suspended at least once |
| 8 students | Declined -0.5% | Increased 0.8% |
| | 266 students | 89 students |

| 2018 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  Red |  No Performance Color |  Blue |  Blue |
| 7.7% suspended at least once | Less than 11 Students - Data 1 students | 0.9% suspended at least once | 0% suspended at least once |
| Increased 7.7% | | Declined -1.1% | Maintained 0% |
| 39 students | | 231 students | 44 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  Orange |  No Performance Color |  No Performance Color |  No Performance Color |
| 4% suspended at least once | 0% suspended at least once | 0 Students | 8.1% suspended at least once |
| Increased 3.1% | Declined -7.1% | | Declined -2.2% |
| 126 students | 32 students | | 37 students |

This section provides a view of the percentage of students who were suspended.

| 2018 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2016** | **2017** | **2018** |
| 1.5% suspended at least once | 2.2% suspended at least once | 2.5% suspended at least once |

# Goals, Strategies, & Proposed Expenditures

# Goal 1

## Subject

Goal #1 Teach Learn and Achieve

## Goal Statement

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.

## Goal was informed by

District LCAP, CA Dashboard Data, District Assessments, CA Healthy Kids Survey, Parent Surveys

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| LCFF Priority 1 - Basic Conditions<br>• Compliance with Williams textbook and materials audit<br>• Appropriately Assigned Teachers as indicated on the CA State Dashboard<br><br>LCFF Priority 2 - Implementation of State Standards<br><br>• Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard<br><br>LCFF Priority 4 - Pupil Achievement<br>• Academic Indicator for English Language Arts as reported on the CA State Dashboard<br>• Academic Indicator for Mathematics as reported on the CA State Dashboard<br>• English Language Learner Progress Indicator as reported on the CA State Dashboard<br>• English Learner Reclassification rate is | LCFF Priority 1 - Basic Conditions<br>• Maintain 100% Williams Audit<br>• Maintain 100% of all teachers appropriate assigned<br><br>LCFF Priority 2 - Implementation of State Standards<br><br>• Maintain a comprehensive core curriculum TK-12 as reported to the local school board<br><br>LCFF Priority 4 - Pupil Achievement<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year<br>• Increase the Academic ELA status for SPED students by 20 or more points from the previous year<br>• Increase the Academic Math status for all students and student groups by 7-20 points from the previous year<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year. | LCFF Priority 1 - Basic Conditions<br>• Maintain 100% Williams Audit<br>• Maintain 100% of all teachers appropriate assigned<br><br>LCFF Priority 2 - Implementation of State Standards<br><br>• Maintain a comprehensive core curriculum TK-12 as reported to the local school board<br><br>LCFF Priority 4 - Pupil Achievement<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year<br>• Increase the Academic ELA status for SPED students by 20 or more points from the previous year<br>• Increase the Academic Math status for all students and student groups by 7-20 points from the previous year<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year. |

| Metric/Indicator | Baseline | Expected Outcome |
| --- | --- | --- |
| factored into the ELP Indicator for the state<br><br>LCFF Priority 5 - Pupil Engagement<br>• Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard<br>• Attendance rates | • Increase the reclassification rate by 0.5% to 2% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br>• Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year | • Increase the reclassification rate by 0.5% to 2% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br>• Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year |

## Planned Strategies/Activities

## Strategy/Activity 1

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)

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2019 - 2020

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

| | |
| --- | --- |
| **Amount** | 3000 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Substitute release for teacher collaboration and planning. We will also use this time to support and create student intervention plans. |

## Strategy/Activity 2

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2019 -2020

### Person(s) Responsible

Certificated Staff

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 4000 |
| **Source** | Title I |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | After school library support for 1st to 3rd grade students for non Mustang Academy students. they will provide homework support and enrichment opportunities. |

## Strategy/Activity 3

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.)

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2019 - 2020

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1000 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Substitute release time and after hourly pay for teachers to extend and share best practices. |

## Strategy/Activity 4

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2019 - 2020

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 4812 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Collaboration and release time for planning and coordination of grade level projects. |

## Strategy/Activity 5

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2019 - 2020

### Person(s) Responsible

Principal and staff

### Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 6

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.

### Students to be Served by this Strategy/Activity

English Language Learners

### Timeline

2019 - 2020

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 500 |
| **Source** | Title I |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Increase the number of cross grade level and grade level opportunityiesto develop and strengthen ELD support and instruction. |

## Strategy/Activity 7

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.

### Students to be Served by this Strategy/Activity

English Language Learners

### Timeline

2019 - 2020

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 500 |
| **Source** | Supplemental and Concentration |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Prioritize additional time to prepare student data for staff as they begin the year. |

## Strategy/Activity 8

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. We will look for supports that can be accessed from home through the student accounts.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2019 - 2020

### Person(s) Responsible

Principal, Teachers and Parents

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 7520 |
| **Source** | Supplemental and Concentration |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Purchase additional supplies and materials for after school enrichment programs. |

## Strategy/Activity 9

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2019 - 2020

### Person(s) Responsible

Principal, Teachers and Administrative Assistant

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 12,000 |
| **Source** | Supplemental and Concentration |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Purchase  classroom supplies to ensure resources are available to new and veteran teachers to support common Core State Standards and enrichment activities. |

## Strategy/Activity 10

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.)

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2019-2020

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1000 |
| **Source** | Title I |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Goal will be met as a part of ongoing multi tiered intervention and COST support. |

## Strategy/Activity 11

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.

## Students to be Served by this Strategy/Activity

Title 1 Students, Low Socio-economic students, English Language Learners

## Timeline

2019 - 2020

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 14500 |
| **Source** | Title I |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | 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, Strategies, & Proposed Expenditures

# Goal 2

## Subject

Goal #2 Equity and Inclusion Through College and Career Readiness

## Goal Statement

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.

## Goal was informed by

District LCAP, CA Dashboard Data, District Assessments, CA Healthy Kids Survey, Parent Surveys

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| LCFF Priority 3 - Parent Engagement<br>• The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%.<br><br>LCFF Priority 4 - Pupil Academics<br>• Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard<br>• Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard<br>• English Language Learner Progress Indicator as reported on the CA State Dashboard<br>• English Learner Reclassification rate is | LCFF Priority 3 - Parent Engagement<br>• Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board<br><br>LCFF Priority 4 - Pupil Academics<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement | LCFF Priority 3 - Parent Engagement<br>• Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board<br><br>LCFF Priority 2 - Implementation of State Standards<br>• Maintain a comprehensive core curriculum TK-12 as reported to the local school board in the<br><br>spring 2019<br><br>LCFF Priority 4 - Pupil Academics<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year. |

| Metric/Indicator | Baseline | Expected Outcome |
| --- | --- | --- |
| factored into the ELP Indicator for the state<br><br>LCFF Priority 5 - Pupil Engagement<br>• Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard<br>• Attendance rates | • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year | • Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br>• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year |

## Planned Strategies/Activities

## Strategy/Activity 1

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2019 - 2020

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

| | |
| --- | --- |
| **Amount** | 1000 |
| **Source** | Title I |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Hourly teacher pay for developing, supporting and implementing parent education events. |

## Strategy/Activity 2

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2019 - 2020

### Person(s) Responsible

Principal and Parent Facilitator

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1000 |
| **Source** | Title I |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Hourly teacher pay for developing, supporting and implementing parent education events. |

## Strategy/Activity 3

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2019 - 2020

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 500 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Release time was provided as needed to support creating inclusion opportunities between our SDC program and general education students. |

## Strategy/Activity 4

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.

### Students to be Served by this Strategy/Activity

English Language Learners

### Timeline

2019 - 2020

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 500 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Hourly teacher pay for developing, supporting and implementing parent education events. |

## Strategy/Activity 5

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2019 - 2020

### Person(s) Responsible

Principal, Parent Facilitator

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1000 |
| **Source** | Title I |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Budget materials and supplies for parent education events. |

## Strategy/Activity 6

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2019 - 2020

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1000 |
| **Source** | Title I |
| **Budget Reference** | 5800: Professional/Consulting Services And Operating Expenditures |
| **Description** | Attend workshops and conferences to facilitate support for EL and SED students populations. |
| **Amount** | 7316 |
| **Source** | After school Library Hours |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Hourly After school programs focused on intervention Stem, health and wellness |

# Goals, Strategies, & Proposed Expenditures

# Goal 3

## Subject

Goal #3 Collaborative and Engaged District Culture

## Goal Statement

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.

## Goal was informed by

Parent Surveys, Coffee Chats, School Site Council feedback

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| LCFF Priority 3 - Parent Engagement<br>• The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%.<br><br>LCFF Priority 4 - Pupil Academics<br>• Academic Indicator for English Language Arts as reported on the CA State Dashboard<br>• Academic Indicator for Mathematics as reported on the CA State Dashboard<br>• English Language Learner Progress Indicator as reported on the CA State Dashboard<br>• English Learner Reclassification rate is | LCFF Priority 3 - Parent Engagement<br>• Maintain a variety of opportunities for parent engagement throughout the school year as<br><br>reported annually to the local school board<br><br>LCFF Priority 4 - Pupil Academics<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br><br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement | LCFF Priority 3 - Parent Engagement<br>• Maintain a variety of opportunities for parent engagement throughout the school year as<br><br>reported annually to the local school board<br><br>LCFF Priority 4 - Pupil Academics<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br><br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement |

| Metric/Indicator | Baseline | Expected Outcome |
| --- | --- | --- |
| factored into the ELP Indicator for the state<br><br>LCFF Priority 5 - Pupil Engagement<br>• Chronic Absenteeism Indicator as reported on the CA State Dashboard<br>• Attendance rates<br><br>LCFF Priority 6 - School Climate<br>• SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard.<br>• Expulsion Rates for the district<br>• SLUSD administers the students survey, every other year and reports findings to the local<br><br>school board and the CA State Dashboard. | • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year<br><br>LCFF Priority 6 - School Climate<br>• Decrease the Suspension rate status by 0.3% to 2% from the previous year.<br>• Maintain the district expulsion rate at or below the state average for all students and student<br><br>groups.<br><br>• Maintain a high rating for Student Engagement and Supports and report findings from<br><br>Student Survey. | • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year<br><br>LCFF Priority 6 - School Climate<br>• Decrease the Suspension rate status by 0.3% to 2% from the previous year.<br>• Maintain the district expulsion rate at or below the state average for all students and student<br><br>groups.<br><br>• Maintain a high rating for Student Engagement and Supports and report findings from<br><br>Student Survey. |

## Planned Strategies/Activities

## Strategy/Activity 1

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)

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2019 - 2020

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

| | |
| --- | --- |
| **Amount** | 1000 |
| **Source** | Base |

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

## Strategy/Activity 2

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.)
3.2a Provide multilingual communication whenever possible in the represented languages at the school utilizing the available internal and external resources.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2019 - 2020

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1000 |
| **Source** | Title I |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Provide hourly time for the website to be updated and to create more parent education resources to attach and link to the website. |

# Goals, Strategies, & Proposed Expenditures

# Goal 4

## Subject

Goal #4 Family and Community Engagement

## Goal Statement

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.

## Goal was informed by

District LCAP, CA Dashboard Data, District Assessments, CA Healthy Kids Survey, Parent Surveys

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| LCFF Priority 3 - Parent Engagement<br><br>• The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%.<br><br>LCFF Priority 4 - Pupil Academics<br>• Academic Indicator for English Language Arts as reported on the CA State Dashboard<br>• Academic Indicator for Mathematics as reported on the CA State Dashboard<br>• English Language Learner Progress Indicator as reported on the CA State Dashboard<br>• English Learner Reclassification rate is | LCFF Priority 3 - Parent Engagement<br><br>• Maintain a variety of opportunities for parent engagement throughout the school year as<br><br>reported annually to the local school board<br><br>LCFF Priority 4 - Pupil Academics<br><br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br><br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement | LCFF Priority 3 - Parent Engagement<br><br>• Maintain a variety of opportunities for parent engagement throughout the school year as<br><br>reported annually to the local school board<br><br>LCFF Priority 4 - Pupil Academics<br><br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br><br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement |

| Metric/Indicator | Baseline | Expected Outcome |
| --- | --- | --- |
| factored into the ELP Indicator for the state<br><br>LCFF Priority 5 - Pupil Engagement<br>• Chronic Absenteeism Indicator as reported on the CA State Dashboard<br>• Attendance rates | • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year | • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year |

## Planned Strategies/Activities

### Strategy/Activity 1

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.

#### Students to be Served by this Strategy/Activity

All

#### Timeline

2019-2020

#### Person(s) Responsible

Principal, Site staff

#### Proposed Expenditures for this Strategy/Activity

| | |
| --- | --- |
| **Amount** | 500 |
| **Source** | Base |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Prioritize duties of our Parent Facilitator to support outreach to parents |

### Strategy/Activity 2

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.

#### Students to be Served by this Strategy/Activity

All

#### Timeline

2019-2020

### Person(s) Responsible

Principal, Site Staff

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1669 |
| **Source** | Translation Budget |
| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |
| **Description** | Funding for translation for meeting and events. |

## Strategy/Activity 3

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

### Students to be Served by this Strategy/Activity

All

### Timeline

2019-2020

### Person(s) Responsible

Principal, Site Staff

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1000 |
| **Source** | Title I |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | This funding provides hourly pay for teachers who help plan and create parent education events. |

## Strategy/Activity 4

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.

### Students to be Served by this Strategy/Activity

All

### Timeline

2019-2020

## Person(s) Responsible

Principal, Site Staff

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 500 |
| **Source** | Base |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Parent facilitator pay to conduct outreach after hours when parents are home from work. |

# Goals, Strategies, & Proposed Expenditures

# Goal 5

## Subject

Goal #5 Facilities

## Goal Statement

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.

## Goal was informed by

District LCAP, CA Dashboard Data, District Assessments, CA Healthy Kids Survey, Parent Surveys

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| LCFF Priority 1 - Basic Conditions<br>• Compliance with Williams facilities audits<br>• Monitor maintenance requests and the average time to complete requests by categories. | LCFF Priority 1 - Basic Conditions<br>• Maintain 100% positive reporting on all Williams and<br>local facilities audit for cleanliness and supplies.<br>• Decrease the average completion rate times by 1% to 5% over the previous year. | LCFF Priority 1 - Basic Conditions<br>• Maintain 100% positive reporting on all Williams and<br>local facilities audit for cleanliness and supplies.<br>• Decrease the average completion rate times by 1% to 5% over the previous year. |

## Planned Strategies/Activities

### Strategy/Activity 1

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)

#### Students to be Served by this Strategy/Activity

All

#### Timeline

2019-2020

### Person(s) Responsible

Principal, Site Staff

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 500 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Provide hourly time for interested teachers to design and present to parents how to access district information. |

## Strategy/Activity 2

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

### Students to be Served by this Strategy/Activity

All

### Timeline

2019-2020

### Person(s) Responsible

Principal, Site staff

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 0 |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Provide supplies to remedy facility needs until bond monies are implemented. |

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## 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.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| LCFF Priority 1 - Basic Conditions<br>• Compliance with Williams textbook and materials audit<br>• Appropriately Assigned Teachers as indicated on the CA State Dashboard<br><br>LCFF Priority 2 - Implementation of State Standards<br><br>• Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard<br><br>LCFF Priority 4 - Pupil Achievement<br>• Academic Indicator for English Language Arts as reported on the CA State Dashboard<br>• Academic Indicator for Mathematics as reported on the CA State Dashboard<br>• English Language Learner Progress Indicator as reported on the CA State Dashboard<br>• English Learner Reclassification rate is factored into the ELP Indicator for the state<br><br>LCFF Priority 5 - Pupil Engagement<br>• Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard<br>• Attendance rates | LCFF Priority 1 - Basic Conditions<br>• Maintain 100% Williams Audit<br>• Maintain 100% of all teachers appropriate assigned<br><br>LCFF Priority 2 - Implementation of State Standards<br><br>• Maintain a comprehensive core curriculum TK-12 as reported to the local school board<br><br>LCFF Priority 4 - Pupil Academics<br><br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br><br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br>• Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. | LCFF Priority 1 - Basic Conditions<br>• Maintained 100% Williams Audit<br>• Maintained 100% of all teachers appropriate assigned<br><br>LCFF Priority 2 - Implementation of State Standards<br><br>• Maintained a comprehensive core curriculum TK-12 as reported to the local school board<br><br>LCFF Priority 4 - Pupil Achievement<br>• Academic ELA status for all students and student groups declined by 6.6 points.<br>• Academic ELA status for SPED students increased by 25.3 points<br>• Academic Math status for all students and student groups slights decreased by 0.7 points<br><br>19.<br>• English Learner Progress Level 4 = 45.6%, Level 3 = 26.9%, Level 2 =13.8%, Level 1 = 13.8%<br>• Increased the reclassification rate over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br><br>• Increased of Chronic Absentee rate by 1.4% |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
| --- | --- | --- |
| | • Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year | |

## Strategies/Activities for Goal 1

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
| --- | --- | --- | --- |
| 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) | Madison teachers fully implemented all district wide adopted curriculum. Madison teachers integrated global competencies throughout the instructional lessons. Madison teachers engaged in monthly grade level and professional development learning collaborations. | 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 | 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 |
| 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 | Madison teachers and support staff assessed student learning by administrating all state, district, and curriculum assessments. Additionally, Madison teachers gave diagnostic and progress monitoring assessments in both reading and math to determine appropriate academic interventions. Madison teachers engaged in data analysis to inform their understanding of student skill gaps and knowledge | 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 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 |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| opportunity gap) and addressed through differentiated classroom instruction at the Tier 1 level and/or intervention services at the Tier 2 level.<br><br>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. | gaps to adjust instruction accordingly. | | |
| 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.) | Madison teachers implemented Eureka math across all grade levels. Teachers collaborated with their grade level teams. We still need to build capacity around student academic discourse in mathematics. Teachers will need to build capacity on systemizing cross-grade level collaboration in regards to deepening our understanding of the grade level standards for the grade below and above. | Substitute release time and after hourly pay for teachers to extend and share best practices. 1000-1999: Certificated Personnel Salaries Base 2000 | Substitute release time and after hourly pay for teachers to extend and share best practices. 1000-1999: Certificated Personnel Salaries Base 2000 |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | | | |
| 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.<br>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. | Madison teachers implemented at least one project in 2018-2019 school year.<br><br>We explored PBL ideas around giving. Our work demonstrated a beginning level of implementation. We will build on this beginning, through capacity building, collaboration and community engagement. Each Grade Level team and classroom will research and ponder their own approach to a school wide PBL and concrete ways we can change behavior locally to support a global problem. | Collaboration and release time for planning and coordination of grade level projects. 1000-1999: Certificated Personnel Salaries Base 6000 | Collaboration and release time for planning and coordination of grade level projects. 1000-1999: Certificated Personnel Salaries Base 6000 |
| 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. | This goal was fully implemented. We are continuing to build out our STEM/NGSS Standards through a high quality Makers Space in 2019-2020. | Create release time for teachers to review, enter and monitor student data as needed. 1000-1999: Certificated Personnel Salaries Base 1000 | Create release time for teachers to review, enter and monitor student data as needed. 1000-1999: Certificated Personnel Salaries Base 1000 |
| 1.6 A focus will be placed on ensuring access to systematic language | This goal is not fully implemented. We will continuing to develop | Increase the number of grade level opportunity | Increase the number of grade level opportunity |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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. | capacity to increase language acquisition through culturally relevant instructional strategies. We will have targeted instruction around Academic Discourse across math, reading and sciences.<br><br>We hope to build capacity around Wonder's ELD curriculum. Teachers and students will have blended tech access to BrainPop, Discovery ED, and Zearn to support language development. | to develop and strengthen ELD support and instruction. 1000-1999: Certificated Personnel Salaries Base 500 | to develop and strengthen ELD support and instruction. 1000-1999: Certificated Personnel Salaries Base 500 |
| 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.<br><br>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.<br><br>1.7c Provide names to staff of students who are at risk for becoming Long-term English Language | Fully implemented. We have a system in place to inform and coordinate EL achievement to teachers and to support our ELs with reclassification. | Prioritize additional time to prepare student data for staff as they begin the year. 2000-2999: Classified Personnel Salaries Other 500 | Prioritize additional time to prepare student data for staff as they begin the year. 2000-2999: Classified Personnel Salaries Other 500 |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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. | | | |
| 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. | Fully implemented. | Purchase additional supplies and materials for after school enrichment programs. 4000-4999: Books And Supplies Other 6096 | Purchase additional supplies and materials for after school enrichment programs. 4000-4999: Books And Supplies Other 6096 |
| 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. | Fully Implemented | 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 | 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 |
| 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 | Implemented through a highly effective and efficient COST Referral system and MTSS. | Goal will be met as a part of ongoing multi tiered intervention and COST support. 0000: Unrestricted Base 0 | Goal will be met as a part of ongoing multi tiered intervention and COST support. 0000: Unrestricted Base 0 |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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.) | | | |
| 1.11 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. | This goal was fully implemented and continues to be a high priority as we enter a new school year. | Provide release time to attend and support parent meeting time for students SST and IEP meetings. 1000-1999: Certificated Personnel Salaries Locally Defined 500 | Provide release time to attend and support parent meeting time for students SST and IEP meetings. 1000-1999: Certificated Personnel Salaries Local Categorical 500 |

## Analysis

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

The overall impact of this goal has helped to move forward Madison teachers from mostly providing direct instruction to a pathway for small group and 1:1 targeted learning groups around skill gaps/knowledge. There is evidence in our school wide data to support the effectiveness of this goal on our student's academic success.

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

We will continue to close the achievement gap for our subgroups on the CA Dashboard: African American, Latino, and Socio-economically disadvantaged through Level Literacy Intervention in 2019-2020. We will see consistent gains in reading levels for subgroups as we develop our capacity

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

There are no material differences between the proposed expenditures and the estimated actual expenditures. The funding was utilized as it was outline in the plan.

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

Many of the strategies will continue to be implemented going forward. We will use proposed expenditures to also improve academic discourse, student conferring, and meaning making. We will also move forward with implementing culturally relevant strategies to address systemic equity concerns.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## 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.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| LCFF Priority 3 - Parent Engagement<br>• The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%.<br><br>LCFF Priority 4 - Pupil Academics<br>• Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard<br>• Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard<br>• English Language Learner Progress Indicator as reported on the CA State Dashboard<br>• English Learner Reclassification rate is factored into the ELP Indicator for the state<br><br>LCFF Priority 5 - Pupil Engagement<br>• Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard<br>• Attendance rate | LCFF Priority 3 - Parent Engagement<br>• Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board<br><br>LCFF Priority 4 - Pupil Academics<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br>• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year | LCFF Priority 3 - Parent Engagement<br>• Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board<br><br>LCFF Priority 4 - Pupil Achievement<br>• Academic ELA status for all students and student groups declined by 6.6 points.<br>• Academic ELA status for SPED students increased by 25.3 points<br>• Academic Math status for all students and student groups slights decreased by 0.7 points<br><br>19.<br>• English Learner Progress Level 4 = 45.6%, Level 3 = 26.9%, Level 2 =13.8%, Level 1 = 13.8%<br>• Increased the reclassification rate over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br>• Increased of Chronic Absentee rate by 1.4% |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| | | |

## Strategies/Activities for Goal 2

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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.<br>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. | Madison participated in College Mondays. In the future we will build out more college and career activities to plant seeds of inspiration for our student's future selves. | Hourly teacher pay for developing, supporting and implementing parent education events. 1000-1999: Certificated Personnel Salaries Base 500 | Hourly teacher pay for developing, supporting and implementing parent education events. 1000-1999: Certificated Personnel Salaries Base 500 |
| 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. | This goal was met and will continue in future years as an important goal to give voice, input, and participation in our school community with agency and advocacy. | Hourly teacher pay for developing, supporting and implementing parent education events. 1000-1999: Certificated Personnel Salaries Base 500 | Hourly teacher pay for developing, supporting and implementing parent education events. 1000-1999: Certificated Personnel Salaries Base 500 |
| 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. | At Madison, there are three Moderately/Severe special day classes, resource support, and speech therapy. | 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 | 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 |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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. | This goal was fully implemented and we will continue to utilize state, district, and local data to measure EL growth and monitor our RFEP students utilizing ELLevation. | Hourly teacher pay for developing, supporting and implementing parent education events. 1000-1999: Certificated Personnel Salaries Base 500 | Hourly teacher pay for developing, supporting and implementing parent education events. 1000-1999: Certificated Personnel Salaries Base 500 |
| 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. | This goal was fully implemented especially in the area of families accessing the blended learning platforms at home. Based on parent/guardian feedback, one area or parent support in helping their child with common core math homework. Website videos are supported on the District website. | This will provide a budget for food and refreshments for parent educational opportunities. 5000-5999: Services And Other Operating Expenditures Base 1000 | This will provide a budget for food and refreshments for parent education opportunities. 5000-5999: Services And Other Operating Expenditures Base 1000 |
| 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. | This goal was implemented. | 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 for playground equipment and specialized resources to build empathy for students with diverse abilities and differences. 4000-4999: Books And Supplies Base 500 |

## Analysis

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

The overall impact of this goal has helped to expose Madison students to better understand that college and career dreams/goals  begin in elementary school and what they do now will affect their choices for the future. We utilized resources provided centrally such as our intervention specialists, parent facilitators, and parent community, as well as some additional support with community partnerships.

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

Madison staff brought a new level of visibility to college and career readiness this year. We still need to go deeper in terms of utilizing community business partners, parents, professionals, and trade persons to present to our students to expose them to more college and career options.

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

There are no material differences between the proposed expenditures and estimated actual expenditures.

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

There are no significant changes in this goal. We will continue to build upon the foundation that has been established.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## 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.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| LCFF Priority 3 - Parent Engagement<br>• The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%.<br><br>LCFF Priority 4 - Pupil Academics<br>• Academic Indicator for English Language Arts as reported on the CA State Dashboard<br>• Academic Indicator for Mathematics as reported on the CA State Dashboard<br>• English Language Learner Progress Indicator as reported on the CA State Dashboard<br>• English Learner Reclassification rate is factored into the ELP Indicator for the state<br><br>LCFF Priority 5 - Pupil Engagement<br>• Chronic Absenteeism Indicator as reported on the CA State Dashboard<br>• Attendance rates<br><br>LCFF Priority 6 - School Climate | LCFF Priority 3 - Parent Engagement<br>• Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board<br><br>LCFF Priority 4 - Pupil Academics<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year.<br>• Increase the Academic Math status for all students and student groups by 7-20 points from the previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br>• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year<br><br>LCFF Priority 6 - School Climate | LCFF Priority 3 - Parent Engagement<br>• Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board<br><br>LCFF Priority 4 - Pupil Achievement<br>• Academic ELA status for all students and student groups declined by 6.6 points.<br>• Academic ELA status for SPED students increased by 25.3 points<br>• Academic Math status for all students and student groups slights decreased by 0.7 points19.<br>• English Learner Progress Level 4 = 45.6%, Level 3 = 26.9%, Level 2 =13.8%, Level 1 = 13.8%<br>• Increased the reclassification rate over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br>• Increased of Chronic Absentee rate by 1.4%<br><br>LCFF Priority 6 - School Climate<br>• Increased suspension rate by 0.3%<br>• Maintained the district expulsion rate at or below the state average for all students and student groups.<br>• Maintained a high rating for Student Engagement and Supports and report |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard.<br>• Expulsion Rates for the district<br>• SLUSD administers the students survey, every other year and reports findings to the local<br><br>school board and the CA State Dashboard. | • Decrease the Suspension rate status by 0.3% to 2% from the previous year.<br>• Maintain the district expulsion rate at or below the state average for all students and student groups.<br>• Maintain a high rating for Student Engagement and Supports and report findings from Student Survey. | findings from Student Survey. |

## Strategies/Activities for Goal 3

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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) | This goal was fully implemented. We will continue to grow these programs moving forward. | We will continue to create assemblies and school wide award opportunities to emphasize school rules and promote a positive school culture. 5000-5999: Services And Other Operating Expenditures Base 1000 | We will continue to create assemblies and school wide award opportunities to emphasize school rules and promote a positive school culture. 5000-5999: Services And Other Operating Expenditures Base 1000 |
| 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.)<br>3.2 a Provide multilingual communication whenever possible in the represented languages at the school utilizing the available internal and external resources. | This goal was fully implemented. We will build out our communication platform using ParentSquare.This is an interactive school wide communication tool and will allow us to communicate to all families in their home languages. We are also planning to intentionally purchase new social justice theme books for our school library to reflect our diverse student population. | Create more parent education resources to attach and link to the website. 4000-4999: Books And Supplies Base 300 | Create more parent education resources to attach and link to the website. 4000-4999: Books And Supplies Base 300 |

## Analysis

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

The overall implementation of these strategies/activities have helped Madison staff meet the needs of students who have experienced trauma or have high numbers of ACES. We utilized the centralized resources to support the implementation of these goals.

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

The number of students referred to the office/reflection room declined as a result of implementing these goals.

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

There are no material differences between the proposed expenditures and estimated actual expenditures as we utilized centralized funding to support these services.

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

We will continue to implement these strategies in the 2019-20 school year and COST monitoring on a monthly basis to support and identify which students may need more support.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## 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.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| LCFF Priority 3 - Parent Engagement<br>• The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%.<br><br>LCFF Priority 4 - Pupil Academics<br>• Academic Indicator for English Language Arts as reported on the CA State Dashboard<br>• Academic Indicator for Mathematics as reported on the CA State Dashboard<br>• English Language Learner Progress Indicator as reported on the CA State Dashboard<br>• English Learner Reclassification rate is factored into the ELP Indicator for the state<br><br>LCFF Priority 5 - Pupil Engagement<br>• Chronic Absenteeism Indicator as reported on the CA State Dashboard<br>• Attendance rates | LCFF Priority 3 - Parent Engagement<br>• Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board<br><br>LCFF Priority 4 - Pupil Academics<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year.<br>• Increase the Academic Math status for all students and student groups by 7-20 points from the previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br>• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year | LCFF Priority 3 - Parent Engagement<br>• Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board<br><br>LCFF Priority 4 - Pupil Achievement<br>• Academic ELA status for all students and student groups declined by 6.6 points.<br>• Academic ELA status for SPED students increased by 25.3 points<br>• Academic Math status for all students and student groups slights decreased by 0.7 points 19.<br>• English Learner Progress Level 4 = 45.6%, Level 3 = 26.9%, Level 2 =13.8%, Level 1 = 13.8%<br>• Increased the reclassification rate over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br>• Increased of Chronic Absentee rate by 1.4% |

## Strategies/Activities for Goal 4

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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. | Madison's Parent Facilitator provided targeted outreach and support to families identified under ESSA. | Continue to prioritize Parent Facilitator to support and outreach to parents 2000-2999: Classified Personnel Salaries Base 500 | Continue to prioritize Parent Facilitator to support and outreach to parents 2000-2999: Classified Personnel Salaries Base 500 |
| 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. | Madison ensured translation services were implemented to support parent's home languages in Spanish, Cantonese. This year we are adding on Vietnamese translations as well. | Funding for translation for meeting and events. 5000-5999: Services And Other Operating Expenditures Base 1000 | Funding for translation for meeting and events. 5000-5999: Services And Other Operating Expenditures Base 1000 |
| 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. | This goal was fully met and implemented. | This funding will provide hourly pay for teachers who help plan and create parent education events. 1000-1999: Certificated Personnel Salaries Base 1000 | This funding will provide hourly pay for teachers who help plan and create parent education events. 1000-1999: Certificated Personnel Salaries Base 1000 |
| 4.4 Provide opportunities for parents to provide feedback on school-wide | Parents had the opportunity to provide input and feedback on | Parent facilitator pay to conduct outreach after hours when parents are | Parent facilitator pay to conduct outreach after hours when parents are |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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. | school wide programs through ELAC/SSC/PTO/Surveys and District held community meetings. We will expand this work to include opportunities for fathers and fathers on the Gender Spectrum to play a pivotal role in supporting our school. We will also be founding a "Soulful Gathering" community forum to make space for authentic dialogue around culturally relevant and equitable outcomes for indigenous communities/allies of people of color in order to create an inclusive environment, address any concerns this community maybe experiencing, and to build relationships across different cultures. | home from work. 2000-2999: Classified Personnel Salaries Base 500 | home from work. 2000-2999: Classified Personnel Salaries Base 500 |

## Analysis

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

The overall implementation of the strategies/activities have helped to increase parent/guardian involvement parent education opportunities embedded into Coffee Chat, ELAC, SSC, PTO, Annual Title 1 Meeting, etc.

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

The overall effectiveness of the strategies/activities have helped to get more families involved at school through volunteering and/or attending parent/guardian education events. This is evidenced by parents attendance at site meetings and programs that aim at engaging parents to participate in parent leadership committees as well as consistently attend district level parent committees and community forums.

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

There are no material differences between the proposed expenditures and the estimated actual expenditures.

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

Creating parent support groups for our African American, Latino, and Special Education community members will be a high priority. Steps were taken in the 2018-19 school year to identify parents who are interested in taking on leadership

roles in these support groups. In the fall of 2019, meetings will be scheduled to gauge interest in the Madison community for these groups.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## 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.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| LCFF Priority 1 - Basic Conditions<br>• Compliance with Williams facilities audits<br>• Monitor maintenance requests and the average time to complete requests by categories. | LCFF Priority 1 - Basic Conditions<br>• Maintain 100% positive reporting on all Williams and<br>local facilities audit for cleanliness and supplies.<br>• Decrease the average completion rate times by 1% to 5% over the previous year. | LCFF Priority 1 - Basic Conditions<br>• Maintained 100% positive reporting on all Williams and<br>local facilities audit for cleanliness and supplies.<br>• Decreased the average completion rate times by 1% to 5% over the previous year. |

## Strategies/Activities for Goal 5

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 5.1 Facilitate opportunlties that create access to internet and devices at home for students and their famllies (i.e. Family Tech Nights) | We fully met this goal and plan to build on these opportunities to connect our students to 21st Century technology opportunities in 2019-2020. | Provide hourly time for interested teachers to design and present to parents how to access district information. 1000-1999: Certificated Personnel Salaries Base 500 | Provide hourly time for interested teachers to design and present to parents how to access district information. 1000-1999: Certificated Personnel Salaries Base 500 |
| 5.2 Continue to coordinate services that will improve the school environment with in collaboration with school staff, district, and community support. | We are in progress on this goal and will continue to be intentional with building out an outstanding school environment for all stakeholders. | Provide fans and supplies to remedy facility needs until bond monies are implemented. 4000-4999: Books And Supplies Other 500 | Provide fans and supplies to remedy facility needs until bond monies are implemented. 4000-4999: Books And Supplies Other 500 |

## Analysis

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

In general the areas of the school not under construction are cleaner and look better. We are considering murals, community gardening or other ways to brighten up the permanent buildings. Our hallways and messaging will reflect the diversity in our school's community.

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

This goal has helped to improve the over all appearance of our school in the non-construction zones.

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

There are no material differences between the proposed expenditures and estimated actual expenditures as we used centralized services to support this work.

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

We will continue to work on these goals and promote activities to increase parent and community members opportunities to improve the appearance of the school and helping promote more family tech nights to support device use and identify any tech/device needs that may still need to be addressed in the 2019-20 school year.

# Budget Summary and Consolidation

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

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 69,317.00 |

## Allocations by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| Site Formula Funds | 27,095.00 | 27,095.00 |
| Donations | 10,000.00 | 10,000.00 |
| Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO | 2,950.00 | 2,950.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| | 0.00 |
| After school Library Hours | 7,316.00 |
| Base | 14,312.00 |
| Supplemental and Concentration | 20,020.00 |
| Title I | 26,000.00 |
| Translation Budget | 1,669.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 38,628.00 |
| 2000-2999: Classified Personnel Salaries | 5,500.00 |
| 4000-4999: Books And Supplies | 21,520.00 |
| 5000-5999: Services And Other Operating Expenditures | 2,669.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 1,000.00 |

# Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 4000-4999: Books And Supplies | | 0.00 |
| 1000-1999: Certificated Personnel Salaries | After school Library Hours | 7,316.00 |
| 1000-1999: Certificated Personnel Salaries | Base | 11,312.00 |
| 2000-2999: Classified Personnel Salaries | Base | 1,000.00 |
| 4000-4999: Books And Supplies | Base | 1,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Base | 1,000.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental and Concentration | 500.00 |
| 4000-4999: Books And Supplies | Supplemental and Concentration | 19,520.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 20,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 4,000.00 |
| 4000-4999: Books And Supplies | Title I | 1,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 1,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Translation Budget | 1,669.00 |

# School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

| Name of Members | Role |
|---|---|
| Suzy Menjivar | Parent or Community Member |
| Joyce Wagner | Parent or Community Member |
| Kai Wu | Parent or Community Member |
| Vien Cao | Parent or Community Member |
| Jess Coop | Classroom Teacher |
| Krista Sarkany | Classroom Teacher |
| Rachel Toscano | Classroom Teacher |
| Margie Troung | Parent or Community Member |
| Sara Lopes | Other School Staff |
| Paulette Smith | Principal |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
| --- | --- |
|  | English Learner Advisory Committee |
| | Other: School Safety Committee, PBIS, Health and Wellness, |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on September 23, 2019.

Attested:

| | |
| --- | --- |
|  | Principal, Paulette Smith on 09/23/2019 |
|  | SSC Chairperson, Suzy Menjivar on 09/23/2019 |

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

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

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

## Goal

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

## Goal was informed by

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

## Students to be Served by this Strategy/Activity

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

## Proposed Expenditures for this Strategy/Activity

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

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

## Annual Review and Update

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

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

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

## Analysis

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

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

## Budget Summary and Consolidation

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

## Budget Summary

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

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

A school may include additional information or more detail.

## Consolidation of Funds

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

# Schoolwide Program Requirements

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

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

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

# Appendix B: Select State and Federal Programs

## Federal Programs

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

## State or Local Programs

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